

# PARISH SIGN

Exemplifying Missional Engagement

## TRAINING UNIT

### TACTIC 12

Cadre

A tactic that involves equipping the cadre to develop a style that pioneers and exemplifies the church as mission in the world both on the level of local community and the globe at large.

Reviewing the Primal Concepts	Spiritual State	spirit dynamic	present situation	bourgeois man	suburban analysis
	Guru Prowess	art form methodology	spiritual prowess	guru dialogue	personal symbolism
	Corporate Skill	common assignment	group planning	corporate accounting	collective action
	Social Change	reviewing rs-IIIb	5th city model	tactics models	nsv document
Developing the Methodological Skills	Parish Delineation	community history	parish gridding	problem analysis	manifesto writing
	Workshop Methods	brain storming	gestalt procedures	organizing goals	concrete assignments
	Social Planning	strategic objectives	tactical systems	time lines	disciplined forces
	Programming Methods	art form methods	imaginal education	creating charts	intentional dialogue
Initiating the Pioneering Action	Exploratory Cultivation	sister churches	religious structures	secular establishment	counter culture
	Stake Research	geo-social grid	meeting format	missional design	limited experiment
	Direct Involvement	deciding priority	analyzing problems	forging battleplan	symbolic action
	Guild Planning	permeation gridding	congregation selection	cultivating key group	guild model
Creating the Signaling Style	Community Deployment	parish assignment	female work	primal calling	vocational assignment
	Intentional Outreach	nsv research	consultation weekends	cadre support	missional parties
	Corporate Sign	restructured family	cadre life	missional vision	corporate impact
	Individual Address	instant curriculum	unique style	personal presence	priority list



## **TRAINING UNIT TACTIC 12**

**Cadre**

### **PARISH SIGN**

**Exemplifying Missional Engagement**

## **PROCEDURES**

The procedural steps for implementing this tactic are the following;

1. Collect maps and other sociological survey material about the parish, movement models on parish reformulation experiments, manuals on RS-III A, and teaching materials on methods for workshopping, gestalting, conversations, gridding and problematting.
2. Set the context for the cadre's thrust in the parish by reveiwing the global grids, the geo-social analysis and the problemat; by studying dynamical sociology; and by reveiwing the movement's community reformulation models and imaginal education models.
3. Develop corporate methods skill by studying assignments, working under the corporate discipline of accountability and absolution, participating in group consensus and planning, and taking part in collective action of the congregation in the parish.
4. Create the geo-social grid and problemat by gathering data on community history, geography, resources and events, and determining life style and spirit dynamics of the parish through parish tours, conversations, interviews and community documents.
5. Train in methods of data analysis by gestalting new statistics, probing to the depth spirit problems, discovering structural procedures and organizing principles, and transferring this information onto charts, timelines and images.
6. Create the corporate missional style of the global revolutionary by working intentionally on an assigned time scale, doing research, consults and cadre work, operating as a missional family, and practicing spirit solitaires, rituals and pedagogy.
7. Create initial permeation model by preparing short courses, conversations, and consultations for both secular and religious organizations in the parish and by creating a parish consciousness through the use of parish symbols, stories and celebrations.
8. Create parish sign by gathering imaginally trained forces, choosing one priority from the community permeation model, gathering instruments for carrying out the sign, and executing the timeline.

1. SPIRITUAL STATE		2. GURU PROWESS		3. CORPORATE SKILL		4. SOCIAL CHANGE	
Spirit Dynamic	operating image	Art-form Methodology	art-form workshops	Common Assignment	task consensus	Reviewing RSIIIb	social methods
	emotional tone		experience conversations		assn'mt accountability		short courses
	existential question		art-form lecturette		provide absolution		lecture conversations
	self-image		create conversations		team assignments		workshop seminars
Present Situation	gestalt trends	Spiritual Prowess	creating conversations	Group Planning	5th city lecture	5th City Model	review presuppositions
	workshop symbolism		identify blocks		psu practices		structure conversation
	individual encounters		continue solitaires		workshop methods		5th city voice
	explore community		chart journies		schedule evaluations		tell story
Bourgeois Man	workshop gifts	Guru Dialogue	care conversations	Corporate Accounting	particular accounting	Tactics Models	holding chart
	workshop perversions		create vision		short-course ac'ty		presuppositions review
	art-form manifest'ns		establish fellowship		account symbolically		years emphasis
	critique family		question context		priorship structure		honor corporateness
Suburban Analysis	workshop symbols	Personal Symbolism	short-course symbols	Collective Action	identify imperatives	NSV Document	document history
	grid nodes		decor briefcase		rotate leadership		present presupp'ns
	research story		decor space		short-course polity		assign charting
	investigate concerns		intentional dress		regular meetings		workshop dynamics

**I. REVIEWING THE PRIMAL CONCEPTS  
PROCEDURES**

The procedural steps for implementing this tactic are the following:

1. Teach the symbolic life through lectures and conversations on the solitary office and spirit charts, through the building of individual spirit journals, and through culminating this work by inviting community leaders to a celebration of its completion.
2. Run workshops and courses designed to clarify the present cultural situation for the cadre and to help them relate to the failures of our modern structures as men who have been called to bring order to the chaos.
3. Teach about styles applicable to the current situation through the use of art form conversation of life in basic encounters, through the short course method of development for instant teaching, through lecturing and story telling, and through building models and plans.
4. Do community exploring and analysis for gathering data of the life style and spirit dynamics of the community by touring, conversing with and interviewing individuals, analyzing the collected data, and establishing family liason and model coordination.
5. Evaluate the parish life style by gridding the community, workshoping the cultural situation with special emphasis on the suburban style, and making a timeline to concretize the cadre's relationship to the community.
6. Develop the common mind through the study of course papers, the movement documents which enable a sense of history, selected readings on the individual parish, short courses enabling instant teaching, and spiritual excercises.
7. Develop the corporate skills through teaching the consensus method, through building a model for the assignment of specific time and tasks, by using both symbolic and specific accountability and absolution structures, and with weekly evaluation of the work accomplished.
8. Build a conversation model to develop guru skills, to familiarize the cadre with the 5th City model for structural revolutionaries, and to acquaint them with the basic work which has been done on the new social vehicle.



