COMMISSIONER
Administration of Unit Service

A GUIDEBOOK FOR
COUNCIL COMMISSIONERS ASSISTANT COUNCIL COMMISSIONERS
DISTRICT COMMISSIONERS ASSISTANT DISTRICT COMMISSIONERS
AND PROFESSIONAL SCOUTERS

BOY SCOUTS OF AMERICA®

COMMISSIONER ADMINISTRATION OF UNIT SERVICE

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Commissioner Administration of Unit Service

Few organizations have such an abundant reservoir of manuals, guidebooks, pamphlets, and training tools available for their leaders as does the Boy Scouts of America. Years of experience by millions of volunteers and professionals have provided invaluable plans, procedures, and methods for every Scouting job. However, for a new administrative commissioner, this amazing supply of helps presents a problem—WHERE DO YOU START?

You have probably read *Highlights for District Commissioners . . . An Overview*, No. 34723B. If not, review it now as an important introduction to commissioner service in the district.

Then use this guidebook for details as you give leadership to a plan of successful unit service.

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Chapter 1—Unit Service—The Plan and the People

Unit service is one of four important functions of every local council, the others being membership, finance, and program.

Boys experience Scouting in units. Generally, the ''healthier'' the unit, the more wonderful things will happen for boys in Scouting. To help make this occur, the Boy Scouts of America provides a program called unit service in which the commissioner is the key figure. The commissioner helps chartered organizations and the leaders of their units achieve the objectives of Scouting. The primary objective is to make good Scouting happen in the lives of youth members.

Perhaps the best way to approach Scouting's goals as they relate to youth is to recognize how programs of character building, citizenship training, and skills development reach them. These programs reach our youth under the direct influence of the unit leader. In Cub Scouting, the unit leader is the Cubmaster, who shares the responsibility with den leaders; in Boy Scouting, it is the Scoutmaster and assistants. In Venturing, it is the Advisor and associates. Every resource of the district and council should be made available to these key leaders, and this is generally achieved through the commissioner.

There are three types of commissioners:

Administrative commissioners include the council commissioner, assistant council commissioners, district commissioners, and assistant district commissioners. **Their primary responsibilities are recruiting, training, guiding, and evaluating the commissioner staff.**

Unit commissioners are assigned to one or more units, which they counsel to ensure unit success.

Roundtable commissioners provide resources such as program skills and other help for unit personnel at regularly scheduled roundtables.

The unit service program is invaluable, both to chartered organizations and the local council, when thoroughly understood and wisely administered. Only the finest type of community leader should be considered for a commissioner's job. That person should be a ''people person'' capable of working with the key personnel of chartered organizations, unit committee people, and unit leaders as well as district and council Scouters.

The unit commissioner's service is based on a philosophy of friendship and counseling, not on ''snoopervisorship.'' Roundtable commissioners should have a good background in Cub Scout, Boy Scout, or Venturing skills as well as a lively teaching ability.

To measure the effectiveness of a commissioner, one need only look at the record of the units served. Are the objectives of Scouting being carried out? Is there strong, competent unit leadership? Do unit committees meet regularly? Is there growth in boy membership? Do units take an active part in district and council activities? Is there a positive relationship between the chartered organization and its unit leaders? If the answer to these questions is ''yes,'' the commissioner is successful.

Chapter 2—The Chartered Organization Concept

Since the beginning of the movement, the Boy Scouts of America has offered its unique program of character building, citizenship training, and personal fitness to the youth of our nation on a cooperative basis. Our chartered organizations are the religious, educational, civic, business, military, and labor organizations of America. They use the Scouting program to enrich the lives of children and young adults.

The chartered organization concept, when properly carried out, can extend Scouting to every youngster in the nation who wants to join. Churches, schools, and other organizations in every community have men and women available for leadership as well as meeting facilities in which the Scouting program can be extended to those who wish to belong.

Through local councils, volunteer and professional help is available and dedicated to providing chartered organizations with the training, skills, and organization needed to put the program into action.

The key person on Scouting's side of the relationship is the commissioner, while the key person in the chartered organization is the chartered organization representative. These two work together to guide and support unit leaders. *Selecting, training, supporting, and encouraging unit leaders are the most important responsibilities of both the commissioner and the chartered organization representative.*

An example of the cooperative concept in action is the case of selecting a new Cubmaster, Scoutmaster, or Advisor for a unit. The chartered organization representative and unit committee personnel meet with council representatives, usually the unit commissioner and a professional staff member. Together they discuss the steps to be taken to provide the unit with a new leader and the type of person needed. Together they make any contacts necessary for recruiting and enlisting the best possible person for the position.

Chapter 3—Putting a Council Unit Service Plan Into Action

Local councils have carried out programs of helping units since the early days of the movement. Some of these service programs are effective, while others may need reassessment and change. The suggestions offered in this book are gathered from hundreds of successful situations.

Every council should take inventory of its unit service program and adjust its procedures and methods to provide all units in the council with adequate service.

Start with an inventory that includes the following:

1. Take an accurate inventory of active commissioner personnel, district-by-district, using known criteria to determine the effectiveness of those serving.
2. Determine the actual number of units being served by *unit commissioners*.
3. List all units being served by commissioner personnel *other than* unit commissioners.
4. List any units not being served by *any* commissioner.

After you carefully study this data, district-by-district, then:

1. Present the facts to key commissioner and professional leaders.
2. Assign a small group to use facts and suggestions discussed at the meeting of key personnel to prepare a program of action.
3. Present the program of action at a special meeting in which each district commissioner and district executive meet to apply the program of action to their own districts.
4. The council commissioner and Scout executive make a statement in support of the plan at this meeting.
5. Prepare a schedule of progress checkpoints for each district. District commissioners report monthly progress, and the council commissioner reports results periodically to the executive board. (Note: Progress reports should indicate the success in recruiting commissioner personnel, the percentage of units served by unit commissioners, the numbers and types of commissioner training conducted, etc.)

As the plan of action progresses, you will need to accelerate, revise, or initiate commissioner-related activities. Among them will certainly be ''Commissioner Recruiting,'' chapter 9; ''Commissioner Training,'' chapter 10; ''Commissioner Meetings,'' chapter 11; and ''Commissioner Evaluation,'' chapter 13.

Six Major Tasks for Volunteer Success

Commissioner leaders and professionals strengthen commissioner staffs with six major tasks—the six things they must do to make a volunteer system work.

1. **Define Responsibilities**. Commissioners must know what is expected for them to be successful. Carefully define, in writing, the responsibilities for each position. Use Commissioner Volunteer Duties Cards, No. 34265D; the district highlights books; and chapters 5 and 7 of this manual to assist you.

2. **Select and Recruit**. Fit the right person to the job. 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*, No. 34512; the district highlights books; and chapter 9 of this manual.

3. **Orient and Train**. Provide each person with prompt orientation on his or her individual assignment and with adequate training to be successful. Use *Continuing Education for Commissioners*, No. 33615E; *Commissioner Basic Training Manual*, No. 33613; and chapter 10 of this manual.

4. **Coach Volunteers**. Provide ongoing coaching as needed. Build a volunteer's confidence and self-esteem. Help conserve a volunteer's time. The appropriate commissioner leader or professional should provide coaching.

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, preferably in front of their peers.

6. **Evaluate Performance**. Help commissioners regularly evaluate how they're doing. Use the Self-Evaluation for Unit Commissioners in the *Commissioner Fieldbook of Unit Service*, No. 33621; *A Self-Evaluation Guide for District Operation*, No. 34207E; and the "How Will I Know I Did a Good Job?" section in each of the district highlights books.

Chapter 4—Administrative Commissioners

Administrative commissioners give all commissioners a vision of what it means to provide exceptional commissioner service to Scout units throughout the council.

