

RELIGIOUS HOUSE

Pioneering Christian Style

TRAINING UNIT TACTIC 9 Cadre

A tactic pointing toward the relationship created by the cadre with the religious house, in common mission, in extended collegial nurture, and embodiment of the personal style pioneered by the house.

Creating the Collegial Relationship	Initial Engagement	weekend odyssey	course participation	movement meetings	informal parties
	Spirit Study	common study	individual model	"144" charts	journal writing
	Symbolic Life	corporate office	solitary office	common rituals	corporate meals
	Style Training	house sojourning	joint celebrations	house church	work-study weekend
Implementing the Global Corporateness	Extended Rule	common assignments	accounting structure	time design	systematic evaluation
	Model Exchange	quarterly planning	ecclesiola format	planning retreats	children's structures
	House Consultation	new models	assignment exchange	collegium attendance	priorship training
	Regional Involvement	micro calling	pedagogy development	metro coordination	teaching assignment
Enabling the House Operation	Collegial Development	clergy entertainment	open-house assistance	denomination contacts	parish friends
	Informational Data	congregation prospects	parish research	media input	permeation contacts
	Material Assistance	financial support	professional advice	task enablement	housing assistance
	Missional Partnership	clergy calling	cadre visitations	course recruitment	consultant assignments
Embodying the Spiritual Style	Story Formulation	historical creation	movement background	futuric implications	practical considerations
	Community Image	public relations	community feedback	house promotion	individual contacts
	Personal Style	family curriculum	weekend assignments	community participation	economic discipline
	Symbolic Manifestation	home decor	intentional entertainment	personal dress	family rituals

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PROCEDURES
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The procedural steps for implementing this tactic are the following:

1. Introduce the cadre to the religious house by having it attend informal parties and spiritual odysseys, participating in celebrational designs, by being represented at regional meetings, experiencing weekly house church, and by encouraging cadre members to attend advanced courses.
2. Create models for individual and corporate spirit study through building and incorporating group discipline, establishing accountability and absolution structures, setting out a study schedule, and making teaching assignments to enable grounding of RS-I in other courses.
3. Engage the cadre in the global movement by probing the possibility of a cadre-house covenant which would include common assignments, time-designs, joint meetings, accountability/absolution structures, planning retreats, children's programs and model exchanges.
4. Create and participate in a common symbolic life with the house in order to objectify the interior struggles, embody missional style, and manifest the decision to be mission.
5. Establish quarterly assignments including meetings, model exchanges, pedagogy guilds, allocation of missional resources, job and community involvement, "send-outs", and design quarterly and weekly assignment rhythms, a yearly timeline, and accountability/ absolution structures for all assignments.
6. Cultivate collegial relationships and implement style training for cadre members through programs in which the members participate in all of the house corporate structures, and through taking a joint responsibility for regional and metro structures.
7. Build a story for all contacts in order to establish good community relations and to give the community a context for seeing the critical reason for the particular location of the religious house and cadre.
8. Dialogue with the local congregation by: visiting lay and clergy families, providing the congregation with consultative services, visiting with denominational officials, and contacting existing institutions to establish public relations and get community feedback.

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I. CREATING THE COLLEGIAL RELATIONSHIP

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1. INITIAL ENGAGEMENT		2. SPIRIT STUDY		3. SYMBOLIC LIFE		4. STYLE TRAINING	
Weekend Odyssey	schedule securing	Common Study	select material	Corporate Office	celebrate daily	House Sojourning	cadre assignment
	post-odyssey visioning		create time-line		set context		enable structures
	prospect recruiting		account'y structure		rotate liturgist		itinerary plan
	attendance enabling		group seminar		participate regularly		participant follow-up
Course Participation	course selection	Individual Model	determine needs	Solitary Office	corporate creation	Joint Celebrations	communicate purpose
	key persons		gather materials		common rationale		timeline events
	child care		create discipline		common time		appropriate rituals
	follow-up session		share insights		global brooding		theme decor
Movement Meetings	regional celebrations	"144" Charts	corporate writing	Common Rituals	common occasion	House Church	common meal
	metro colloquy		individual grounding		symbol discovery		unique celebrations
	house church		grasping dynamics		constructed corporately		collegial sharing
	presidium session		imperative style		style creation		account'y structures
Informal Parties	develop rationale	Journal Writing	solitaries particip'n	Corporate Meals	prologue/epilogue	Work-Study Weekend	site location
	create construct		corporates involvement		account'y/absolution		logistics model
	specific assignments		imperative statement		intentional food		selective participation
	strategic invitations		study reflections		reflective conversat'ns		subject choice

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I. CREATING THE COLLEGIAL RELATIONSHIP
PROCEDURES

RELIGIOUS HOUSE
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The procedural steps for implementing this tactic are the following:

1. Obtain quarterly schedules and commission a person to issue invitations to strategic cadres, inviting them to regional or religious house meetings, courses and programs, celebrations, odysseys, house church, informal parties, and workdays.
2. Organize a spirit study program with materials for both corporate and individual study, and prepare a curriculum outline and a timeline for presentation which could be utilized in the religious house and cadre.
3. Release self-conscious life experiences by structured art form conversations, by imaginal study, and by corporate cadre and religious house writing and compiling of the new religious mode "144" charts.
4. Arrange engagement in the corporate office of the cadre and the religious house by: rehearsing the common story, setting a symbolic context for participation, outlining the imperatives which it raises, and holding participants accountable.
5. Provide opportunities for the cadre to participate in corporate meal structures of the religious house during which a statement of historical context would identify the meal as a symbolic and unique time of celebration.
6. Nurture the interior dimensions of the cadre and religious house members by laying out the necessity of a spirit man's participation in solitary offices, which would provide avenues of self-conscious written and oral expression of everyday experiences.
7. Conduct a workshop with the cadre and religious house members on accountability and absolution structures as they relate to the new spirit style by arranging a joint meeting and creating child care structures to free parents to attend.
8. Release cadre members to attend religious house corporate programs such as house sojourning and interning, the weekend odyssey, joint celebrations, movement meetings, and work-study weekends, by creating the necessary child care and transportation plans.

