

GLOBAL MOVEMENT

Sustaining Renewal Forces

TRAINING UNIT TACTIC 10 Cadre

A tactic patterned to enable the cadre to become lucid global churchmen participating in the universal church, and assuming responsibility for involvement in global as well as local church renewal.

Developing the Collegial Style	Concrete Vision	cadre visitation	global speakers	time/space changes	universal decor
	Edge Participation	intentional reading	research meetings	document writing	model sharing
	Common Discipline	common rituals	symbolic accountability	specific accountability	movement symbols
	Symbolic Style	corporate worship	story creation	ur celebrations	symbolic obediences
Enabling the Basic Training	Course Planning	location research	housing needs	financial obligations	pedagogue contact
	Course Recruitment	mass mailing	massive penetration	speaking engagements	recruiting story
	Course Enablement	course registrar	course host	course practices	participant assistance
	Follow-up Procedures	grad mailing	initial meeting	cadre formulation	advanced courses
Globalizing the Common Responsibility	Regional Participation	regional gatherings	metro enablement	personal visitation	regional analysis
	Continental Involvement	continental assignments	presidium attendance	council participation	summer programs
	International Assignment	penetration trips	letter writing	global assignment	teaching responsibility
	Global Style	international colleagues	formal courses	book study	global trip
Sustaining the Movemental Development	Financial Extension	special planning	regional catalyst	corporate units	individual enablement
	Research Program	gathering models	particular experiments	movement reporting	model writing
	Consultation Work	congregation visitations	cadre meetings	parish consults	civil gatherings
	Special Contacts	hierarchy calls	government contacts	business interviews	education appointments

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PROCEDURES

The procedural steps for implementing this tactic are the following:

1. Design models for corporate and solitary, globally oriented worship, ritual, celebration and symbloic activity; create decor, songs, symbols, and stories which image the global movement; plan constructs for local and global ur trips and odysseys.
2. Arrange inter-cadre visitation trips and assign representative to movemental presidium and council meetings; set up basic training and pedagogy courses and follow-up on graduates with recruitment into cadre and establishing advanced courses.
3. Build systems for reporting significant global events and movement activities; design reporting models for informal conversations and telephone contacts; plan reporting conferences and invite special speakers; obtain and corporately review regional meeting reports and movement publications.
4. Gather information on parish by geo-social grids, workshop on gathered data, list parish agencies and problems they handle, design models to deal with parish problems, build long-range models on how parish gifts become global and directional.
5. Recruit, train, and provide follow-up for fund raising and enable a group to impact secular and local church movements with global vision, influencing student exchange programs, and acting as consultants in church mission studies.
6. Create resource file containing foreign culture information, ur artifact availability, and resource persons; research edge participation history, list new course prospects, build telephone and visitation recruiting models, compile an industry and church hierarchy prospect call list.
7. Provide enablement in the cadre by making corporate and individual financial and travel models and timelines, solicit support for global projects; develop child care and transportation structures; and make necessary arrangements for courses to be offered.
8. Require all cadre members to participate on a systematic assignment basis in corporate and individual advanced studies, provide experiential events with particular attention to the ur gifts, build models for the self-conscious expression of the depth human struggle.

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I. DEVELOPING THE COLLEGIAL STYLE

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1. CONCRETE VISION		2. EDGE PARTICIPATION		3. COMMON DISCIPLINE		4. SYMBOLIC STYLE	
Cadre Visitation	systematic visitation	Intentional Reading	reading timelining	Common Rituals	lectionary development	Corporate Worship	worship research
	consultation model		supplement cataloging		songbook use		calendar development
	regional prayer-chart		individual study		workshop rites		liturgists roles
	visitation evaluation		corporate study		symbols selection		liturgical rationale
Global Speakers	enablement structure	Research Meetings	edge definition	Symbolic Accountability	covenant creation	Study Creation	historical grounding
	inter-cadre particip'n		20th c. problemat'g		question selection		RSIIC attendance
	ur celebration		movement assignment		question timeline		quarterly celebrations
	global decor		PSU participation		absolut'n pronouncem't		symbol creation
Time/Space Changes	decor design	Document Writing	mission contextual'n	Specific Accountability	question development	Ur Celebrations	global research
	meeting models		unit assignments		absolution grounding		ur feasts
	ur experience		subject analysis		corporate accounting		cultural forays
	history creators		workshop method		task assignment		decor workshops
Universal Decor	world gridding	Model Sharing	cadre publication	Movement Symbols	symbol globalization	Symbolic Obedience	odyssey review
	image explosion		movement communicat'n		movemental singing		global prayer-chart
	futuric symbolizing		regional consultation		symbolic study		short courses
	intentional costuming		model evaluation		symbolize primordial		vocational reflection

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I. DEVELOPING THE COLLEGIAL STYLE PROCEDURES

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The procedural steps for implementing this tactic are the following:

1. Incorporate liturgies, movement songs, and the church year calendar into the symbolic life of the cadre; create a corporate cadre story; write accountability and send-out rituals; and require the daily use of breviaries and journals.
2. Assign cadre members to the world religion course, RS-IIIC; investigate corporately the religion and history of other cultures; read and discuss I.E.; assign specific research projects to cadremen to be reported back to the cadre.
3. Meet periodically with other cadres in the metro, region, and total movement; review with cadre role of region in global movement; enable cadre to attend regional meetings; share wisdom and coordinate global programs with other cadres.
4. Workshop methodologies and develop models to impact secular structures and the local church with comprehensive global images, participate in such programs as the planning of student exchange, and act as a consultant in church mission studies.
5. Implement an intra-cadre system of daily accountability, making use of a telephone model to lift up world news events significant to the cadre's global thrust, using this same accountability structure when accounting at actual meetings.
6. Corporately create resource files containing information about foreign cultures, listing local availability of ur artifacts and speakers available from other cultures; keep a meeting log and a scrap book and bulletin board of edge happenings.
7. Collect items of clothing, signs, symbols and other culturally significant artifacts from the six world urs; make use of these by wearing or displaying them at the various celebrations of the cadre during the year.
8. Make short trips to local extra-ur celebration; for example, an American Indian celebration; participate in the global odyssey, conduct regular family ur celebrations, and invite speakers and interested persons from other cultures to participate in cadre meetings.

