

CONGREGATIONAL MINISTRY

Actuating Local Congregation

**TRAINING UNIT
TACTIC 11
Cadre**

A tactic designed to pioneer the new ministry in preparing the cadre to be the corporate clergy in serving the congregation as spiritual leaders, as nurturing teachers, and as living signs of mission.

Creating the Pastoral Model	TER Context Establishment	spirit movement	historical church	universal demand	corporate clergy
	Congregation Analysis	local history	organizational structure	membership analysis	exterior relations
	Congregation Gridding	friends list	leadership analysis	key committee selection	colleague determination
	Ministry Planning	establish goals	set objectives	determine tactics	create timeline
Training in Fundamental Practices	Scheduled Courses	religious courses	cultural courses	methods courses	problem- solving units
	Study Program	select books	charting methodology	pedagogical training	study seminars
	Theoretical Methodology	art form	charting four levels	model-building workshops	corporate consensus
	Theological Grounding	pedagogy guild	structured conversation	course teaching	regional workshops
Grounding in Structural Practices	Experimental Structures	symbolic covenant	leadership rotation	group assignment	accountability absolution
	Leadership Roles	futuristic visionary	comprehensive enabler	intentional catalyst	teacher trainer
	Congregational Care	polity structure	internal discipline	symbolic life	physical care
	Congregational Involvement	congregation assignment	symbolic involvement	denomination involvement	ecumenical relations
Deepening the Spirit Life	Planning Retreats	construct model	daily office	eucharist celebration	intentional decor
	Spirit Odyssey	reorganize time	create visions	reorganize space	practice obedience
	College Structure	corporate reading	structured conversation	priorship role	religious exercises
	Monk-for-a-Month	daily worship	assigned study	structured work	designed time

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PROCEDURES

The procedural steps for implementing this tactic are the following:

1. Develop short courses setting the theological, cultural and global context for the corporate clergy, prepare a lecture imaging the secular religious corporate style, and plan workshops to recast the church's history and its vision of mission.
2. Design a congregational analysis model, conduct a workshop on congregational leadership, build a one year goal/timeline construct for the formation of the corporate clergy, and build an evaluation model for the cadre.
3. Design a two-year recruitment model for local courses, build a two-year training model for advanced courses and academy participation, build seminar and pedagogical guild models, ground key teaching methodologies, and design a schedule for practice teaching.
4. Build a one-year timeline to coordinate the local course and seminar schedule with the region, design a model for a regional workshop on modern theology and produce a construct to enable the cadre to appropriate consensus.
5. Develop experimental models for symbolic covenant, the rotation of leadership, and pedagogical teaching guild group schedule; group and team assignment models and develop imaginal short courses and contextual statements to expand the leadership's vision of the future.
6. Clarify the roles of the Church's polity structures in congregational care; initiate the ecclesiola as a care structure with congregational discipline, corporate visioning and common planning, and structure the evaluation of the comprehensiveness of these.
7. Build model for retreat recruitment and corporate enablement structures, plan a college care structure, assign roles, project regular scheduling of spirit odysseys, study the new religious mode charts, and regularly rehearse the corporate solitary office.
8. Build a model to structure regular daily worship, the common meal and accountability/absolution; plan informal spirit conversations, provide practical experience in priorship, and make assignments of monks-for-a-month in the local religious house.

1. CONTEXT ESTABLISHMENT		2. CONGREGATION ANALYSIS		3. CONGREGATION GRIDDING		4. MINISTRY PLANNING	
Spirit Movement	theological study	Local History	socio-economic heritage	Friends List	active contributors	Establish Goals	employ problematting
	cultural study		geographical heritage		staff personnel		priority establishment
	event study		significant events		key leaders		missional context
	lay movements		missional story		supporting forces		data collection
Historical Church	historical context	Organizational Structure	missional articulation	Leadership Analysis	administrative deciders	Set Objectives	experimental interim
	denominational images		missional groups		capable teachers		clergy consultation
	ecumenical movement		care structures		active warriors		lay-leaderhood consult
	revolutionary church		review polity		indigenous shaman		symbolic revitalization
Universal Demand	relevant symbols	Membership Analysis	age pyramid	Key Committee Selection	comprehensive age-range	Determine Tactics	guru training
	inclusive polity		socio-vocational backg'd		struct'l decision-makers		common vision
	corporate style		participation frequency		experienced educators		corporate accountability
	poverty style		missional experience		latent leadership		enabling absolution
Corporate Clergy	lay-cleric design	Exterior Relations	parish congregations	Colleague Determination	awakened clergy	Create Timeline	flow chart
	social prowess		community organizations		radical churchmen		task-time delineation
	pedagogical skills		municipal structures		decisional families		task-time coordination
	guru style		global contacts		RS-I graduates		check contradictions

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**I. CREATING THE PASTORAL MODEL
PROCEDURES**

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The procedural steps for implementing this tactic are the following:

1. Develop theological, cultural and global short courses to set the context of the spirit movement; review the denominational church triangles in the context of the church history course overview in a seminar and summarize the ecumenical movement in the lecture.
2. Prepare a lecture which images the new secular religious corporate style, outlines the possibilities of lay involvement as corporate clerics, illustrates the stance of the guru, and dramatizes the necessity of keen pedagogical skills.
3. Design a series of workshops which delineate the geo-social history of the local congregation, recall the significant events of its history, articulate its visionary missional stance, and identify groups present or needed to implement that vision.
4. Design a congregational analysis model which classifies by age and the socio-economic categories, indicates the frequency of participation and the missional experience of each member, and holds comprehensively the member's occupational location and his strategic contacts.
5. Organize a workshop to locate key contributors and leaders within the congregation and parish who are friends, identify systematically the leadership structure of the church, determine which are the critical committees, and search out spirit colleagues.
6. Determine the missional context within which to problemat to identify the problems of the local congregation, the one-year goals and the priorities clearly.
7. Do a workshop on the demands facing the corporate pastor, establish a ranked set of goals, develop a time-line for initiating experiments in the ministry, and establish an evaluations committee of key laymen in the cadre.
8. Create a time-task chart for the formulation of the pastoral model, train the key leaders as gurus, continue periodic structured conversations and workshops on functions and style of corporate pastorate, and undertake concurrently a program of new symbol creation.