5. EXTENDED RULE		6. MODEL EXCHANGE		7. HOUSE CONSULTATION		8. REGIONAL INVOLVEMENT	
Common Assignments	regional teaching	Quarterly Planning	common meeting	New Models	vacation plans	Micro Calling	visitation list
	national presidium		celebration attendance		family conversations		conversation construct
	metro meeting		team assignment		special celebrations		visit evaluation
	regional calling		liaison network		emergency enabling		select visitors
Accounting Structures	task assignment	Ecclesiola Format	contextual statement	Assignment Exchange	monk-for-a-month	Pedagogy Development	pedagogy guild
	common covenants		college meal		regional intern		meeting leadership
	team responsibilities		seminary study		missional timelines		methods training
	group report		sodality workshop		materials interchange		teaching assignment
Time Design	common calendar	Planning Retreats	common weekend	Collegium Attendance	house reports	Metro Coordination	sector penetration
	coordinated tasks		quarterly rhythm		mission planning		contact listings
	week I/week II		all-day sessions		base report		clergy meetings
	individual timelines		high celebrations		cadre journal		course enablement
Systematic Evaluation	feedback model	Children's Structures	weekend courses	Priorship Training	spirit study	Teaching Assignment	regional courses
	signal criteria		odyssey construct		RS-I teaching		seminary study
	pedagogy progress		children's curriculum		visitation schedule		cadre meeting
	assignment checklist		time lines		spirit celebration		local churches

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II. IMPLEMENTING THE GLOBAL CORPORATENESS PROCEDURES

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The procedural steps for implementing this tactic are the following:

1. Establish a regular series of joint meetings on global themes with the religious house and carry out jointly-planned and executed ur celebrations utilizing mixed teams for specific assignments and coordinating work by exchange of team models.
2. Devise a cadre contextual statement including reference to the symbolic and actual presence of the house, to be used at college meals and to be the subject of ongoing seminary study and sodality workshops.
3. Establish a quarterly rhythm of joint cadre/house meetings, alternating one day and weekend sessions, to refine global models, with each occasion used for signal ur celebrations preparing, with each session having child care structures with a children's curriculum.
4. Hold a joint workshop on extension of the rule and assign tasks to teams to implement the house thrust, structuring an accountability format related to the existing common covenants and providing the regular reports of team duties to the group.
5. Create a common time and assignment design between the religious house and the cadre that will include cadre members attending collegium, exchange of priors between the cadre and the religious house and joint model building sessions.
6. Introduce the Monk-for-a-Month program by placing the demand at the odyssey, the construct at a cadre meeting, working out an assignment rationale, and printing reports of experiences from past participants.
7. Utilize structures of information exchange between the religious house and cadres by mailing symbolic and actual reports from massive penetration weekends, course results, celebrations, problem solving units, signal events, major accomplishments, and stated imperatives.
8. Involve the cadre in pedagogical development by setting up a pedagogy guild to expose them to participant observer roles and teaching assignments, and by setting up a micro calling system using clergy listings and coordinating it with metro meetings.

9. COLLEGIAL DEVELOPMENT		10. INFORMATION DATA		11. MATERIAL ASSISTANCE		12. MISSIONAL PARTNERSHIP	
Clergy Entertainment	plan events	Congregational Prospects	visit pastors	Financial Support	survey sources	Clergy Calling	list prospects
	prepare story		contact laymen		assign shares		assign callers
	extend invitations		grid problems		design model		make appointments
	timeline follow-up		establish files		create visual-aids		provide tools
Open-house Assistance	guest list	Parish Research	study history	Professional Advice	determine categories	Cadre Visitations	secure invitations
	task assignments		determine self-image		list resources		determine agenda
	story format		grid problems		prepare story		assign personnel
	evaluation plan		collate data		volunteer intermediar's		provide housing
Denomination Contacts	attend meetings	Media Input	local informing	Task Enablement	analyze resources	Course Recruitment	contact prospects
	maintain files		global briefing		assign personnel		select facilities
	sponsor events		movement reporting		procure equipment		mail literature
	systematize follow-up		communicat'ns enabling		recruit volunteers		provide personnel
Parish Friends	regular meetings	Permeation Contacts	identify institutions	Housing Assistance	survey facilities	Consultant Assignments	analyze cadre
	advertize activities		contact leaders		hold work-days		determine availability
	keep records		grid community		provide furnishings		delineate function
	attend events		maintain records		enable maintenance		file reports

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III. ENABLING THE HOUSE OPERATION
PROCEDURES

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The procedural steps for implementing this tactic are the following:

1. Open communications with laymen, clergy and wives, and denominational leaders, by reporting on contacts and issuing invitations to house events; and prepare a story, intentional entertainment, symbolic rituals and significant decor for the events.
2. Guide development of the story for visitors to the religious house which will hold up the commissioning of the house, its relation and nurturing role with nearby cadres and the region, and will address parish friends or denominational contacts.
3. Provide geo-social analysis of the parish cooperatively with the region and nearby cadres which lists the major economic, social, cultural and depth spirit problems of the parish; and create a parish grid for selective distribution.
4. Aid in clergy calling and recruitment of key congregation prospects by making appointments beforehand and visiting prospects with a carefully planned story of the religious house thrust and how it is pioneering on behalf of the local churches.
5. Confer with the cadre and the religious house to set a date for the group visit from the religious house to the cadre as consultants to assist in cadre analysis, agenda setting, and provision of personnel.
6. Lead a model building workshop on course recruitment with both the cadre and religious house present, assuring a well ted effort with a key prospect list, facility selection, promotional and recruitment materials, and a visitation program.
7. Arrange for a cadre delegation to visit the religious house in search of ways the cadre could provide material assistance such as giving advice, assigning personnel to help with tasks, or providing furnishings and equipment.
8. Assign a mass media cultivation team composed of one religious house member and one cadreman to make necessary contacts with selected media personnel to analyze their audience, and to arrange for an imaginal news release.

