



"If a person cannot talk and participate in the planning, it is a problem . . . and he doesn't feel part of the group and he quits."

The MOST manoeuvre responds to the situation characterized by:

Attrition of emerging order members will occur as some of them continue to experience themselves being blocked in effective engagement due to their limited skills.

The heightened visibility of the IERD will globally expose major gaps in our operational skills.

Particular families will continue to be blocked from global assignment because one or both persons lack the necessary operational skills.

Despite the large influx of emerging order members, programmatic actuation and geographic expansion will be constrained because they are not equipped to pick up needed roles.

#### THE BOLD MOVE

We resolve to break through the training and equipping of the order by launching a four-year manoeuvre beginning with a one-year intensive training programme in India.

This will require 1) the assignment of six master pedagogues to set-up and staff the training programme, and 2) the selection of 25 - 40 participants to be assigned to the training school for one year.

MOVEMENT OPERATIONAL SKILLS TRAINING

(MOST: Order Training Pilot)

As the order has expanded its work across the globe, the composition of its body has undergone radical change. A substantial part of the order now comes from educational, cultural, and economic backgrounds that are different from that of its original membership. Out of our total strength of 1,062, there are 463 nationals of Kenya and India. These people represent a significant resource of future leadership. However, the current profile of order leadership does not reflect this vision and instead reveals that we, along with the rest of society, are caught in the contradiction of the gap between the 85% and the 15%. The contradiction is experienced when effective participation in framing and development is blocked by the lack of English fluency. It becomes apparent when certain activities such as typing, bookkeeping, fiscal management, and setting appointments by phone are largely being done by extra-nationals. It is felt when certain families are held back from global deployment because one member does not have sufficient education and skills. If a change is not experienced in these roles, it will lead to attrition. In addition the increased visibility of the IERD will severely test and globally expose these major gaps in operational skills.

In the third world our training vehicles have been the HDTI, which provides a context for program actuation, and various advanced training schools, which prepare students for house priorship, development, program actuation and teaching. In the past, in order to train village and cluster leadership rapidly, we tended to teach by transferring our learnings rather than teaching people how to learn. We have depended on natural ability and mechanical performance rather than comprehension and excellence. Natural ability tends to plateau. To break through this plateau the MOST manoeuvre will focus on a small number of key skills in depth in order that students may transfer their ability to other areas.

The MOST manoeuvre will take one skilled group of order members and add to their skills. Missional tasks will provide the context for this training. During the training year, the field experiences will be cluster actuation, teaching courses, development, and house priorship. The results of the manoeuvre will be documented and disseminated around the globe. The manoeuvre will bring about a greater ability to develop funds, to empower work in the human development zones, to engage in self-support, to enable and lead in the IERD, to beckon new people to the order, and to aid the depth journey of order members.

The MOST manoeuvre will immerse the participants in intensive classroom instruction, exemplary ashram living, and direct field experience related to the missional task. Spoken and written English, business procedures, use of office machines, and financial accounting will be taught in the classroom. Evenings will center around corporate research and individual

study. Weekends will focus upon ashram management. The field instruction component will include pedagogy, program actuation linkages, and development. Student assessment and programme evaluation will be an ongoing part of the construct.

This is a pilot experiment in training the order. Selection of both the faculty and the participants will be taken seriously. A team of six master pedagogues is needed who have experience in third world training schools, human development projects, and Training, Inc. Faculty names will be listed as a part of Research Centrum: Bombay Nexus in much the same way that staff is assigned to Academy and Phase I. The faculty are responsible for the graduation of 25 - 40 order members who have demonstrated proficiency in at least the minimum levels in the five skill arenas. Documentation of the programme will be made available through Research Centrum: Bombay Nexus.

The participants will be those who have made firm vocational decisions and have exhibited leadership capacity. As a family order, the assignment of both spouses will be considered. The faculty will be assigned beginning in August, 1982, to prepare the curriculum and the site. Participants will be assigned to the houses of Area Bombay for Quarter II to launch the year's strategies. The MOST curriculum will begin in January, 1983.