People need a vision of the great things that they can accomplish. Good commissioner leadership projects such a vision.

Council Commissioners

Leading all commissioner personnel is the council commissioner, whose duties are set forth in the bylaws of the local council. The council commissioner is elected at the annual meeting of the local council.

Working in close cooperation with the council Scout executive, the council commissioner shall:

1. Supervise the activities of the commissioner staff and preside at regular meetings of district commissioners.

2. Lead efforts to recruit an adequate commissioner staff to provide continuing and effective commissioner service for each unit (a ratio of one commissioner for every three units and one assistant district commissioner for every five unit commissioners). Join with the Scout executive to hold district commissioners and district executives accountable for adequate recruiting.

3. Be sure that districts provide opportunities for immediate commissioner orientation, frequent basic training, and monthly learning experiences for all commissioners.

4. Assist district nominating committees in selecting district commissioners as needed. Serve on a district nominating committee in those districts where the council president believes you could help the district replace its district commissioner.

5. Conduct an annual council commissioner conference. Be sure that the conference includes the best in training sessions, fellowship, inspiration, and information on the latest in Scouting. Do everything possible to make it easy for everyone to attend, e.g., attractive setting and close to home.

6. Maintain the standards of the Boy Scouts of America, uphold national policies, promote good uniforming, and lead efforts to hold regular roundtable programs in the districts.

7. Be concerned with proper recognition of unit leaders. Maintain their morale, periodically reporting unit conditions to the executive board.

8. Help the district commissioners maintain a good working relationship with their respective district executives.

9. Maintain procedures to assure maximum on-time unit charter renewal by district commissioner staffs.

10. Work with the council president to secure the help of committees in meeting unit needs.

11. Develop a no-lapse/no-drop commitment in the council and each of its districts. Be sure each district has a commitment and a strategy to provide prompt, intensive, and persistent care when major problems occur that could threaten the life of a unit.

The council commissioner is all-important to the council's unit service program. Because unit service is one of the four key functions of every council, the council commissioner and assistants are automatically placed in positions of high responsibility that demand active leadership.

The council commissioner is accountable for the unit service program and responsible for its outcome. The commissioner reports on the program's progress to the council executive board, including the following:

- A couple of very short inspirational items about what's going on in units. Keep board members excited about how their service on the board is impacting the lives of kids. The work of the board is quite a distance from the real world of the unit, and you should help bridge the distance.
- Commissioners do a unit analysis to identify units that have problems or need major improvement. Share specific success stories in which a commissioner has helped turn around a unit to better serve youth.
- Where the council and districts stand in the percentage of units to date that have qualified as Quality Units.
- The percentage of units that have rechartered to date.
- The current ratio of units to unit commissioners.

Keep your report short, factual, and inspirational, and deal with the basics of why we are here.

Assistant Council Commissioners

Successful council commissioners know they cannot do the job alone. Council commissioners who attended a recent national annual meeting had an average of three assistants.

Appointed by the council commissioner, assistant council commissioners may play the following roles:

1. **A "stand-in."** Like the vice president of an organization, an assistant council commissioner can be appointed by the council commissioner to act as a substitute when he or she is temporarily unable to serve (out of town, ill, etc.).

2. **A "copilot."** A good assistant does more than wait for emergency action. An assistant should share the weight of leadership as determined by the council commissioner. There are many ways that the assistant can help: by handling topics at the council commissioner's cabinet meetings, or helping to guide a new district commissioner.

3. **On "special assignment."** The council commissioner might ask assistants to do special ongoing assignments. This is the most popular role of the assistant. Five are listed in order of popularity.

   - **Training.** The assistant council commissioner for training coordinates commissioner training in the council; sees that basic training is available somewhere in the council during all parts of the year; trains district trainers; and sees that the concept of "continuing education for commissioners" really works.
   - **Geographic service area.** Councils with eight or more districts often have assistants who provide special support as needed for clusters of districts in various parts of the council. The assistants are careful to give district commissioners their rightful direct responsibility for operation in their districts. Council assistants make themselves available for guidance and help where needed.
   - **Roundtables.** Many councils have assistants to help in training district roundtable personnel by bringing them together twice a year to exchange ideas, share new ways of promoting attendance, creating active program features, and handling good roundtable logistics.
   - **Program.** Some councils have program assistants for Cub Scouting, Boy Scouting, Venturing, and Exploring.
   - **Commissioner conference.** Some councils have assistants who lead the team that runs the annual council commissioner conference (college or non-college type of conference).

Build the team that best fits your council, and then lead that team to a winning performance.

District Commissioners

This leader is approved and appointed by the council executive board, with the concurrence of the Scout executive, on the recommendation of the district nomi-

nating committee. Working with the district executive, he or she recruits, trains, guides, and evaluates the required commissioner personnel of the district. Specific responsibilities include:

1. Identify and recruit enough of the right people as commissioners so that all Scouting units in the district receive regular, helpful service.
2. Provide opportunities for immediate commissioner orientation, frequent basic training, and monthly learning experiences for all commissioners.
3. Supervise and motivate unit commissioners to visit each unit regularly, identify unit needs, and make plans to meet unit needs.
4. Administer the annual commissioner service plan, which gives specific purposes for commissioner contact with units at designated times of the year.
5. Oversee the unit charter renewal plan so that each unit reregisters on time and with optimum membership.
6. Guide roundtable commissioners to ensure that monthly roundtables are well-attended, and provide practical and exciting unit program ideas.
7. Plan and preside at monthly meetings of the district commissioner staff.
8. Work with the district chairman and district executive to stimulate and coordinate the work of the district.
9. Help meet district goals.
10. Represent the district as a member of the council commissioner cabinet.
11. Support local and national Scouting policy, procedures, and practices.
12. Attend district committee meetings to report on conditions of units and to secure specialized help for units.

The district commissioner must be a proven leader capable of enlisting other effective persons to serve. The district commissioner, or DC, is the chief morale officer of the district: upbeat, personable, determined, and a role model for Scouting ideals. He or she is passionate about the benefits of Scouting and is a champion of the unit to make Scouting happen in the lives of young people.

The DC understands and communicates the best skills available in unit service: how to counsel and inspire unit people, how to enrich unit program, and how to help units solve problems before problems sink the unit.

Above all, the DC is the builder of a complete team of commissioners for the district. If this individual fails to do that, all the counseling and unit service skills in the world will be lost. Like a professional football coach who does not have the ability to select and recruit a team, all the knowledge of great plays and team strategies is lost.

District commissioners measure their success by the progress of other commissioners on their staff, as they in turn make good Scouting happen in their assigned units. They are ''can-do'' people who are interested in results rather than in procedure.

Note: Official district election procedures stipulate that the council president must approve the members of a district nominating committee. The president has the discretion to add a member from the council executive board. In the event of a vacancy in the office of district commissioner or when there is the need for a change, the president may appoint the council commissioner as a member of that district's nominating committee. The council commissioner can then help them understand the kind of person needed and guide them in selecting a high-caliber person who has the right qualities for the job.

Assistant District Commissioners

Assistant district commissioners, or ADCs, can make or break a district's ability to see that every unit receives competent commissioner service. Even the best district commissioner in the council cannot personally train and guide all unit commissioners in the district (in a 60-unit district that is at least 20 people). So, ADCs are assigned certain units in the district, and they supervise the unit commissioners who serve those units.

ADCs are appointed by the district commissioners.

A good staff has one ADC for every 15 units. That is one ADC for every five unit commissioners needed. That provides one unit commissioner for every three units.