II. ENABLING THE BASIC TRAINING

5. COURSE PLANNING		6. COURSE RECRUITMENT		7. COURSE ENABLEMENT		8. FOLLOW-UP PROCEDURES	
Location Research	facilities visitation	Mass Mailing	bulk rate procurement	Course Registrar	participants registrat'n	Grad Mailing	data-file formation
	facilities evaluation		brochure creation		record keeping		letter-model creation
	facilities availability		mailing-list compilation		fees agreement		contact regularly
	negotiated appointment		timeline design		registrat'n confirmat'n		coordinator assignment
Housing Needs	enrollment anticipation	Massive Penetration	team visitation	Course Host	participant reception	Initial Meeting	time/place establishm't
	space utilization		target gridding		emergencies anticipat'n		leadership assignment
	meal organization		follow-up visitation		facility assignment		publicity mailing
	equipment assessment		master-file creation		enablement supervision		agenda preparation
Financial Obligations	treasurer appointment	Speaking Engagement	coordinator appoint't	Course Practics	material assembly	Cadre Forum	covenant establishment
	budget creation		engagement confirmat'n		food coordination		meeting structure
	fee designation		speakers enablement		space arrangement		time-line
	scholarship procurem't		speaker assignment		decor placement		workshop model
Pedagogue Contact	base contact	Recruiting Story	contextual setting	Participant Assistance	transport'n assistance	Advance Courses	priority decision
	regional coordination		corporate rehearsal		child-care enablement		yearly timeline
	transportat'n construct		story outline		financial assistance		attendance enablement
	lodging preparation		devising strategy		final confirmation		follow-up structure

**II. ENABLING THE BASIC TRAINING
PROCEDURES**

The procedural steps for implementing this tactic are the following:

1. Develop the basic format for basic pedagogical training and common pedagogical assignments; coordinate teaching assignments across region; secure speakers; design transportation and housing model; enable participant observers; and involve pedagogues in the regional structures.
2. Build a comprehensive, long-range recruitment model for the basic training of cadres by creating grids of the target area for recruitment, by compiling a prospect list from strategically located churches, and by placing the recruitment plan on a timeline.
3. Design a comprehensive record keeping system of recruitment contacts, future recruitment prospects, and course graduates; make assignments for the maintenance of the system; create a follow-up structure to intensify involvement in the movement.
4. Design a model to prepare inner core of disciplined troops to recruit by providing periodic evaluation and planning sessions of massive penetration program; by structuring accountability and absolution rituals; and by creating format to train core group to lead follow-up meetings.
5. Write, duplicate, and distribute by mail and other means, brochures, letters and other materials designed to provide a context for movement; use phone calls, visits or casual conversation to recruit prospects to courses and follow-up meetings.
6. Provide the physical needs that enable a course by selecting a site; setting up the lecture, seminar, and sleeping rooms; preparing comfort areas; creating and arranging decor; arranging transportation; and planning, preparing, and serving food.
7. Enable the training program by building structures which encourage course participation, assigning responsibility to free cadremen with such enablements as child care and occupational relief, and assisting in requirements for attendance such as financial aid or transportation.
8. Involve the cadre member in the evaluation process of the training through follow-up meetings of a two session workshop and meal conversations, as well as participation in the structures of the global spirit movement.

9. REGIONAL PARTICIPATION		10. CONTINENTAL INVOLVEMENT		11. INTERNATIONAL ASSIGNMENT		12. GLOBAL STYLE	
Regional Gatherings	participant enablement	Continental Assignments	activity coordination	Penetration Trips	intentional selection	International Colleagues	regular reporting
	meeting structure		cadre consultation		trip organization		mutual accountability
	assignment responsib'y		faculty assignment		enablement model		style exchanging
	vision communication		inter-reg'nl particip'n		trip evaluation		common celebration
Metro Enablement	metro celebration	Presidium Attendance	participant rotation	Letter Writing	responsib'y assignment	Formal Courses	participant assignment
	micro-net involvement		contextual preparation		content determination		course selection
	metro assignment		participant enablement		recipient selection		decor globalization
	guild participation		participant reporting		response evaluation		systematic recruitment
Personal Visitation	story creation	Council Participation	participants assignm'ts	Global Assignment	participant orientation	Book Study	reading-list developm't
	team assignment		participant reporting		activity coordination		seminar execution
	calling preparation		contextual preparation		trip planning		individual study
	feedback analysis		participant enablement		financial enablement		imperatives evaluation
Regional Analysis	essential researching	Summer Programs	systematic participat'n	Teaching Responsibility	cultural orientation	Global Trip	objectives strategy
	data analysis		planning assistance		pedagogical briefing		compre'sive planning
	comprehensive gridding		recruiting system		assignment coordination		participant orientation
	regional reporting		participant report		structure enablement		practical enablement

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**III. GLOBALIZING THE COMMON RESPONSIBILITY
PROCEDURES**

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The procedural steps for implementing this tactic are the following:

1. Design a personal visitation model, arrange appointments, designate time and place, assign teams to visit, construct a follow-up model, conduct a short course on calling procedures and invite colleagues to regional meetings by letter and telephone.
2. Conduct a workshop on ur images, make a list of books and contemporary articles related to that ur, give written and verbal reports on actual observation of the ur and report on teaching trips that were made.
3. Establish a common global vision by setting up orientation for regional, continental, and inter-continental activities o; give global contextual lectures; conduct short courses for assignments and workshops; construct a world grid to enable missional globality and to impact mindset.
4. Publish the regional, continental, and inter-continental activities on global odysseys, the location of courses and signal projects; list names of new colleagues and publicize notices of the teaching assignment of colleagues and of courses being taught.
5. Support global movement through various methods of regional pledging, establish a scholarship fund, assign cadre members to study abroad and build financial enablement models in order to send cadre members to global and continental meetings.
6. Recruit participants for theological and cultural studies to broaden global image; inform cadre members of resources available for other advanced training, and assign some members as symbolic ur representatives to courses.
7. Work out the practices of child care and physical preparation necessary to enable global trips, insure financial enablement, provide study and orientation sessions for participants, and construct a model for activity coordination while on trip.
8. Make available the global awareness which is present in the cadre to all other persons via corporate reporting at all meetings, hold accountability for assignments at global level, ask for reports on regional, continental and global concerns.