5. SCHEDULED COURSES		6. STUDY PROGRAM		7. THEORETICAL METHODOLOGY		8. THEOLOGICAL GROUNDING	
Religious Courses	recruitment technique	Select Books	briefcase library	Art Form	media exposure	Pedagogy Guild	decisional recruitment
	course enablement		current publications		artform conversation		guild schedule
	strategic participation		theological masters		decor creation		pedagogy assignments
	participant follow-up		edge thinkers		selective choice		teacher evaluation
Cultural Courses	selective participation	Charting Methodology	selected assignments	Charting Four Levels	teach methodology	Structured Conversation	conversation focus
	participant recruitment		individual homework		make assignments		question rationale
	intentional curriculum		Corporate charting		review sessions		existential address
	reflective follow-up		short courses		demonstrations lab		timing flow
Methods Courses	course selection	Pedagogical Training	assignment rationale	Model-Building Workshop	teach gridding	Course Teaching	course schedule
	educator recruitment		imaginal methodology		stimulate problematting		teaching assignments
	pedagogy guild		guild experience		practice model-building		actualize appointments
	graduate follow-up		corporate evaluation		dynamical triangles		actual accountability
Problem Solving Units	priority recruitment	Study Seminars	seminar recruitment	Corporate Consensus	cadre instruction	Regional Workshop	participant rationale
	recruitment timeline		curriculum selection		guided practice		develop timeline
	course scheduling		leader assignment		communicate decision		participant enablement
	workshop problemat		orchestration workshop		reflective evaluation		group reflection

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**II. TRAINING IN FUNDAMENTAL PRACTICES
PROCEDURES****CONGREGATIONAL MINISTRY**

Actuating Local Congregations

The procedural steps for implementing this tactic are the following

1. Create a pedagogy workshop on recruitment techniques and follow-up plans, a recruitment time line and prospect lists with phone numbers of selected participants for scheduled courses, including the academy and the seminarian practicum.
2. Promote the briefcase library, develop bibliography of current publications which the cadre needs to read, design seminars to ground the charting methodology, build a construct for individual homework assignments and plan seminars for charting key books.
3. Develop a rationale for assigning teachers, participant observers, and enablement teams; form a pedagogy guild employing the corporate evaluation format; design a rotation schedual for practice teaching; elaborate a construct for imaginal education courses.
4. Design a long range recruitment model for study seminars, draw up a curriculum based on the religious, cultural and methods courses, and do a workshop on seminar orchestration, mood development, and pacing, and provide practical training in spirit nurture.
5. Plan a workshop to enable corporate reflection and study on the art-form methodology, develop a short course on decor creation and use, teach four level charting, assign four level charts on papers key to the cadre, and plan review sessions.
6. Design a series of workshops to learn gridding, give practice in leadership, in problematting, refine the ability to create crisp models, ground the relationships in the dynamical triangles, and teach techniques for leading structured conversations.
7. Build a time-line to coordinate with the region and its course schedule, involve the cadre in the regional teaching calendar, and lead a regional reflection on the implications of the cultural revolution on modern theological thinking.
8. Initiate consensus and develop short courses on consensus decision-making, build a formulation workshop to prepare the cadre to teach consensus to other groups, and to articulate the role of problem-solving units in the consensus dynamic.

9. EXPERIMENTAL STRUCTURES		10. LEADERSHIP ROLES		11. CONGREGATIONAL CARE		12. CONGREGATIONAL INVOLVEMENT	
Symbolic Covenant	covenant research	Futuric Visionary	intentional brooding	Polity Structure	consensus methodology	Congregational Assignment	guild participation
	mission decision		information gestalting		agenda building		stake development
	workshop planning		futuric model-building		corporate brooding		futuric model-building
	covenant model		global odyssey		periodic evaluation		training progress
Leadership Rotation	role manual	Comprehensive Enabler	recruitment evaluation	Internal Discipline	study construct	Symbolic Involvement	worship participation
	assignment structure		resource gathering		initiate ecclesiola		celebration planning
	enabling assistance		workshop training		guideline structure		image construction
	periodic evaluation		model building		assign team-unit		decor designing
Group Assignment	assignment model	Intentional Catalyst	objective analysis	Symbolic Life	context responsibility	Denomination Involvement	denominat'l meetings
	task determination		goal selection		worship leadership		stake participation
	team assignment		contextual story		symbol creation		heritage context
	time design		image building		story formulation		inter-cong'l activity
Accountability Absolution	contextual statement	Teacher Trainer	guild participation	Physical Care	economic programming	Ecumenical Relations	inter-denom. activity
	accountability ritual		regional seminars		transport'n enablement		liturgical experiment'n
	absolution ritual		academy recruitment		children's structures		ordination strategies
	deployed accountability		participant observer		health model		problemat workshop

III. GROUNDING IN STRUCTURAL PRACTICES
PROCEDURES

The procedural steps for implementing this tactic are the following:

1. Initiate experimental structures by drafting a cadre covenant and corporate timeline and making polity assignments to team-unit structures after lectures on the role of prior and establish accountability/absolution rituals for cadre work in the congregation.
2. Initiate a cadre training model in the global context beginning with world grid and problemat and moving to corporate structure enablement, workshopping, model building, academy and pedagogy simultaneous with assignments to regional practices and evaluation structures.
3. Introduce the individual and corporate study methodology and corporately examine its purpose and procedures, rotating the pedagogue role in the seminary; make assignments according to the curriculum timeline, and follow up study sessions with periodic evaluation.
4. Conduct a brainstorming session and compile a list of recruitment prospects such as, radical clergy, key parish leaders, and intentional families; lead recruitment workshop on problems, blocks, strategies, and tactics; and build models for recruitment conversations.
5. Lead re-education workshop on problem-solving methods used in the parish; instruct the cadre in imaginal education methodologies of art-forming, seminars, charting, and corporate problem solving methods of problematting and gridding, and consensus decision-making.
6. Conduct a workshop to create a common future vision and design models to rehearse the vision of a signal, corporate life style which includes assignment to a missional timeline, and participation in accountability/absolution rituals.
7. Lecture on the importance of accountability and absolution for corporateness and the mission; emphasize individual priorship and intra-cadre responsibility; assign the cadre to be the college accountable for the congregation both symbolically and in practical tasks.
8. Assign members to participate in the symbolic life of the church, in guild meetings, stake development, and inter-congregational and ecumenical activities; design and introduce polity structures for physical care and spiritual development within the congregation.

13. PLANNING RETREATS		14. SPIRIT ODYSSEY		15. COLLEGE STRUCTURE		16. MONK-FOR-A-MONTH	
Construct Model	physical enablement	Reorganize Time	imaginal explanation	Corporate Reading	selection rationale	Daily Worship	corporate office
	selective recruitment		missional discontinuity		study assignments		designate space
	formal determination		symbolic design		study methodologies		symbolic rehearsal
	goals establishment		journey construct.		contextual intro.		liturgist assignments
Daily Office	liturgy selection	Create Visions	kairotic-time examples	Structured Conversation	conversation constructs	Assigned Study	journey curriculum
	role assignments		40-year workshop		NRM charts		space design
	architectural design		vision lecture		contextual statements		study materials
	selected scripture		breakthrough symbols		battle plan		study methodologies
Eucharist Celebration	"common meal"	Reorganize Space	solitary plan	Priorship Role	journey charting	Structured Work	task accountability
	specific symbols		corporate plan		symbolic resp.		task assignment
	role assignments		environment reordering		team-unit assignments		assigned times
	appropriate elements		necessary furnishings		care constructs		symbolic tasks
Intentional Decor	unifying theme	Practice Obedience	poverty meals	Religious Exercise	grounding spirit	Designed Time	personal timeline
	creation model		symbolic task		journal construct		corporate timeline
	art forms		symbolic apparel		solitary office		structure discontinuity
	multi-sensory media		accountabil'y covenant		soliloquy rationale		time accountability

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PROCEDURES****CONGREGATIONAL MINISTRY****Actuating Local Congregation**

The procedural steps for implementing this tactic are the following:

1. Build comprehensive retreat models and make specific assignments with accountability to recruitment and enablement constructs; determine the program format and structures for corporate and solitary worship, celebrations, and other symbolic activities; and design space usage and decor.
2. Design a timeline for designating leadership roles for cadre activities; rotate roles of priest, rabbi, and pedagogue for cadre groups, liturgists for worship, gurus for spirit journeys, and organizers for various task forces; and build accountability and evaluation structures.
3. Design a workshop model for creating corporate care structures; write short courses on priorship, assign and rotate prior roles; design models for meal conversations on spirit problems, models for accountability, and absolution rituals.
4. Structure a spirit odyssey into cadre life; corporately examine charts on solitaries, corporates and journeys; design solitary odyssey to include "invisible space" and activities that rehearse spirit charts under the rubrics of meditation contemplation, and prayer.
5. Develop missional personal and corporate timelines, organize blocking of time symbolically, schedule corporate and solitary activities to create a common vision, include blocks for missional discontinuity and procurement, and establish models of obediences.
6. Assign monk-for-a-month interns to an easily accessible religious house; and short-course prospective interns on the purposes and procedures involved in daily worship, assign study, and structure the time/space design and the nature of corporate work for the monk-for-a-month journey.
7. Initiate the college structure with spirit activities such as Geneva and daily offices, corporate solitary offices, solitary odysseys, the eucharist, and covenant accountability into cadre life; create experimental liturgies, free worship, rituals, symbolic tasks and meals, and accountability/absolution procedures.
8. Structure informal spirit conversations under the rubrics of meditation, contemplation or prayer; base questions on a specific theme and organize them to push from impressions to spirit decisions; design a model for discussions on guru role.

1. CONTEXT ESTABLISHMENT

The cadre establishes its context for creating the pastoral model by participation in religious and cultural studies, by increasing its knowledge of the historical church through study, by living in response to the universal demand for relevant symbols and by designing an inclusive polity and cultivating the style of corporateness and poverty, and by training to be the corporate clergy in the style of the guru.

- a. Through participation in *spirit movement* religious and cultural courses, including a study of the Knox paper, "The Event and the Story," and by study of lay movements, the cadre establishes its context for creating the pastoral model.
- b. By studying the *historical church* in its denominational, ecumenical and revolutionary forms, the local cadre establishes its context as a catalytic force in society standing in the Word by rehearsing its story and grounding itself in its roots.
- c. The cadre is enabled to see its task framed by the *universal demand* by using relevant symbols, developing a corporate style of poverty, and adopting an inclusive polity which together serve to exemplify the missional thrust to the congregation.
- d. The cadre prepares to be the *corporate clergy* serving the congregation by understanding itself as a lay-clergy unit, by developing pedagogical skills and social prowess, and by developing the guru style enabling the congregation members as they grow in self consciousness.

3. CONGREGATION GRIDDING

Through the activity of congregation gridding and then utilizing the information therein provided, the auxiliary aids the cadre in establishing a friends list to identify certain key leaders, in conducting a leadership analysis, in discerning who should serve on key committees within the local congregation, and in determining colleagues on a parish-wide basis as well as within the local congregation.