Good ADCs have good people skills and they

- Help recruit the right people
- Provide clear instructions and specific ideas for their staff
- Listen to what people say and feel
- Never play favorites
- Coach unit commissioners through real unit problem-solving situations
- Treat all Scouters with courtesy and dignity
- Praise each commissioner often for specific achievements
- Do not try to take over for their staff but always are ready to support or help them to be successful

ADCs work closely with the district commissioner and district executive. This team must have a vision of effective Scouting, and they must communicate that vision—through unit commissioners—to every unit leader in the district.

When a unit commissioner resigns, or cannot adequately fulfill the responsibilities of the job, the assistant district commissioner *temporarily* assumes the vacant position. However, immediate action must be taken to provide a replacement. Administrative commissioners are *not* unit commissioners. Their job is to *find* unit commissioners.

Assistant district commissioners measure people's progress, not in the number of meetings those people attend but in the way they handle their responsibilities.

The ADC's job is accomplished largely on a personalized basis. At monthly district commissioner staff meetings, they help their unit commissioners plan how to help meet priority needs of units. They hold their staff accountable for the previous months' plans and assignments.

Chapter 5—Unit Commissioners

Unit commissioners help units succeed with a good program that attracts and retains youth members.

Perhaps no other members of the unit service team have a more important or demanding responsibility. As friends and counselors of unit leaders, unit commissioners operate quietly, generally in the background. They are effective communicators, providing the resources of the district and council to the units they serve. They aid the chartered organizations that operate the units through charters from the Boy Scouts of America.

Occasionally, unit commissioners find it necessary to recommend changes in personnel or in the way a unit is operating. Such action is taken with good judgment and tact and involves the chartered organization. Units are people. To help units succeed, today's commissioners must be people-oriented more than procedures-oriented. They are truly a council's frontline diplomats. Because *Scouting operates mostly by persuasion rather than by legislation*, commissioners must exercise the highest degree of diplomacy.

What are the qualities of Scouting's diplomat? Perhaps no single description fits all situations. So, consider the following qualities, and apply them as you recruit and assign commissioners to fit the needs of your district and its units.

- Be an effective communicator.
- Be a good listener.
- Have sound judgment.
- Be tactful.
- Have a Scouting background or be a fast-track learner.
- Be persistent and patient.
- Be adaptable.
- Know and practice Scouting ideals.
- Be enthusiastic.
- Fulfill promises.
- Be a team player.

Unit Commissioner Responsibilities. Unit commissioners go about their duties in many ways. Their methods of service vary from telephone contacts to group meetings, from ''hit-and-run'' visits to planned personal conferences. All are important avenues that lead to the fulfillment of their mission, but the main ''freeway'' to successful service is the personal conference.

Much has been written and said about the job of unit commissioners, and no list can encompass all the tasks they may be called to perform. The following services, however, are top priority:

1. Maintain a close liaison with the chartered organization of the units they serve. This requires a working relationship with the chartered organization representative to strengthen Scouting's chartered organization concept.

2. Work to assure effective and active unit committees.

3. Facilitate the on-time annual charter renewal of all assigned units.

4. Help select and recruit unit leaders. Though the actual appointment is approved by the chartered organization, with help and action on the part of the chartered organization representative and the unit committee, the unit commissioner plays a key role in the process, making certain that proper techniques are used to locate and enlist the best possible leaders.

   Because unit leaders are the key people through which Scouting objectives are carried out, commissioners must recognize the important qualities that make up successful unit leaders. Simply said, a good unit leader is a person of quality, high moral standards, dedication, and enthusiasm, a person who is well informed and who understands and puts into action the objectives of Scouting.

   The process by which such a person is selected and the care with which we help that person be successful are unquestionably the most important responsibilities of the commissioner.

5. See that unit leadership gets adequate training.

6. Cultivate and maintain the best possible ongoing relationship with the unit leader.

See the *Commissioner Fieldbook for Unit Service* for a complete list of responsibilities.

Recruiting Cautions. Commissioners must not be registered as unit leaders. Although some commission-

ers may be registered on a unit committee because they have a son in the unit or because of previous personal history in the unit, their principal Scouting obligation should be with commissioner responsibilities.

Please don't assign unit commissioners to their own units or chartered organizations. A commissioner needs an objective view as an arm of the district and council. Avoid potential conflicts of interest.

Commissioners may be currently registered in only one commissioner position.

Please don't ask units to provide their own commissioner. Commissioners must be selected by the district on the basis of qualities needed to adequately represent the district and council.

Commissioner Priorities. Unit commissioners should not fall into the trap of doing everything except their appointed job—unit service. Because of the many programs and activities of Scouting, unit commissioners might find themselves promoting projects, carrying messages, acting as judges, running Friends of Scouting campaigns, etc. While all these activities are unquestionably important, they are not the primary responsibilities of unit commissioners. *Unit commissioners are expected to cooperate with other Scouting personnel related to specific programs but should not be responsible for them. Their job is to help units succeed!*

Unit commissioners should never feel that ''all is well'' simply because they have casually contacted their packs and troops since the last report meeting. When units are moving steadily toward completing the BSA criteria for ''quality units,'' the unit service plan is successful.

The total job of the unit commissioner is described in the *Commissioner Fieldbook for Unit Service*.

Chapter 6—Considerations in Assigning Unit Commissioners

Assigning unit commissioners to units is an important task for the district commissioner and district executive. Consider these options:

1. **By Geography.** Often, it's wise to assign several units in the same neighborhood to a nearby unit commissioner. How far is it practical for a commissioner to drive? In large, sparsely populated rural areas, this is a prime consideration. Geography may also be especially important in some low-income urban districts. If a commissioner can't comfortably get to his or her units, those units probably won't get served. Another advantage is that the commissioner is more likely to know the resources and characteristics of the community that may affect the unit.

2. **By Chartered Organization.** In many situations, the best plan may be to assign all units of a given chartered organization to the same unit commissioner. The advantage is that a single commissioner can provide more coordinated service to the organization and its units, which often have at least a few of the same people. This option can also best help in the transition of kids from program to program.

3. **By Program Type.** There are some situations where this may be best for a new commissioner with great experience in one program but absolutely no knowledge of the other two. It might also be the best match to assign a commissioner with great Cub Scouting knowledge to three packs that have a maximum need for Cub Scouting program help. It may be most productive to have a commissioner with good Venturing experience assigned to three totally new Venturing crews.

4. **By Condition of the Unit.** Review the special needs of the unit. Badly troubled units may need a commissioner with special skills—organization and mediation skills. A great unit may be a good match for a sharp new commissioner with very limited unit program experience.

5. **By People Chemistry.** Probably the single most important criterion is assigning a commissioner based on how well he or she will mesh with the personalities, needs, and background of a unit's adults.

Example 1. Do not assign a unit with an easily intimidated, inexperienced leader in a troubled neighborhood to a commissioner who wears 20 patches on his uniform. A showy display of expertise with an "I did it the right way, why can't you" attitude will quickly chill a critical relationship and discourage the unit leader who is not sure he can do the job.

Example 2. A pack and troop are in conflict with their Roman Catholic chartered organization. Assign a commissioner who is a respected Catholic layperson who understands how to relate effectively to a Catholic priest.

Consider the strengths and weaknesses of both unit commissioners and units. It takes some astuteness on behalf of the district commissioner and district executive, and the help of their assistant district commissioners. You can't be arbitrary. You must be flexible. Each match should be made on the basis of the particular unit situation and individual commissioner characteristics.

This art of matching unit commissioners with the right units is a topic for discussion with the district executive, district commissioner, and ADCs. The right match of units to commissioners can greatly increase the effectiveness of commissioner service in the district.

Chapter 7—Roundtable Commissioners

These important Scouters are an invaluable arm of the unit service team. They create action events called ''roundtables'' to present methods, skills, and ideas to help unit personnel provide interesting, fun-filled, and purposeful programs.

