A WORKBOOK TO HELP RECRUIT DISTRICT VOLUNTEERS

SELECTING DISTRICT PEOPLE

BOY SCOUTS OF AMERICA®

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34512
ISBN 978-0-8395-4512-5
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2011 Printing

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SIX MAJOR TASKS FOR VOLUNTEER SUCCESS

1. Define Responsibilities

Volunteers must know what is expected for them to be successful. Carefully define, in writing, the responsibilities for each position. Use Commissioner Volunteer Duties cards, District Committee Responsibility cards, and the district committee guidebooks to assist you.

2. Select and Recruit

Fit the right person to the position. Consider each prospect's skills, interests, and other relevant factors. Consider the variety of motivating factors for people getting involved in Scouting. Use all the prescribed steps in recruiting district volunteers and use the recruiting resources of the BSA. Helpful recruiting resources include Selecting District People and the District Nominating Committee Worksheet.

3. Orient and Train

Provide each person with prompt orientation on the individual assignment and with adequate training to be successful. Use the *District Committee Training Workshop* and *Administration of Commissioner Service* manual, which now includes the *Continuing Education for Commissioners* and the *Commissioner Basic Training Manual.*

4. Coach Volunteers

Provide ongoing coaching as needed. Build a volunteer's confidence and self-esteem. Help conserve a volunteer's time. Coaching should be provided by the appropriate committee chair or professional.

5. Recognize Achievement

Prompt volunteer recognition has an important impact on the tenure and quality of service in the district. Recognition must be sincere, timely, and earned. Use the great variety of formal BSA recognition items, but also be creative with frequent locally devised thank-yous. Even more effective may be the personal "pat on the back" for a job well done. Recognize volunteers on a face-to-face basis, from a person of status, and preferably in front of the volunteer's peers.

6. Evaluate Performance

Help district volunteers regularly evaluate how they're doing. Use the Self-Evaluation for Unit Commissioners in the *Commissioner Fieldbook for Unit Service* and *A Self-Evaluation Guide for Successful District Operation.*

INTRODUCTION

Volunteers are the single greatest resource of the Boy Scouts of America. They provide leadership for boards, committees, units, and finance.

This book is designed to help key district leaders determine the number of people needed to operate an effective district, and then to locate, select, and recruit them.

Background

A district is a voluntary association of citizens. It includes district members at large, representatives of organizations that are chartered by the Boy Scouts of America to use the Scouting program, and a complete staff of commissioners.

Four major functions are involved in achieving the purposes of a council: membership, finance, program, and unit service. These four functions are accomplished in each council through its districts. Development of district volunteer leadership is a major key to every success in the district.

Our Challenge

Volunteerism is basic to the success of Scouting. Having effective volunteers in units and districts is a top priority for the BSA. The successful use of volunteer resources depends on the ability of key leaders—both professional and volunteer—to locate, select, train, utilize, and recognize the number of people necessary to successfully perform the membership, finance, program, and unit service functions.

A Gallup survey revealed that 45 percent of Americans volunteer an average of five hours per week in service to charitable causes and organizations. Your challenge is to make the proper selection and to use the most effective recruiting techniques.

And remember, **recruiting is a journey, not a final destination.** Identifying, cultivating, and involving new district volunteers is an ongoing process.

SECTION I

A Guide to Selecting and Recruiting District Scouters

Selecting district volunteers can be a rewarding experience and is an important task for district and council leaders. It is a personal achievement. Most recruiting involves a "rifle-shot approach"—focusing on individuals—recruiting one person at a time. There are certain principles to follow, but maintain your own style and personality during the process. This guide presents successful methods to select, research, and approach your prospects.

Caution: There are several ways we do not recruit. We do not advertise, we don't threaten or intimidate, and we don't ask for volunteers. These methods are not sufficiently selective, and people generally do not respond positively to them.

Steps in Successful Recruiting

1. Determine what positions are needed.

- Define the responsibilities of the position and write a brief position description.
- Assess the effectiveness of existing volunteers.
- List the qualities that are most likely to get the job done.

2. Determine the best prospects for the position.

- Consider many sources for prospects.
- List possible prospects for the role.
- Consider their qualities for the position. What are their organizational skills and their community connections?
- Would you be proud of your association with them?
- Prioritize prospects based on who has the qualities that best fit the position.
- Identify the right person, not the one you think will say yes. An initial willingness to fill the role should never be a qualification for the position.

3. Research the prospects at the top of your list.

- Learn what the prospect's interests, abilities, and motivations are.
- Tailor your approach to the prospect's interests.

- Determine who can make the best approach. This will be an equal or an acquaintance of the prospect; preferably someone who has influence with the prospect. Executive board members and community leaders are often willing to assist. You need someone to open the door who has enough influence with the prospect to gain his or her interest. Who does the asking is the single most important factor of the recruiting process.
- Anticipate questions or objections. Decide in advance how you will answer them.
- Develop specific information on what you want the prospect to do. A few well-written, attractive pieces of paper can explain Scouting and your council, and outline a position description and a plan of action. Develop this sales tool around the tasks you want done, tailoring it to the prospect's interests and skills. Don't dump the whole load. The prospect doesn't need every detail on Scouting and probably will not read more than a few pages.

4. Make an appointment.

- Do not recruit over the phone, and do not let the prospect say "no" over the phone. A person who is respected by the prospect should ask for an appointment to discuss "a community matter". Try not to give too much information about what it is. Two or three persons making a personal visit flatters the prospect and places far more importance on the position than someone calling the prospect on the phone.
- Determine the best time and the most appropriate place. If possible, avoid office pressures. Try for a lunch or other time away from daily distractions.
- Make sure that someone the prospect respects or who has influence with the prospect goes with you. Never recruit alone. Also be sure that someone on the recruiting team can clearly explain what you want the prospect to do and why they are the best person to fill the position.
- Determine in advance who will start the conversation, who will describe the position, etc.

5. Make the sale.

- Introduce everyone. Be sure the prospect understands who is a volunteer and who is a professional Scouter and what they do in Scouting. **The biggest single reason a volunteer says yes is that somebody who they like and trust asks them to do it.**
- Make small talk about the prospect's interests, family, and achievements, based on your research.
- Sell the sizzle. Deliver an exciting, enthusiastic, and brief pitch on Scouting. Don't dwell on details. Talk about the purposes in serving youth that will most interest the prospect.
- Describe the position you want the prospect to do, its importance to youth in the community, and its relation to the council volunteer structure. Be specific. Remember, you are talking to a time-limited, task-oriented person.
- Tell the prospect that he or she is the best person to fill the position.
- Ask for questions. Be sure the prospect understands what is expected. Be prepared to overcome objections. Note that all of us are busy but we can make the time to do important tasks—and what is more important than the character, citizenship, and fitness of the youth of your community. Answer the prospect's questions briefly and positively.
- Know when to close the sale. Don't keep selling if you think the prospect is not interested or if the prospect is sold. Don't oversell the position. Don't give too much detail. Make the responsibility seem important, fun, and worthwhile. And don't undersell the position. Be sure the prospect knows exactly what is expected and is willing to do it.
- Recognize that people work for people. Stress the participation of executive board members, council committee members, and chartered organizations that are of interest to the prospect. Don't overlook the friendship and fellowship that will evolve.
- Explain that a professional staff member will support volunteer leaders with program details, agenda planning, and guidance. Use terminology the person understands.
- Be prepared to respond to questions about BSA values issues.