- a. A *friends list*, which may be compiled by building a congregation grid, will enable the cadre to utilize the supportive forces of the congregation by identifying the key leaders of the church, the active church contributors, and the staff personnel.
- b. The cadre should conduct a *leadership analysis* identifying the most capable teachers in the church school, looking for the people who make most administrative decisions, and spotting the members who are active warriors and indigenous shamen.
- c. *Key committee selection* will be greatly enabled by utilizing the congregation grid to discover within a comprehensive age range any experienced educators within the congregation and those who are either latent leaders or structural decision-makers.
- d. *Colleague determination* is accomplished when a congregation grid is made identifying the awakened clergy of the congregation and those who have decided to be radical churchmen, and by locating missional and decisional families and all RS-I graduates.

2. CONGREGATION ANALYSIS

To create a comprehensive pastoral model the cadre must analyze the history of the congregation with respect to its local situation and its missional story; determine its organizational structures, including care structures and polity operation; perform a membership analysis taking into account the age backgrounds participation and missional experience; and determine the relations with other congregations and community organizations.

- a. The congregation's *local history* must be analyzed by the cadre with respect to its socio-economic background, its geographical heritage, the significant events in the congregation's past and its missional story, in order to create a comprehensive pastoral model.
- b. An analysis of the *organizational structure* of the congregation must include an evaluation of the missional groups and their articulation of their missional thrust, the care structures which have been set up and the polity employed for reaching decisions.
- c. Congregational *membership analysis* by the cadre should include a description of the age pyramid, the socio-vocational backgrounds of each family, the frequency of participation in worship and other activities, and any missional experience which a member may have.
- d. To study the church's *exterior relations* the cadre must probe the church's relations with other congregations within the parish, evaluate its involvement with community organizations, and how it relates to municipal structures, and determine its different global contacts and relations.

4. MINISTRY PLANNING

The ministry planning utilizes the data and workshopping skills and knowledge gained in the previous three tertiary tactics to establish the missional context and goals, sets the objectives for the lay and clergy consultations and the symbolic revitalization, determines the tactics for establishing a common vision and corporate accountability and absolution, and creates the comprehensive timeline for activating the local congregation.

- a. The cadre *establishes goals* and missional context for the ministry planning to create the pastoral model by employing problematting methodology to determine priorities, and in the process, determining the additional data which needs to be collected.
- b. In order to *set objectives* the cadre should keep in mind a definite period for experimentation to test the model, consultations with the clergy and with the lay leadership, and discovery of ways to revitalize the symbolic power within the congregation.
- c. In *determining tactics* it is important to train cadre members to be gurus in the congregation and to have a common vision for the church which includes the development of a corporate accountability with a structure to enable absolution.
- d. It is necessary to *create timelines* in order to delineate tasks in relation to time and to coordinate tasks and time; a flow chart will enable the cadre to see in perspective their schedule and to check contradictions.

I. CREATING THE PASTORAL MODEL

The cadre's congregational ministry is begun with the creation of the pastoral model in a context which embraces the spirit movement, the historical church, the demand for new life styles and structures and the corporate clergy, by analyzing the congregation's history, organization structure, membership and exterior relations, by gridding the congregation with respect to friends, leadership, committees, and colleagues, and by utilizing the preceeding information to problemat the congregation and determine the goals, objectives, tactics and timeline for the ministry.

5. SCHEDULED COURSES

Through their participation in the enablement of religious, cultural, and methods courses which are scheduled in the region, the cadre gains valuable depth training in the essential techniques of recruitment and follow-up procedures, course selection and determination of curriculum content, and participation as a teacher, as well as the insights gained from involvement in intensive problem solving units.

- a. *Religious courses* help to train the cadre as the corporate cleric by requiring strategic participation in course recruitment, giving course experience in hostess or fourth teacher roles, and, for recent participants, by being assigned to care structures.
- b. The presentation of *cultural courses* will enable practical training of cadre men through the recruitment of participants, his own selective participation, helping to build the intentional curriculum, and reflecting on insights at follow-up meetings.
- c. *Methods courses* are essential to the local cadreman and will serve to further his training as he actively participates in the course selection, recruitment of pedagogues, grad follow-up procedures, and in the pedagogy guild in his local region.
- d. *Problem-solving units* are helpful to the successful enablement of courses and the cadre will further its own training and gain new insights by participation in planning recruitment priorities, working on a recruitment timeline, scheduling courses, and doing problematting workshops.

7. THEORETICAL METHODOLOGY

Theoretical methodology is crucial to the enablement of the cadre's training in fundamental practices by developing strong skills and furthering its knowledge through model building workshops, through training and experience in the corporate decision making dynamic on consensus, through training in the study method of charting four levels, and through experience in the use of art form objects and methodology.

- a. *Art forms* provide great possibility and power for the cadreman by means of exposing him to various media, affords opportunity for participation in the dynamics of art form conversations, training in selective choice, and experience in creating imaginal decor.
- b. The *charting four levels* tactic enables the cadreman to develop his leadership and teaching skills through training sessions in teaching methodology and demonstration labs, and through his own experience in teaching, making assignments and in the review sessions.
- c. *Model building methodology* is invaluable in broadening the practical tools available to the cadreman and will further enable him by teaching him gridding, the methodology of problematting, provide practice in model building, and internalizing the power of dynamical triangles.
- d. The *corporate consensus* tactic will enable the cadreman to gain clarity and insight into the dynamics of this method by means of cadre instruction with guided practice in communicating group decisions and through participation in the process of reflective evaluation.

6. STUDY PROGRAM

The study program for the cadre is essential to prepare them for the task of being the corporate clergy and must include books covering a wide range of subjects as well as works from edge thinkers of our time, experience in the charting methodology, pedagogy training and guild participation for developing teaching skills, and study seminars with a selected curriculum.