Roundtable commissioners are generally good planners, able recruiters, and capable performers. They must be good ''program'' people. They are congenial and enthusiastic motivators who can put their program skills into action.

Their job starts with annual planning, using such aids as *Roundtable Planning Guides*, *Cub Scout Leader* and *Boy Scout Leader Program Notebooks*, and council and district calendars. Finding and recruiting people as presenters at roundtable sessions demands a special talent, while conducting monthly meetings requires leadership ability.

The annual roundtable planning meeting is where council and district personnel map out the schedule of long-range programs upon which the year's roundtable activities are based. From such plans stem detailed monthly district roundtable programs.

Key roundtable personnel meet at least quarterly to appraise progress, learn up-to-date information on coming activities, and exchange successful experiences. At least one administrative commissioner from each district attends these meetings so that roundtable promotional needs can be determined and relayed to the entire district commissioner staff.

How well roundtables are attended depends largely on two factors: the quality of the roundtable program and the promotional efforts of unit commissioners and others. If the roundtable program is the ''best show in town,'' word gets around and Scouters attend in good numbers. However, a quality roundtable promotion does not always bring out many who are desperately in need of help. Leaders who are overburdened with problems and discouraged because of lack of progress are usually unaware of the assistance available through roundtables. It is in these cases that unit commissioners, confident that the roundtable provides valuable help, see that unit leaders get there.

Much of the talent for good roundtables comes from successful Cub Scout packs, Boy Scout troops, and Venturing crews as well as from leaders of district and council committees. Such participation encourages Scouters to put program ideas into action in their own units on the basis that, ''If Pack XXX can do it, so can we.''

Some say that good attendance at roundtables is the best hallmark of roundtable success. While this is generally true, a careful look should be given to those who never attend. Do the people who attend represent a high percentage of the total number of packs and troops in the district, or are they from a small number? It could be that roundtables are attended by only an enthusiastic and contented minority of units.

For more details on successful roundtables, see the three roundtable training sessions in *Continuing Education for Commissioners*.

Chapter 8—A Guide for Commissioners on Good Volunteer-Professional Relationships

Since the early days of Scouting in the United States, good volunteer-professional relationships has been one of the special hallmarks of the Boy Scouts of America. Today, this special partnership between volunteers and professionals is the core of its success at a council/district level. When the partnership thrives, the Scouting movement thrives. If the partnership is not working well, Scouting suffers.

The BSA trains Scout professionals on their responsibility for developing good working relationships with volunteers. However, both volunteers and professionals share responsibility for building good working relationships in Scouting. No matter what your job or task in the district or council, skill in working effectively with your professional staff adviser is important.

Both commissioner and professional must work to build the partnership. They both share the wreath of service.

Qualities of a Good Relationship

Good volunteer-professional relationships are characterized by mutual trust, mutual respect, and mutual recognition of each other's role and competency. When the partnership is working well, both partners are aware of their interdependence, they have complete confidence in each other, and they share the same objectives (to help units succeed in providing a quality program for youth). In Scout districts, for example, mutual dependence results because

district executives know they cannot possibly do all the work that needs to be done, and district volunteers know they need the coaching and experience of full-time professionals.

If partners have complete confidence in each other, they will seek each other's counsel. Neither partner has a monopoly on wisdom, judgement, or experience. When the full resources of both parties are applied to decision making, the combination is unbeatable.

Your professional is a Scouting friend and counselor. Working together is more effective when volunteers and professionals enjoy each other's company. Professionals do not work for volunteers, but with them as partners on behalf of youth. The unselfish service you both render and your common dedication breeds mutual respect and a feeling of kinship. One test of the relationship is whether the two parties think of each other as friends.

Occasionally a volunteer will say to a professional, "Remember, you get paid for this, and I don't." But that is not the significant difference between volunteers and professionals. The significant difference is that volunteers are able to give only a portion of their time to Scouting, while professionals give their full time, and then some.

This means professionals are dependent upon the Scouting movement for the material things of life, but it does not mean professionals look upon Scouting differently than volunteers. Both are dedicated to the same principles, and both are trying to live out those principles in their lives and in their work. Many professionals could pursue careers outside Scouting and make more money, but they choose to stay in Scouting because of their commitment to youth and their belief in the program.

The fact that professionals give all their time means their experience is broader and deepens more quickly. Their training is more intensive and continues throughout their professional careers. This makes their coaching more valuable to volunteers. So seek out the guidance of your professional coach.

Tips for Better Relationships

Here are a few tips on how good council commissioners work with their professional staff advisers:

A. Intentionally begin to build a good relationship with your professional from your very first visit. Be positive. Be enthusiastic. Be well prepared. Think in advance about the impression you want to make as one of the trusted volunteers of the district or council.

B. Be accessible to your professional adviser. Exchange phone numbers, e-mail addresses, mailing addresses, etc. Avoid the impression that you are too busy or annoyed when he calls. Return his calls.

   Set up regularly scheduled visits and/or phone dates. You may need to talk weekly, monthly, or less frequently, depending on your responsibility.

C. Create a welcome environment for the new professional and plan ways to incorporate him or her into the team. Remember, it's easy for a group to turn inward and make newcomers feel awkward or unwelcome. Send a letter of introduction to appropriate volunteers from a person in authority (council president, Scout executive, etc.). This helps a person feel good about joining the district or council. It also helps volunteers get acquainted with the new pro.

D. A professional will try to make efficient use of volunteers' time and, as best they can, plan visits and meetings at times that are best for volunteers. Commissioners and professionals should help make the most efficient use of each other's Scouting time.

E. Commissioners should know that they can turn to their pro for advice or troubleshooting. Help create the kind of relationship in which you are comfortable asking for help.

F. There will inevitably be some professionals you don't like as much as others. That's human nature. However, part of being a good Scouter is working with all kinds of people, even when the human chemistry isn't just perfect. Feel free to talk with your professional partner about how you are working together.

G. While you obviously want to form a Scouting relationship, it is nevertheless important to get to know your professional as a whole person. Most of us will feel more comfortable working with someone who is interested in other aspects of our lives as well as our Scouting responsibilities.

   Keep in mind that Scouting is not a person's only priority in life. They will have family priorities and may be active in religious and other activities.

H. Let your professional adviser know if you plan to have your spouse, secretary, or work associate assist you with a Scouting task, and how the pro can be helpful to that person.

I. Develop good communications in which you and your professional really listen to and understand each other.

J. In some instances the function of guiding other volunteers is shared between you and a pro. For example, both the council commissioner and district executives have a direct working relationship with district commissioners. Unit commissioners work with both their district executive and their ADC.

You and the professional should be careful to avoid confusion for volunteers and to ensure that they receive consistent messages and have a compatible relationship with both their volunteer leader and the professional.

Here are just a few examples of the close working relationship that should prevail:

- **Agenda planning.** When the council or district commissioner has an agenda to plan, it seems natural to begin with a conversation with the professional adviser. He or she can contribute his knowledge of the total needs of the district. The executive often brings a pencil draft of the agenda, but the final agenda should be the volunteer's.
- **Recruiting volunteers.** Perhaps the district commissioner wishes to recruit an assistant or a unit commissioner. The district commissioner and district executive together consider the best people available to do the job.
- **Coaching in committee meetings.** The volunteer always presides. The executive is usually seated beside the commissioner leader so they will have easy access to each other.
- **Evaluating meetings.** After a meeting, the commissioner and the executive usually discuss what happened and the steps needed to follow up.
- **Setting goals.** The setting of goals results in commitments for both commissioner leaders and the executive, so both participate in the process.
- **Helping units.** The district executive wants to keep in touch with unit leaders, but commissioners provide unit service. When special problems arise in units, commissioners ask the district executive to help.
- **Organizing units.** For each new unit, an organizer, trainer, and commissioner are needed. The district executive gives overall support to this effort.