Implementing the MOST manoeuvre is not an interruption of our service to the globe in order to equip ourselves. It is an active wrestling on behalf of a society which sees no way to deal with this issue in its midst except to let it continue. Movemental Operational Skills Training is a substantial manoeuvre to effectively deal with this gap and invent a prototype that we can employ across the globe.

## M O S T PARTICIPANTS SELECTION LIST

The M O S T manoeuver intends to bring about shifts in the staffing and leadership of the new village effort in India by training and equipping selected order members to step into increased priorship roles by the end of the year. thus, freeing up current priorship to play broader roles. Twenty-five of the following seventy-four people will be selected to participate in this training.

- |                         |                           |
|-------------------------|---------------------------|
| 1. Akela, Bhagawan      | 38. Maska, B.B.           |
| 2. Algaonkar, Arjun     | 39. Maske, D.B.           |
| 3. Babre, Dilip         | 40. Maske, Sunada         |
| 4. Bhalerao, Prabhavati | 41. Muneshwar, Madukar    |
| 5. Bhanare, S.          | 42. Muneshwar, Vimal      |
| 6. Bhattacharya, Laxmi  | 43. Nagrale, Ashok        |
| 7. Bhojar, Asaram       | 44. Neware, Gangaram      |
| 8. Bhojar, Gita         | 45. Paikrao, Bhimrao      |
| 9. Bhutphale, Mukund    | 46. Paikrao, Govind       |
| 10. Borker, Mohan       | 47. Patil, Ashok          |
| 11. Dabhade, Kachru     | 48. Patil, Mahadeo        |
| 12. Deshmukh, Arun      | 49. Patil, Suresh         |
| 13. Divelsar, Lala      | 50. Paul, Anthony         |
| 14. Dhara, Maria        | 51. Paul, Eliza           |
| 15. Gavai, Ramesh       | 52. Paul, Lata            |
| 16. Gavai, Hiranman     | 53. Penna, Pramod         |
| 17. Gavai, Mangala      | 54. Prasad, Lucina        |
| 18. Gawade, Aka         | 55. Prasad, Shivanath     |
| 19. Gawade, Baban       | 56. Raut, Sharad          |
| 20. Gurav, Popat        | 57. Rokhade, Asaram       |
| 21. Jadhav, Ragunath G. | 58. Solenke, Shivaji      |
| 22. Jadhav, Ramesh      | 59. Salve, Jane           |
| 23. Jadhav, Shankar     | 60. Samson, Kanti         |
| 24. Jaipal, Nagupa      | 61. Sapkal, Ashok         |
| 25. Jamlekar, Ramesh    | 62. Shinde, Subhash       |
| 26. Kale, Gunaji        | 63. Shrivastava, C.P.     |
| 27. Kale, Indu          | 64. Shrivastava, Jitendra |
| 28. Kamble, Ambaji      | 65. Shrivastava, Lucy     |
| 29. Kamble, P.S.        | 66. Taksande, Mukesh      |
| 30. Karat, Phulchand    | 67. Taksande, Siddharth   |
| 31. Kathare Sukhded     | 68. Thakare, Gopal        |
| 32. Kathare, Maina      | 69. Tupe, Bhimrao         |
| 33. Kathaire, Vijay     | 70. Varma, Veshoda        |
| 34. Khule, Dinkar       | 71. Yelne, Shobha         |
| 35. Kokane, Hiranman    | 72. Yelne, Vasant         |
| 36. Kolekar, Dadarao    | 73. Yeshankar, Anjali     |
| 37. Mane, Murlidhar     | 74. Yeshankar, Ramesh     |