- a. The cadre gains depth reflection in study life through the reading of *selected books* by theological masters and edge thinkers of our times, as well as the insights gained from the briefcase library, and a comprehensive cross section of current publications.
- b. So that the *charting methodology* can be grasped the cadre engages in individual homework, while continuing to be engaged in selected assignments, corporate charting exercises, and short courses before every assignment on the power of the charting methodology.
- c. *Pedagogical training* provides the cadreman with invaluable skills by means of utilizing the assignment rationale, training in imaginal methodology and experience in corporate evaluation, as well as presenting the opportunity for ongoing participation in the dynamics of regional pedagogy guilds.
- d. *Study seminars* are a necessary part of the study program and will require recruitment of cadre members, a selected curriculum, a design for the orchestration of the workshops, and assigned leaders who have been trained to effectively lead seminars.

8. THEOLOGICAL GROUNDING

The theological grounding of the cadre is an important tactic in developing its role as the corporate clergy with training and continuing experience with structured conversations, cadre participation as teachers of courses, participation in regional workshops, attending pedagogy guild meetings for training, and being enabled as cadremen to reflect on needs of their own individual lives and as ministers to others.

- a. Through decisional recruitment the *pedagogy guild* will be of crucial importance in enabling cadre members to be trained and gain experience in teaching methodology, through instruction and practice, and through evaluation of their pedagogy assignments at regularly scheduled guild meetings.
- b. Holding *structured conversations* within the cadre enables the members to see the rationale used, how the development of the conversation is focused, the importance of timing and flow, and how the total thrust of the conversation leads to the existential address.
- c. *Actual course teaching* experience is a must for those in the cadre with scheduled courses being planned when the cadre makes its quarterly timeline, members being assigned to teach courses, and with accountability and absolution called for and pronounced.
- d. *Regional workshops* are an important aspect of cadre life and will be successful only when participant enablement is planned, participant rationale is fully developed, and when the cadre develops a timeline and engages in group reflection.

II. TRAINING IN FUNDAMENTAL PRACTICES

Training in fundamental practices is crucial in preparing the cadre for its task as mission to the congregation and parish and is provided by scheduled courses in religion, culture, methods and problem solving. The cadre participates in a study program using selected books, charting methodology, pedagogical training as well as receiving practical training in theoretical methodology, covering art form, model building and corporate consensus. Theological grounding is accomplished through the dynamic of structured conversations in regional guilds and workshops.

9. EXPERIMENTAL STRUCTURES

Experimental structures intensify the cadre's training to be the corporate clergy serving the congregation through experimentation with a symbolic covenant that defines the cadre in mission, with structures that rotate leadership responsibility and enable assistance and evaluation of that leadership, with assignments of tasks made to the group according to a pre-determined rationale, and with accountability and absolution rituals.

- a. The *symbolic covenant* contributes to the training of the cadre in building its congregational mission as members participate in researching existing covenants, design their own covenant form and content in a way that will be helpful in future congregational covenant design, as congregational missional consciousness increases over time.
- b. Through the initiation of *leadership rotation*, the cadre will find it necessary to develop a rationale for assignment structures and an enabling manual describing the necessary roles, providing assistance as required, and periodically evaluating the growth in leadership ability of each member.
- c. The cadre enables *group assignment* through an assignment model which includes a determination of the nature and number of tasks to be carried out, a time design that ensures their completion and the assignment of tasks to teams.
- d. The experimental structures of *accountability and absolution* become meaningful and helpful to cadre life as they are explained in frequent contextual statements and performed at appropriate times as accountability and absolution rituals, both specific and symbolic, for all members bound to the covenant.

11. CONGREGATIONAL CADRE

The cadre participates in congregational care through its own experimentation with and through serious reflection upon and evaluation of the consensus polity structures, radical internal discipline, intentional symbolic life, and imaginal programs for physical care which will thereby enable the body to gain deeper understanding, insights and clarity on the dynamics of the congregation and the possibilities for its care.

- a. The cadre's *polity structure* is designed to allow the total participation of every member through consensus methodology, building a common agenda from the group mind, and reflective corporate brooding with the periodic evaluation necessary to perfect the model.
- b. *Internal discipline* must be maintained through a corporate study of the construct of the cadre rule, by initiating an ecclesiola form later to be experimented with in the congregation and consensing on the guidelines of the structure for assigning teams and units.
- c. The cadre's *symbolic life* contextualizes its responsibility for the congregation, provides opportunities for worship leadership, and demands the creation of symbols and the formulation of the story of who it is and what it is about in caring for the congregation.
- d. *Physical care* for members of the cadre involves utilizing those cadre support systems that enable full participation in congregational care constructs through programming the economic life for mission, providing needed transportation, building flexible childrens structures and necessary health models.

10. LEADERSHIP ROLES

Understanding that the cadre needs grounding in the structural practices of church renewal and that this will necessarily involve the cadre in a variety of secular and religious leadership roles, the cadre members will seek out those activities which will train them to be leaders who can envision the future, enable any situation comprehensively, catalyze intentionally, and train others as teachers.

- a. The cadre's development as the *futuric visionary* will be enabled by setting aside time for intentional brooding, gestalting available information so that it is informative, building models that predict and plan the future, and participating in a global odyssey.
- b. The cadre members will be trained as *comprehensive enablers* in leadership roles as they participate in evaluations of recruitment procedures, gathering of available resources at appropriate times, grounding themselves in workshop methodologies, and building comprehensive, futuric and intentional models.
- c. The imperative for the cadre to be the *intentional catalyst* is actualized as cadre members train themselves to objectively analyze situations, select appropriate goals, create a contextual story for the situation, and build images that will enable movement toward the goals set.
- d. The cadre member's skills as a *teacher trainer* are continually refined through their participation in regional seminars and pedagogy or other guilds, in active recruitment for academies, as well as in their roles as participant-observers during regional courses.