A Closing Note

Historically, Scouting's great success has resulted because of volunteer talent and the professionals who guide and support talented volunteers.

The best relationships between professional and volunteer are those that include trust, friendship, mutual respect, a recognition of each other's skills, and a further recognition of the symbiosis created when those skills are combined.

The continuing greatness of Scouting as a volunteer movement is in your capable hands as you and your volunteer team work effectively with your professional adviser.

Chapter 9—Commissioner Recruiting

The Dallas Cowboys didn't win five Super Bowls with only 10 men on the field. Or, consider this: If, as a college coach, you walked up to the college president and said, ''I'm going to field a team Saturday, but I won't have a left end and one halfback will be missing,'' how long do you think you'd have a job?

Quality program flourishes and membership grows in a Scouting district when there is a complete team of quality commissioners. This also avoids overloading the same few volunteers who rarely say no, but who may find it easier to drop out of Scouting than to complain, ''That's enough! I can't do any more!''

Fielding a Complete Team

If you believe in what commissioner service does for America's youth, then you must also believe that the only way to provide quality unit service is through a complete team of commissioners in every district. Don't be satisfied with 10 players on any district gridiron.

The council commissioner sets the pace. The greatest single measure of their success is having a dynamic and effective district commissioner in every district. Make no exceptions! Then, they inspire their district commissioners to believe that their priority job is to identify and recruit enough of the right people so that all Scouting units in the district receive regular, helpful service.

Know the standard. Provide a ratio of one unit commissioner for every three units. A good staff also has one assistant district commissioner for every five unit commissioners, plus adequate roundtable commissioners and staff.

Recruiting Commissioners—Step-by-Step

1. **Determine what commissioner positions are needed.**
   - Assess the effectiveness of existing volunteers.
   - Define the responsibilities of the position and write a brief job description.
   - List the qualities most likely to get the job done.
2. **Determine the best prospects for the job.**
   - Consider many sources for prospects.
   - List possible prospects for each job.
   - Consider their qualities for the job.
   - Prioritize prospects based on who has the qualities that best fit the job.

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. You need someone to open the door who has enough influence with the prospect to gain his or her interest. Perhaps that's you.
   - 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 commissioner service and your district, and outline a job description. Develop this sales tool around the job 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 commissioner service and probably will not read more than a few pages. Use the highlights pamphlet that pertains to the position you are filling.

4. **Make an appointment.**
   - Do not recruit over the phone, and do not let the prospect say no over the phone. Ask for an appointment to discuss a community matter. Try not to give too much information about what it is.
   - 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. If you recruit at home, make sure the prospect's spouse is there so you can sell them on the idea together.
   - Make sure that someone the prospect respects or who has influence with the prospect goes with you. Never recruit alone. One person listens while the other talks.

5. **Make the sale.**
   - Introduce everyone. Be sure the prospect understands what all of you do in Scouting.
   - 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 commissioner service and youth. Don't dwell on details. Talk about the purposes in serving units that will most interest the prospect.
   - Describe the job you want the prospect to do, its importance to youth, and to the community. Be specific.
   - Remind the prospect that he or she is the best person to do the job.
   - Ask for questions. Be sure the prospect understands what is expected. Be prepared to overcome objections. Answer the prospect's questions briefly and positively.
   - Listen for comments from the prospect that may help sell him or her on the job.
   - 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 job. Don't give too much detail. Make the job seem important, fun, and worthwhile. And don't undersell the job. 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 persons who are of interest to the prospect. Don't overlook the friendship and fellowship that will evolve.

6. **Ask for a commitment.**

   You need this person—say so. Be patient. Wait for an answer.

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. If you are turned down, keep the door open for a later decision.

8. **Follow up.**

   After the prospect says yes:
   - Give the new recruit the videotape *The Unit Commissioner's Orientation: Helping Units Succeed*.
   - Formally acknowledge the commitment with a letter and a copy of the *Commissioner Fieldbook for Unit Service*.
   - Invite and take the person to the next commissioner meeting.
   - Prepare an appropriate news release or announcement in the council newsletter.
   - Within a week or two, follow up with specific orientation and an assignment.

Try these ideas:

- Hold a training session on commissioner recruiting at your next council commissioner meeting. Use ''Recruiting Commissioners—Step-By-Step'' above.
- Provide special recognition to district commissioners for a complete staff.
- Use a complete commissioner staff as part of the evaluation of district executive performance.
- Have a district commissioner/district executive team to develop an action plan for recruiting. Have them present their plan to the council commissioner meeting. Bring them back in two or three months to report on results.
- Make commissioner recruiting a part of all council commissioner meetings. Make it fun. Make it competitive between districts.

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. Key administrative commissioners and the district executive meet to plan and accept assignments for the group recruiting event.

Group recruiting has several advantages:

- This approach can bring your commissioner staff up to strength quickly.
- If ten or fifteen people are asked to accept a challenge that can be handled by 10 or 15 people, each person figures that if others will accept, he or she will, too. No one fears being saddled with an overwhelming task.
- 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 staff is recruited together, they can be trained together. As a complete team, they can build team spirit and promptly begin to function effectively.

Heed these 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 some vacancies such as a roundtable commissioner or where only one or two additional people are needed.

There are two types of group recruiting:

1. **Leadership conference.** This is best used when there are only a few existing commissioners. Decide on the date, time, place, and nature of the event. Develop a list of many prospects at an informal gathering of community leaders. Select a host who can attract the prospects. The host invites prospects to his or her club, office, living room, barbecue, 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.
2. **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 jobs and follow up immediately. A company may be asked to ''adopt'' and fill the entire staff.

A suggested agenda might include:

- Welcome and introductions
- Social event or food
- Program of the BSA
- What are councils and districts?
- Role of the commissioner
- Why we picked you
- Motivating speaker, dignitary, or youth member
- Your commitment to serve
- Plans for immediate orientation and assignments
- Each administrative commissioner takes one or more new commissioners under his or her wing

"Recruiting is a journey, not a destination."

Agenda for Recruiting Event	
Welcome and Introduction	*Host or District Commissioner*
Meal or Refreshments	
How Scouting Serves • Units and their chartered organizations • The council • The district	*Key Council Scouter*
Facts About Our District • Display large map of district • Youth served/potential youth to serve • Four functions—membership, finance, program, and unit service • Number of commissioners needed	*District Executive*
Role of the Unit Commissioner • Distribute personalized *Highlights* books	*District Commissioner*
Questions from Participants	
Personal Testimony	*Boy Scout, Unit Leader, or Unit Commissioner*
Challenge and Commitment to Serve • Distribute talent and interest cards • Challenge to serve/to complete card	*Host or District Commissioner*
Table Discussions • Complete cards or registration forms	*Led by Active Commissioners*
Closing	*Host or District Commissioner*

Where Do You Find Them?

Wonderful people are available for commissioner service. Begin a prospect inventory of index cards listing potential commissioners. Jot down information such as occupation, hobbies, children, volunteer experience, membership in organizations, interests, and the right person to help recruit them. Don't say no for anyone.

Develop a presentation for a council commissioner meeting on possible sources for new commissioners. Use interactive teaching methods such as a buddy team contest to list sources. Then challenge each district to try out new sources and report back at the next meeting. Have a staff adviser do the same at a professional staff meeting.

Be sure these sources are included:

1. Your friends, associates, and business contacts.

2. Chamber of commerce listings of organizations, major employers, boards of directors, and labor unions.

3. Service club membership rosters.

4. Educators, real estate brokers, shopkeepers, government employees, and other business, professional, and service people. Consider people whose activity causes them to travel through your district as well as those who are permanently located in the district.