5. PARISH DELINEATION		6. WORKSHOP METHODS		7. SOCIAL PLANNING		8. PROGRAMMING METHODS	
Community History	library research	Brain Storming	board work	Strategic Objectives	goals list	Art Form Methods	CS-IIIA course
	interview elders		questions list		brainstorm list		pedagogy guild
	landmark visitation		tools list		blocks identification		conversation questions
	community literature		rationale presentation		strategy evaluation		conversation evaluation
Parish Gridding	map community	Gestalt Procedures	question rationale	Tactical Systems	tactics workshopping	Imaginal Education	imaginal tool
	tour community		brainstorming data		corporate solitary		expanded traveling
	grid criteria		interrelate categories		covenantal discipline		imaginal course
	symbolic grid		cleaning data		methodology discourse		study 5th City IMAGE
Problem Analysis	parish problemat	Organizing Goals	timelining goals	Time Lines	sequential order	Creating Charts	delineate context
	research study		comprehensive check		discernable patterns		data selection
	socio-economic grid		missional relevancy		long-range goals		model design
	priorities list		stating articulately		short-range goals		flow design
Manifesto Writing	common story	Concrete Assignments	assignment rationale	Disciplined Forces	meeting schedule	Intentional Dialogue	intentional setting
	covenantal participat'n		RS IIIA course		symbols workshop		issue clarified
	workshop method'gy		pedagogue exper'ce		study plan		tactical presupp'n
	corporate writing		workshop evaluation		common mission		approach model

The procedural steps for implementing this tactic are the following:

1. Set the context for the parish sign by creating global grids and geo-social parish grids, showing necessity of social planning methods and instructing the cadre concerning flow from problems to action through goals, strategies, tactics, and timelines.
2. Build a comprehensive grid by gathering data on the community's history, geography, resources, events, institutions, key persons, spirit dynamics, transportation and communications facilities by using such means as selective interviewing, traveling, reading, observing and map reading.
3. Assemble into an imaginal and workable form all the large amounts of information gestalted from problemats of the political, economic and cultural life; grids of the geosocial life; and the wisdom obtained from charting reading material.
4. Collect the necessary tools such as various maps and sociological analyses of the parish, movement models on parish reformulation experiments, manuals on RS-III A, and teaching materials on methods such as workshoping, gestalting, conversations, gridding and problematting.
5. Participate corporately in developing methodological skills in group planning for polity, workshops for setting organizational goals, imaginal courses for creating new understandings and covenantal discipline structures for accomplishing the concrete assignments with accountability and absolution formats.
6. Develop evaluation procedures to keep constant check both on progress in the areas of gridding, problematting, movement strategies, tactics and timelines, and on proficiency in program methods such as art form conversations, imaginal education, and intentional dialogue.
7. Construct a battleplan through the use of workshops and structured conversations to organize long and short-range goals and priorities, constructing personal, family, and cadre timelines, identifying blocks and evaluating strategies and tactics.
8. Use corporate methods of writing to develop a manifesto, drawing on information from community histories and existing movement manifestos; construct a comprehensive problem analysis including grids, charts, and brain-storming records; and gestalt procedures done by the cadre.



9. EXPLORATORY CULTIVATION		10. STAKE RESEARCH		11. DIRECT INVOLVEMENT		12. GUILD PLANNING	
Sister Churches	commonality areas	Geo-Socio Grid	geographical data	Deciding Priority	pool data	Permeation Gridding	organize structure
	contradictory areas		social data		gestalt categories		determine patterns
	pulpit exchanges		identify resources		state imperatives		list power-structures
	establish rapport		stake divisions		state priorities		examine goals
Religious Structures	council of churches	Meeting Format	awaken consciousness	Analyzing Problems	correlate research	Congregation Selection	analyze resources
	denominat'l cooperation		missional dynamics		delineate problems		contact network
	PLC recruitment		spirit nurture		analysis workshop		establish criteria
	permeate forces		symbolic diversions		decide battle		determine responsibility
Secular Establishment	research community	Missional Design	evaluate needs	Forging Battleplan	set goals	Cultivating Key Groups	develop story
	penetrate groups		build problemat		determine strategy		identify commonality
	key-group timeline		grid parish		forge tactics		legitimate stance
	team construct		locate nodes		build timeline		self talk
Counter Culture	research sub-cultures	Limited Experiment	supportive resources	Symbolic Action	symbolic activity	Guild Model	visioning body
	establish contacts		select nodes		strategic location		workshop battleplan
	affirm diversities		create structures		designate people		symbolic rituals
	assess perversions		success projection		create symbols		construct timeline



**III. INITIATING THE PIONEERING ACTION**  
**PROCEDURES**

The procedural steps for implementing this tactic are the following:

1. Implement study examples and models of other communities by introducing the cadre to subcultures through use of 5th City models and presentation of imaginal course material to give them a comprehensive overview of the possibilities.
2. Perform basic stake research and analysis by building a comprehensive parish problemat which will enable the cadre to construct a geo-social grid and determine the context for the implementation of the local church model.
3. Implement study of subculture with the total community by providing for the group concrete examples and imaginal models, such as 5th City model, by presenting imaginal course material, making evaluations, and drawing upon city-planning material.
4. Build a construct for permeation of secular and religious institutions by contacting potential sister churches, visiting secular service groups, creating a geo-social grid, and contacting key community representatives interested in creation of a unified community battleplan.
5. Organize a signal guild for the community by determining a pattern list of community trends, needs and activities, organizing a guild structure from compiled data and implementing programs with forces gathered from local congregations.
6. Recontextualize the corporate image of the guild by means of an imaginal education course, a presentation on common social vision, short courses in the use of the consensus decision-making process, and short courses on the rationale of corporateness.
7. Establish a battleplan for direct involvement in the parish by compiling a comprehensive list of stake and parish problems, followed by a community symbol model which will be a sign to the parish.
8. Create one limited experiment of mission in the parish through the guild by studying the problemat data and the symbol model and by carrying out the ideas through concrete activities in the parish.

13. COMMUNITY REPORT		14. INTENTIONAL OUTREACH		15. CORPORATE SIGN		16. INDIVIDUAL ADDRESS	
Parish Assignment	time-space schedule	NSV Research	critique model	Restructured Family	missional story	Instant Curriculum	global context
	key groups		technological emphasis		intentional schedule		curriculum construct
	political gatherings		global context		family constitution		identifying situations
	cultural celebrations		sociological methods		family symbols		intentional follow-up
Female Work	CS-III A review	Consultation Weekends	contextual story	Cadre Life	regional relationship	Unique Style	single thrust
	re-imaging workshop		consultation construct		accountabil'y construct		poverty sign
	role-playing workshop		consultation recruitment		intentional celebration		symbol bearers
	woman's forum story		base liaison		common time-design		signal obedience
Primal Calling	conversation models	Cadre Support	common symbolics	Missional Vision	parish story	Personal Presence	intentional attire
	context setting		compile resources		parish symbol		depth listening
	team methodology		retreat construct		global relatedness		conversation rationale
	systematic selection		accountabil'y construct		futuric images		spirit replies
Vocational Assignment	permeation objectives	Missional Parties	celebration construct	Corporate Impact	team style	Priority List	time design
	available resources		imaginal decor		childrens' structure		spirit depth
	role delineation		ur emphasis		common story		pedagogical insight
	corporate accountabil'y		conversation model		common symbol		family style

**IV. CREATING THE SIGNALING STYLE**  
**PROCEDURES**

The procedural steps for implementing this tactic are the following:

1. Maintain the vision of the common missional thrust by studying and concretizing the contents of the new social vehicle paper, arranging retreats for the cadre, and holding a workshop centered on the global context.  
  
retreats for the cadre, and holding a workshop centered on the global context.
2. Develop the style of corporate life and missional family life within the cadre by building models for family and cadre corporateness, creating common symbols and rituals, and articulating the missional vision as it relates to the parish.
3. Develop the individual style required in the parish by creating a story of the community's future, corporately developing a spirit-problem grid of the community, and enabling cadre members to create symbols expressive of the possibility of choosing the poverty vow.
4. Involve the cadre in making the parish conscious of itself by creating a parish ritual, symbol and story, and building structures such as child care programs to enable adult participation in parish activities.
5. Give short courses concerned with community life, arrange for a new women's forum, train cadremen in the skill of analyzing community organizations, and arrange all community data in usable form for the cadre.
6. Address the members of the parish with the individual and corporate images projected by the cadre through displaying the parish symbol, participating in child care, and engaging in all aspects of corporate polity and accountability structures.
7. Permeate the community by attending regular community affairs, prepare a complete list of all key community leaders, build a model of the community power-structure, and create a permeation model.
8. Build a model of the community power-structure through attendance at community affairs and a survey of the press to find the key people in the community decision-making process, using this model to create a permeation plan.

I. REVIEWING THE PRIMAL CONCEPTS  
SENTENCES

I. SPIRITUAL STATE

The ability to deal with the spirit questions and presuppositions behind the happenings of life is developed and nurtured in the life of the cadre by exploring the spirit dynamic of the community in the symbols and trends presently at work, focusing particularly on the life style of the bourgeois man and the spirit problems of suburban society.

- a. The cadre analyzes the *spirit dynamic* of the community by engaging in corporate evaluation of its operating image, examining the emotional tone of the parish, articulating the questions raised within the community life, and considering events that have shaped the self-image of residents.
- b. To understand the *present situation* in its spirit dimension, the cadre involves itself in individual encounters and systematic explorations of the community, in gestalting trends it has intuited within community life, and in leading workshops on the basis of symbols of the community.
- c. The cadre critiques the style of *bourgeois man* by workshops on the gifts and the perversions of humanness manifested in this style, conversations on the concrete manifestations of the life style, and an examination of the bourgeois family values.
- d. The cadre engages in *suburban analysis* to understand the suburban mindset through holding a workshop on representative symbols, gridding the nodes of social engagement, conducting research into the area's story, and investigating the primary concerns of the suburbs.

3. CORPORATE SKILL

Understanding of the necessity, power, and tools of corporateness and skill in their use is not just a by-product of the work of the cadre; but it is intentionally nurtured within the cadre as it consenses on and accounts for common assignments, experiences and evaluates methods of group planning, participates in symbolic and particular accountability structures, and engages in collective action.