12. CONGREGATIONAL INVOLVEMENT

Congregational involvement grounds the cadre as a living sign of mission in structural practices which demonstrate its deep concern for ministry to the congregation, requiring cadre members to participate in congregational life by actual assignment and symbolic involvement, by involvement at all levels of the denomination, and by active engagement in ecumenical relationships which demonstrate objective concern toward the local congregation.

- a. *Congregational assignment*, which includes participation in guilds, stake development, futuric model building and imaginal training programs, enables the cadre to gain further understanding and insights into the importance of its involvement in the dynamics of the local congregation.
- b. The cadre's *symbolic involvement* in congregational life requires authentic participation in workshops, celebration planning, construction of new images and the designing of decor which, while requiring a minimum of time and effort, demonstrates the cadre's concern for the local congregation.
- c. *Denominational involvement* will be required of every cadre member including enabling representation at all denominational meetings, participating in stake life, becoming knowledgeable about the congregation's contextual heritage to bring new depth into cadre and congregational life, and, participating in inter-congregational activities.
- d. *Ecumenical relations* call for cadre members to be assigned to inter-denominational activities to become aware of liturgical experimentation and discussion on ordination strategies, and to participate in problemat workshops which will enable a deeper parish analysis.

III. GROUNDING IN STRUCTURAL PRACTICES

Grounding in structural practices prepares the cadre to assume responsibility for leadership of the congregation by experimenting in its own life with those structures that develop a symbolic covenant, maintain a rotation of leadership, assign tasks by teams and always hold the cadre in an accountability-absolution dynamic, assuming leadership roles as those who envision the future, enable and catalyze any situation comprehensively and intentionally, and train teachers by getting involved in congregational care and structure.

13. PLANNING RETREATS

Realizing the importance of well planned retreats, the cadre members intentionally include the use of the daily office, employing appropriate liturgical texts, eucharistic celebrations in the form of a common meal using specific symbols, intentional decor reflecting a unifying theme, also making use of a construct model to enhance physical enablement and employ definite format determination.

- a. When planning retreats it is important to *construct models* for physical enablement, selective recruitment and format and goal determination which will enable cadre members to deepen their spiritual development and strengthen their leadership roles.
- b. Use of the *daily office* will set a theological context for planning and remind the cadre of its symbols held in common with the global movement, and crucial liturgical selection should be used, particularly in role assignments, architectural design, scripture selection, and witness.
- c. The *eucharist celebration* intensifies the common meal, using specific symbols to raise the significance of every meal, grounding the cadre's life together in the Word; and denominational traditions need to be respected by using appropriate elements and liturgical role assignments.
- d. *Intentional decor* created by the cadre sets the mood for planning retreats by the use of a unifying theme, an intentional model, art forms, and multi-sensory media which add another instrument for deepening the spirit life.

15. COLLEGE STRUCTURE

The auxiliary, in order to deepen the spirit life of the cadre, initiates a college structure where spirit skills are developed by corporate reading in literature of the spirit journey, by structured conversations opening new visions of the spirit dimension of life, by radical responsibility in fulfilling the priorship role in the college, and by participating in experimental religious exercises.

- a. *Corporate reading* of particular reflections on the spirit journey requires a serious rationale, a structured study assignment which, coupled with well thought out contextual instructions and methodologies, will help the cadreman to experience intensity in delving into his spiritual depths.
- b. Using *structured conversations*, cadremen explore spirit depths following a quarterly or yearly rationale expanding upon the new religious mode charts and the life experiences which they point to, setting the mood by sensitive contextual statements and carried through on spirit battleplans.
- c. In fulfilling *priorship responsibilities* each cadreman is enabled to experience responsibility for his fellow cadremen, for charting the journey of his colleagues, for acting out symbolic responsibilities as unit symbolic head, for coordinating team unit assignments and enabling care constructs.
- d. By participating in *religious exercises* the cadreman experiences spirit grounding, deepens self-conscious reflection by following a journal construct, and performs the solitary office, as well as following a yearly spirit soliloquy rationale which adds depth to his struggle.

14 SPIRIT ODYSSEY

Cadremen are encouraged to participate in the spirit odyssey to enable them to begin a deepening of the spirit life, breaking open new arenas of self-consciousness in experiencing that time and space can be reorganized, that a new vision of life as one thrust can be created, and that man as a corporate being exists in obedience within a particular covenant.

- a. A spirit odyssey enables the cadreman to *reorganize time* by being given a new image of the structure of time as a human creation, by providing missional discontinuity, by giving symbolic design to blocks of time as part of a life journey construct.
- b. An odyssey helps the cadreman *create new visions* of his life by seeing it in kairotic time, workshopped as a forty year thrust, by hearing vision lectures on the spirit life, by experiencing and creating breakthrough symbols dramatizing a deeper life story.
- c. The *reorganization of space* explodes the cadreman's images of space reality through the use of solitary and corporate space plans, a radical reordering of the environment, and the limited use of furnishings which enables him to reappropriate his spatial relationships.
- d. Cadremen participate in an experience of *obedience* to a corporate thrust by eating poverty meals, performing symbolic tasks involving physical work, wearing a rope and robe or similar symbolic apparel and sharing in an extended rule with an accountability covenant.

16. MONK-FOR-A-MONTH

The cadremen are recruited to participate in the Monk-for-a-Month program of the religious houses, the experience being designed to enable them to explore the spirit depths by attending house daily worship permitting symbolic rehearsal of their spirit journey, and to emphasize the importance of study, an intentional time design, and to share the concretions of community life through structured work.

- a. Cadremen participate in the *daily worship* of the house in a construct which enables them to experience the power of the symbolic rehearsal provided by the corporate office, which is held at a designated, appropriate time and space, and in which the cadremen may serve as liturgists.
- b. In the construct of *assigned study* the cadreman is enabled to experiment with space design while at the same time he utilizes various study methodologies to acquire a working knowledge of all the prescribed journey curricula, designed to deepen the individual's spirit life.
- c. Through the construct of *structured work* each one is allowed to experiment with the recapturing of the authenticity of work in understanding that all time is assigned, all tasks are symbolic, and that there is accountability for the assigned task.
- d. Through participation in a *time design* the cadreman dramatizes to himself the necessity, as well as the enabling aspect, of creating and operating out of a personal and corporate timeline into which discontinuity is structured as well as accountability.