5. Eagle Scouts. Recruit National Eagle Scout Association members to serve as commissioners.

6. Check boy applications for parents with previous Scouting experience.

7. Former successful Scouters.

8. Check Friends of Scouting donor lists for people with special people skills.

9. Neighborhood association leaders and other local opinion setters.

10. Former Scouts. Review past unit and district rosters with your district executive for names of former Scouts who are not now involved.

11. Current Scouters. (But don't steal unit leaders—that's the most important job in Scouting!)

12. Former Jaycees. Concentrate on people who are no longer eligible for Jaycee membership because of the age limit of 40.

13. Employees. Check with local presidents, managers, personnel directors, and owners for employees whose qualities match those you are looking for.

14. Make a list of other sources of commissioner prospects in your community.

Recruiting Resources

For more details on effective recruiting, see the pamphlet *Selecting District People*, No. 34512, and the video *Recruiting District Volunteers*, AV-06V002.

When recruiting, use *Highlights for Unit Commissioners*, No. 34721B, or *Highlights for District Commissioners*, No. 34723B.

Roster

District commissioners may use photocopies of the roster in appendix F to record their entire staff.

Removing a Volunteer

For ideas on removing an ineffective volunteer, the person who just isn't working out, see chapter 17.

A 49 Percent Growth in Commissioners

A 49 percent annual growth in commissioners is a major success story in almost anybody's book. That's exactly what took place recently in a seven-council pilot commissioner recruiting project. Starting the year with only 463 commissioners, these councils ended the year with 690 commissioners. Non-pilot councils as a group experienced a 4 percent loss in commissioners.

Refined to fit any council in the country, here is the pilot project's simple plan:

Phase 1: **Review roster.** Because some active unit commissioners might not be registered, each district commissioner/district executive team compares its staff list with a list of registered unit commissioners provided by the council registrar. The registrar also indicates the number of unit commissioners needed to achieve the 1-per-3 unit ratio and the number of new commissioners needed.

Any of those not registered are then registered by the districts (paid or multiple).

Phase 2: **Recruitment.** Some districts will still have vacancies. The council commissioner and Scout executive then challenge the districts to adopt a recruiting plan to achieve a 1-per-3 unit ratio as well as provide a couple of trainees to fill future vacancies. Set a deadline for completion.

Use pages 13 to 16 as a resource for individual recruiting, group recruiting, recruiting resources, and sources for commissioners.

Districts report results at monthly commissioner meetings and council staff meetings. Prominently display current status in the council service center.

Phase 3: **Recognition.** Recognize district commissioner/district executive teams for meeting their recruiting goals. Also recognize other commissioners who assisted in the recruiting process.

Chapter 10—Commissioner Training

One of the council commissioner's principal responsibilities is to see that a complete program is in place to train every commissioner in the council. District commissioners are responsible to see that every member of their staff receives adequate training.

Councils may appoint an assistant council commissioner for training. This person is responsible for the annual commissioner training conference, good training recognition, and promotion of the Philmont courses.

A dynamic quality of today's society is the need for learning as a lifetime activity. Commissioners should therefore view learning as an important part of their entire Scouting lives.

Commissioner training has the following six elements to be carried out in a timely manner:

- Orientation video within 48 hours
- Personal coaching/orientation within two weeks
- Commissioner basic training within two months
- Arrowhead Honor within one year
- Commissioner Key after three years
- Continuing education (monthly and annually)

Nationally developed courses, resource material and training recognition provide the structure for good commissioner training. It is the local council's mission, however, to provide the fun, the sparkle, the motivation, and a schedule of frequent training opportunities so that commissioners will learn good unit service skills.

Occasionally the national office will receive a proposal for more elaborate commissioner training systems, but national training has been kept simple and easy to administer. Local councils may add additional structure as needed.

See that your council provides all of the basic opportunities for commissioners to learn and to grow in their effectiveness. Remember the old saying, "Training delayed is program denied."

Six Elements of Good Commissioner Training

1. **Orientation Video**. Within 48 hours of being recruited, have each new commissioner view the video, *The Unit Commissioner's Orientation: Helping Units Succeed*. Also set a date for a personal orientation session.

2. **Personal Coaching/Orientation**. Within two weeks, new commissioners should have an orientation session with their district commissioner or ADC, discuss the video, then cover the orientation projects listed in the *Commissioner Fieldbook for Unit Service*. Group orientation is outlined in appendix A. It is most efficient with a large group of new people. Individual coaching with their commissioner leader may, however, be even better. It helps develop good communication that extends far beyond training and can be personalized to the person's specific unit assignments.

   After a new unit commissioner has made his or her first unit visit, present them with a commissioner name tag, commissioner neckerchief, or other personal recognition.

   District commissioner orientation is usually conducted by the district executive.

3. **Commissioner Basic Training**. Within two months, a new person must have basic training. The three-session course involves actual supervised visits to units. Some councils and districts run all three sessions in one day with the supervised unit visits taking place just before and shortly after the formal training.

   After completion of basic training, the Trained Leader emblem may be worn below the badge of office. The new commissioner may now be presented with their commission (No. 33713A) in an appropriate ceremony (see appendix H).

   Trainers use the *Commissioner Basic Training Manual*, No. 33613.

   See that basic training is available somewhere in the council at least every other month.

4. **Arrowhead Honor**. Only commissioners may wear the arrowhead below their badges of office after completing Commissioner Basic Training and a series of performance projects. It is a visible sign of competence. Successful completion is the result of performance and the ability to put training into practice.

   Commissioners assuming a new commissioner position are encouraged to complete the Arrowhead Honor projects for the new position.

   Performance projects are as follows:

   Council commissioner and assistants: (1) Work with your Scout executive or other staff adviser and evaluate all district commissioners in the council. (2) Have an active, effective district commissioner in every district of the council. (3) Develop and put into action a suitable recruiting plan throughout the council. (4) Achieve a ratio in the council of one unit commissioner for every three units. (5) Chair or actively take part in six council commissioner meetings. (6) Give leadership to a council commissioner conference. (7) In consultation with the Scout executive, select and carry out a major project in the council.

   District commissioner and assistants: (1) Work with your district executive to evaluate all commissioners you supervise. (2) Achieve a ratio of one unit commissioner for every three units in the district or service area. (3) Develop and put into action a suitable recruiting plan. (4) Chair or actively take part in six district commissioner staff meetings. (5) Attend six district committee meetings (not required for assistants). (6) Attend a council commissioner conference with a majority of your staff. (7) Provide personal coaching for the commissioners you supervise. (8) Put in action a plan to track and hold your unit commissioners accountable for unit visits.

   Unit commissioner: (1) Visit each assigned unit eight or more times throughout the year. (2) Fill in and follow up on Commissioner Worksheets (pack, No. 34125A; troop, No. 34126A; crew, No. 33660A; post, No. 33619A) for each assigned unit. (3) Conduct membership and leadership inventories in each assigned unit. (4) Attend six district commissioner staff meetings and provide the training topic for one meeting. (5) Participate in a charter renewal meeting resulting in on-time unit reregistration. (6) Participate in a charter presentation. (7) Attend a council commissioner conference. (8) Help a unit resolve a specific problem or improve some aspect of their operations.

   Roundtable commissioner: (1) Review all material in the current *Venturing Roundtable Guide*, No. 34342, current *Boy Scout Leader Roundtable Planning Guide*, No. 34253A, or current *Cub Scout Roundtable Planning Guide*, No. 34239E. (2) Review all material in *Troop Program Resources* and *Troop Program Features* (volumes 1–3), or *Cub Scout Program Helps*. (3) Recruit a roundtable staff. (4) Lead staff in preparing a one-year roundtable outline. (5) Supervise the staff in conducting these roundtables. (6) With the district commissioner and district executive, develop and use an attendance promotion plan. (7) Attend a council commissioner conference or roundtable planning conference.