6. Ask for a commitment.

You need this person—say so. Be patient . . . wait for an answer. Decide in advance who is going to ask the prospect to fill the position and "close the sale."

7. Have a fall-back position in mind.

Don't let the prospect off the hook. Leave the prospect something. Get his or her help in recruiting others. In any event, the prospect will be flattered and will know more about Scouting. Keep the door open for a later decision in the event you are turned down.

8. Follow up.

After the prospect says "yes":

- Formally acknowledge the commitment with a letter.
- Invite and take the person to the next meeting.
- Prepare an appropriate news release or announcement.
- Follow up with specific orientation and an assignment within a week or two.

SECTION II

Motivation to Join Scouting

Why do people volunteer? What human chemistry is necessary for motivating volunteers to become a part of your district Scouting team? If Scouting is to grow and prosper, we must understand people's goals and interests and what motivates them to join. What are these motives? They are a mixture of altruism and self-interest. Both types are valid.

The **altruistic motives** include:

- Helping youth grow into useful citizens.
- Guiding the spiritual growth of youth.
- Trying to improve society or solve community problems.
- Doing something for a cause.

A volunteer's **motives of self-interest** include:

- Belonging to a group, being part of a team.
- Social acceptance for supporting youth work.
- Developing and improving personal skills.
- Making new friends and associating with the kinds of people not normally found in one's career or community life.
- Fun and fellowship.
- Furthering the objectives of one's business or organization.
- Recognition. Many people are not satisfied with their career and seek fulfillment through youth work.
- Supporting one's sons or daughters in youth groups.
- Identification with young adults.

Understanding why people give their time, interest, and resources is essential to an intelligent approach to building and leading a volunteer team. Scouting has a long history of selecting volunteers. It also has suffered the loss of some competent volunteers after a short association with the Boy Scouts of America.

Why? Consider the following lists.

WHY PEOPLE VOLUNTEER

They have or have had children in Scouting.

They believe in Scouting's values and principles.

Their parents were active in Scouting.

They were in Scouting as a youth.

They attended Scout camps as boys.

They hold volunteer positions in other organizations.

They are interested in social and business contacts.

They yield to peer pressure or job pressure.

They receive personal recognition.

They want to help other people.

They want to fulfill a business or community obligation.

WHY VOLUNTEERS STAY

They appreciate Scouting's role in their son's/ daughter's education.

There were given proper orientation.

They had adequate training.

They enjoy the opportunity for community service.

They enjoy the social contacts that Scouting offers.

They enjoy fellowship with other Scouters.

They received recognition for their service.

WHY VOLUNTEERS LEAVE

They were not given specific assignments.

They had no orientation.

They were not given sufficient responsibility.

Because of work relocation.

There were family pressures.

There was a lack of training.

Their child left the program.

There was poor communication with the volunteer chair.

There was a lack of recognition.

There was a lack of personal satisfaction.

They could not carry out their responsibilities at a time more convenient for them.

SECTION III

Developing a Prospect List

Essential to any recruiting program is a pool of available candidates for various volunteer positions. Waiting until openings occur to start looking for replacements can result in frantic searches and poor selections. Prospecting is a continuous process. It never ends!

Every district Key 3—every district executive—should have a "top 12 dream list" of volunteer prospects. Use this list in developing your district "farm system," your "succession planning," your "two-deep leadership."

Develop an alertness to information that points to key people in your area. Use the Internet and other research tools.

Build information files of the major sources of people. Talk to knowledgeable people who know other people. This can be helpful in deciding who can best approach them, where they might be involved, and how to recruit them. It involves research. Once you have lists of key people in the area, build information about them.

Sources of Prospects

1. **Nominating committee recommendations** using all of the following means.
2. **Current Scouters** (but do not "pirate" unit leaders for the district). Consider active Scouters in each program who have sons about to graduate into the next age group. Chances are, they will also be ready to move to a new Scouting assignment. Don't overlook volunteers with special interests, e.g., camping enthusiasts.
3. **Scouting families** (if not involved). Parents of former Scouts, whether or not active as leaders during their son's Scouting years. Review parents of boys in transition from Cub Scouting to Boy Scouting. It is a time when enthusiasm for Scouting is often very high, but also a time when it's easy for them to "fall between the cracks."
4. **Former Scouters** not now involved. Reviewing rosters of past unit and district Scouters might reveal potential leaders. Review past unit and district records. Review lists from current BSA online resources such as www.scoutingfriends.org and Alumni Connections. Watch for former successful Cubmasters. They often have good administrative skills, self-confidence, and charisma.
5. **Friends of Scouting.** The local council service center maintains detailed records covering each Friend of Scouting. A review of major contributors may reveal potential prospects for district volunteers.
6. **The National Eagle Scout Association** is an organization of current and past Eagle Scouts. It offers members an opportunity to register with the national office of the Boy Scouts of America as a member. This group is an excellent source of prospects. Your Scout executive can obtain the names of members from NESA, and a list of local identified Eagle Scout residents.
7. **The Order of the Arrow** is Scouting's national honor society, with a local lodge in every council. Many adults maintain an ongoing affiliation with their OA lodge and are receptive to additional volunteer assignments.
8. **Alpha Phi Omega** is a national college service fraternity designed and operated to attract past and current Scouts and Venturers. It enables them to maintain their Scouting interest while carrying out service projects and fraternity fellowship. It is a good source of young men for special assignments. Your Scout executive can advise you about key persons to contact.
9. **Community leaders** should be cultivated and approached for volunteer Scouting service. Those already active in community affairs may want to serve the Boy Scouts of America. Consider:
   a. Past presidents of clubs, professional associations, chambers of commerce, civic groups, organized labor, etc.
   b. Former Jaycees. Secure a 2- or 3-year-old roster from the local chapter. Determine the names of persons no longer eligible for regular Jaycees membership due to the 40-year-old age limit.
10. **Leadership** in other community service and charitable organizations. Be specifically alert to those persons who have sons in Scouting. They are aware of the volunteer concept and should be receptive to serve.
11. **Retirees.** The mayor's office in most communities can provide the name of a person to identify prominent senior citizens. Contact such groups as the American Association of Retired Persons.