13. FINANCIAL EXTENSION		14. RESEARCH PROGRAM		15. CONSULTATION WORK		16. SPECIAL CONTACTS	
Special Planning	socio-economic grid	Gathering Models	central filing	Congregation Visitations	consultations planning	Hierarchy Calls	bureaucracy grid
	fund-raiser training		team research		consultants assignment		role clarification
	model creation		data collection		visitation evaluation		intermediar's utilizat'n
	priorities timeline		evaluation process		follow-up scheduling		visitor assignment
Regional Catalyst	supply forces	Particular Experiments	liturgical rituals	Cadre Meetings	memory rehearsal	Government Contacts	priorities selection
	contextual vision		maginal methodologies		imagination expansion		proposal planning
	share model		recruitment models		update models		research response
	schedule evaluations		ur celebrations		attack contradictions		effect follow-up
Corporate Units	contact list	Movement Reporting	weekly publications	Parish Consults	research concerns	Business Interviews	list contacts
	accomplish'ts charts		mov't consultation		congreg'tn relations		mindset research
	acc'tability structure		inter-cadre reports		visoon re-imaging		interview construct
	handle blocks		council presidiums		model formulation		appoint't scheduling
Individual Enablement	teaching trips	Model Writing	research collection	Civil Gatherings	vision grounding	Education Appointments	systems evaluation
	children's schooling		format planning		global presentation		model presentation
	global travel		revision system		model implementing		problemat develop't
	financial enablement		publications distrib		recruit participants		vision projection

TRAINING UNIT TACTIC 10**Cadre****IV. SUSTAINING THE MOVEMENTAL DEVELOPMENT
PROCEDURES****GLOBAL MOVEMENT**
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The procedural steps for implementing this tactic are the following:

1. Research and make a central filing system, set up a model for data collection and evaluation, organize a team to oversee the research procedures, and workshop the research results for the purpose of revision and distribution.
2. Gather information on parish by analyzing the business establishments, the bureaucratic structure, and the socio-economic level of the citizens; workshop data to determine mindset and major concerns, design model to address the persons and concretize vision.
3. Provide rituals for shared memories and accountability structures within the cadre; experiment with various ur celebrations, liturgical rituals, imaginal and spiritual methodology ; choose decor, music and conversations that will explode the imagination of the cadre members.
4. Provide for cadre financial extension by establishing a fund-raising model; research must be provided by developing a model for team structure and publication of results; evaluate effectiveness of models and up-date them, if necessary.
5. Recruit and train fund workers, assign consultants from the cadre and structure workshop consultations in the local congregation to bring about good relations between the parish and congregation, and plan workshop to re-image the vision.
6. Provide individual enablement for cadre members assigned to make teaching trips; provide care structures for workers with children; and provide financial enablement as necessary to the stated mission.
7. Evaluate cadre visitations with local congregation and schedule follow-ups; utilize intermediaries through a model structured for assignment of visitors to call on the hierarchy; confirm priorities, research response and provide for effective follow-ups on government contacts.
8. Provide movement reporting to further the research program and keep everyone informed about progress to date; hold consultations and publicize results at inter-cadre meetings and council presidiums, publish a weekly newsletter circulating all vital information to concerned persons.

**I. DEVELOPING THE COLLEGIAL STYLE
SENTENCES**

1. CONCRETE VISION

The vision demanded for a collegial style is concretized by such practices as the use of a regional prayer chart in the process of developing a cadre visitation schedule and consultation model, together with ur celebrations, enhanced by intentional decor, costuming, and world grids displayed in combination with symbols of the future, all of which depends on inter-cadre enablement models.

- a. A *cadre visitation* schedule is imaginably plotted, based on a regional prayer chart which shows all target areas of strategic responsibility; the schedule follows a comprehensively designed consultation model which enables systematic evaluation and visioning sessions to take place.
- b. Obtaining *global speakers* for the purpose of creating and maintaining a constantly unreduced picture of the world is accomplished through inter-cadre participation, the meetings themselves being enhanced by using a structure which includes global decor and ur celebrations.
- c. *Time/space changes* are part of an ongoing experimental aspect of cadre life, which centers on creating encounters with different cultures and points of history in the world, and is enhanced by imaginably created meeting models and decor design.
- d. *Universal decor* is used to facilitate image expansion and is visually embodied by such practices as a symbolic picturing of the world grid, creating symbols which point toward the future and the intentional use of costumes for special occasions.

3. COMMON DISCIPLINE

The common discipline essential to collegiality, symbolized by movement songs and common study, is further realized through the regular use of common rituals at all meetings, the holding of symbolic accountability, which recalls the members present to their covenantal life decision, and specific accountability for the performance of particular assignments, both of which are always followed by absolution.

- a. *Common rituals* symbolically selected for specific occasions, such as special rites to enable a workshop, regular use of a songbook, and development of a lectionary for common reading, are necessary cohesive elements of a cadre.
- b. *Symbolic accountability* based on a previously created covenant, made in response to a question selected beforehand and regularly scheduled on the meeting timeline, is always followed by a pronouncement of absolution to enable members to move forward in their assignments.
- c. *Specific accountability* in response to a concrete question concerning a task assigned to which the freeing word of absolution is spoken, is crucial to developing a structure of accountability as well as enabling new decisions about tasks to be performed.
- d. *Movement symbols* such as common songs shared by groups across the world, and corporate study of the same article or book, concretely dramatized the primordial and intellectual commonness of all mankind and insures the movement having a common global vision.