- a. Experiencing *common assignments* enables the cadre to intensify corporateness within its life and is implemented by reaching a consensus decision on the task rationale, and employing the team construct to accept assignments and accountability, and receiving and appropriating absolution.
- b. A vision of the power of *group planning* and exercises in its use are enabled in the cadre by presentation of the Fifth City organizational methods, by engaging in problem-solving and workshop methods, and by regular participation in the evaluation of cadre activities.
- c. The *corporate accounting* necessary to hold a group to its common decisions is structured into cadre life through particular accounting, symbolic accountability, short courses on the theological basis of accountability and absolution, and a priorship structure within the cadre.
- d. *Collective action* is enabled in every aspect of cadre operation as the group identifies imperatives, rotates leadership within the group, experiences short course grounding in polity experiments, and is supported and maintained by its involvement in regularly scheduled meetings.



## 2. GURU PROWESS

Guru prowess is the ability to enable another to relate to and make a decision about his real situation and is developed by the training in the art form methodology, developing personal symbols, experimenting in guru dialogue which involves cadre members in symbolizing events in their past and corporately reflecting on life questions thus raised.

- a. To prepare to use the *art form methodology* as a vital tool in addressing the spirit depths of man, the cadre is trained by participating in conversation workshops, reflecting on life experiences, giving pedagogy lecturettes and creating conversation constructs.
- b. The cadre deepens its *spiritual prowess* by grounding the Journeys charts; and by regular observance of the Solitary office, which sharpen the cadre's ability to detect spiritual blocks and enables the development of skill in constructing imaginal conversations.
- c. The *guru dialogue* is employed in the cadre to establish fellowship, create a vision of the depth and mystery of life, and is created through illumination and articulation of life experiences in which the cadre members have all participated.
- d. The meaningful use of *personal symbolism* is accomplished in the cadre by short courses on the use of symbols that release a conscious personal style; and bring intentionality into the decor of one's briefcase, home and room decor, and stylized dress.

## 4. SOCIAL CHANGE

Creation of an ecumenical parish which enables social change must be deeply grounded in knowledge of workable reformulation models, principles of social change, and the heritage of denominations which the cadre acquires by reviewing the content of RS-IIIB (Ecumenics) and studying the presuppositions, models and actual development of Fifth City, the tactics models and related charts, and the document on the new social vehicle.

- a. The cadre studies *RS-IIIB (Ecumenics)* in order to become familiar with the basic wisdom which is the heritage of Western religions and uses it as a foundation for building an Ecumenical parish, which appropriates and affirms the gifts of participating churches.
- b. To understand the *Fifth City model* the cadre reviews the basic presuppositions, has conversations on the structure of Fifth City Voice to experience how Fifth City tells itself who it is, and tells the story for inspiration to the local community.
- c. Use of the *tactics models* enables understanding of the processes of social change and is implemented in the cadre by corporately studying the comprehensive approach in the holding chart, and pulling the presuppositions and first year design through the local situation.
- d. A study of the *New Social Vehicle Document* by regular assignments and workshops enables the cadre to view the history of the document, and to envision how the wisdom of the document applies to the local community.

## I. REVIEWING THE PRIMAL CONCEPTS

Missional engagement in the parish is based on primal skills and concepts which the cadre must self-consciously examine, ground in their own life and the life of the community, and practice within the cadre's life; these concepts include the ability to ascertain the spirit dynamics in the community and in the individual life styles, plus prowess in the role of guru or spirit diagnostician and surgeon; and in the understanding and practice of methodologies of corporateness and dynamics of social change.

### 5. PARISH DELINEATION

Parish delineation is necessary in developing the cadre's self-understanding as mission to the world and gives a sharp image of the particular context with which it has to deal; this image takes into account geographical, historical, social, and economic aspects of the community, arrived at by the use of parish gridding and problem analysis, culminating in the writing of a manifesto.

- a. Skill in detecting the *community history* is developed by conducting systematic library and archive research, interviewing elder citizens for colorful insights, visiting important historical landmarks, and carefully perusing community literature, looking especially for symbolic content.
- b. *Parish gridding* is accomplished by intentionally surveying the community selecting a method for determining boundaries, arteries, nodes, districts, and landmarks; tours of the community; and by making a symbolic representation which can be easily remembered and reproduced for quick use.
- c. Community *problem analysis* is made by conducting a research study of problems present in the parish; gestalting them into an economic, political, and cultural rationale and completing the analysis by developing a socio-economic overlay of ethnic information and income levels.
- d. Skill in the area of *manifesto writing* is acquired when the cadre decides to participate in corporately writing the common self-understanding of the parish as it finds itself in the 20th century, and articulating the imperatives on the community.

### 7. SOCIAL PLANNING

Social planning is a tactic which enables the cadre to plan community reformulation; the method involves outlining strategic objectives which illuminate needed tactics and forces and which provide progress indicators on the timeline; listing all tactics and forces possibly needed to achieve the objectives; and it involves coordinating the objectives, tactics, and forces on timelines.

- a. Delineating *strategic objectives* by the cadre involves the training of the cadre in describing problems and goals from their brainstormed lists, in identifying blocks standing in the way of the plan, and in determining intermediate goals.
- b. The *tactical systems* are designed to provide the methods for implementing the strategic objectives; they include programs for actualizing objectives, instruments necessary in each, and the coordination of the cadre's efforts throughout the system.
- c. *Time lines* permit a sequential ordering of the short and long-range goals previously established, and bring into perspective a clarity on procedures for initiating and sustaining the task over a specified length of time.
- d. "*Disciplined forces*" describes those cadremen who through corporate study have come to a clear vision of what needs to be done, and supported by the use of common symbols, are prepared to work together at any project for the good of the community.

## 6. WORKSHOP METHODS

Workshop methods present a comprehensive training context that will enable the cadre to grasp and put order on the overwhelming confusion of the tasks to be accomplished in the parish; the workshop rationale includes the methodology of drawing on group wisdom by brainstorming, listing relevant data, gestalting the list, using this data to organize goals, and concretizing these results in cadre assignments.