12. **Newcomers** to the community and persons recently promoted on their jobs are good prospects. They can be identified in community newspapers. Editors of community papers know key community leaders.
13. **Employees.** Many companies survey employees to determine their interests. Many labor unions can provide prospects.
14. **Utility companies** are a good source for new prospects. They are among the first contacted by families moving into a community.
15. **People in contact with new residents.** A regular call to realtors could easily result in the names of prospects for volunteer leadership. Provide an adult survey questionnaire to enable newcomers to express their interest in Scouting.
16. **Places of worship.** Contact with their leaders might reveal prime prospects.
17. **Newspapers, appropriate newsletters, and websites.** Maintain a clipping file with names of volunteer leaders in the community. Periodically summarize and determine the top five community leaders not now active in Scouting.
18. **Service club rosters.** A discussion with club presidents and/or secretaries may reveal the names of good prospects who may respond to a volunteer Scouting request. Get on the club program but don't attempt to recruit during this meeting. Pass out interest forms asking for hobbies, vocations, and special interests. This is a good source of community leadership.
19. **Fraternal orders.** A discussion of club membership with the secretary may result in the names of potential Scouters. Past elected leaders are good prospects.
20. **Banks.** Secure a state bank directory and review people listed as officers and members of boards of directors. Generally, they are influential citizens in local leadership positions.
21. **Neighborhood associations.** The president is a good source of personal knowledge regarding residents with a potential for Scouting.
22. **Company annual reports.** The officers and boards of directors that have an interest in the community are a good source of leadership.
23. **School principals** are interested in the educational values of the Scouting program and are knowledgeable about many parents that have leadership qualities.
24. **Boy applications.** Review all applications for parents' occupation, employers, and previous Scouting experience.
25. **Business and foundation directories.**
26. **Others.** The lists seem endless. Try country club memberships, airplane and yacht owners, volunteer centers, real estate and rental agencies, and people who have a reputation for getting things done in the community.
27. **Most important of all:** a district chair, district commissioner, and other key district leaders who have the respect and the ability to recruit quality people.

Sample Prospect Card File

Prospect Card

Name _____

Address _____

City, state, zip _____

Home phone _____

Business phone _____

Email _____

Recommended by _____

Occupation _____

Hobbies _____

Recommended for following volunteer Scouting position _____

Keep an active file of prospect cards.

Sample

Prospect Personal Data Information

Name _____ Age _____

Address _____

City, state, zip _____

Home phone _____ Business phone _____

Business affiliation _____

Email _____

Job title _____

Married _____ No. of children _____ Single _____

Educational background _____

Place of worship _____

Recommended by _____

Scouting background _____ Highest rank _____

Adult Scouting background _____

Other professional and community activities _____

_____

_____

_____

Special talents _____

_____

Recommended for following Scouting position _____

Date contacted _____

Result of contact _____

_____

SECTION IV

Cultivation

Future-oriented leaders begin planning for tomorrow's volunteers today. Even today's best-staffed district will need volunteers tomorrow. Successful district leaders make a concerted effort in the cultivation process. They cultivate people for positions they may be holding one to three years from now on the commissioner staff or district committee.

The cultivation process gives quality prospects an opportunity to learn about a Scouting district. It also gives some people a chance to gain some experience in short-term projects and positions. It gives district leaders the opportunity to see people in action.

There are two forms of cultivation. One is broad-based community cultivation and the other is the cultivation of specific individuals.

Community Cultivation

1. Use the Friendstorming On Tour plan, No. 510-003.
2. Be alert to opportunities to meet new people and call on key community leaders who are not part of the Scouting program.
3. Make Scouting visible in communities throughout the district. Set up Scouting skill demonstrations, parades, community service projects, etc.
4. Collect facts and figures about the area. Review local newspapers. The primary resource is people. Collect information in an organized fashion about key community leaders. Know who the largest employers are, which businesses are locally owned and operated, who the directors of corporations and businesses are, and who holds controlling interest in each of these groups. In other words, build a "people bank." This is an ongoing task.
5. Be enthusiastic. As you meet people, talk in a positive way about what is going on with Scouting in your service area. Sell the Scouting image. If you are positive about the program and let all whom you come in contact with know it, most of them will catch your enthusiasm.
6. Become involved. We ask people to join our program in service to the community. These people expect the same of us. There are many ways we can do this—through places of worship, civic clubs, PTAs, school organizations, libraries, hospitals, etc. Know what makes your community tick, inside and out.
7. Use a district website to publicize unit and district activities and opportunities to serve.
8. Encourage district volunteers to discuss their Scouting activities at social gatherings and at their work places. Ask them who they know who would be good for Scouting.
9. Make Scouting presentations at community organizations and events. Then "work the audience" and discuss Scouting opportunities with those who express interest.

Individual Cultivation

The second approach to cultivation is with specific individuals. Some people may need gradual cultivation toward involvement and support of Scouting.

1. Reach people through their friends and associates.
2. Send invitations to selected Scouting activities like camporees, Scouting shows, annual meetings, Eagle banquets, leadership dinners, etc.
3. Seek participation through financial involvement where prospects can be invited to support a project or become a Friend of Scouting.
4. Send special mailings. Share BSA materials with community leaders. Add a personal note or letter.
5. Don't be discouraged when turned down by a prospect. Repeat your invitation to serve in Scouting at a later date. Try new approaches.
6. Ask people to do short-term "spot jobs" before recruiting them to long-term positions.

To help plan the proper approach to an individual, obtain information from knowledgeable people involved in Scouting or from community leaders who know the prospect.

1. What are the prospect's interests and giving patterns? This helps you match needs with skills.
2. Who can best approach the prospect? It may be more than one person. Find a personal link so that the prospect finds it difficult to turn down the request.
3. What are the prospect's special talents, skills, and resources?
4. Does this person represent the best qualities of leadership and good character required by the Boy Scouts of America?

Community Power Structure

Every community has individuals who influence the decision-making process of that community. They do this by using their social power. Such persons may be referred to as key leaders, influencers, movers and shakers, etc. District and council leaders should identify, meet, inform, and appropriately involve such persons to significantly expand Scouting in the community.

A person's power may be determined by many things, both authority and influence. Authority is the right to power derived from holding some kind of office, either elected or appointed. Influence may be less obvious than authority. Influence is that part of a person's power derived from such things as skill in guiding and directing people, wealth, obligations, reputation, specialized information, respect, personal attachment, or access to resources such as jobs or credit.

A major task for council and district leaders is to identify those individuals who influence community decision making and who therefore can be instrumental in helping select and recruit persons for district operation. One successful way is the "chain nomination procedure" or "reputational interview technique."

A first step is to clearly define the geographic area or population subgroup for which you want to identify key leaders. Next, identify a number of community "knowledgeables" whom you will ask who they think are the community's influencers. Select people who, by virtue of their occupation or position, are likely to have an opportunity to see, hear, and know about various community people and issues. You may select knowledgeables from such areas as business, labor, government, religion, education, politics, and the media.