M O S T : A Leap in Operational Skills

	OFFICE SKILLS	REGIONAL FACULTY	DEVELOPMENT TEAM	CLUSTER ACTUATORS	TEAM LEADERSHIP
M I N I M U M	<p>Using the calculator</p> <p>Simple bookkeeping</p> <p>Operate with financial systems</p>	<p>Follow procedures in English</p> <p>Lead workshops and seminars</p> <p>Use charting/art form method</p> <p>Design lesson plan</p>	<p>Build a development pitch</p> <p>Set phone appointments</p> <p>Play second caller role</p> <p>Maintain filing system</p>	<p>Facilitate a village meeting</p> <p>Orchestrate a site visit</p> <p>Lead a team</p> <p>Plan and orchestrate a celebration</p>	<p>Make assignments</p> <p>Lead meetings</p> <p>Host guests</p> <p>Use reporting forms</p> <p>Play shadow role</p>
M A X I M U M	<p>Training others in financial procedures</p> <p>Keeping a bankbook</p> <p>Manage finances</p>	<p>Design curriculum format</p> <p>Teach in English and native language</p> <p>Play a first teacher role</p>	<p>Orchestrate and lead a call</p> <p>Design proposal and budget</p> <p>Follow up calls</p>	<p>Cultivate 4 sector coalition</p> <p>Orchestrate a work day</p> <p>Cultivate government support</p> <p>Prior a project</p>	<p>Prior a house</p> <p>Manage Movement office</p> <p>Manage house finances</p>

MOST - ONE YEAR TRAINING DESIGN

APPROPRIATING FOUNDATIONAL TOOLS			APPLYING OPERATIONAL SKILLS				EXPERIENCING LEADERSHIP EFFECTIVENESS			
SKILLS INTENSIFICATION MODULE			CATALYTIC CLUSTER ACTUATION				SKILLS REFINEMENT MODULE			
			Skills Inten- sifica- tion Module	A. REGIONAL FACULTY	Skills Inten- sifica- tion Module	A. DEVELOPMENT TEAM				Skills Inten- sifica- tion Module
Communi- cations Skills	Writing Skills	Office Skills	B. DEVELOPMENT TEAM	B. CLUSTER ACTUATION	B. REGIONAL FACULTY	B. REGIONAL FACULTY	Indivi- dual Finesse	Evalu- ation and Documen- tation	Roles Commis- sion	
11 Weeks			C. CLUSTER ACTUATION	C. REGIONAL FACULTY	C. DEVELOPMENT TEAM	C. DEVELOPMENT TEAM				11 Weeks
11 Weeks			10 Weeks		10 Weeks		10 Weeks		11 Weeks	

M O S T MANOEUVRE

WEEKLY TIME DESIGN FOR CLASSROOM MODE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
<p>DAILY RITUAL - COLLEGIUM - BREAKFAST</p>					<p>WEEKLY RITUAL</p>	
<p>M O S T M O D U L E S</p> <p>English Fluency. Written and Spoken</p> <p>Office Procedures - Accounting. Machines. Typing</p> <p>WEDNESDAY</p> <p>Surprise</p> <p>Encounters</p>						
<p>STUDY LIFE: Global task, analysis and trends global consciousness</p>				<p>ROUND-TABLE</p>	<p>FAMILY NIGHT</p>	
<p>HOMEWORK / MOVIES / TALK</p>						



M O S T STRATEGY IN KENYA

	'83-84	'84-85
<b>FACILITY LOCATION</b>	Kamweleni Training School, Kenya	Kamweleni Training School or Machakos, Kenya
<b>ASSIGNMENT RATIONALE</b>	30 - 45 participants, one from each project, or two if spouses both attend; persons with firm vocational decision and demonstrated leadership; probably those with two years' involvement 3 Master Pedagogues, 3 Pedagogues In-Training	60 participants 30 from Kenya 30 from outside Kenya 2 Master Pedagogues, 4 Pedagogues In-Training
<b>TRAINING DATES</b>	September 1983 - July, 1984	September, 1984 - July, 1985
<b>CURRICULUM COMPONENTS</b>	As developed in India Pilot, 1982-1983 includes Four-Sector Framing Development Calling Accounting and Finances Office Management and Typing	As developed and refined in India and Kenya
<b>STRATEGY IMPLEMENTATION</b>	Through memorial from GRC, 1982. Through Black Africa Continental Council, December, 1982, which assigns a prep team for funding and facilitation	Evaluate and hold the next training strategy.