13. STORY FORMULATION		14. COMMUNITY IMAGE		15. PERSONAL STYLE		16. SYMBOLIC MANIFESTATION	
Historical Creation	new religious	Public Relations	clergy calls	Family Curriculum	RS1 grounding	Home Decor	family symbols
	historical orders		church publications		ritual creation		global context
	initial houses		outside decor		spirit conversations		missional context
	regional expansion		community leaders		mission workshop		heritage symbols
Movement Background	advanced courses	Community Feedback	organization attendance	Weekend Assignments	regional work	Intentional Entertainment	decide rationale
	summer programs		community survey		spirit reflection		set context
	regional council		personal conversation		teaching responsibilities		research theme
	institute publications		congregation response		advanced courses		evaluate results
Futuric Implications	signal churches	House Promotion	open house	Community Participation	community celebrations	Personal Dress	contextual adaptability
	parish gridding		house "dossier"		problematic community		missional grooming
	style revolution		speaking engagements		broaden context		symbolic jewelry
	corporate style		seasonal greetings		ecumenical activity		imaginal attire
Practical Considerations	story purpose	Individual Contacts	guest dinners	Economic Discipline	economic covenant	Family Ritual	meal rites
	audience identification		formulate story		occupational assignments		sending out
	presentation style		address concerns		account'y structures		family meeting
	context suitability		evaluate meetings		missional budget		recreational celebration

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IV. EMBODYING THE SPIRITUAL STYLE
PROCEDURES

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The procedural steps for implementing this tactic are the following:

1. Create a history for the cadre with a study program of the movement, monastic orders and the region's religious house, encouraging the family to incorporate this into their lives by including it in their curriculum and rituals.
2. Make manifest the decision to be mission through home decor, using ur images, family symbols, and symbolic grids; and embody the missional style by intentional dress, symbolic jewelry, and adaptability to local parish and ethnic mores.
3. Plan intentional celebrations with meal "sending out" and "coming back" rituals designed around ur cultural celebrations, religious traditions, or historic motifs, with each member assigned to research a theme for authenticity and to take responsibility in the celebration.
4. Assign cadre members to weekend courses on a rotating basis and prepare them for advanced courses by workshopping the courses in the cadre meetings and following the courses with a thorough evaluation of the leadership experience.
5. Brainstorm and gestalt categories of people, places, and public media, and devise an ongoing campaign of house public relations by calling, writing, and doing posters with members responsible to sense and feedback opinion for intentional promotional projects.
6. Assign a team to produce a cadre budget and corporately construct a format of economic covenant, making individual assignments to employ signal styles at work by intentional timekeeping, conversation, and self-conscious participation in labor relations.
7. Build a story incorporating the individual histories of the cadre, church, and movement and relate this to the national and international expressions of the global spirit story, charting this into an outline of present movement structures.
8. Rehearse the cadre in its responsibility to promote the house and impact its symbol in the community by establishing good relations with selected key leaders, through clergy calls, by using publications, by attending social occasions, and by issuing invitations to house events.

I. CREATING THE COLLEGIAL RELATIONSHIPS SENTENCES

1. INITIAL ENGAGEMENT

Initial engagement between cadres and religious house members is needed in order to begin symbolizing the relationship as colleagues, and will take the form of the mutual staging of a weekend odyssey, common meetings, and planning and the carrying out of informal parties for making contact with key people.

- a. The *weekend odyssey* is carried out by confirming the date and activities of the weekend, recruiting prospective people, enabling the attendance of cadre members, and planning continued contact between the cadre and the religious house after the weekend for follow-up nurture.
- b. *Course participation* with members of the religious house in regional courses is accomplished by providing contextual preparation for the weekend seminars, recruiting key persons from the metro, establishing child care and curriculum structures, and preparing for follow-up contact with all participants.
- c. *Spirit movement meetings* such as celebrations sponsored by the region, colloquies sponsored by the metro, national and regional presidium, and sessions held at the religious house, including house church, ecclesiola, and collegium meetings, give opportunities for initial engagement.
- d. *Informal parties* for initial engagement between cadre and the religious house need a rationale for their formation, a construct for the events, assignments for specific responsibilities, and invitations to key people who have potential for participation in the work of the movement.

3. SYMBOLIC LIFE

A common symbolic life within both the cadre and the religious house is an integral part in creating their collegial relationship and involves the regular celebration of the corporate office, the mutual creation of and individual participation in a common solitary office, the sharing of common rituals and symbols, and the celebration of meals together.

- a. The *corporate office* is celebrated daily by the religious house and cadre, either jointly or separately; before initiating the program, a session on worship is to be held, which includes developing a rationale for liturgist and witness topic rotation.
- b. A common *solitary office* is created for use by religious house and cadre members; this includes the creation of a breviary, the development of a rationale for topics for the corporate solitary, and the development of paraphernalia for the solitary office.
- c. *Common rituals* are constructed or decided upon corporately by the cadre and religious house enabling the discovery of common symbols and style and are practiced on all occasions, whether the cadre and religious house are together or not.
- d. *Corporate meals* celebrated by the cadre and religious house represent a significant portion of the symbolic life and include opening and closing rituals, accountability and absolution, preparation of festive food, and reflective conversations for deepening spirit insights.