- a. *Brainstorming* is a method of eliciting group wisdom through skillful presentation of contextual statements, carefully phrased questions for discussion, effective and creative use of the blackboard in displaying the insights of each member of the group.
- b. The *gestalt procedure* is a method of relating raw data; it involves inspecting the data for similarities (which hold all the data), generalizing categories from the initial inspection and relating these final categories in an overall rationale.
- c. *Organizing goals* is a necessary workshop component, enabling an articulate statement of the priorities of the missional task, as these priorities are transposed and organized into a timeline framework, indicating the specific demands on the participants.
- d. *Concrete assignments* will bring relevance to the established goals through a rationale that allows for the completion of the task within a designated time span and each member's gifts to be employed in specific jobs.

## 8. PROGRAMMING METHODS

Programming methods are tools within contextual re-education these tools include the art form methods which utilize art to engage a person in dialogue with his own life; imaginal education which creates images to enlarge a person's operating picture; charts, which enable one to hold data comprehensively; and intentional dialogue which brings serious reflection to bear in each situation.

- a. *Art form* methods are part of programming and include utilizing the pedagogy manuals to enable the cadre to participate in constructing conversation questions and evaluate the address so that they are prepared for informed dialogues in home and community situations.
- b. *Imaginal education* provides methods for giving the cadre new operating vision; this is done through reviewing the imaginal education course which provides tools for teacher training and curriculum construction along with the study of Fifth City Image, and other imaginal documents.
- c. Programming methods include *creating charts* to hold data comprehensively; this involves the artistic display of the categories, and the rationale for the flow of the chart which present the pertinent contexts of the cadre life.
- d. *Intentional dialogue* demands the choice of a conducive setting for strengthening the focus of the conversation; skill in clarifying issues to cut through extraneous matter; the articulation of tactical presuppositions; and the development of an approach model for getting conversations started.

## II. DEVELOPING THE METHODOLOGICAL SKILLS

Developing the methodological skills is a secondary tactic in formulating the parish sign; a parish delineation culminating in a manifesto is necessary to enable the tactic; workshop methodology, crucial in developing skills in brainstorming, gestalt procedures, goal organization and concrete assignments, allows extensive social planning with advanced training in developing strategic objectives through tactical systems, timelines, and disciplined forces, with the programming methods of art forming, imaginal education, contextual and flow charts creation, and intentional dialogue.

### III. INITIATING THE PIONEERING ACTION SENTENCES

#### 9. EXPLORATORY CULTIVATION

Exploratory cultivation involves: establishment of rapport with sister churches, discovering areas of commonality and contradictions; exploring possibilities of cooperation with other religious structures and secular establishments; obtaining contacts with other denominations and the Council of Churches; researching secular establishments and the youth cultures identifying their area of concern and indicating genuine interest and understanding.

- a. A thorough exploration of *sister churches* within the parish occurs in order to find the areas of commonality and contradiction and to lay out areas of cooperation, such as common celebrations, in order to begin establishing a common rapport.
- b. All contacts with *religious structures* should reinforce the image of cadremen being those churchmen aware of the burdens of administrators, sensitive to the needs of the church, animated by a deep love of the church, an image borne out in fact by active cooperation.
- c. Leaders in the *secular establishment* should recognize in the cadremen citizens acutely aware of community needs who can be depended upon to support any program for the good of the community with leadership and resources guaranteeing success.
- d. The youth culture or any other *counter culture* within the community that is in tension with the established society is researched and contacts established, providing ongoing communication between those groups and the cadre, and through the cadre to other concerned groups.

#### 11. DIRECT INVOLVEMENT

The cadre becomes directly involved in the local community as it: analyzes the cultural, economic and political problems; establishes the priorities for problems; decides programs which have the greatest impact on the community; forges strategic battle plans and tactics from which timelines are built and the initial symbolic impact is planned.

- a. The process of *deciding priorities* is necessary to prepare the cadre for involvement in a stake and is accomplished by gestalting the pooled data on neighborhood needs from which stated imperatives come relative to stake planning.
- b. In *analyzing problems* of the stake, available research is correlated; cultural, economic and political problems delineated in a workshop and decisions are made concerning the selection of the problems which will be dealt with first.
- c. *Forging battle plans* for dealing with the stake requires: that a decision be made on what the strategic objectives are; that relevant data be built into a tactical model, and that a set of procedures be determined and placed on a timeline.
- d. In order to build a model for *symbolic action*, the cadre experiments with methods for the creation of community symbols and creates a detailed plan which would include the procedures, time, place, and persons involved in carrying out the initial symbolic activity.



## 10. STAKE RESEARCH

Stake research is a method of: collecting extensive geographical, social, and economic data; constructing a parish grid to include node selection and by building parish meeting formats; determining missional design using all previous research for building adequate structures and designing a limited experiment that can be carried out within a defined period of time.

- a. The *geo-social grid* built from geographical and social dynamic data researched in the parish enables further division of the parish into neighborhoods and provides data for identifying the key problems as well as particular gifts of each area.
- b. A *meeting format* is constructed for the purpose of awakening group consciousness to the needs of the neighborhood, holding symbolically the dimensions of missional accomplishment, and planning ways to enable the morale and vision of the stake.
- c. A *missional design* comes into focus and begins to take form as needs of the parish are realistically evaluated, as parish grids are created, and parish nodes located, which enables the constructing of a problemat for the guilds.
- d. A *limited experiment* is constructed in order to project the success of the stake development after research is conducted on community support for such a program and when an area is delimited for the initial action nodes or social centers are proposed.