Then visit with each knowledgeable. Discuss the council and district. Explain that a knowledge of leadership patterns in the community is important to council and district success in serving youth. Then ask, "Who are the people in this community who have the most influence (can get things done or carry the most weight) in the general affairs of the community?" You may also ask the same question in terms of influencing some key issue that you know is important to the community or population subgroup.

Watch for names that are mentioned several times. These names form your pool of key influencers. You may want to check the reliability of your list by holding the same kind of interview with several persons who were named frequently by your knowledgeables.

People of power often relate to each other and thus constitute a community power structure. In small communities, the power structure may be centered in one person or revolve around a tightly knit group. In larger communities, key influencers are more specialized to specific community issues, aspects of community life, or population subgroups. Key leaders with the most social power usually derive that power more from their influence than from their particular office or positions of authority. People of influence and their interrelationships change from time to time, so it is important to identify and assess key leaders with some regularity.

Finally, find appropriate ways to involve these key influencers in identifying, selecting, and recruiting the most effective team of volunteers for your district operations.

Succession Planning

There are two types of succession planning that will help prevent leadership stagnation and will further develop the potential of current leaders. The first is considering prospects for a key position a year or two in advance: Who might have the skills to best fill the position? Keep a list. Cultivate them in advance. Create a position or responsibility for the person you are cultivating. Build good rapport with them.

The second type of succession planning is thinking about the next assignment or position for people currently in key positions. Prepare them now for their next position.

Scouting Interest Cards

When visiting service clubs, employee groups, and other organizations to cultivate interest in Scouting, use a Scouting interest card to gather information for screening and follow-up. Tailor the card to the organization you are visiting.

Scouting Interest Card

I would like to know more about . . .

_____ Organizing a new Cub Scout pack, Boy Scout troop, or Venturing crew.

_____ Helping raise funds.

_____ Services the BSA council provides.

_____ I would like to visit with a representative of the local council. Have a staff member call me for an appointment.

_____ Other: _____

_____

You can reach me at: Name _____

Organization _____

Address _____

City/State _____ _____ Zip _____

Phone (Bus.) _____ (Home) _____

Email _____

Try This

Carry a pack of index cards on your call to units, Scouting events, and other meetings. At the end of your meeting, tell the unit leader or other knowledgeable person, "I'll bet there are some people you know who you think would be a good district Scouter," and take out two index cards. Let the person see the two. Ask, "Do you know two people I could call?"

Seeing the two cards will make the task seem quick and easy to accomplish. Place the cards in a row on the table as you fill them out. After you've gotten all the names, make sure you have the correct position titles, company affiliations, or phone numbers. A smooth, confident approach like this will make your request seem professional and appropriate.

SECTION V

Group Recruiting

Group recruiting is a special and exciting approach for a district. It involves bringing three or more people together to hear about Scouting and then asking them to serve in some capacity.

The previous sections of this book are written for a one-by-one recruiting approach. But every step, with a word change or two, applies to group recruiting as well. The principles of good recruiting are the same though the approach or setting may change: You still determine the positions you need to fill, you still identify the best possible persons for the positions, you still do your research on the prospect, you still set up the best time and place to make the sale, etc.

Group recruiting has several advantages:

- This approach can bring your district up to strength quickly.
- If 15 or 20 (or more) people are asked to accept a challenge that can be handled by 15 or 20 people, each person figures that if others will accept, he or she will, too. No one sees themselves being saddled with an overwhelming task.
- Many people seek association with others. If the group includes the right people, their reaction is positive. In many group recruiting situations, nearly 100 percent agree to serve.
- When a whole committee is recruited together, they can be trained together. As a complete team, they can build team spirit and promptly begin to function effectively.

There are cautions:

- Group recruiting is a more involved process and may require considerable advance planning and preparation.
- Group recruiting does not take the place of good one-by-one recruiting, which is still necessary to fill vacancies such as a key committee chair or where only one or two additional people are needed to staff a committee adequately.

There are three basic types of group recruiting:

1. **Leadership conference.** This is best used when there are only a few existing members among the several committees.

   A list of 50 to 150 prospects is developed at an informal gathering of community leaders.

   Each person on the list receives a written invitation to the conference. The letter is signed by a key, influential leader in the community. A service club, company, or other organization may be asked to host the event. The event may include a meal.

   The meeting provides an overview of Scouting, district operations, and the specifics of district positions available. (See sample agenda.)

   Attendees commit themselves to specific assignments and receive initial briefing in small committees or groups.

   After the leadership conference, quickly train people and put them to work in the district.

2. **Group recruiting for one committee.** List the best possible prospects (150 percent of need).

   Select a host who can attract the prospects. The host invites prospects to his or her club, office, living room, or other attractive or prestigious location. A luncheon is an appropriate setting.

   The program inspires, tells the Scouting story, presents the need, and asks for a commitment.

   The group agrees to fill the committee, receives initial briefing, and gets organized.

3. **Group recruiting in a single company or organization.** The company president or other organization leader is asked to list and bring together highly selected employees, often working through company department heads or the personnel director.

   The meeting, usually held on company time, informs, inspires, asks, and gets commitments. District leaders match people to roles and follow up immediately. Prospects are used to fill positions across the district structure.

   In special cases, a company may be asked to “adopt” and fill an entire committee.

Sample

Agenda for Group Recruiting

Welcome and introductions ..... Chair

Program and organization of BSA ..... Program chair

- Cub Scouts
- Boy Scouts
- Varsity Scouts
- Venturing
- Exploring
- The Council
- The District
- Chartered Organizations

District operations ..... Chair

- DVD—*Commissioner Service* and *District Operations Support,* AV-06DVD08
- Four functions—Membership, Finance, Program, and Unit Service

Facts about our district ..... District executive
(Display large map of district)

- List of chartered organizations
- Youth served—potential youth to be served
- Key district leaders
- Number of volunteers needed to carry out the four-function plan of district operations

Questions from participants

Commitment to serve ..... Chair

- Distribute talent and interest sheet (see sample on page 17)
- Ask participants to express their interests
- Review their interests and provide participants with specific assignments
- Assign to group for immediate orientation

Refreshments and fellowship

Sample

Talents and Interests

Based on my talents and interests, I can best serve the youth of my community through Scouting in the following areas:

1. **Membership**
   - ☐ Contact and help community organizations provide service to additional new Scouting units.
   - ☐ Assist in coordinating the recruitment of new youth and adults to be involved in the Scouting program.
2. **Finance**
   - ☐ Assist in a community effort to provide necessary finances for the Scouting program.
3. **Program**
   - ☐ Conduct or assist in training meetings for new leaders.
   - ☐ Counsel Boy Scouts and Venturers in merit badge subjects and special program interests, and assist in awarding recognition to youth.
   - ☐ Assist in the planning and promotion of camping and outdoor programs.
   - ☐ Assist in the planning and promotion of activities and civic service.
4. **Unit service (commissioners)**
   - ☐ Serve as liaison and morale officer between our district and several Scouting units in our community.