5. **Commissioner Key**. The Commissioner Key is an important training award for completing Commissioner Basic Training, the Arrowhead Honor projects, and three years' tenure as a registered commissioner within a five-year period. Roundtable commissioners also must complete basic training for Cub Scout or Boy Scout round-

table commissioners. See appendix E for training award progress record cards. (Note: Roundtable staff members are not commissioners. They earn the Scouter's Training Award and wear the miniature device for their respective program level.)

6. **Continuing Education**. This includes a variety of learning experiences to provide added knowledge and current information useful to commissioners. It includes a short training topic **at every monthly district and council commissioner meeting**. Review the 25 suggested topics in appendix C. Select topics based on current learning needs. A session can be led by an appropriate commissioner, a professional, a member of a district or council committee, or even some talented person outside Scouting.

   The **annual council commissioner conference** is the best opportunity for you and your staff to directly influence the quality of training.

The conference is a high-morale event with a wide variety of training topics related to unit service. It is also a time to learn about the latest Scouting developments and plans for the year ahead. Many councils hold two-day or weekend conferences to provide time to pursue topics in depth and to better develop important commissioner fellowship. Other councils run one-day events to conserve time, simplify arrangements, and reduce costs. A council might set up an optional Friday evening overnight fellowship activity with all day Saturday for training and other program features. Travel distances, geography, and the tradition of successful events will help determine which conference pattern is best for your council.

One form of commissioner conference that has recently been popular in some councils is the "College of Commissioner Science." This type of conference is modeled after college courses and degrees.

Some conferences are held on a council cluster basis, with two or more councils planning and running a joint event. The joint event works best when councils are in the ***same*** metropolitan area. *A conference that covers a wide area is likely to reduce attendance because of distance and travel time*. The majority of people in attendance might only be more experienced commissioners. **Councils should place the highest priority on attracting all unit commissioners and new ADCs—this is usually best accomplished *close to home in a single council*. A single-council conference also best develops a healthy bond between unit commissioners and their own commissioner leaders and professional advisers.**

Continuing Education for Commissioners, No. 33615E, is a valuable resource for commissioner training. It contains nearly 40 complete outlines for one- to two-hour training sessions. Many of these outlines can be subdivided into dozens of shorter training topics. These outlines could be used in a variety of settings:

- As training topics for district commissioner staff meetings
- As training topics for council commissioner staff meetings
- As training sessions for the annual commissioner conference
- As courses for the college of commissioner science
- In personal coaching of district Scouters
- At any other setting where you might include training for commissioners

A dynamic feature of today's society is the need for learning as a lifetime activity. As commissioners, we must continually adjust our skills to provide a more valuable service to our units. Commissioners should therefore view learning as an important part of their entire Scouting lives. For all commissioners, training is a continuing process—every month, every year.

Summer Philmont conferences provide mountaintop training experiences for you and members of your staff.

Chapter 11—Commissioner Meetings

Much of the business of the Boy Scouts of America is conducted in meetings. For commissioners, these meetings include council commissioner cabinet meetings, district Key 3 meetings, district commissioner staff meetings, training sessions, occasional roundtables, and the always-important unit and unit committee meetings.

Commissioner Cabinet Meetings

These meetings are the nerve center of the council's commissioner operation. The major purpose of the meeting is to motivate and support district commissioners and to maintain a high level of unit service in the districts. The council commissioner presides. This important body also includes district commissioners, assistant council commissioners, and the Scout executive (or the Scout executive's representative). The meeting generally occurs monthly for the purpose of planning, training, and reporting. Assistant council commissioners can be assigned specific responsibilities such as roundtables, training, conferences, etc.

Cabinet meeting agendas might include:

1. A timely training topic (see *Continuing Education for Commissioners*).
2. A district-by-district review of such items as commissioner recruiting, unit rechartering, and unit visits. This is a time to hold districts accountable.
3. Discussion of future council activities such as the FOS campaign, summer camp promotions, Scouting show, and other special projects.
4. Opportunity for district commissioners to report briefly on the health of their units, a specific statement on unit coverage, special unit service projects, and major needs of the district.
5. Roundtable activities and attendance, commissioner training programs, and other special commissioner-related business.
6. A review of potential dropped units needing high-priority commissioner lifesaving.
7. Problem solving. At least once a year, make a list of problems that have been confronted by district commissioners. Select a problem for each monthly meeting. Break participants into work groups of three to six persons to devise solutions for the problems. After 15 to 20 minutes, reassemble and have groups share their solutions. The staff adviser includes a comprehensive list of solutions in the meeting minutes.

District Key 3 Meetings

On a regular basis (often weekly or every other week) the district chairman, district commissioner, and district executive meet to coordinate their respective roles and to plan and implement district operations. The Key 3 share successes and failures, welcome each other's suggestions, and support each other's plans and projects. For more details, see *District Key 3*, No. 14-630C, and *District Key 3 Orientation* videotape, AV-06V005.

District Commissioner Staff Meetings

The action at **monthly** commissioner meetings sets the stage for how unit commissioners and ADCs perform as star actors in the drama of unit service.

Will the unit commissioner be perceived as a hawker of council projects and requests, or as a friend of the unit who helps unit adults provide a better program for youth? Your district commissioner staff meetings will set the stage.

Will the fellowship of commissioners be inward looking, or will it be an outward flow of Scouting spirit directed at motivating unit leaders and helping them to feel good about their units? Effective meetings will set the tone.

Commissioners need to meet **monthly** to plan and review all the needed unit service tasks to ensure good unit program and stable unit operation. Anything less loses momentum, shortchanges the ongoing training required, and prevents you and your district commissioner from ensuring that dynamic unit service is happening!

Consider these ingredients for effective district commissioner staff meetings:

- Be sure the meeting is sharply focused on the needs of individual units, not a preoccupation with district/council needs and projects. **Include time for assistant district commissioners and their respective unit commissioners to review the health of each unit.**

Be sure to allow time for breakout sessions of ADCs and their respective teams of unit commissioners to review the health of each unit by

- Sharing important observations from recent visits with units.
- Giving priority to unit trouble spots that could badly disrupt a unit.
- Identifying specific ways to help each unit improve its program.
- Determining who will provide specific help during the coming month. Usually, this is the assigned unit commissioner, but more challenging situations may require assistance from the ADC, a district committee member, or even the district commissioner.
- Checking the progress on last month's assignments.

This is perhaps the most important 60 minutes each month in the district.

During these team meetings, the district commissioner and district executive will each sit in on the ADC group where their direct input is needed the most.

- Devote part of each meeting to **a brief training topic.** Training is a continuous process for commissioners. The district commissioner and district executive should select a topic each month that matches current skill needs of their commissioners.

The course outlines in the latest *Continuing Education for Commissioners*, No. 33615E, provide ready-made training topics for district as well as council commissioner meetings.

- Weave the meeting together with lots of good fun, fellowship, and inspiration. Provide frequent recognition for good examples of unit service by staff members.
- Use the meeting to help everyone be alert to changes in units, changes in the district, and changes in the community. Get people to feel that they will really miss out on things if they skip the meeting.
- **Keep the meeting moving.** No meeting should run over two hours. Ninety minutes is usually better.
- Consult the sample agenda in the back of this book.
- **The two most important events of the meeting are the training topic and the ADC breakout sessions to review and address unit needs.** This meeting is 100 percent focused on individual units, rather than district or council needs and projects.