IMPLEMENTATIONMovement Operational Skills Training  
Implementation Guidelines

The following are recommended guidelines for practical implementation of the M.O.S.T. manoeuvre.

LOCATION

- 1) First choice urban-Pune
- 2) Second choice established facility-Maliwada
- 3) Dorms 6-8 people  
Family rooms for families  
Space for personal decor and belongings
- 4) Lounge area
- 5) Fan ventilation in hot weather
- 6) Established kitchen systems
- 7) Electricity for business machines and A/V
- 8) Secure storage for equipment
- 9) Laundry-toilet-bathing area

ADVOCACY LEADS

- 1) Guardians in India
- 2) Company training centres
- 3) Training Institutions

FUNDING

- 1) Submit proposals to Indian sources
- 2) Explore IERD linkages
- 3) Solicit scholarships from outside India
- 4) Target key components for in-kind contributions
  - a) typewriters
  - b) calculators
  - c) filing systems
  - d) beds and mattresses
  - e) stationery
  - f) kitchen equipment
  - g) audio visual equipment
  - h) computer equipment
  - i) maps and other major decor pieces
  - j) cloth

BUDGET

The attached budget is a working draft. The asterisks represent data we wish to highlight.

- 1) Provision is made for Rs 3000/month facility rent
- 2) The SUBTOTAL represents the extraordinary cost of this programme
- 3) About 1/3 of the budget (\$10,931. U.S.) represents food care and stipends that would be expenses of the Subcontinent whether we pursued this particular scheme or not.

BUDGET			
	RS	U.S.\$ (9.6 RS=1)	
<u>CURRICULUM</u>			
Equipment (typewriters, calculators)	60,000		
Consumable materials	10,000		
Hired equipment	5,000		
Documentation	3,000		
Celebrations/hosting	10,000		
		Rs 88,000	\$9,167
<u>Transportation</u>			
Field expenses	18,600		
Operational practices	3,600		
Participant travel	24,800		
Special events	6,510		
		53,510	5,574
<u>OPERATIONS</u>			
Communication	4,800		
Office	6,000		
Utilities/maintenance	7,200		
Rental	*36,000		
		54,000	5,625
<u>SET UP COSTS</u>			
Equipment	45,000		
Decor	3,000		
Site expenses	2,000		
		<u>50,000</u>	<u>5,208</u>
SUBTOTAL EXTRAORDINARY COSTS		Rs 280,555	\$29,224
<u>PARTICIPANTS CARE</u>			
Stipends (25 Partic/6 Faculty)	37,200		
Food " "	56,575		
Care " "	11,160		
		*104,935	10,931
<u>CONTINGENCY</u>			
10%		35,045	3,651
<u>TOTAL</u>		<u>Rs 385,490</u>	<u>\$40,155</u>

## BASIC SKILLS LAB

The Basic Skills Lab is concentrating on the question of training schemes for 3rd World Order members. The demand for this lab comes from concern for those who comprise one third of the assignable troops of the Symbolic Order. The concern is the type of training that is now missing for them to be flexible members of our Order.

First, many are concerned with the lack of language fluency. To be assignable to many different roles requires ability in English to take quick notes, to write reports, to respond quickly in a conversation and to do sophisticated talking in Development and Framing calls.

Second, a primary requirement in assuming responsibility in the Spirit Movement is the ability to do fiscal management. It is reported that infighting in houses is common when proper books can not be kept and that there is a general feeling of being mistrusted by the extra-national staff regarding finances.

Third, it is felt that many of the families believe that they are being held back in significant assignments because the women do not have the same level of education as the men.

Fourth, it is noted that general office skills, such as typing and making phone appointments can only be done by the extra-national staff.

There is a general feeling in the Developing nations that Order members who have been around for 3 to 7 years are ready to take the next leap in training in Movement basic skills. It is felt that this is the year to begin a push in that direction as more and more national troops are asked to take on responsibilities that have only been done by the extra-national troops. It is feared that more and more troops may leave the Order if they do not see a change in the 85%-15% gap within the Order concerning roles. Many feel that they will never truly belong to this group as long as they are so far behind in common Movement skills.