_____

(Signed by) (Address)

_____

City State Zip (H) (Telephone No.) (B)

_____

Email

The following persons from organizations to which I belong could also assist us. I will help contact and select them.

Name Address City, State, Zip

_____

_____

_____

_____

_____

_____

_____

_____

_____

SECTION VI

The District Nominating Committee

The district nominating committee has the responsibility (as specified by local council bylaws) to select a slate of competent officers and district members at large. Proper election procedures are followed according to the bylaws.

The nominating committee is also a resource for recruiting additional district committee personnel. Collectively, the committee should have knowledge about the district, have extensive contacts in the community, and know where to locate the best prospective district officers and committee members.

1. The chair of the nominating committee (as approved in advance by the council president) should be strongly committed to Scouting, highly respected in the community, and able to recruit and influence others.
2. Include several prominent persons on the committee who represent varying areas of influence in the community. They need not be directly involved in Scouting. Select persons who are familiar with other capable persons throughout the community who are not currently in Scouting. Non-Scouter nominating committee members may eventually be asked to become members of the district committee.

   The nominating candidates must be approved by the council president before they are announced. The president may add or delete names, adding people from the council executive board or the community at large. The council president or vice president for district operations may provide a briefing for district nominating chairs.
3. At its first meeting, the committee is oriented on the mission and current leadership needs of the district.
4. After the selection of candidates for district chair and vice chair, the committee develops a list of talented prospects for new members at large. Recruiting teams of two or three persons visit each prospect. The council president should have the opportunity to review in advance the names of all candidates for district chair.

   Follow all the principles of good recruiting outlined in Section I of this book.
5. The nominating committee submits its slate of candidates to the district annual meeting for election. An installation ceremony is recommended following the election.

In addition to its formal responsibilities prior to the district annual meeting, the nominating committee also has a year-round responsibility. It meets periodically during the year to expand its prospect list, help fill vacancies, cultivate potential leadership, and encourage the recruiting process throughout the year.

The district executive is an essential resource for the committee's work. He or she should:

- Advise the district chair on the selection of the committee chair and members.
- Guide the committee in district election procedures as found in the District Nominating Committee Worksheet.
- Identify the district's current needs.
- Share position descriptions, position qualifications, and recruiting resources.
- Suggest prospective committee members and cultivate their interests.
- Help the chair to build agendas and track committee progress.
- Orient and involve new district committee members.

Nominating Committee Resources

Commissioner Service and District Operation Support DVD

District Nominating Committee Worksheet

Standard Local Council Bylaws

SECTION VII

How Council Leaders Support Recruiting District Leaders

A Boy Scout council is no stronger than its districts. Districts are the arteries through which the program flows to chartered organizations and their units and through them to youth. It is districts that organize and carefully care for and nurture packs, troops, teams, and crews.

It logically follows, therefore, that **one of the major responsibilities of key council leaders is to build strong districts through capable district personnel, both volunteer and professional. The key here is the selection of capable district personnel.**

A council executive board hires a Scout executive to select capable professionals for its districts. But how docouncil-level leaders help in selecting capable district volunteers?

Try these specific ideas:

1. The Standard Local Council Bylaws of the Boy Scouts of America authorizes the council president to approve district chair suggestions for members of a district nominating committee. The president obtains the advice of the Scout executive and director of field service.
2. The council president may add or delete names for district nominating committees. The president may add a name or names from the council executive board or the community at large. This is one of the checks and balances to ensure strong and responsible district nominating committees. In many cases, the president will probably approve the committee persons exactly as proposed by the district chair.

3. In the event of a vacancy in the office of a district commissioner, the president may ask the council commissioner to serve on that district's nominating committee. The council commissioner can help the committee more clearly understand the role and characteristics of a good district commissioner.
4. The council Scout executive and/or field staff leaders should guide district executives in the district election procedures and the professional's role in guiding the district nominating committee.
5. A board member or other key council-level Scouter may be asked to help make a recruiting call along with someone in the district.
6. A board member or other key council Scouter whose business is located in a district may be asked to brainstorm company employees who might be asked to serve the district. The district executive and district chair work closely with the business leader to meet and help recruit the recommended employees.
7. The council commissioner should take at least some small part of each monthly council commissioner meeting to:

   A. Get a report on unfilled commissioner needs of the districts.

   B. Share several recruiting ideas or techniques.

   C. Recognize district commissioners with complete staffs.
8. Annually, the council president or council vice president for district operations meets with district chairs or district Key 3s to review current district personnel needs and BSA district election procedures.
9. The Scout executive provides a highly visible ongoing status report of district personnel in the district executive office work area.
10. The Scout executive provides visible recognition to district executives whose districts attain or maintain complete teams of commissioners and district committee members.
11. The council president recognizes district chairs who attain or maintain complete teams of commissioners and district committee members.
12. The council Key 3 supports good basic training of district-level volunteers by seeing that the council has

    A. A dynamic annual commissioner conference

    B. A well-run district committee training workshop

    C. Commissioner basic training courses held somewhere in the council at least every other month

SECTION VIII

Orientation for New Volunteers

It is important that a new district volunteer get off to a good start by receiving a thorough explanation of what the district is, its purpose, how it is organized to accomplish that purpose, and where and how he/she fits into the district. The orientation should be done within a week or two after selection.

The orientation can be held just prior to the monthly district committee meeting or perhaps over lunch. The district chair and district executive should present key parts of the agenda.

Properly done, the orientation can speed the newcomer's identification with the district. It's an example of the orderly way in which the organization conducts its affairs and gives the volunteer confidence in being part of it.

Follow up on those who are unable to attend the orientation training. Assign a coach to get them started. Share the hopes, dreams, and needs related to their assignments.

Eventually, all new district people should complete the District Committee Training Workshop, which meets the basic training needs of members of the district committee.

District Orientation Agenda

A. The Boy Scouts of America's mission and why it is important

B. How the Boy Scouts of America is organized to carry out its mission

   1. Volunteer organization (Four-Function plan)
   2. Professional organization
   3. Volunteer-professional relationships
   4. Relationships with chartered organizations
   5. Boy Scouts of America policies
   6. How the Boy Scouts of America is financed
   7. Kinds of training available
   8. The purpose of the district is to help organize new units and strengthen existing units with a quality program.

C. What the position is

   1. Responsibilities—position description
   2. Relationship to the rest of the organization—sample organization chart and rosters
   3. How this position contributes to fulfilling the Boy Scouts of America's mission
   4. Resources available for carrying out responsibilities
   5. Time involvement, meeting schedule

D. Fellowship/Inspiration

Resources: *The District.* Have a literature display of resources listed in section XI.

SECTION IX

Volunteer Retention

All the best recruiting in the district is futile if people don't stay long enough to make a contribution to Scouting. District leaders should review what they are doing to retain volunteers once they are recruited and trained.