2. EDGE PARTICIPATION

In order for the cadre to be involved in edge participation, workshops will be divided into problem solving units to facilitate the creation of local and regional problemats and grids, a cadre reading list will be developed, study assignments made and time for reading scheduled on individual and corporate timelines; these results will be presented at regional meetings and published for cadre records.

- a. An *intentional reading* program is created to enable the cadre to keep abreast of shifting patterns within the global society by constructing a study timeline and assigning both individual and corporate study, and by developing a catalogue of supplementary readings.
- b. *Research meetings* whose basic task is the analysis of crucial contradictions in order to create operating images and edge articulations of movement strategies, are scheduled when necessary edge concerns and problems are extended to PSU weekends and special data gathering assignments.
- c. *Document writing* elucidates the needed images of the times and articulates the experimental edge of relevant research, thereby enabling the cadre to become aware of the shifting missional context; this is facilitated by workshoping supported by unit assignments to specific subject analysis.
- d. *Model sharing* is a necessary and continuing procedure which enables the cadre to review those models developed and to keep abreast of recent movement publications, and only cadre communications that are written are shared at regularly scheduled regional consultations.

4. SYMBOLIC STYLE

Symbolic style, another means of furthering collegiality, is developed and manifested by the regular rehearsal of corporate worship within the panorama of the liturgical year, the creation of stories which provide a background in common historical symbols and the celebrations which dramatize global responsibility, and the performance of symbolic obediences in which the decision to serve is acted out.

- a. The value of *corporate worship* with rotating liturgical roles, is supported by ongoing cultic research, by the observance of the various seasons of the liturgical year, whose color, time and motif provide the rationale for various aspects of corporate life.
- b. *Story creation* enables the cadre to be aware of itself in the historical process and dramatize its mission to the world by the creation of symbols accompanied by quarterly celebrations, the methodology of which is learned in the World Religions Course.
- c. *Ur celebrations* maintain a comprehensive vision by dramatizing the results of global research and demand for global responsibility, taking the form of cultural events and ur feasts, preceded by workshops which embody a comprehensive decor rationale.
- d. *Symbolic obediences* are rehearsed through periodic review of the odyssey construct, especially in the use of discontinuous time, by the construction of a global prayer chart, and by short courses that enable corporate and individual reflection concerning ongoing vocational decision.

I. DEVELOPING THE COLLEGIAL STYLE

The fundamental means of developing the collegial style is the creation and expansion of a concrete vision by cadre exchange, self-conscious use of decor, and experimentation with time and space; this activity is combined with participation in the world's edge consciousness through corporate study and workshoping as well as the practice of a common discipline held by the use of rituals, accountability, and movement symbols, all of which supports and is supported by a symbolic style of corporate worship and celebration.

II. ENABLING THE BASIC TRAINING SENTENCES

5. COURSE PLANNING

Initial steps taken in planning a course involve researching all possible locations to secure a place, commitment, making preparations to provide for all housing needs of participants, and taking care of all financial obligations through course fees as well as scholarship funds; not overlooking the assignment, transportation and lodging of the pedagogues who will be teaching the course.

- a. *Location research*, involves visiting and evaluating possible facilities that might be available for the course, and, when a decision has been made on a particular location, arranging an appointment for negotiating the final agreement for use of that facility.
- b. Establishing the *housing needs* for those taking a course includes anticipating the enrollment, how the space will be utilized, how meals will be organized and acquiring all the equipment that might be used during the entire course.
- c. The *financial obligation* connected with putting on a course is taken care of by appointing a treasurer who will account for all monies received, creating a budget, designate course fee, and offer scholarships for which necessary funds have been procured.
- d. *Pedagogue ccontact* is concerned with securing assignment of the teaching team from the Chicago base, coordinating the course in conjunction with the regional schedule, and carrying out the transporatation construct and preparing special lodging for the pedagogues.

7. COURSE ENABLEMENT

Successful enablement of a course is assured by a course registrar who keeps an accurate record of registrations, course host who welcomes, assigns and cares for participants, the course practices which take into account the assembling of materials, coordinating the food preparation space arrangement, and the provision of participant assistance in such areas as transportation and child care.

- a. The responsibility of the *course registrar* is to receive the registration of the participants, to keep an accurate record of the registrations and money paid in advance, to check on fees agreed upon for special situations, and to confirm all registrations.
- b. The *course host* sets persons at ease as he graciously receives them when they arrive at the designated location, assigns them immediately to their rooms, and supervises the required enablement, especially by anticipating possible emergencies that might arise.
- c. *Course practics* are concerned with the assembly of the materials to be used in the course, the coordination of the preparation and distribution of food, the arrangement and utility of all space, and the placement of imaginal decor.
- d. *Participant assistance* includes providing transportation to and from the course, necessary child care structures to free participants to attend all sessions, and any required financial assistance, plus the mailing of the final confirmation with all necessary instructions.

6. COURSE RECRUITMENT

To effectively assure a sufficient number of participants at any particular course, systematic recruitment is done through a process of mass mailing of brochures to a selected list, massive penetration of a particular target area by visitation teams, and utilizing speaking engagements at meetings of various groups using an imaginal recruiting story created by the corporate group.

- a. *Mass mailings* call for the procurement of a bulk mailing permit from the post office and the compilation of a carefully selected mailing list before an imaginatively created brochure is mailed following the timeline design of the scheduled course.
- b. *Massive penetration* for course recruitment is accomplished by systematic team visitation of selected and contacted people in an already gridded area, with a scheduled follow-up of possible recruits making sure that all names are recorded on a master file.
- c. To assure effective use of *speaking engagements* an appointed coordinator must arrange and confirm appointments, assign the proper speaker to make the presentation for the occasion and be sure the speaker is briefed as to the context that is needed.
- d. The creation of the *recruiting story* involves a careful consideration of the contextual setting of the recruits and a corporate rehearsal of the imaginal presentation, deciding from that data the story outline and the emphasis to be used in the presentation.