IV. DEEPENING THE SPIRIT LIFE

Understanding that the deepening of the spirit life is a necessary condition for true humanness, the cadre systematically plans facilitating activities including the planning of retreats, with its attendant worship help in a suitably decorated space; engagement in a spirit odyssey emphasizing the creation of vision and obedience to new designs of space and time; creation of those college structures which train the members individually and as a group; and the Monk-for-a-Month experience which offers an experiment in intense corporateness.

1. CONTEXT ESTABLISHMENT

Spirit Movement

123 spirit song book
144 solitary accoutrements kit
221 briefcase library
222 e.i. publications
233 lecture instruct
414 maps and grid format

Historical Church

142 room decor kit
142 art supply checklist
143 corporate worship checklist
221 church history reading list
233 lecture instruct
414 maps and grid format
443 guest speaker list

Universal Demand

142 room decor kit
142 art supply kit
143 corporate worship checklist
222 "i.e."
223 paper on corporateness
414 maps and grid format
443 guest speaker list

Corporate Clergy

142 room decor checklist
221 briefcase library
222 e.i. written material
223 "corporateness" paper
233 lecture instruct
414 maps and grid format
443 guest speakers list

2. CONGREGATION ANALYSIS

Local History

212 elders' stories
223 regional history
443 list of comm. activity participants
443 list of community organizations

Organizational Structure

321 rule of discipline
322 budget model
443 office holder list
443 deacon list
443 file of current church activity
443 annual report

Membership Analysis

414 membership analysis model
441 office supplies kit
441 office furnishing kit
441 office reproduction kit
443 attendance list
443 guest book
443 membership survey file

Exterior Relations

312 list of use of church by others
321 imaginal grid of missions
443 list of overseas relations
443 sunday school records

3. CONGREGATION GRIDDING

Friends List

443 active contributors list
443 lay leader list
443 staff roster
443 teacher roster

Leadership Analysis

311 congregation organization chart
443 course grad list
443 church membership roll
443 congregation pledge list
443 key leadership list

Key Committee Selection

414 congregation group analysis chart
432 sociogram
443 talent and training list
443 church roll

Colleague Determination

212 colleague finding conversation
212 friend finding conversation
443 e.i. print out
443 spirit movement colleague list

4. MINISTRY PLANNING

Establish Goals

113 cadre self story
232 workshop manual
414 problemat construct

Set Objectives

232 workshop manual
241 instructional equipment kit
242 room decor kit
313 timeline
431 gestalting instruct

Determine Tactics

431 tactics instruct
443 church events calendar
443 congregation year plans

Create Timeline

313 printed timeline blanks
443 regional calendar
443 congregation calendar
443 cadre calendar
443 individual timelines
443 movement calendar

TRAINING UNIT TACTIC 11
Cadre

II. TRAINING IN FUNDAMENTAL PRACTICS

CONGREGATIONAL MINISTRY
Actuating Local Congregation

INSTRUMENTS

5. SCHEDULED COURSES

6. STUDY PROGRAM

7. THEORETICAL METHODOLOGY

8. THEOLOGICAL GROUNDING

Religious Courses

244 childcare models
314 course attendance timelines
322 financial models
423 course schedules
443 course attendance list

Select Books

221 annotated bibliography
221 briefcase library
221 book lending construct

Art Form

124 art form samples
133 room decor instruct
141 audio visual checklist
142 art supply checklist
142 room decor kit
214 art form conversation construct

Pedagogy Guild

121 accountability ritual construct
223 rs-1 papers
232 pedagogue instruct
241 instruction equipment kit
244 childcare model
313 guild time construct
322 cepu construct

Cultural Courses

244 childcare models
314 course attendance timelines
322 financial models
423 course schedules
443 course attendance list

Charting Methodology

221 book lending construct
221 briefcase library
223 rs-1 papers
231 charting instruct
223 sample charts

Charting Four Levels

112 n.r.m. charts
223 paper on charting
231 charting instruct
241 instructional equipment kit

Structured Conversation

124 art forms list
133 decor list
214 conversation instruct
241 instructional equipment kit

Methods Courses

112 iron man journey chart
222 "image" no. 9
244 childcare models
314 course attendance timelines
322 financial models
423 course schedules
443 course attendance list

Pedagogical Training

224 cadre report forms
314 pedagogy guild assignment model
314 course attendance timeline
324 training attendance chart
423 pedagogy guild schedule

Model-Building Workshops

111 printed theoretical triangles
414 example problemat
431 model-building workshop instruct

Course Teaching

111 movement symbols
211 rs-1 manual
244 childcare model
314 rotational teaching chart
322 cepu construct

Problem-Solving Units

222 "image" no. 9
241 instructional equipment kit
244 childcare models
314 course attendance timelines
322 financial models
423 course schedules
443 course attendance list

Study Seminars

124 art forms list
141 audio-visual checklist
213 seminar construct
221 book lending construct
244 seminar evaluation form

Corporateness Consensus

214 corporate conversation construct
224 corporateness transcripts
224 consensus transcripts
331 consensus instruct

Regional Workshops

122 movement story list
123 spirit songs list
232 psu method construct
244 childcare model
314 regional meeting assign. construct
322 cepu construct
444 transportation model

III. GROUNDING IN STRUCTURAL PRACTICES
INSTRUMENTS

9. EXPERIMENTAL STRUCTURES

Symbolic Covenant

- 142 art supply kit
- 221 covenantal book list
- 223 niebuhr church paper
- 243 sample covenants
- 323 covenantal rites