The Basic Skills Lab is now working through the question of what kind of training scheme would be most effective and where should we empower our troops to do it. Some considerations are the women who need the most basic kind of literacy; first level leadership who are being burned out with excessive demands on their priorship skills; and second level leadership who are ready to move on to a new level of competency. Some first draft thinking on this are on schemes like a 3 month trek to one location in the field; a training centre where troops would come out of the field to an urban situation; training packets for each house; and a years training programme for one cluster.

We are interested in hearing what the demands are from your region to move our 3rd World Order members to the next level of movement skills. Please send your notes to the House lounge or come talk to our lab meeting in that space.

July 20, 1982

MOVEMENT OPERATIONAL SKILLS TRAINING  
(MOST: Order Training Pilot)

As the order has expanded its work across the globe, the composition of its body has undergone radical change. A substantial part of the order now comes from educational, cultural and economic backgrounds that are different from that of its senior membership. Out of our total strength of 1,062, 463 are nationals of Kenya and India. This figure represents a potential power for the future that the order has for it is from this source that future leadership to staff and serve the areas of the globe must come from. However, the current profile of the leadership of the order does not reflect this vision and instead reveals that we along with the rest of society are caught in the contradiction of the gap between the 85% and the 15%. This is seen concretely in issues such as the lack of fluency in English to effectively participate in framing and development, certain roles such as typing, bookkeeping, fiscal management, setting phone appointments being limited solely to extra-nationals, particular families held back from being globally deployed because one of them does not have the education and skills to operate outside. If a change is not seen in the 85% - 15% gap within the order concerning roles, attrition will result. In addition the increased visibility of the IERD will severely test and expose these major gaps in operational skills in our body to the world.

In the third world our training vehicles have been the HDTI which provides a context for program actuation and Advanced Training Schools which prepare students for house priorship, development, program actuation and teaching. In the past, in order to train village and cluster leadership rapidly we tended to teach by transferring our learnings rather than teaching people how to learn. We have depended on natural ability and mechanical performance rather than comprehension and excellence. Natural ability tends to plateau. To break through this plateau the MOST Maneuvre will teach a small number of key skills in depth in order that students may transfer their ability to other arenas.

The MOST Maneuvre will take one skilled group of order members and add to their skills. Missional tasks will provide the context for this training. During the training year, the field experiences will be cluster actuation, teaching courses, development, house priorship and other missional activities. Both faculty and students will document and disseminate the MOST maneuvre around the globe. The MOST Maneuvre will participate in its own fund development and in a self-support readiness scheme. Beyond the year 1982-1983 we will see a greater ability among these graduates and others in touch with them to develop funds; to bring the human development zones into reality; to engage in self-support; to enable and lead in the IERD; to beckon new people to the order and aid the depth journey of order members.

Basic Skills Lab  
Chicago

July 20, 1982

Movement Operational Skills Training  
(MOST: Order Training Pilot)

The MOST Maneuvre will immerse the participants in intensive classroom instruction, exemplary ashram living and direct field experience related to the missional task. Spoken and written English, business procedures, use of office machines and financial accounting will be taught in the classroom. The field instruction component will include pedagogy, program actuation and development. Weekends will focus upon ashram management. Evenings will center around both corporate research in areas of concern for the global order and individual study. Evaluation of the training will be an integral part of this maneuvre.

This is a pilot experiment in training order leadership. To empower that experiment, the selection of both the faculty and the participants will be taken seriously. A team of six master pedagogues is needed who have experience in third world training schools, human development projects, Training, Inc. and emerging generation structures. The participants will be those who have made firm vocational decisions and have exhibited leadership capacity. As a family order, the assignment of both spouses will be considered. Exemplary emerging generation structures will be built by participants and staff as a part of the whole construct.