8. FOLLOW-UP PROCEDURES

After the course is completed, follow-up procedures are put into operation to maintain contact with course graduates by sending a mailing that shows continuing concern, and calling for an initial meeting for all the graduates with well prepared leadership and an agenda plan open the possibility for the formulation of a cadre and recommendations for specific advanced courses.

- a. *Grad mailings* necessitate the formation of a data file, the creation of a letter model that is to be used, regular contact with those persons who have been to courses, and a person assigned to the coordination of the mailings.
- b. To hold the *initial meeting* requires the establishment of the time and place, assignment of the leadership, publicity about the meeting mailed to all concerned well in advance, and the preparation of a meeting agenda.
- c. *Cadre formulation* consists of establishing an understandable corporate covenant, deciding when and where the meetings will take place, and creating a temporary timeline through a workshop that will assure wisdom sharing and participation of all involved in the meeting.
- d. The planning of *advanced courses* involves: selecting courses to be taught on a priority need basis; making a year's timeline and a model for recruitment; and building of a follow-up structure for those attending the various courses during the year.

II. ENABLING THE BASIC TRAINING

The cadre participates in basic training by planning penetration courses, organizing such tasks as securing location, taking care of housing needs and food preparation connected with the course, and creating and carrying out recruiting and registration models for the total quota of the course; and then remaining in the course to enable the teaching team and to initiate contact with the new grads so that follow-up procedures for involving them in the activities of the movement in their area may be executed.

9. REGIONAL PARTICIPATION

Regional participation is necessary to sustain renewal forces in their responsibility for global involvement and is realized by regional gatherings which corporately create vision to enable metro assignment implementation through the cadres, by personal visitation calls to catalyze the region, and by regional analysis based on a comprehensive grid to insure that penetration and formulation developments are evaluated to catalyze the region, and by regional analysis based on a comprehensive grid to insure that penetration and formulation developments are evaluated to effect regional growth.

- a. The cadre participates in *regional gatherings* by enabling the enlistment of participants for the gatherings, facilitating the meeting structure and assigning cadremen to functional responsibilities, being sure to utilize the assembly situation to hold the vision before the region.
- b. The *metro enables* the cadre to participate regionally by enlisting the cadre to take part in the metro assignments, to share in the micro-net visitation calling and to participate in the guilds established by the metro.
- c. *Personal visitation* on behalf of the region is made to cadres and cadremen by assigned teams who create the story and make the necessary preparations concerning the visitation, and then follow-up visits with an analysis of the responses.
- d. *Regional analysis* employs comprehensive gridding to enable cadres to envision their functional relationship to the region with an accurate picture of their responsibility arena, shows new penetration demands and new church experiments emergence, and develops steps to facilitate the effectiveness of total regional development.

11. INTERNATIONAL ASSIGNMENT

The cadre's responsibility is pushed to the international level by penetration trips into intentionally selected countries for the purpose of opening up areas for future courses, by writing letters to international colleagues to get lists of possible recruits and background information on those areas helpful for the future pedagogues, by going on global assignments, and by accepting international teaching responsibility.

- a. Intentionally selected *penetration trips* to push the cadre's image of its responsibility outside of the continent begin to open up international areas for future courses which are carefully planned by the cadre, and effective enablement and evaluation models are built.
- b. Responsibility for *letter writing* to selected international colleagues is assigned to cadre members so that they can obtain a list of possible recruits and contextual information on the countries and can decide through responsible evaluation where courses can be held.
- c. Participation in a *global assignment* is facilitated by orienting the person to his assignment and the particular culture, through coordinating the activities in which he will play a role, by helping plan his trip, and by financial enablement if necessary.
- d. Assignments for international *teaching responsibility*, for one who becomes trained enough, are coordinated through the Continental Office, the teacher is briefed as a pedagogue, oriented to the new culture, and is enabled by child care and other cadre structures.

10. CONTINENTAL INVOLVEMENT

Involvement in continental affairs entails attending regional councils, which articulate the major policy decisions, and presidiums which enable those decisions to be carried out; and by participating in research gatherings, such as summer programs that provide new dimensions to the cadre's basic operating principles, and teaching assignments around the country, which give the cadre context for the continental movement.

- a. *Continental assignments* are made in other areas so that contact with movement people in these areas on both a regional basis and the cadre level is facilitated to synchronize activities and to exchange and discuss plans and visions.
- b. *Attendance at presidiums* allows movement policies to be implemented locally and is enabled by a rotating schedule indicating who will attend the presidiums, giving them a context, assisting their trips through cadre care structures and assigning them to report back to the group.
- c. *Participation in councils* which develop the basic principles of movement policy facilitates the cadre's vision by designating delegates to each meeting, giving them a basic context from which to work, enabling their actual attendance and receiving their reports when they return.
- d. The movement's *summer program* will be of benefit to the cadre and the cadre should assign at least one representative at each session, should recruit noncadre people to attend, help the elected delegates financially, and make recommendations for reporting back.

12. GLOBAL STYLE

The cadre's style is made global by regular communications with international colleagues including correspondence, student exchanges, and simultaneous celebrations; setting up and taking of formal courses for language and cultural training; studying selected books on international subjects, both individually and corporately; and sending cadre members and their families out on global trips with well-planned objectives, strategies and enablement.