2. SPIRIT STUDY

Study which will nurture the common spirit of the cadre and religious house members is essential to creating the collegial relationship and is carried out by the planning and the structuring of a common corporate and individual study model, which includes the grounding of the "144" charts in life experiences and regular entries in spirit odyssey journals.

- a. *Common study* involving both the house the the cadre is accomplished through the selection of study materials relevant to current spirit struggles, the development of teaching manuals, the creation of study rituals, and the scheduling of group seminars.
- b. A study *model for individual* members of the cadre and religious house is accomplished by determining study needs of the individual, gathering relevant materials, developing a timeline for study and selecting rituals for study which hold one intentionally in his study.
- c. Study of the "144" *charts* involves corporate writing of the various dimensions of the charts which frees individuals to ground objectively their own life experiences and enables them to grasp the dynamics of the charts as embodiments of the new religious mode.
- d. *Journal writing* is the individual's response to his awareness of his spirit journey through written reflection on the episodes of his daily life in which writing is scheduled periodically in conjunction with the solitary office or at regularly scheduled intervals.

4. STYLE TRAINING

Training of the cadre in spirit style by the religious house is an important part in creating their collegial relationship and is accomplished by cadre participation in a sojourner program at the religious house, by joint celebrations, by house church meetings at the religious house to which the cadre is invited, and by joint engagement in and planning of work-study weekends.

- a. The religious *house sojourning* program allows the cadre members to participate in training in religious discipline on assignment, and to take part in follow-up sessions that allow reflections on the soujourning experience and the practical embodiment of the New Religious Mode.
- b. *Joint celebrations* by the cadre and the religious house, scheduled at carefully chosen times, enable the cadre members to celebrate their struggles to be mission and to expand their contextual images by appropriating rituals and decor from other cultures.
- c. Cadres are invited to *house church* at the religious house to share the common meal, hear symbolic reports for the week, celebrate individual and family occasions, and to participate in the symbolic accountability for the covenants of the cadre and the religious house.
- d. *Work-study weekends* held at the religious house, train cadre members in intellectual methods of study, course planning, teaching and model building that gives occasion for corporate reflection on the meaning of work and its relation to the corporate struggle.

I. CREATING THE COLLEGIAL RELATIONSHIP

The collegial relationship between cadre and religious house is created by first arranging missional engagements for them such as work on weekend courses, movement meetings, and informal parties; by engaging in study which will nurture the common spirit; by participating in a common symbolic life including offices, rituals, symbols, and meals; and by instituting a vigorous training program in spirit style for the cadre which would involve joint celebrations, house church meetings, and work-study weekends.

II. IMPLEMENTING THE GLOBAL CORPORATENESS SENTENCES

5. EXTENDED RULE

The Cadre participates with the religious house under an extended covenantal rule for the sake of implementing global corporateness; by receiving and carrying out common assignments, it requires structures of accountability for individual and team special task assignments; it demands participation in a coordinated time design related to over-all goals; and it requires developing and implementing a specific evaluation procedure.

- a. *Common assignments* enable collegial corporateness between religious house and cadre by joint teaching assignments for regional RS-I courses, assigning representatives to the national presidium, assigning members to metro meetings, and by making joint assignments for calling on pastors in the region.
- b. *Accounting structures* provide for very specific financial accountability to the church and the movement requiring of each participant in the extended rule a decision relative to his economic life, in the context of his team or group assignment, and formalized in regular reports.
- c. *Time design* facilitates commonness by building together and operating out of a common calendar of events, coordinating the dates and times of week I and week II, and by creating individual weekly timelines on a corporate basis.
- d. *Systematic evaluation* of the past enables movement into the future by creating a model for systematic feedback, by designing meaningful criteria, developing teaching progress forms in order to rate pedagogues, and devising and implementing the check list.

7. HOUSE CONSULTATION

Consulting with the religious house members about the common task builds global movement corporateness with cadre families; it requires exchanging recreational and celebrational models, assigning cadre members to the religious house as interns or sojourners for the intensive training, in order to share the edge reflections, and the creation of a priorship training model to enhance the leadership development of cadremen.

- a. *New models* are forged out for the cadre families facilitating their intentional missional use of leisure time by developing vacation plans, offering suggested family conversations at mealtime including rituals and curriculum, devising special celebrations, and through plans for emergency enabling.
- b. An *assignment exchange* exposes style and develops nurture through the monk-for-a-month and regional intern programs at the religious house, creating and coordinating missional timelines and by proposing the interchange of study papers, methodologies and other materials.
- c. Cadre members attend *collegium sessions* that enhance commonness in thrust among religious house members and cadremen by organizing and hearing house reports, corporately engaging in quarterly evaluations and goal projections, hearing reports from Base and keeping a cadre journal of edge reflections.
- d. *Priorship training* is enhanced by participation of cadre in the religious house spirit study and depth discussions, through RS-I teaching assignments with people from the religious houses, care conversations as teams visit in the region, and participation in spirit celebrations.

6. MODEL EXCHANGE

A model exchange adds to the effective co-ordination of the region for it permits the religious house and the cadres to operate out of quarterly planned common models, timelines and celebration formats; included in this exchange are *ecclesiola* formats that enable experimentation in college, seminary and sodality and planning retreats that enable the cadre to use the experience of the house members.

- a. *Quarterly planning* between cadres and religious house members assist communication among all cadres in the region, and involves meeting to forge common models for the coming quarter so that the region may work out of parallel goals, timelines and assignments.
- b. Sharing the *ecclesiola format* construct allows the cadre to participate in the experiment of the college which is centered around care structures, the seminary which outlines results of collegial study, and the sodality workshops on social model building.
- c. *Planning retreats* provide opportunity for the cadre's participation in an all day or weekend meeting for goal planning, model building, and timelines for implementation during the coming quarter so that accountability to the global vision is enabled.
- d. *Children's structures* provide opportunities for the children to participate in an imaginal curriculum, or in one of the constructs in the weekend models of the "house" where the children travel and are trained in spiritual exercises grounded in their life experiences.