Follow these seven Rs:

1. **Recruit** the volunteers you need.
2. **Reclaim** the volunteers who left Scouting.
3. **Refuse/reject** volunteers who are not suitable.
4. **Retain** the volunteers you have.
5. **Recognize** the volunteers you have.
6. **Rotate** volunteers who need more challenging work.
7. **Refer** the volunteers who move.

Retention Ideas

- Help new district volunteers feel at home—to feel that they have a place and a significant role in Scouting. Welcome them into the district. Be sure they have the support and tools to complete their responsibilities. Let them know what help is available, how to get it, and who to call.
- Know your volunteers' interests and allow people to follow some of their own interests. What people like to do and what they do most effectively are closely related.
- Volunteers may become burned out, bored, and lose their effectiveness in what they are doing. Watch for people who are reaching this state and who need and could serve better in a more challenging responsibility. Be firm in helping them make a change to new duties.
- Be sure your volunteers receive satisfaction for what they do. Help them feel successful and have fun.
- Find out why people lose interest or drop out. Talk with them. Their friends and associates may also reveal causes of inactivity or dissatisfaction. Review causes for trends. Once the causes are identified, correct them quickly.
- Make a determined effort to reinterest inactive volunteers who have a potential to make a contribution to Scouting.
- Maintain regular contact with those who have dropped out as a result of personal issues (illness, new baby, temporary absence, pressure of business, divorce). Once the issue is resolved or an emergency is over, they should be welcomed back.
- We are a mobile society and it seems as if some of our best people are always moving. When volunteers move from your council or district, inform the council in the area where they will reside.

If you are advised of transfers into your council or district, promptly contact these volunteers and make them feel welcome.

Let Scouters who have moved know the Boy Scouts of America cares, appreciates their contributions, and wants to make each of them feel welcome in their new local council. Such contact may be the first friendly contact made in new and strange surroundings.

The Importance of Recognition

Retention is also linked to proper recognition for present activity. Prompt volunteer recognition has an important impact on the tenure and quality of service. The recognition must be sincere, timely, and personalized. Also be sure your praise is specific, telling exactly what they did that was good. Just telling people they are doing a great job doesn't say much.

Be sure to let district and council Scouters know how their behind-the-scene efforts impact the end result of Scouting in the lives of youth members.

Here are a few ideas for recognizing volunteers for jobs well done.

- Praise them to their friends.
- Offer verbal praise before parents and youth.
- Send a note of appreciation.
- Send a letter of appreciation to their employer.
- Publicize achievements through the news media and council bulletins.
- Present a local Scouter of the Month award.
- Present plaques and other recognition pieces.
- Present inexpensive Scouting equipment.
- Make a personal call.
- Present Scouting pins.
- Post an honor roll in a prominent area.
- Nominate for volunteer awards.
- Plan staff and volunteer social events.
- Look through the BSA Supply catalog for recognition ideas.
- Involve the district chair or district commissioner in saying thanks.
- Express thanks to his or her spouse as well.
- Send a recognition email.
- Take a person out to lunch.
- Plant a tree at camp to recognize a great Scouter.
- Make a video of messages from other Scouters in the district.
- Create a "pass-along award" that has meaning for the group. Each recipient must present it to another deserving person within a month of receipt.
- Recognize people with unofficial, whimsical titles like roundtable wizard, guru of unit service, king trainer, and master recruiter.
- Give them their own day. "March 4 (our next month's meeting night) is Danny Smith Day."
- Close a meeting or training course with a comment about persons who have done a good job.
- Develop an "attitude of gratitude" in the council and district by encouraging all Scouters to regularly say thanks and well done. Build a culture of appreciation.
- Express interest in volunteers' children, hobbies, office mementos, and non-Scouting achievements.
- Give attention to your "middle stars" (those day-in and day-out performers) and not just the "superstars" (exceptional performers) and "fallen stars" (those with performance problems).
- Leave recognition voice mails.
- Send a note, card, or gift to a Scouter's family member thanking them for their support of their Scouter.
- Create a top-10 list of things you appreciate, admire, or respect about a person.

SECTION X

How to Remove a Volunteer

What? "Fire" a volunteer? Can that be done? If so, how can it be done? Most key council and district leaders have asked these questions. Selecting district people sometimes involves reviewing the person who currently holds the position, and sometimes that leads to a decision to remove that person.

Note: This chapter does **not** address removing a person on cause or grounds for legal action such as theft, misrepresentation, or committing an immoral act. (That information exists elsewhere.) This chapter will focus on the ineffective volunteer, the person who just isn't working out.

Here are some types of poor performance:

1. **Bad chemistry.** This refers to the person who just can't get along with others and may even greatly offend some, driving good people out of Scouting.
2. **Bad politics.** This volunteer is a poor team player who is not in keeping with the organization's image. This person prevents others from being effective and may also drive them out of Scouting. This volunteer may hate his or her Scouting responsibility and lets others know it.
3. **Bad job.** This volunteer may be a nice person but simply doesn't perform assigned tasks and can't seem to meet the objectives of his or her Scouting responsibilities.

What to Do

Guide volunteers with these ideas first. Sometimes easy solutions work.

- Some people simply don't know what to do, so train them. Sit down for a friendly and helpful coaching session.
- Find something else for them to do in Scouting. Most people have things they can do well. Discover their hidden talents. Gracefully change their assignment to build on their strengths.
- Some people try to do too much in Scouting. That's often our fault. We have asked them to do more than is reasonable, so reduce their workload.
- Get your facts straight; don't act on hearsay.
- Sit down in a relaxed setting to talk about what's going on. Often the person is the first to know things aren't working out but might be reluctant to ask for help.

If All Else Fails

There will be times when a volunteer has gone beyond the point where coaching, training, or change of assignment will help. Quick action might need to be taken for the good of Scouting. Don't let a bad problem fester. Now what?

First, you don't really "fire" a volunteer, you replace one. "Hire" and "fire" are words for the workplace, not volunteer organizations. Replacing a volunteer sounds more positive.

Who Has the Authority?

Who has the authority to remove a volunteer? A good rule of thumb is this:

The person or group with the authority to appoint a volunteer has the authority to remove and replace that volunteer.

For example, a district chair appoints a district camping chair; the district chair may clearly find a replacement for the camping chair.

In the case of unit Scouters, commissioners must remember that it is the chartered organization that has made the appointment. The commissioner role is to help the head of the chartered organization or the unit committee make the change.

In the case of an elected officer (such as a district vice chair), the local council may decide to go through the normal district nominating committee process to remove such a volunteer.

Now Act

Write or make a visit. Here are some ideas you can suggest to key people in your district or chartered organization.

- If writing, use some variation of the following:

  Dear _____,

  On behalf of the _____ Council (or the chartered organization), I extend our thanks for your role in _____ (unit or district). Your time, efforts, and involvement are appreciated. Your replacement has been nominated and confirmed by _____. This is effective _____ (insert date).

  Your support in this transition would be appreciated as the _____ (insert organization/unit/committee/etc.) endeavors to carry out the policies and procedures of the BSA.