- a. *International colleagues* enable the global vision of the cadre through a regular reporting and accountability structure where insights and accomplishments are exchanged and a common celebration model is planned and executed, and global style is expanded through student exchange.
- b. *Formal courses* such as those in cultural studies, are selected carefully according to the cadre's needs, systematically recruited, tasks necessary to enable the course assigned to participants, and decor, such as symbols, designed to dramatize global images.
- c. A *book study* of non-Western writings will be assigned to the cadre in order for a global view to develop among the members, and to provide opportunity for corporate seminars, develop individual study and expand consciousness to include global responsibilities.
- d. Executing a *global trip* for cadre families will enable a global style through experiencing and studying non-Western cultures, planning intentional itineraries, enabling corporate child care structures for children who stay home and participating financially on a corporate basis.

III. GLOBALIZING THE COMMON RESPONSIBILITY

The cadre's responsibility will be extended to the global level by revealing their relationship to the metro and region through comprehensive grids, by their attendance at regional meetings and involvement in the continental program through participation in councils, presidiums, summer programs, and accepting national teaching or consulting assignments, and by building their global awareness through communication with international colleagues, world book study, formal cultural courses, and intentional global trips, the cadre becomes aware of the possibility to do international penetration work.

13. FINANCIAL EXTENSION

The cadre operates as a regional catalyst in the process of extending the movement's financial mobility by releasing fund-raising forces according to the requirements shown by an ongoing planning process which works with a socio-economic grid, and corporate units are assigned to create and implement a detailed fund-raising program which makes it possible to send out teaching teams and global research expeditions.

- a. *Special planning* in relation to a socio-economic grid of the area, together with the training of fund-raisers, is a necessary means for the development of an adequate enabling model for the cadre to finance those priority activities designated by their timeline.
- b. The cadre acts as a *regional catalyst* of financial extension by supplying fund-raising forces, sustaining a contextual vision of the development process, and evaluating timelines which lay out the long and short term development objectives at regularly scheduled model sharing meetings.
- c. Assignments of *corporate units*, a methodological way to share economic resources, are made to the cadre whose task is to develop the format and timeline for the financial program, draw up progress charts and create accountability structures for both units and individuals.
- d. *Individual enablement*, a well structured financial extension program, allows colleagues to do whatever missional travel is called for, such as teaching trips and global discontinuity, and releases them for action without sacrificing their financial security or their own physical needs.

15. CONSULTATION WORK

Consultation work focuses on congregational visits and special presentations which create collegiality and cooperation with the congregation, meetings with other cadres to share and coordinate all ongoing missional experience, meetings within the parish for the purpose of reimagining the visional and actional context, and presentations which permeate representatives of the civil structures with a new awareness of needs and possibilities.

- a. *Congregation visitation* takes place on a regular basis according to planned meetings in which cadre members are assigned to the responsibility of consultant, and after each consultation visitation evaluation sessions are held and all necessary follow-up procedures scheduled.
- b. *Cadre meetings* are an ongoing dynamic in the sustaining of renewal forces, in which the common memory is shared and rehearsed, and image expansion is enabled to take place in the process of model updating and the corporate consideration of current contradictions.
- c. *Parish consults* are conducted on the basis of research and problemats of current parish concerns, which take into account relations both within and among congregations, and are aimed at those formulations which sustain and reimage the vision of renewal.
- d. Speaking at *civil gatherings* implements that part of the consultation model which enables the renewal forces to gain cooperation and support from the civil structures through globally relevant and practically feasible presentations, which also facilitate the recruitment of new forces.

14. RESEARCH PROGRAM

The cadre will maintain a research program whose function is to gather, organize, and report on models and constructs which nurture the movement's development, which involves running a central filing system, collecting and evaluating the results of team research work and any particular experiments the cadre is conducting, and keeping the rest of the movement informed of new developments through weekly publications.

- a. The research team fashions *gathering models* to systematically collect and record data, designs a central filing system to preserve all relevant information obtained, and constructs an evaluation rationale which selects data of strategic significance for the ongoing work of the mission.
- b. *Particular experiments* are conducted in the realm of ur celebrations, liturgical rituals, and spiritual exercises, using both the solitary and the corporate dimension and imaginal methodologies to explore the possibilities of self-conscious dramatization and rehearsal.
- c. *Movement reporting* takes place on the level of exchange between cadres, participation in all council and praesidium meetings and an ongoing series of consultation meetings between movement colleagues, which is strengthened by the printing and circulation of a weekly publication.
- d. *Model writing* for publication and distribution is conducted in a process of research and collection, combined with the planning of a format which adequately holds the corporate wisdom while subjecting it to critical revision and any necessary updating.

16. SPECIAL CONTACTS

Special contacts with members of both the ecclesiastical hierarchy and the relevant government, business and education structures are made in accordance with a model which lays out the strategic priorities in terms of their role, mindset and accessibility; calls, interviews and presentations are made by teams with preplanned constructs and proposals in an ongoing process of follow-up and expansion.

- a. *Hierarchy calls* are made by preparing a grid of the key organizations and important members, defining the position and role of each, making use of any colleagues who are "in" with bureaucracies, and assigning members of the cadre to visit.
- b. *Government contacts* are chosen with the careful selection of priorities which determine the drawing up of specific proposals which are further modified by research on past reactions to comparable proposals, together with follow-up decisions on all contacts made.
- c. *Business interviews* are scheduled from a comprehensive list of all actual and potential contacts classified in terms of mindset and availability, both of which are important factors to consider in adapting the basic series of interview constructs for specific use.
- d. *Education appointments*, which are set up in accordance with a local education problemat that contains an evaluation of the relevant systems, are the purpose of model presentations which project the vision of possibility in terms of curriculum, methods and mission.

IV. SUSTAINING THE MOVEMENTAL DEVELOPMENT

Once the cadre momentum has been sparked, it depends on an enablement system to keep the flame alight, which includes practical methods of raising the money needed for educational trips and programs, and allows for the continued implementation of models and structures; it also depends on projects having an eye to the future that permit the cadre to concretize its vision and identify its future congregation and parish tasks, and to permeate civil organizations in the community through contact networks.