8. REGIONAL INVOLVEMENT

Regional involvement formulates and catalyzes both metros and micros in the region by developing a guide for visiting micros; by coordinating course enablement, sector penetration and important data from the metros; by developing regional teachers for cadre leadership and course assignment; and by receiving teaching assignments to regional courses, seminary studies, cadre meetings and local churches.

- a. *Micro calling* familiarizes and involves the cadre with the entire region by sending selected callers, with a conversation construct, to visit specified people on a visitation list, and the data for setting goals are compiled by evaluating their visits.
- b. *Pedagogy development* is a dynamic to enable the cadre, through regional involvement, to gain teaching skills, and to develop the necessary leadership through a pedagogy guild that operates with methodological training and specific teaching assignments.
- c. *Metro coordination* enables the metro through strategic sector penetration by organizing the leaders through clergy and key laymen visitations and meetings, laying before them the demand to assume responsibility for local church catalysis.
- d. *Teaching assignments* are enabled by members of the religious house and cadre through submitting to local, regional and base coordinators the names of teachers as they are ready to assume responsibility in regional courses and in training roles in the local church.

II. IMPLEMENTING THE GLOBAL CORPORATENESS

One of the major functions of the religious house is to articulate the global vision in every situation with the cadres in the region by implementing an extended rule; to experiment in the region with assignments, accounting, and systematic evaluation, and with the house and cadres enabling model exchange and coordinated planning throughout the regions through consultations with other cadres and metros.

9. COLLEGIAL DEVELOPMENT

Collegial networks are substantially benefited by a continuous flow of regional Movement colleagues, Movement friends, strategic lay and clergy church contacts and other selected guests through the religious house, participating to one degree or another in house structures; this "flow" is augmented by holding periodic open houses or other informal social occasions, which may be promoted and enabled with the help of regional cadre colleagues.

- a. *Clergy entertainment* points to the importance of the development of firm relations between house members and local clergy, inviting them to participate in ongoing house structures, permitting them a view of the inside story of the house and its function for the Movement and the Church.
- b. Cadre members may sometimes render *Open House Assistance* to house personnel, using the symbolic power of the religious house as an aid to explicating and dramatizing parish and congregational mission to the parish, and the various dimensions of regional mission.
- c. *Denominational contacts* spring from direct solicitation by cadre and religious house personnel, and indirectly through collegial participation in denominational structures, and are of greatest value when followed-up systematically with subsequent events and maintenance of records.
- d. *Parish friends* can be most helpful in obtaining invitations for house-cadre speaking engagements at church gatherings and other secular community meetings, and in general, opening doors not immediately accessible to Movement colleagues.

11. MATERIAL ASSISTANCE

The cadre aids in the physical operation of the religious house through giving and soliciting financial support, locating and procuring materials and equipment, securing volunteers to work at a variety of supportive tasks, by obtaining free professional advice, by assisting in the purchase of housing facilities and furnishings, and by offering time for maintenance of the facilities.

- a. Assistance in obtaining *financial support* for the religious house is offered by the cadre through designing a financial model, surveying available financial sources, soliciting them, and creating reports on income and expenditures.
- b. Direct *professional advice* for solving technical and practical operational problems is made available from resources available through the cadre, and a story for presentation to friends and associates who might volunteer services is prepared for that purpose.
- c. *Task enablement* develops a religious house assistance structure in which the cadre analyzes its available equipment and personnel resources, recruits and assigns volunteers to complete various tasks and procures the necessary equipment for the task.
- d. *Housing assistance* facilitates obtaining and maintaining the religious house and its furnishings by holding work days to clean and make necessary building and equipment repairs, by establishing a plan for continued real estate maintenance.

10. INFORMATIONAL DATA

Informational data is gathered through research at the parish level by gridding, collecting statistics, and studying the community history; needed data on the particular congregation is acquired by establishing files, contacting laymen and pastors, and identifying relevant problems and blocks in the congregation; this data is gestalted so that it can be appropriated in the formation of tactical responses.

- a. *Congregational prospects* are determined by gathering information from pastors and laymen, by organizing the information into a suitable format, systematically filing the data, which then enables the cadre and religious house members to determine which congregations are ready for penetration and reformulation.
- b. *Parish research* is done by cadremen assisted by religious house members gathering information on the history of the parish and the self-image held by the residents of the parish, by gridding the parish problems, and by collating and filing the data.
- c. *Media input* points to the way in which religious house personnel, working in cooperation with cadre colleagues, seek to inform the existing local situation with a global perspective, and generally enable the flow of cross-Movement communication with Base and other regional houses.
- d. *Permeation contacts* are made and recorded by cadre and religious house members identifying the community institutions, contacting key leaders, marking locations of contacts on a community grid and keeping records of data gleaned from the contacts made.

12.. MISSIONAL PARTNERSHIP

The missional partnership of the cadre and the religious house strengthens the corporate missional thrust, making possible regional, metro and micro calling net structures as the foundations for continued course recruitment, and movement development through continued cadre and clergy visitation and the provision of a regular program of consultations, all of which make demonstrable proof of corporate collegial power.