This is not an interruption of our service to the globe in order to equip ourselves but is active repentance on behalf of society which sees no way to deal with this issue in its midst except to let it continue. Movemental Operational Skills Training is a substantial maneuvre to effectively deal with this gap and invent a prototype that we can employ across the globe.

## BASIC SKILLS LAB SUMMARY

SITUATION:

- of our total assigned strength of 1,062 adults, 463 are nationals of India and Kenya
- though many have been under assignment for 3 years or more, few are assigned outside their own geography owing to issues of language fluency, basic operational skills, etc

CRUNCH:

- increasing limitation of our flexibility as a global order
- constraints in programmatic actuation and geographic expansion
- exposure of major gaps in staff operational skills by IERD event and follow-up
- marked inequity within families relative to basic skills

BOLD MOVE:

- a 4 year manoeuvre in Movement Operational Skills Training, (MOST) beginning with a one year intensive training programme in India

COST:

- 6 master pedagogues (Kaye Hayes, Phil & Kay Townley, Christopher Foya, Bev Gazarian, Ronnie Seagren)
- \$40,000
- 25 to 40 Indian staff in training for one year in a rhythm of intensive classroom work alternating with field actuation work

4 YEAR STRATEGY (82-86)			
82-83	83-84	84-85	85-86
1 Pilot in India 25-40 ptets 6 pedagogues 40 trained	2 pilots - India and Kenya 30 partic. each 3 pedagogues in each 100 trained	8 pilots - India Africa-SEAPAC 60 partic each 2 pedagogues 4 in training 240 trained	33 Area modules available 10-20 partic. 400 trained

ONE YEAR TRAINING DESIGN							
Appropriating Foundational Tools	Applying Operational Skills			Experiencing Leadership Effectiveness			
Skills Intensification Communic Writing Office	S I L L S	FACULTY DEVEL ACTUATION	S K I L L S	DEVEL ACTUATION FACULTY	S K I L L S	ACTUATION FACULTY DEVEL	Skills Refinement
11 weeks		10 weeks	10 weeks	10 weeks		10 weeks	11 weeks

## SUMMARY BRIEF: BASIC SKILLS SCHOOL

### Historic Contradiction

The world is struggling with the challenge of responding to the dramatic changes that the technological age has brought about. Those peoples educated in a rural-based economy are threatened with the possibility of exclusion from the urban information-based economy for lack of appropriate basic skills. Standard education, which is available in rural areas, and many urban areas in developing nations, is inadequate in equipping students to meet this challenge. One half of the 900 presently assigned Order members come from developing countries, and therefore are handicapped by an inadequate 20th century education. They are blocked in responding to the missional challenge of the next 20 years. It is critical that we create a mechanism to provide this skills training, and in doing so to create a demonstration of effective skills development process for the post-modern world.

### Eye Of The Needle

The eye of the needle of this lab will be the design of the curriculum of the Basic Skills School, based on the Training Inc. curriculum for implementation as a pilot in India in 1982-83. Related arenas that would be affected by this focus would be priorship training, computerized communication among Order Houses, and skills training for self-support capacity and global assignability. In creating the curriculum and implementing the school in India, we would also be moving on the concern for IERD preparation.

### What Has Been Done

The work that has been done in the past on skills training includes the Literacy Curriculum, English training within the HDTI curriculum, the Global Language School Curriculum, the English language teaching that has been done in SEAPAC and EUROPE, the Sub-Continent Programme Modules and the Training Inc. Programme in North America. *University 13*

### Proposal Elements

Proposal elements include the proposal from Brussels Nexus on Priorship Training, the recommendation from Bombay Nexus for skills training, and recommendations for duplication of Training Inc. on continents beyond North America.

### Preparation Scheme

The preparation for this Lab will include collecting various English teaching models from across the globe, and conversing with the Training Inc. faculty on curriculum design. Learnings from the priorship training schools, Village Leaders Institute and sub-continent programme modules will be helpful. A comprehensive list of participants for this Lab has to be made with emphasis on people who would be helpful in writing the curriculum and implementing the school.