## 12. GUILD PLANNING

Guild planning is enabled through: constructing grids for permeation of a community by employing economic, political, and cultural overlays; listing community power structures; setting criteria for selecting congregations in which to develop preparatory cultivation of key common interest groups; creating a contextual story relative to the needs of the parish; and making practical plans for constructing guild models.

- a. *Permeation gridding* includes: listing the structures of the parish according to political, cultural, and economic patterns; compiling a list of the power structures; gestalting the identified goals of the community as a first step towards guild planning.
- b. *Congregation selection* is made on the basis of each church's past record of initiation of parish projects and their present receptability to offering volunteers and economic resources to ecumenical planning, which facts can be ascertained through lay and clergy contacts.
- c. In outlining strategy for *cultivating a key group*, the development of a legitimizing story helps the cadreman elicit common interests of the concerned members in the selected congregation within the parish.
- d. Construction of the *guild model* is initiated by the selection of concerned people within the congregation who would participate in the building of a battle plan and the timeline for the initiation of a pilot program within a parish.

## III. INITIATING THE PIONEERING ACTION

Initiating pioneering action demands: exploratory cultivation in terms of investigation of sister churches, cooperation among denominations, involvement in the secular establishment, and study of counter cultures; stake research consisting of building geo-social grids and problemats, designing meeting formats, and formulating a limited experiment in a selected area; direct involvement planned after deciding priorities, analyzing problems, forging battle plans in preparation for the initial symbolic action; guild planning concerned with permeation gridding, congregation selection, cultivation of key groups, and building of guild models.

# IV. CREATING THE SIGNALING STYLE SENTENCES

## 13. COMMUNITY DEPLOYMENT

Community deployment occurs within the parish: through assignments scheduled to key groups and community activities; through courses for women that enable them to take a new relationship to emerging feminine roles; through the models, methods and contacts established for primal calling; and also through the understanding of cadre members that they are assigned to their vocational roles in view of permeation objectives for that particular community.

- a. *Parish assignment*, a necessary part of successful community deployment, is effected by a schedule for visiting key groups within the area, for attending selected political gatherings, and for participating in and creating local cultural celebrations within the community.
- b. The need for a new image of *female work* is met: through reviewing the family course; holding re-imaging workshops; role playing and the telling of the New Woman's Forum story through which the cadre is enabled to take a new relationship toward the role of woman in the community.
- c. *Primal calling* in the community is accomplished by the creation of models for the conversations, setting a context for the visits and creating and training the visitation team in the necessary methodology, and a systematic selection of persons within the parish who are to be called.
- d. Basic to community deployment are the *vocational assignments* made in the light of permeation objectives for the parish and an analysis of available cadre personnel who report to the cadre on the critical role of each institution.

## 15. CORPORATE SIGN

The cadre stands in the community as a corporate sign: in their decision to organize as families who support a common mission; developing an intentional global stance within its life; creating a common vision for the parish which is future oriented; and embodying that vision within each family through its structures, story and symbol.

- a. The *restructured family* manifests its radically renewed style through a missional story, an intentional schedule, a well-thought-out family constitution anticipating frequent revision, and the self-conscious use of family symbols which sum up and signify the family decisions.
- b. *Cadre life* exemplifies a corporate sign: through regional involvement which maintains the global context; accountability structures and common time designs which sustain the corporate vision; and intentional celebrations which provide the discontinuity necessary to honor and absolve the task.
- c. *Missional vision* is elicited in the parish when a story is constructed and symbols designed which honor the past heritage and envision the community's future role including images which enable the community to see itself in relationship to all the world.
- d. The *corporate impact* of the cadre on the community springs from a style which includes a common story and common symbols and structures to corporately care for the children while freeing the parents for involvement in the common group tasks.

## 14 INTENTIONAL OUTREACH

The cadre's intentional outreach is begun with a review of the context, model and methodologies for the New Social Vehicle research so that it may support the movement's effort through its own resources for model building and its ability to enlist those in the parish through missional social events to contribute and participate in the vision of a New Social Vehicle.

- a. *New Social Vehicle research* is the creation of an operating model which would include areas for the contribution of the technological gifts of the cadre relative to decisions on the sociological methodologies to be used in the construction of the New Social Vehicle.
- b. In setting up *consultation weekends*, a good story will set the context and provide the background for the consultation construct as well as for recruitment, with base liaison regularly maintained to provide the data, materials and staff interchange.
- c. *Cadre support* of outreach into the parish demonstrates itself in creation and use of new parish symbols, researching and compiling the necessary and available resources for the seminar and workshop content of a retreat construct, as well as reports on individual research.
- d. The groundwork for *missional parties* is laid by the intentional creation of a celebration construct which includes ideas for imaginal decor with particular encouragement for emphasis and a suggested model for both formal and informal conversations during each event.

## 16. INDIVIDUAL ADDRESS

The cadre members individually address the parish by relating the local situation to a global context so that the depth need is identified and through their stance elicit the interest and attention of the community such that a single thrust can be directed to meet community problems.

- a. An *instant curriculum* successfully supports this tactic by holding the global context through a selected topical construct, which identifies significant situations for parish members and motivates a response which can be followed up in later encounters.
- b. The *unique style* adopted by the cadre heightens and sustains the individual address, which is characterized by its single thrust, its nonchalant and serious style, in addressing community issues at their depths.
- c. *Personal presence* in individual address happens through appropriate attire which indicates familiarity and serious commitment while depth listening focuses complete attention to engage the parishioner while selecting the appropriate conversation rationale and replies.
- d. The establishment of a *priority list* of individuals to be met and addressed is necessary and is to be built with a timeline that indicates community awareness, his insight and family situation and honors his particular gift to the parish.