- a. *Clergy calling* is an area of missional partnership where colleagues cooperate in listing clergy to be contacted, assigning callers, and making an appointment schedule; the cadre provides the initial liason between the religious house and the clergy in the region.
- b. *Cadre visitations* are scheduled in order to engage cadres and religious house members in a missional partnership and entails making invitations and establishing an agenda before each visit, assigning personnel to prepare and implement the plans, and provide arrangements for housing when needed.
- c. *Course recruitment* is the most common level of missional partnership where cadre and religious house members work together in assigning personnel to recruitment tasks, contacting prospective participants, selecting suitable course facilities and mailing recruitment literature to prospects.
- d. *Consultation assignment* are shared by members of the cadre and the religious house creating an interchange between members who function as colleagues in sharing insights and accomplishments in the common mission of the movement.

III. ENABLING THE HOUSE OPERATION

The cadre enables the religious house by sharing movement tasks, by observing clergy in the various denominations and in the parish, and keeping records on them; by locating and organizing relevant data on the parish, congregations, and community institutions; by offering material assistance in the form of financial support, professional advice, equipment and volunteers for task enablement and housing assistance; and by working together on clergy calling, cadre visitations, course recruitment, and consultation assignments to other cadres.

IV. EMBODYING THE SPIRITUAL STYLE
SENTENCES

13. STORY FORMULATION

The story of the religious house is deeply rooted in the past, and may be seen as the continuation of the revolutionary line of the medieval religious orders, but now is set in the context of the 20th Century spirit movement, with special adaptations for the practical considerations of the life style of the post-modern world, and with profound implications for the world of the future.

- a. When discussing the *historical creation* of the religious house, it is made clear that this order is a part of the historical religious tradition while embodying a new religious mode, and that the houses are part of the order's global extension.
- b. Included in the story should be the *movement background* of concern and experience preceding the development of the religious houses, including the Faith and Life Community experiment, the Fifth City Parish, and Ecumenical Institute order experiments in building a new missional family life style.
- c. Attention is to be paid to the *futuric implications* of the religious house as it relates to and assists in parish gridding and assisting signal churches, and as it embodies the secular-religious corporate life style.
- d. *Practical considerations* in formulating the religious house story are the purpose of the story, the nature of the audience, the effect of the local context on the style of the presentation, and the creation of imaginal timelines and charts for lecture presentation.

15. PERSONAL STYLE

The personal style of house and cadre members is created by and lived out of a comprehensive model which includes a family study curriculum in the spiritual, theological, and missional arenas; a budget holding the family to a disciplined economic life; personal time ordering based on the supposition that all time is assigned; and intentional participation in community structures.

- a. A *family curriculum*, based on a grounding in RS-I, is the structure which holds the spiritual and intellectual journey needed by the family by specifying study topics, books, or papers; by devising missional workshops; and by constructs which allow corporate and individual reflection on the study life.
- b. Personal style is developed and grounded with the aid of *weekend assignments* involving a variety of work categories, including work in regional programs, spirit reflection periods, the teaching of basic courses, and attending advanced courses that relate to the mission.
- c. The house may maintain a *community participation* program determined by a community problemat, and involve members of the house in community celebrations and various ecumenical activities which help to broaden the context of members of both the house and the community.
- d. Maintenance of *economic discipline* depends upon a covenanted missional budget which is sustained by occupational assignments determined by consensus of the groups and an accountability structure both to the assignments and to a budget relative to internal maintenance and external mission.

14. COMMUNITY IMAGE

The image which the religious house wishes to present to the community is created by a careful, reserved approach to public relations, being continuously sensitive to community feedback, making judicious use of individual contacts, and doing active house promotion only by invitation, or among established, serious movement colleagues who understand the principles of invisible, enabling service to the local church.

- a. Various low key *public relations* methods are useful for the religious house to maintain a desirable image in the community and include comments during calls on clergy, interpretations of house activities when called for, warm and open communication with community leaders, and well-maintained exterior appearance.
- b. *Community feedback* relative to the image of the house, can be obtained by attending the meetings of different organizations, by imformed "surveys" of the community, by engaging in personal conversations, and by taking note of various congregational responses.
- c. *House promotion* among movement members can be pursued by holding open house, making available general information on house members, designing and sending imaginally distinctive seasonal greeting cards, and making known to local and regional clergy the availability of house members for speaking engagements.
- d. *Individual contacts* can be made by compiling a list of key persons and inviting them to a dinner at the house, by visiting grads and clergy who have demonstrated an interest, and by casual conversations with persons living in the community.

16. SYMBOLIC MANIFESTATION

The symbolic manifestation of the spiritual style of the cadre and religious house members is self-consciously created in home decor by focusing on the missional thrust, in intentional entertaining which fashions a global context, in personal dress announcing their self-images, and in family rituals by holding them present to their corporate mission.

- a. *Home decor* derives from the missional self-understanding of cadre and house and includes the family symbol (which affirms their heritage and points to the future), symbols of missional thrust, and symbols which hold the family present to their global context.
- b. *Intentional entertainment* by cadre and house families necessitates creating a rationale and context, researching the theme, deciding on appropriate symbols, and evaluating the results as an aid for planning future events.
- c. *Personal dress* is intentional and adaptable to any context, bearing in mind the symbolic value of any personal ornaments such as jewelry, and the imaginal effect of clothes and general grooming both on oneself and on other people.
- d. One of the most important aspects of the symbolic life is the *family ritual* which includes meal rites related to the mission, sending out ceremonies which provide spiritual motivation, regularly scheduled family meetings, and frequent re-creational events and celebrations.

IV. EMBODYING THE SPIRITUAL STYLE

The spiritual style of the movement is embodied in the story which spirit men hold up for themselves of their historical and movemental past, of their style in the present and the implications of this style for the future; it is embodied in the image which is presented to the community through astute public relations, grounded in the personal style of study, discipline, and mission which characterizes the new churchman, and is held up as a reminder in the symbolic life, visual and liturgical, of the house and cadre.