- If you visit (in most cases, this is best), don't go alone. Having a second person along might keep things under control and running smoothly. Here are a few additional tips:

  — Make an appointment. Say that you want to talk about his or her future as a _____ in Scouting, and mention the volunteer who is coming with you. Refuse to say more. He or she should get the message.

  — Be businesslike, brief, and pleasant. Commend the person's other contributions in or out of Scouting, but indicate that you must now take action to replace the volunteer in this assignment. Be factual. Be prepared to listen. Don't argue.

  — Honor the person's dignity and avoid gossip. Don't verbally attack the volunteer. Protect his or her self-esteem. Share the responsibility and say, "We've both made some mistakes." Don't dump all of the blame on the other person. Don't say something you might be sorry for later. Just explain, wait, listen, repeat yourself if necessary, and leave.

  — Be prepared for four possible reactions. The volunteer might:

  1. Be smooth and controlled
  2. Be shocked and emotional
  3. Become angry
  4. Be relieved and ready to discuss practical solutions for the future

  — Before pulling the plug, make sure members of the next higher authority to you, are behind you. Then you can tell the person that the decision is nonnegotiable.

  Some of this may seem a bit strong. There is no joy in this task for anyone. Removing a volunteer is one of a leader's most difficult tasks. It requires discipline, good judgment, and sensitivity. Always keep two things in mind: (1) Do what's best for youth, and (2) The BSA has a right to choose its leaders.

Learn for the Future

Try to do the following:

- Get a clear understanding of the assignment before recruiting.
- Select the right person.
- Try new people out a bit at a time.
- Train and coach.
- Have an understanding of what constitutes a job well done.

SECTION XI

Resources for Recruiting District Volunteers

District Committee Training Workshop, No. 34160

Council and District Plan Book, No. 513-002

The District, No. 33070

District Nominating Committee Worksheet, No. 513-332

Used for evaluation of present district committee members and for a new slate of officers and district members at large.

District Committee Responsibility cards, No. 34266

A sheet of cards for district chairs and each operating committee.

Friendstorming on Tour, No. 510-003

Membership

The Chartered Organization Representative, No. 33118

Should be used with organization heads in selecting a new chartered organization representative or replacing an existing ineffective chartered organization representative.

Membership Committee Guide, No. 33080

The guidebook that describes the makeup of the council district membership/relationships committee. It explains the role and responsibilities of committee members.

Unit Service

Administration of Commissioner Service, No. 34501

The key reference for district commissioners and their assistants.

Commissioner Volunteer Duties cards, No. 34265D

A sheet of cards for council commissioner, district commissioner, assistant district commissioner, round-table commissioner, and four for unit commissioners.

Commissioner Fieldbook for Unit Service, No. 33621

A tool to be used by active commissioners. Contains an orientation for new commissioners that could be used during the selecting interview or during a follow-up session.

Finance

District Finance Committee Guide, No. 33779

Program

Camping and Outdoor Program Committee Guide, No. 34786

Roles and responsibilities of camp promotion and outdoor program committee members

Activities and Civic Service Committee Guide, No. 33082

Roles and responsibilities of activities and civic service committee members

Advancement Committee Policies and Procedures, No. 33088

Roles and responsibilities of advancement and recognition committee members

Leadership Training Committee Guide, No. 34169

Audiovisual

Commissioner Service and District Operations Support DVD, AV-06DVD08

General

Standard Local Council Articles of Incorporation (online only)

Standard Local Council Bylaws (online only)

SECTION XII

Inventory Worksheets

At the top of the list in measuring a district leader's competence is having an adequate number of commissioners and committee members to adequately serve the area. The number of district volunteers needed will vary with the number of units and form of structure in the district. (Urban and rural districts often require a more streamlined structure.)

Each of the district's functions must be carefully reviewed to determine the number of volunteers required to accomplish specific and necessary tasks. The number of volunteers needed in each district is based on the district's goals and its plans to achieve them.

There must be a timetable aimed at achieving the district's annual goals. The timetable to select needed volunteers must be of reasonably short duration. Districts falling behind their schedule will require special attention from the council.

There are approximately 2,000 Scouting districts nationally. The success of our units—of the Scouting movement—depends on their success.

Key district leaders should complete the following worksheets for the four functions, summarizing the information on the attached forms. Review the methods and techniques as outlined, and then prepare a plan of action with a schedule to complete the selection and recruitment. Once the ranks are filled, selection must be done on a continuous basis to compensate for attrition.

District members at large (registration code No. 75) are voting members of the district committee. They are nominated by the district nominating committee and are duly elected by the district committee. They may be elected either at the district annual meeting or during the interim at a regular, duly called, monthly district committee meeting. District members at large also usually serve on one of the district's operating committees, appointed there by the district chair. They may chair a committee.

INVENTORY OF PEOPLE NEEDED

Membership

Check If Planned in Next 12	Name of Volunteer(s) Who Will Carry Out Tasks	Start and End Dates	Total Volunteers Needed to Perform Tasks
Recommended Tasks			
☐ Boy-Fact Survey	_____	_____	_____
☐ Chartered Organization Survey	_____	_____	_____
☐ Cultivation of Potential Chartered Organizations	_____	_____	_____
☐ New-Unit Emphasis	_____	_____	_____
☐ New-Unit Organizers	_____	_____	_____
☐ Unit Reorganization	_____	_____	_____
☐ Relationships Conference	_____	_____	_____
☐ Spring/Fall (All Seasons) Recruitment	_____	_____	_____
☐ Open House (Venturing)	_____	_____	_____
☐ Impact Luncheon (Venturing)	_____	_____	_____
☐ Career Interest Survey (Venturing)	_____	_____	_____
☐ _____	_____	_____	_____
☐ _____	_____	_____	_____
☐ _____	_____	_____	_____

Membership Total Needed _____

Finance

Check If Planned in Next 12	Name of Volunteer(s) Who Will Carry Out Tasks	Start and End Dates	Total Volunteers Needed to Perform Tasks
Recommended Tasks			
☐ Overall Friends of Scouting	_____	_____	_____
☐ FOS (Community)	_____	_____	_____
☐ FOS (Family)	_____	_____	_____
☐ Approve Unit Money-Earning Projects	_____	_____	_____
☐ Project Sales	_____	_____	_____
☐ United Way Relationships	_____	_____	_____
☐ Popcorn Sale	_____	_____	_____
☐ _____	_____	_____	_____
☐ _____	_____	_____	_____

Finance Total Needed _____

Program

Recommended Advancement and Recognition Tasks			
☐ Train Boards of Review	_____	_____	_____
☐ Standards of Advancement and Court of Honor	_____	_____	_____
☐ Select, Train, and Register Merit Badge Counselors	_____	_____	_____

Program (Continued)