TRAINING UNIT TACTIC 10
Cadre

I. DEVELOPING THE COLLEGIAL STYLE
INSTRUMENTS

GLOBAL MOVEMENT
Sustaining Renewal Forces

1. CONCRETE VISION

Cadre Visitation

314 visitation schedule
423 visitation handouts
443 congregation list
443 rs-1 grad list
443 cadre list
444 transportation model

Global Speakers

423 list of afs students
443 calendar of community events
443 chamber of commerce packet
443 local college directory
443 list of embassy officials
443 community organizations list
443 list of returnee missionaries

Time/Space Changes

133 ur decor plan
142 room decor kit
213 imaginal time design
312 agenda copies
342 ur menu kit

Universal Decor

114 symbolic world grid
133 universal decor plan
134 building decoration kit
142 art supply kit
142 room decor kit

2. EDGE PARTICIPATION

Intentional Reading

214 assignment sheets
221 selected bibliography
231 charting methods instruct
232 workshop methodology manual
241 instructional equipment kit
242 room furnishings kit
342 snack kit list

Research Meetings

214 assignment sheets
222 council documents
232 workshop methodology manual
241 instructional equipment kit
242 furnishings checklist
342 snack kit list
443 metro phone list

Document Writing

221 dictionary
222 council documents
232 workshop methodology manual
241 instructional equipment list
242 room furnishings checklist
342 snack kit

Model Sharing

213 regular meeting schedule
244 evaluation form
431 models building manual
431 international model catalogue
441 mailing kit
441 office reproduction kit

3. COMMON DISCIPLINE

Common Rituals

121 geneva offices
121 book of rituals
123 spirit song books
141 audio-visual check list
143 corporate worship checklist
221 worship bibliography

Symbolic Accountability

121 symbolic accountability ritual
323 covenant models
333 accountability instruct

Specific Accountability

121 specific accountability ritual
313 cadre quarterly timeline
314 assignment sheet
333 accountability instruct

Movement Symbols

111 list of movement symbols
123 song books
142 art supply kit
232 workshop methodology manual

4. SYMBOLIC STYLE

Corporate Worship

112 liturgical colors instruct
131 corporate liturgy rubric sheet
141 record player
143 breviary
143 corporate worship kit
221 list of readings

Story Creation

122 movement story
142 art supply kit
221 culture story books
222 movement documents
241 instruction equipment

Ur Celebrations

142 art supply kit
142 room decor kit
332 ur celebration planning manual
342 ur menu model
423 foreign student list
443 list of missionaries
443 embassy personnel list

Symbolic Obediences

143 prayer books
144 solitary accoutrements
214 obedience conversation 4 x 4
214 reflection conversation 4 x 4
221 selected readings
242 space design instruct

TRAINING UNIT TACTIC 10

Cadre

II. ENABLING THE BASIC TRAINING INSTRUMENTS

GLOBAL MOVEMENT Sustaining Renewal Forces

5. COURSE PLANNING

Location Research

- 341 list of prior course locations
- 341 list of alternative places
- 341 location floor plans
- 414 area grid format
- 443 list of grads by area
- 443 list of potential sponsors
- 443 mailing kit

Housing Needs

- 244 attendance list
- 341 list of housing needs
- 341 list of equipment
- 341 inventory of available supplies
- 341 list of available housing
- 342 list of cooks

Financial Obligations

- 322 budget model
- 322 registrar financial model
- 322 list of catering and housing cost
- 322 account book
- 443 list of potential contributors

Pedagogue Contact

- 441 office supplies kit
- 443 pedagogue availability list
- 444 transportation schedule

6. COURSE RECRUITMENT

Mass Mailing

- 423 brochures
- 441 office reproduction kit
- 442 list of printers
- 443 list of grads by area
- 443 list of ministers and laymen
- 443 file of old brochures
- 444 transport availability list

Massive Penetration

- 214 pitch model
- 414 target grid format
- 414 micro-net model analysis
- 423 file of calling history
- 424 penetration model
- 443 list of recruiters
- 443 list of grads

Speaking Engagements

- 214 pre-RS-I model
- 324 stance/dress model
- 423 brochures
- 443 list of prospective groups
- 443 list of speakers
- 443 list of contacts
- 443 list of previous speeches

Recruiting Story

- 113 movement history
- 214 self story
- 324 interview model
- 324 visitation model
- 443 endorsement list

7. COURSE ENABLEMENT

Course Registrar

- 244 child care model
- 322 financial model
- 433 scholarship model
- 434 registrar model
- 443 list of registrants
- 434 registration kit

Course Host

- 214 host pitch construct
- 244 list of registrants
- 244 child care model
- 244 list of emergency phones
- 321 list of house rules
- 341 room assignment model
- 434 registration kit

Course Practics

- 141 audio-visual checklist
- 142 decor kit
- 222 chicago material list
- 241 instructional equipment kit
- 242 room furnishings checklist
- 244 emergency model
- 314 assignment model

Participant Assistance

- 244 child care model
- 244 list of registrants
- 433 scholarship fund
- 434 follow-up model for registrar
- 444 available transportation list

8. FOLLOW-UP PROCEDURES

Grad Mailing

- 414 grad evaluation model
- 441 office reproduction kit
- 441 mailing kit list
- 441 office supplies kit
- 442 filing system construct
- 443 grad mailing list

Initial Meeting

- 133 room decor model
- 143 corporate worship checklist
- 241 instructional equipment list
- 312 meeting model
- 342 snack kit
- 443 list of available pedagogues
- 443 grad list

Cadre Formulation

- 222 council documents
- 232 workshop manual
- 241 instructional equipment kit
- 242 room furnishings checklist
- 423 model for special events
- 443 list of grads by churches
- 443 list of cadres

Advanced Courses

- 141 audio visual checklist
- 222 course brochures
- 222 chicago materials list
- 244 registration kit list
- 443 grad list
- 443 religious house directory
- 443 list of area movement people