TRAINING UNIT TACTIC 9
Cadre

I. CREATING THE COLLEGIAL RELATIONSHIP
INSTRUMENTS

RELIGIOUS HOUSE
Pioneering Christian Style

1. INITIAL ENGAGEMENT

Weekend Odyssey

121 liturgy construct
121 meal rites rationale
144 solitary office props
222 journey to east
314 assignment chart
341 bedding check list
434 recruitment kit

Course Participation

211 rs-l course manual
244 child care model
414 regional metro grids
434 recruitment kit
443 pedagogy grads card file
443 list of key churchmen
444 transportation model

Movement Meetings

123 song books
133 facilities decor model
143 corporate worship checklist
312 agenda construct
314 assignment chart
434 visitation mailing charts
444 transportation model

Informal Parties

123 song sheets
133 decor model
234 thematic selection
313 time design
342 food rationale
443 key people list

2. SPIRIT STUDY

Common Study

214 corporate conversation construct
222 briefcase library
222 i.e. background articles
234 study selection rationale
241 instruction equipment kit
313 session timeline construct
314 assignment chart

Individual Model

144 solitary office kit
221 edge book list
221 spirit book list
221 curriculum course bibliography
231 study technique rationale construct
313 study timeline construct

"144" Charts

212 nrm presentation model
213 orientation session model
224 movement transcripts

Journal Writing

144 journal format
212 nrm presentation model
221 historical recollection book list
314 monthly reading assignments
443 list of resource libraries

3. SYMBOLIC LIFE

Corporate Office

121 special day variables rituals
143 corporate worship checklist
223 liturgical development history
314 liturgist assignments

Solitary Office

144 solitary office check list
313 time design construct

Common Rituals

121 daily rituals
121 experimental literature file
123 song sheets
131 ritual creation model
223 history of rites of passage
332 celebration rituals models

Corporate Meals

121 meal rubric construct
123 song book
214 conversation construct
242 room set-up check list
244 child care model
342 quarterly menus

4. STYLE TRAINING

House Sojourning

313 house time design
314 symbolic participation assignments
314 team structure sheet
314 room assignment chart
321 housekeeping rules manual
322 financial participation model
341 floor plan model

Joint Celebrations

133 decor construct
221 game books
244 child care model
332 celebration format list
341 locations checklist
423 movement and regional calendars
443 calling list

House Church

121 common meal office
214 contextual statement construct
244 child care assignment list
244 guest card file
244 assignments/host
323 celebration format

Work-Study Weekend

213 special curriculum
233 theology of work lecturettes
313 time/design model
314 assignment model
321 house rules document
341 room assignment model
341 living supply check list

II. IMPLEMENTING THE GLOBAL CORPORATENESS INSTRUMENTS

5. EXTENDED RULE

Common Assignments

- 211 pedagogy guild manual
- 244 contact evaluation forms
- 314 assignment chart
- 324 training model
- 441 mailing kit
- 443 directory of colleagues

Accounting Structure

- 244 standard reporting forms
- 314 task chart
- 323 printed covenant
- 333 accountability format
- 443 card file of colleagues

Time Design

- 112 liturgical calendar chart
- 113 40-year timeline
- 313 printed imaginal schedules
- 314 assignment chart
- 442 notification structures
- 443 civic calendar chart
- 434 regional course schedules

Systematic Evaluation

- 124 imaginal assignment poster
- 142 art supply kit
- 211 pedagogy manual
- 244 rating list
- 244 evaluation format

6. MODEL EXCHANGE

Quarterly Planning

- 142 decor items list
- 244 child care model
- 314 assignment chart
- 332 celebration model
- 433 financial model
- 442 announcement mailing list

Ecclesiola Format

- 123 song book list
- 234 curriculum construct
- 241 instruction equipment kit
- 243 imaginal education props list

Planning Retreats

- 121 liturgies list
- 141 audio visual checklist
- 241 instructional equipment checklist
- 314 assignment chart
- 341 sleeping supplies checklist
- 342 meal plans
- 444 transportation plan

Children's Structures

- 124 art supply kit
- 221 children's book list
- 243 educational toys list
- 314 assignment chart
- 341 children's furniture model
- 342 meal plan
- 343 first aid kit

7. HOUSE CONSULTATION

New Models

- 121 printed holiday rituals
- 142 room decor kit
- 222 c.s. IIIa papers
- 322 emergency finance plan
- 341 emergency housing plan
- 443 substitute consultant list

Assignment Exchange

- 241 equipment direction manuals
- 244 evaluation forms
- 314 assignment chart
- 344 equipment location chart
- 443 directory of colleagues

Collegium Attendance

- 312 collegium format
- 313 collegium calendar
- 314 collegium task list
- 333 report format
- 443 regional goal chart

Priorship Training

- 124 decor materials
- 124 bible
- 221 edge books list
- 331 briefcase library
- 223 seminar papers

8. REGIONAL INVOLVEMENT

Micro Calling

- 114 parish grid
- 434 course schedule
- 434 printed visitation model
- 443 key parish events list
- 443 clergy lists
- 443 contact card files

Pedagogy Development

- 124 art forms list
- 211 rs-l kit
- 244 rating chart
- 314 assignment chart
- 342 menu and shopping list
- 443 recruitment file

Metro Coordination

- 123 song sheets
- 213 preaching workshop plan
- 342 menu and shopping list
- 443 parish card file
- 443 clergy and wives interest list
- 444 transportation model

Teaching Assignment

- 221 brief case library
- 314 master assignment sheet
- 322 financial model
- 443 master list of teachers
- 443 cadre membership lists
- 443 local church contact lists
- 444 transportation model

9. COLLEGIAL DEVELOPMENT

Clergy Entertainment

- 121 movement liturgies
- 123 songs and music construct
- 133 center piece rationale
- 244 childcare model
- 322 investment plan
- 342 coffee and cookies model
- 443 list of clergy interest