Leadership Rotation

- 244 child care model
- 313 cadre schedule
- 313 present course schedule
- 314 rotation chart
- 322 cepu construct
- 333 accountability/absolution ritual
- 443 chart of courses taken

Group Assignment

- 224 consensus transcripts
- 224 corporateness transcripts
- 314 job priority charts
- 314 posted regional assignment chart
- 321 job descriptions
- 441 office furnishing kit
- 441 office supplies kit

Accountability Absolution

- 121 accountability/absolution rituals
- 123 spirit song list
- 214 evaluation conversation construct
- 224 accountability/absol. transcripts
- 443 phone list

10. LEADERSHIP ROLES

Futuric Visionary

- 114 world grid
- 132 solitary office construct
- 144 solitary accoutrements kit
- 221 science fiction annotated bibliog.
- 221 m.i.t. science fiction bibliog.
- 313 40 year timeline
- 443 list of goals

Comprehensive Enabler

- 142 art supply kit
- 232 workshop construct
- 241 instructional equipment kit
- 242 room decor
- 314 metro-region meeting assignments
- 332 metro celebrations model
- 443 list of consultants

Intentional Catalyst

- 124 visual images
- 214 art form lecturette construct
- 223 quotations list
- 243 definition chart
- 314 assignment chart
- 314 job priority chart
- 414 problemat model

Teacher Trainer

- 223 rs-1 papers
- 224 printed academy reports
- 232 pedagogy instructs
- 314 regional faculty assignment chart
- 423 academy schedule brochure

11. CONGREGATIONAL CARE

Polity Structure

- 221 polity structure booklist
- 321 denominational polity books
- 331 consensus lecture transcript
- 441 office furnishing kit
- 441 office reproduction kit
- 441 office supplies kit
- 331 consensus method chart

Internal Discipline

- 111 cadre symbol
- 123 ritual song list
- 131 corporate worship instruct
- 132 solitary office instruct
- 143 corporate worship checklist
- 144 solitary accoutrements kit
- 221 worship bibliography

Symbolic Life

- 131 corporate worship instruct
- 132 solitary office instruct
- 142 art supply kit
- 143 corporate worship checklist
- 221 prayer book bibliography
- 221 worship bibliography
- 221 mythology bibliography

Physical Care

- 244 child care model
- 313 care timeline
- 322 cepu model
- 322 family budget forms
- 323 family constitution instruct
- 414 parish grid analysis
- 444 car pool list

12. CONGREGATIONAL INVOLVEMENT

Congregation Assignment

- 214 conversation construct
- 232 common story construct
- 313 visitations timeline
- 314 assignment list
- 414 projected congregation grid

Symbolic Involvement

- 112 church year calendar
- 133 decor instruct
- 142 room decor kit
- 214 current images conversation plan
- 214 church year short courses
- 244 evaluation report form
- 423 symbols inventory

Denominational Involvement

- 314 assignments to denom. meetings
- 321 denominational constitution
- 324 inter visit model
- 413 grid on denominations
- 414 problemat of denominations
- 443 history of denominations
- 443 current reports list

Ecumenical Relations

- 121 sample liturgies
- 313 celebration instruct
- 313 denominational split flow chart
- 443 list of common involvements
- 443 list of e.i. grads
- 443 calendar inter-denom. meetings
- 443 calendar ministerial meetings

13. PLANNING RETREATS

Construct Model

- 211 curriculum model
- 223 sample curriculum
- 313 recruit timeline
- 314 assignment chart
- 443 list of needs
- 443 list of recruits
- 443 list of camps

Daily Office

- 124 music and records list
- 141 audio,visual checklist
- 143 corporate worship checklist
- 144 solitary accoutrements kit
- 242 room layout
- 314 assignment schedule

Eucharist Celebration

- 121 religious symbols
- 121 sample eucharist rites
- 143 corporate worship checklist

Intentional Decor

- 124 ur artifacts list
- 133 ur symbols list
- 142 art supply kit
- 142 room decor kit

14. SPIRIT ODYSSEY

Reorganize Time

- 111 hour glass
- 313 list of discontinuous acts
- 313 week 1-2 time design model
- 313 weekly time calendar
- 314 labor construct

Create Visions

- 124 movie list
- 144 solitary accoutrements kit
- 214 spirit conversation construct
- 221 sci fiction annotated bibliography
- 221 sci fiction magazine bibliography
- 223 paper on kairotic time
- 342 ur menu

Reorganize Space

- 141 audio-visual checklist
- 142 room decor kit
- 142 art supplies kit
- 242 room arrangement list

Practice Obedience

- 144 solitary accoutrements kit
- 314 obedience assignment chart model
- 344 custodial checklist

15. COLLEGE STRUCTURE

Corporate Reading

- 221 briefcase library
- 224 transcripts on corporateness
- 231 corporate reading instruct
- 313 timeline for readings
- 314 assignment plan

Structured Conversations

- 112 new religious mode charts
- 124 art forms list
- 213 new religious mode study plan
- 214 conversation instruct
- 224 selected transcripts
- 241 instructional equipment kit

Priorship Role

- 222 selected publications
- 222 council IV document
- 314 rationale for assigning priors

Religious Exercises

- 131 corporate worship construct
- 143 corporate worship checklist
- 144 solitary accoutrements kit
- 221 worship bibliography

16. MONK-FOR-A-MONTH

Daily Worship

- 121 geneve office ritual
- 121 daily office ritual
- 133 room decor kit
- 143 corporate worship checklist
- 221 worship books bibliography
- 221 devotional books bibliography

Assigned Study

- 221 meditation book bibliography
- 221 briefcase library
- 221 contemplation books bibliography
- 221 prayer books bibliography
- 221 ur books bibliography

Structured Work

- 313 timeline model
- 314 job priorities chart
- 314 work assignment model
- 344 custodial checklist

Designed Time

- 121 accountability/absolution ritual
- 313 week 1-2 time design

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