III. GLOBALIZING THE COMMON RESPONSIBILITY INSTRUMENTS

9. REGIONAL PARTICIPATION

Regional Gatherings

- 143 corporate worship checklist
- 241 instructional equipment checklist
- 242 room furnishings checklist
- 314 rotating leadership construct
- 342 food service model
- 414 grids of region format
- 444 transportation checklist

Metro Enablement

- 141 audio visual checklist
- 222 council documents
- 241 instructional equipment checklist
- 244 childcare model
- 312 meeting construct
- 321 polity model
- 322 financial model

Personal Visitation

- 214 visitation construct 4 by 4
- 244 follow up evaluation forms
- 434 data retrieval model
- 443 visitation model
- 444 transportation checklist

Regional Analysis

- 221 regional library
- 432 nodes research model
- 434 common recruitment filing construct
- 441 mailing kit
- 441 office reproduction checklist
- 443 church directories

10. CONTINENTAL INVOLVEMENT

Continental Assignments

- 213 consultation format
- 232 teaching manuals
- 314 assignment model
- 443 faculty availability list
- 443 list of problems for consultation
- 443 list of contact data
- 444 travel model

Presidium Attendance

- 244 personal needs list
- 244 childcare model
- 322 financial model
- 333 accountability sheet
- 443 local data list
- 443 record of previous participation
- 444 travel model

Council Participation

- 244 personal needs list
- 244 child care model
- 322 financial model
- 333 accountability sheet
- 443 local data list
- 443 record of previous participation
- 444 travel model

Summer Programs

- 223 preparatory readings
- 244 list of personal necessities
- 244 summer evaluation construct
- 322 financial model
- 434 recruitment follow-up instruct
- 434 recruitment model
- 444 transportation checklist

11. INTERNATIONAL ASSIGNMENT

Penetration Trips

- 244 list of personal necessities
- 322 financial model
- 341 list of places to stay
- 343 medical checklist
- 343 passport/visa
- 443 list of contacts
- 443 travel information

Letter Writing

- 214 content statement
- 241 instructional equipment kit
- 441 duplicating equipment
- 441 mailing kit
- 443 list of names

Global Assignment

- 244 list of personal necessities
- 322 financial model
- 341 list of places to stay
- 343 medical checklist
- 343 passport/visa
- 443 list of contacts
- 443 travel information

Teaching Responsibility

- 211 pedagogy manuals
- 221 selected books
- 222 movement publications
- 244 travel needs list
- 311 travel model
- 443 contact list

12. GLOBAL STYLE

International Colleagues

- 121 ur ritual manual
- 322 financial model
- 333 accountability model
- 441 mailing kit
- 443 directory of colleagues

Formal Courses

- 221 selected books
- 222 movement literature
- 232 training model
- 241 instructional equipment kit
- 341 list of facility locations
- 434 recruitment model
- 443 list of available faculty

Book Study

- 221 selected books
- 232 study manual
- 241 instructional equipment list
- 242 room furnishings checklist
- 314 pedagogue assignment list

Global Trip

- 114 symbolic world grid
- 244 travel needs list
- 244 childcare model
- 244 emergency model
- 313 timeline design
- 322 finance model
- 443 cultural information

TRAINING UNIT TACTIC 10
Cadre

IV. SUSTAINING MOVEMENTAL DEVELOPMENT
INSTRUMENTS

GLOBAL MOVEMENT
Sustaining Renewal Forces

13. FINANCIAL EXTENSION

Special Planning

313 timeline construct
322 finance model
324 training program model
433 fund raising manual
433 imaginal finance brochure
441 office supplies kit
443 list of community organizations

Regional Catalyst

232 workshop methodology manual
244 evaluation form sheet
322 budget model
433 imaginal finance brochure
441 office supplies
443 list of callers
443 list of graduates

Corporate Units

313 timeline design
314 assignment chart
324 visitation model
333 accountability model
433 imaginal financial brochure
441 office supplies kit
443 list of graduates

Individual Enablement

141 slide projector
244 child care model
322 financial model
322 expense account form
433 pledging materials kit
444 car availability list

14. RESEARCH PROGRAM

Gathering Models

441 office supplies kit
441 office furnishing kit
443 contact list

Particular Experiments

112 new religious mode charts
133 ur decor plan
142 art supplies kit
143 corporate worship list
211 imaginal education curriculum
213 child courses
214 rs-1 short courses

Movement Reporting

241 instructional equipment list
441 mailing kit
441 office supplies kit
443 contact list

Model Writing

241 instructional equipment list
431 model building instruct
441 office supplies kit
441 office reproduction kit
441 mailing kit

15. CONSULTATION WORK

Congregation Visitations

324 stance/style model
434 calling model
441 appointment book
443 list of congregations
443 list of graduates
444 transportation model
444 maps

Cadre Meetings

143 corporate worship checklist
214 conversation model
222 movement literature
233 model lecture 4 x 4
241 instructional equipment list
242 room furnishing checklist

Parish Consults

123 spirit song sheets
222 movement literature
232 workshop pedagogy manual
241 instructional equipment kit
324 stance/style model
342 snack kit
432 canvassing model

Civil Gatherings

211 introduction cs-1
214 conversation construct
324 previsit model
324 stance/style model
443 community organizations list
444 transportation checklist

16. SPECIAL CONTACTS

Hierarchy Calls

244 evaluation form
311 church organization chart
324 previsitation model
324 stance/style model
414 analysis sheet of hierarchy stance
443 church directories
443 hierarchy profile list

Government Contacts

214 conversation model
324 stance/style model
414 personal profiles
441 appointment book
443 government organization chart
444 transportation model

Business Interviews

214 interview model
324 previsitation model
441 appointment book
443 list of businesses
443 businessmen contact list
443 chamber of commerce packet
444 transportation model

Education Appointments

241 instructional equipment kit
324 stance/style model
324 previsitation model
342 snack kit
441 appointment book
443 school district chart
443 list of school board members

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Summer 1970