## IV. CREATING THE SIGNALING STYLE

The creating of the signal style to exemplify missional engagement is carried out in intentional deployment of cadre members who impact the community through intentional outreach and become a corporate sign as restructured families and as an ordered cadre group whose style of response is informed by the missional vision; they seriously deal with the life of their neighbor through an instant curriculum, a carefully developed personal approach, and the decision to care for the needs of the neighbor.

I. REVIEWING THE PRIMAL CONCEPTS  
INSTRUMENTS

1. SPIRITUAL STATE

*Spirit Dynamic*

211 cs-iiib manual  
212 sickness unto death, s.k.  
224 councils documents  
321 cadre histories  
321 cadre covenant  
323 covenant of order

*Present Situation*

221 "phenomenon of man"  
221 "divine milieu"  
221 "organizational man"  
221 briefcase library  
221 business man's course manual

*Suburban Analysis*

212 cs-iiia manual  
221 "secular city"  
313 regional course  
314 assignment calendar  
414 suburban problems

*Bourgeois Man*

124 selected film list  
124 "rosemary's baby"  
124 "virginia wolf"  
221 "suburban captivity of the ."  
221 "canadian society"

2. GURU PROWESS

*Art Form Methodology*

124 ur art form items  
142 art supply kit  
212 rs-i manual  
242 seminar space  
441 office supply checklist

*Spiritual Prowess*

112 solitary corporate journey charts  
221 book list  
221 "imagesolitary life of sec.rel.  
221 "purity of heart", s.k.  
221 "existence", r.may  
221 "saviors of god"

*Guru Dialogue*

214 13 week spirit conversation format

*Personal Symbolism*

111 wedge blade  
143 corporate worship list  
221 "sentinel book" list on symbols  
323 family and community symbols  
323 family timeline

3. CORPORATE SKILL

*Common Assignment*

313 timeline method  
314 assignment chart  
333 accountability format

*Group Planning*

141 film equipment  
212 5th city lecture  
224 summer '70 papers  
224 evaluation forms  
421 5th city model

*Corporate Accounting*

134 symbolic acts list  
332 celebrations format  
333 accountability format

*Collective Action*

123 songbook  
133 decor checklist  
134 symbolic acts list  
221 bonheoffer on "community"  
332 celebrations format  
443 troop chart

4. SOCIAL CHANGE

*Reviewing RS-IIIb*

111 denominational triangular model  
211 ecumenics manual

*5th City Model*

222 framingham model  
223 community development article  
223 exurbia research papers

*Tactics Models*

212 lecture construct on tactics  
223 working papers n.s.v. '68-'69  
232 workshop model  
431 model building instruct

*NSV Document*

223 new social vehicle papers  
223 permeation working papers



# TRAINING UNIT TACTIC 12

Cadre

## II. DEVELOPING THE METHODOLOGICAL SKILLS

PARISH SIGN  
EXEMPLIFYING MISSIONAL ENGAGEMENT

### INSTRUMENTS

#### 5. PARISH DELINEATION

##### *Community History*

- 141 tape recorder
- 324 interview format
- 432 historical records
- 443 city history books
- 443 historical society info. sheet
- 443 list of key residents

##### *Parish Gridding*

- 141 overhead projector/transparencies
- 142 art supply list
- 211 rs-iiia manual
- 443 statistic sheet
- 444 transportation model

##### *Problem Analysis*

- 211 rs-iiia manual
- 241 instructional equipment

##### *Manifesto Writing*

- 214 contextual statement
- 414 problem delineation sheet

#### 6. WORKSHOP METHODS

##### *Brain Storming*

- 211 rs-iiia manual
- 214 short course format
- 241 instructional equipment kit

##### *Gestalt Procedures*

- 211 rs-iiia manual
- 232 sheet explaining gestalting
- 244 evaluation form

##### *Organizing Goals*

- 114 "rehumanize the the globe" sign
- 211 rs-iiia manual
- 313 1 year timeline
- 313 4 year timeline

##### *Concrete Assignments*

- 244 workshop evaluation forms
- 314 assignment patterns
- 333 accountability format
- 423 schedule of pedagogical sessions
- 441 office reproduction kit
- 444 transportation model

#### 7. SOCIAL PLANNING

##### *Strategic Objectives*

- 241 instructional equipment kit
- 411 3 strategies posters
- 413 5th city presuppositional sheet
- 414 problemat format

##### *Tactical Systems*

- 224 proceedings of summer '70
- 311 priorities model
- 414 experimental models
- 443 annual calendar
- 443 list of usable institutions

##### *Timelines*

- 241 instructional equipment kit
- 311 priorities model
- 313 4 year calendar

##### *Disciplined Forces*

- 111 cadre symbol
- 121 geneva office
- 144 solitary accoutrement kit
- 234 list of cadre studies
- 313 week i/week ii time design
- 443 annual calendar
- 443 list of cultural events

#### 8. PROGRAMMING METHODS

##### *Art Form Methods*

- 124 decor items
- 124 ur art form list
- 211 rs-1 manual
- 232 4 session workshop format
- 244 conversation evaluation form

##### *Imaginal Education*

- 114 world grids
- 124 ur art forms list
- 124 inflatable globe
- 223 community development document
- 313 week i/week ii time design
- 442 5th city preschool manual
- 444 transportation information

##### *Creating Charts*

- 221 materials to chart
- 231 charting methodology sheet
- 241 instructional equipment kit

##### *Intentional Dialogue*

- 124 art forms
- 214 contextual story models
- 232 roleplay format
- 443 list of key people



9. EXPLORATORY CULTIVATION

*Sister Churches*

- 324 priority calling instruct
- 414 congregation analysis
- 443 list of clerical chouncils
- 443 church directory
- 443 denominations history/structure
- 443 church annual reports