Check If Planned in Next 12	Name of Volunteer(s) Who Will Carry Out Tasks	Start and End Dates	Total Volunteers Needed to Perform Tasks
☐ Pack, Team, Troop, and Crew Advancement Program	_____	_____	_____
☐ Lifesaving Awards	_____	_____	_____
☐ Merit Badge Counselor Directory	_____	_____	_____
☐ District Awards	_____	_____	_____
☐ _____	_____	_____	_____
☐ _____	_____	_____	_____
	Advancement and Recognition Subtotal Needed		_____

Recommended Training Tasks

☐ Youth Protection Training	_____	_____	_____
☐ Cub Scout Leader Position-Specific Training	_____	_____	_____
☐ Boy Scout Leader Position-Specific Training	_____	_____	_____
☐ Varsity Scout Leader Position-Specific Training	_____	_____	_____
☐ Venturing Leader Position-Specific Training	_____	_____	_____
☐ Advanced Unit Leaders' Training	_____	_____	_____
☐ District Volunteer Training	_____	_____	_____
☐ Maintain Training Records	_____	_____	_____
☐ Supplemental Training	_____	_____	_____
☐ National Youth Leadership Training	_____	_____	_____

Program (Continued)

Check If Planned in Next 12	Name of Volunteer(s) Who Will Carry Out Tasks	Start and End Dates	Total Volunteers Needed to Perform Tasks
☐ Cub Scout Pow Wow	_____	_____	_____
☐ Training Awards	_____	_____	_____
☐ _____	_____	_____	_____
☐ _____	_____	_____	_____
☐ _____	_____	_____	_____
☐ _____	_____	_____	_____
☐ _____	_____	_____	_____
		Training Subtotal Needed	_____

Recommended Camp Promotion and Outdoor Program Tasks

☐ Resident Camp Promotion	_____	_____	_____
☐ Local High-Adventure Base Promotion	_____	_____	_____
☐ National High-Adventure Bases	_____	_____	_____
☐ Cub Scout Outdoor Program	_____	_____	_____
☐ Cub Scout Day Camp	_____	_____	_____
☐ Parent/Son Overnighters	_____	_____	_____
☐ Webelos Camps	_____	_____	_____

Program (Continued)

Check If Planned in Next 12	Name of Volunteer(s) Who Will Carry Out Tasks	Start and End Dates	Total Volunteers Needed to Perform Tasks
☐ Order of the Arrow	_____	_____	_____
☐ Camperships	_____	_____	_____
☐ National Camping Award	_____	_____	_____
☐ Camp Standards and Policy (Tour Permits)	_____	_____	_____
☐ Venturing Outdoor Events	_____	_____	_____
☐ _____	_____	_____	_____

Camp Promotion and Outdoor Program Subtotal Needed _____

Recommended Activities and Civic Service Tasks

☐ Promotion of Activities	_____	_____	_____
☐ Webelos Camps	_____	_____	_____
☐ Camporees	_____	_____	_____
☐ Varsity Scout Team Activities	_____	_____	_____
☐ Venturing Activities	_____	_____	_____
☐ District Installation and Recognition Program	_____	_____	_____
☐ Summertime Pack Award	_____	_____	_____

Program (Continued)

Check If Planned in Next 12	Name of Volunteer(s) Who Will Carry Out Tasks	Start and End Dates	Total Volunteers Needed to Perform Tasks
☐ Scouting Show Promotion	_____	_____	_____
☐ Good Turn for America	_____	_____	_____
☐ International	_____	_____	_____
☐ _____	_____	_____	_____
	Activities and Civic Service Subtotal Needed		_____
	Grand Total Needed for Program Function		_____

Unit Service Performed by Commissioners

Recommended Tasks

☐ Commissioner Staff Training	_____	_____	_____
☐ Cub Scout Leader Roundtables	_____	_____	_____
☐ Boy Scout Leader Roundtables	_____	_____	_____
☐ Varsity Scout Leader Roundtables	_____	_____	_____
☐ Venturing Roundtables	_____	_____	_____
☐ Assistant District Commissioners	_____	_____	_____

Unit Service (Continued)

Check If Planned in Next 12	Name of Volunteer(s) Who Will Carry Out Tasks	Start and End Dates	Total Volunteers Needed to Perform Tasks
☐ Unit Commissioners Required for New Units	_____	_____	_____
☐ Unit Commissioners Required to Serve Current Units (Attach List)	_____	_____	_____
☐ Journey to Excellence Awards Program Promotion	_____	_____	_____

Recommended Tasks for Unit Commissioners

- Unit Membership Inventory and Inspections
- Unit Charter Review Meetings
- Unit Budget Plan
- Guidance in Unit Leader Selection
- Journey to Excellence Unit Award
- Unit Leader Coaching
- Unit Committee Guidance
- Commissioner Lifesaving
- *Boys' Life*
- Unit Analysis
- Unit Program Planning
- Use of Unit Program Tools
- Unit Reorganization

☐ _____	_____	_____	_____

Total Commissioners Needed _____

No. Packs _____ No. Troops _____ No. Teams _____ No. Crews _____ Total No. Units _____

Standard commissioner ratio is one unit commissioner for every three units. We have one unit commissioner for every _____ units.

Sample

District Facts and Volunteer Needs

District name _____ Council _____

District chair _____ District commissioner _____

District executive _____ Other district staff _____

Predominant geographic description (check description)

Rural _____ Low-income _____

Urban _____ Combination _____

Other urban/suburban _____ Other _____

Area/square miles _____ Total population _____

Total No. of units _____ Total No. of active units* _____

No. of volunteers registered on the district committee _____ No. active† _____

Total No. of registered commissioners _____ No. active† _____

Total No. of unit commissioners _____ No. active† _____

Total available youth _____ Total youth members _____ Density _____%

Total Quality Units _____ Total Quality Units _____ %

Four-Function Survey

FOUR FUNCTIONS	Name of Active Chair	Total No. Scouters Needed	Current No. Active Scouters	No. to Select
Membership				
Finance				
Program				
Unit Service				

Using the survey above as a guide, schedule the selection of needed volunteers for each function. The first step is to see that there is a chair for each function; that person's first responsibility is to see that there is an adequate number of volunteers to complete scheduled tasks within the function.

*Holds meetings and activities

†Attends meetings and/or carries out assignments

Provide Scout executive and/or staff leader plus other key volunteers with a copy of this information.

Sample

District Volunteer Selection
Report of Progress

Council _____ District _____

District executive _____ Other district staff _____

District chair _____

District commissioner _____

District vice chair _____

Membership chair _____

Finance chair _____

Program chair _____

Four-Function Selection Report

Four Functions	Total Needed	_____ Date		_____ Date		_____ Date		_____ Date		_____ Date	
		Total as of Today	1st % of Total Needed	Report Total	%	2nd Report Total	%	3rd Report Total	%	4th Report Total	%
Membership											
Finance											
Program											
Unit Service											
Total											

Provide Scout executive and/or staff leader—plus other key volunteers—with a copy of each report.

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SKU 605505

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34512 2011 Printing