Open-House Assistance

- 133 decor plan
- 214 religious house manual
- 311 cooking plan
- 311 cleaning plan
- 313 timeline of events
- 414 regional grid
- 443 colleague list

Denomination Contacts

- 314 calling assignment chart
- 414 church organization chart
- 424 letter of introduction
- 443 regional grad list
- 444 transportation model

Parish Friends

- 114 parish grid
- 244 child care model
- 311 political organization chart
- 311 common participation model
- 344 care of grounds
- 434 friends contact list

10. INFORMATIONAL DATA

Congregation Prospects

- 431 neighborhood futuric chart
- 441 file cabinet
- 443 research model list
- 443 research teams list
- 443 metro file
- 443 church membership list
- 443 lists of all residents

Parish Research

- 221 historical parish manual
- 421 community development plan
- 443 who's who book
- 443 age list of residents
- 443 local newspaper
- 443 directory of churches

Media Input

- 141 audio visual checklist
- 424 newsletter acquisition plan
- 432 data gathering plan
- 443 "t.v. guide"

Permeation Contacts

- 114 geo-social grid
- 414 leadership analysis model
- 443 grad contact list
- 443 key people list
- 443 professional organizations list
- 443 local businesses list

11. MATERIAL ASSISTANCE

Financial Support

- 414 parish development model
- 443 businesses list
- 443 list of govt. agencies
- 443 past givers list
- 443 private foundations list
- 443 list of key professional men

Professional Advice

- 434 referral procedures manual
- 443 inter metro directory
- 443 professionals lists
- 443 community organizations list
- 443 regional industrial skills list

Task Enablement

- 313 house master timeline
- 322 purchasing model
- 431 congregation participation model
- 441 equipment file
- 443 individual skills lists
- 444 transportation model

Housing Assistance

- 114 school locations grid
- 341 extended housing grid
- 344 tax assessment records
- 443 government agency list
- 443 real estate brokers lists
- 443 grads registry file

12. MISSIONAL PARTNERSHIP

Clergy Calling

- 314 team assignment chart
- 324 phoning model
- 423 movement brochures
- 443 clergy dossier
- 443 comprehensive clergy lists

Cadre Visitations

- 312 meeting agenda
- 314 assignment work chart
- 443 meetings calendar
- 443 phone/address listing

Course Recruitment

- 434 recruitment kit

Consultant Assignments

- 112 spirit journey chart
- 214 short course model
- 232 workshop plan
- 244 evaluation model
- 324 gracious presence model
- 432 past key events research model
- 443 cadre list

IV. EMBODYING THE SPIRITUAL STYLE
INSTRUMENTS

13. STORY FORMULATION

Historical Creation

- 112 religious-secular shifts chart
- 124 phillips new testament
- 124 photo of first home
- 221 book on history of orders
- 221 ur books
- 223 world council of church documents

14. COMMUNITY IMAGE

Public Relations

- 123 songs related to public relations
- 124 murals that retain history
- 313 penetration timeline
- 414 analysis model for econ

15. PERSONAL STYLE

Family Curriculum

- 211 individual & family course manual
- 221 books on kinship
- 221 family reading list
- 313 schedule for discontinuity

16. SYMBOLIC MANIFESTATION

Home Decor

- 114 symb. world & comm. grids
- 124 list of montages
- 133 cen book on history of orders
- 143 corporate worship checklist
- 242 furniture arrangement plan
- 323 family symbols model

Movement Background

- 123 printed book of movement songs
- 211 course academy manuals
- 211 summer program manuals
- 222 file of "i.e." and "image"
- 224 story of councils and presidiums
- 443 directory of regional course grads

Community Feedback

- 244 questionnaire forms
- 311 chart of functions of city govt.
- 324 model for personal visitation
- 342 model for dinners and luncheons
- 414 grid of nodes
- 424 public school teachers model

Weekend Assignments

- 144 solitary office kit
- 221 book list for course
- 232 model for course preview
- 232 notes for sections of course
- 233 model for course preview
- 323 family send out ritual construct
- 444 transportation grid

Intentional Entertainment

- 322 economic model
- 313 models for special events
- 342 list of delivering restaurants
- 443 calendar of global estory of councils
- 443 calendar of community celebrations
- 443 time schedule of theatre arts
- 443 list of city's ur restaurants

Futuric Implications

- 112 n.s.v. charts
- 112 n.r.m. charts
- 214 list of ecological predictions
- 124 art forms with futurcontent
- 313 children's education timeline
- 313 futuric regional imaginal timeline
- 414 parish grids by metro in region

House Promotion

- 214 rationale for church attendance
- 341 informal space plan
- 341 yard pick up model
- 432 hierarchy visitation timeline
- 434 plan for community involvement

Community Participation

- 124 montages
- 133 external decor model
- 244 enablement plan for child struct.
- 323 individual timelines
- 323 family symbols model
- 443 valence chart on community events

Personal Dress

- 134 personal dress check list

Practical Considerations

- 123 movement songs
- 124 pictures of movement events
- 214 story telling model
- 414 timeline of past events
- 441 office reproduction kit

Individual Contacts

- 414 grid of city and church powers
- 443 list of public school teachers
- 443 list of active youth leaders
- 443 list of key conf. in region
- 443 list of regional colleagues
- 443 list of potentials

Economic Discipline

- 244 child care construct
- 313 timelines for ind. and corp.
- 314 job assignment construct
- 322 corporate fund model
- 322 family budget stipend model
- 342 corporate meals model
- 444 transportation model

Family Rituals

- 123 family song
- 323 family myths, heroes, saints chart
- 332 family celebration structures
- 333 accountability model
- 414 grid of world problems

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