*Religious Structures*

- 221 denominational education syllab..
- 233 penetration lecture 4 x 4
- 324 visitation training model
- 324 list of church-related struct.
- 432 current symbol research
- 443 list of neame organizations
- 443 information on edge projects

*Secular Establishment*

- 222 5th city film
- 222 5th city record
- 222 5th city model
- 424 interview format
- 432 grid of key groups
- 443 list of contacts
- 443 list of agencies

*Counter Culture*

- 211 ur image course material
- 211 nation and world course mater'l
- 424 interview format
- 424 visitation contact model
- 443 geo-cultural grid
- 443 cultural and ethnic group list
- 443 list of key people

10. STAKE RESEARCH

*Geo-social Grid*

- 431 grid-building workshop model
- 441 notebook
- 443 city planning report
- 443 school board report
- 443 community political map
- 443 list of key contacts
- 443 community directtory

*Meeting Format*

- 121 rituals
- 123 song books
- 133 room decor model
- 143 corporate worship checklist
- 214 conversation model
- 231 corporate study model
- 312 agenda/time line

*Missional Design*

- 211 cs-i course material
- 222 baggett report on commun.devel.
- 431 gestalting explanation sheet
- 431 priorities list
- 443 resources list

*Limited Experiment*

- 222 5th city documents
- 331 consensus model
- 431 parish problemat model
- 431 evaluation model
- 443 resources list
- 443 list of possible experiments

11. DIRECT INVOLVEMENT

*Deciding Priority*

- 221 meaning of 20th century, bould.
- 331 consensus model
- 414 suburban problemat
- 414 parish problemat
- 434 master tactics chart

*Analyzing Problems*

- 231 workshop methodology model
- 231 role playing model
- 313 timeline model

*Forging Battleplan*

- 222 "e.i." brochure
- 313 4 year timeline model
- 314 timeline assignments
- 333 accountability format
- 431 strategies model
- 443 list of goals

*Symbolic Action*

- 114 imaginal world grid
- 121 list of rituals
- 123 song book
- 124 collage model
- 134 community symbol impact model

12. GUILD PLANNING

*Permeation Gridding*

- 114 symbolic grid
- 414 establishment data sheets
- 443 labor union roster
- 443 secular establishment
- 443 professional organizations list

*Congregation, Selection*

- 211 permeation course manual
- 222 e.i. guild document
- 331 consensus format model
- 414 congregational problemat model
- 441 office furnishing kit
- 441 office supplies kit
- 443 congregational annual reports

*Cultivating Key Group*

- 211 businessman's seminar manual
- 211 imaginal education manual
- 211 new women's forum seminar manu
- 211 black heritage manual
- 211 dynamical sociality manual
- 231 studies structure model
- 231 activities study model

*Guild Model*

- 222 guild history
- 413 framingham model
- 413 5th city model
- 432 resource analysis model

**TRAINING UNIT TACTIC 12**  
Cadre

**IV. CREATING THE SIGNALING STYLE  
INSTRUMENTS**

**PARISH SIGN**  
Exemplifying Missional Engagement

**13. COMMUNITY DEPLOYMENT**

*Parish Assignment*

- 314 assignment model
- 331 consensus model
- 443 troop assignment chart
- 443 community calendar
- 443 tract maps
- 443 community representatives list

**14. INTENTIONAL OUTREACH**

*NSV Research*

- 211 ur course manual
- 222 nsv document '68-'69
- 414 parish problemat

**15. CORPORATE SIGN**

*Restructured Family*

- 134 symbolic clothing rationale
- 211 cs-IIIa course manual
- 313 individual family time line
- 323 family ritual chart
- 334 constitution creating instruct
- 334 symbol creating instruct

**16. INDIVIDUAL ADDRESS**

*Instant Curriculum*

- 214 parish/cong. short course model
- 214 book of 50 good slogans manual
- 222 "declaration of spirit mov't"
- 342 meals construct

*Female Work*

- 212 new woman lecture model
- 214 workshop rationale
- 223 new woman image materials
- 443 school calendar
- 443 college calendar

*Consultation Weekends*

- 233 consultation format
- 233 consultation 4x4
- 443 list of concerned citizens

*Cadre Life*

- 112 liturgical calendar
- 144 solitary accoutrements
- 312 meeting construct
- 313 cadre timeline
- 323 cadre constitut/covenant format
- 332 celebration format

*Unique Style*

- 133 movement symbol decor list
- 134 symbolic clothing rationale
- 144 solitary accoutrements kit
- 323 symbolic discipline plan

*Primal Calling*

- 313 parish calling timeline
- 443 parish cultural calendar
- 443 parish church directory
- 443 city maps
- 443 community political roster

*Cadre Support*

- 111 regional symbol
- 313 regional/metro mov't calendar
- 313 other cadre calendars
- 414 cadre nurture model
- 443 cadres' members list

*Missional Vision*

- 111 list of missional symbols
- 123 song book
- 142 decor construction checklist
- 222 movement publications
- 313 thirteen (13) week format

*Personal Presence*

- 111 wedge blade pins
- 134 symbolic clothing rationale
- 144 solitary accoutrements kit
- 214 intentional conversation

*Vocational Assignment*

- 244 children structures
- 314 task assignment sheets
- 314 task assignment schedule

*Missional Parties*

- 111 wedge blade buttons
- 133 decor model
- 434 party format

*Corporate Impact*

- 214 conversation construct
- 134 symbolic clothing rationale
- 214 children's curriculum model
- 244 preschool model

*Priority List*

- 313 personal timeline model
- 434 course schedule

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**Summer 1970**