The meeting is chaired by the district commissioner with the professional guidance of the district executive. This is a uniformed meeting to build enthusiasm for carrying out the district's unit service responsibilities. Helping units succeed is at the heart of everything that occurs at the meeting.

Caution: DO NOT hold district commissioner staff meetings and district committee meetings on the same night. That's a real no-no! Holding commissioner meetings in conjunction with other meetings of the district shortchanges the unit service function and prevents the district commissioner and district executive from giving adequate attention to individual commissioner issues. Their hands-on involvement is key. For example, they often need to sit in on the essential ADC work groups where their direct input may be needed. The district commissioner and district executive play somewhat different roles at the district committee meeting where their *full-time attention* is also needed.

E-Mail Networks

Good communication is important to an effective commissioner staff. Some councils have networked their commissioners by e-mail. District commissioners and district executives are networked with all their district commissioner staff members. The council commissioner and his/her staff adviser are networked with their assistants and district commissioners.

Note: Include e-mail addresses on commissioner rosters. Keep the quality of e-mail high, every word geared to helping units succeed.

Caution: Don't let e-mail substitute for effective group interaction and the instant two-way interaction of phone calls.

Unit Meetings

Unit commissioners can best see unit leaders in action at unit meetings. Although the visit may occasionally be a ''drop-in,'' common courtesy suggests that advance notice be given. The visit should always be to help, not hinder, the operation of the unit. A unit leader who conducts the unit's activities by a planned program does not appreciate an unscheduled ''time out.'' Commissioners don't disrupt the meeting; they stay on the sidelines observing, without appearing to snoop. Whatever prompts the commissioner's visit, the visit should be made at an acceptable time to the unit. ''Hit-and-run visits'' by unit commissioners are rarely appreciated by unit leaders.

After the visit, the unit commissioner uses the Commissioner Worksheet, No. 34125A, 34126A, 33660A, or 33619A, to record observations made at the unit visit and then compares them with previous appraisals. This becomes the basis for actions that might be considered to help the unit improve its operation and program.

Unit Committee Meetings

This gathering is often the best time and place to informally help a unit improve its operation. An active unit committee has resources to solve most unit problems. The committee usually is composed of concerned parents. Working with the chartered organization representative and committee chairman, the unit committee is an unequaled resource for aid—except when the unit is led by a ''solo'' operator who professes to have ''enough trouble with the boys, so why be bothered with the trials and tribulations of a bunch of adults?''

The wise unit commissioner sees the danger of a solo enterprise, with its constant possibility of the loss of the leader, the lack of immediate help, and no one to look to in the event of trouble. The commissioner makes certain that an active unit committee is set up, informed, and in full operation. It is sometimes necessary to convince the unit leader of the advantages an active unit committee provides.

Chapter 12—Coaching Others

No commissioner responsibility demands more skill than that of coaching others. Often, those who need direction are not aware of this need and may resent ''interference'' from those who offer help. Special skill is required to deal with these situations effectively.

Administrative commissioners guide unit commissioners, and because they have the common goal of unit service, there seldom is conflict. However, for the unit commissioner who sees the need for a unit leader to change direction or adopt another course of action in the unit, the situation is different. Thus, a good counseling approach of unit commissioners toward unit leaders is all-important.

The unit commissioner's first contact with a unit leader will set the tone for this relationship. If in the first meeting a unit leader feels ''directed'' by ''supervisors'' who know all the answers, the relationship is off to a poor start.

How, then, might the commissioner get acquainted? Here's one way: Suppose that a troop has been operating without a unit commissioner. A commissioner is recruited and designated to serve the troop. The assistant district commissioner responsible for the troop contacts the unit leader, indicating that a new Scouter has joined the commissioner staff. The assistant district commissioner makes arrangements to bring the new commissioner by to meet the Scoutmaster. (The time and place for the meeting should provide informality in a relaxed atmosphere.) The new commissioner expresses sincere interest in the troop and listens a lot. During the get-together, the new commissioner finds something about which to compliment the Scoutmaster, being careful not to give the impression of snooping, judging, or advising. Before leaving, the new commissioner seeks the unit leader's suggestion about the next time they will get together, perhaps at an informal meeting after a troop meeting.

Through the weeks and months, a friendly understanding is established, and both the unit leader and the unit commissioner agree upon a pattern of association that will result in greater help to the unit and better Scouting for boys. This includes such activities as meetings with the unit committee, participation in roundtables, and personal visits between the unit leader and commissioner.

To further strengthen the relationship, unit commissioners find ways in which they can demonstrate their willingness to be friends and counselors. Here are a few suggestions:

1. When the unit leader successfully completes a particular job or project, the unit leader's spouse is told of this achievement in some special way, such as a telephone call, a note, etc., in the name of the district.

2. When the time approaches for the council's or district's annual recognition program, the unit commissioner suggests to the unit committee and the chartered organization that a nice way to say ''thank you'' would be to invite the unit leader and his or her spouse to the affair as guests of the chartered organization.

3. To encourage the unit to go to summer camp, the employer of the unit leader could be urged to see that the unit leader be given time off, with pay, to be with the unit at camp. This provides recognition for outstanding community leadership and also reflects favorably upon the employer. (Note: Be sure to carefully research such a procedure before attempting it.)

4. If unit leaders have a particular talent or skill that could be helpful to others, arrange an invitation for them to display this talent at a roundtable or training course.

Should situations then arise in which a change should be made, a different direction taken, or a problem faced head-on, the chance that a productive outcome will result is far more likely. The commissioner always counsels leaders in a way that protects those leaders' pride. The commissioner provides solutions that fit the unit and the community situation.

Take time at staff meetings to review good counseling skills. Use role playing. Review the counseling suggestions from the *Commissioner Fieldbook for Unit Service*.

Chapter 13—Commissioner Evaluation

Self-Evaluation Questions for Council Commissioners

1. As council commissioner, what do I do to help my districts to meet or surpass the 1 to 3 ratio of commissioners to units?

2. The number of units is the key to membership growth and commissioners play a major role in preventing dropped units. How does my council prepare unit commissioners to help units that have life-threatening problems?

3. What role do I play when a district commissioner needs to be replaced?

4. Unit commissioners guide units to meet the requirements for the Quality Unit Award. As council commissioner, what do I do to motivate my districts to help units become Quality Units?

5. New commissioners should view the orientation video within 48 hours of being recruited and complete basic training within two months. How does my council ensure that new commissioners receive orientation and basic training within this timeframe?

6. "Continuing education for commissioners" is a concept that says a person must be involved in training as long as they are registered as a commissioner. What do I do to be sure that continuing education is happening for commissioners in my council?

7. As council commissioner, how do I personally guide and motivate my district commissioners?

8. What are the most important things that district executives do to ensure success of the commissioners in my districts?

9. What are the most important things that my Scout executive, director of field service, and/or field directors do to ensure success of commissioners in my districts?

Self-Evaluation Questions for District Commissioners

1. Does my district have a 1 to 3 ratio of commissioners to units? And a 1 to 5 ratio of ADCs to unit commissioners?

2. What percent of units in my district are national Quality Units?

3. What percent of units rechartered on time?

4. Do I hold my commissioners accountable to respond promptly to important unit needs and problems?

5. Have at least 90 percent of my staff completed commissioner basic training?

6. Are at least 70 percent of our units represented at roundtables?

7. What role do I play when a commissioner on my staff needs to be replaced?

8. What do I do to ensure that new commissioners view the orientation video within 48 hours of being recruited?

9. How do I personally guide and motivate my commissioners?

Unit Commissioner Evaluation

Administrative commissioners measure both their own and their unit commissioners' effectiveness by asking these questions about their units:

1. Do my units have *effective* unit leaders?

2. Do my units have boys enthusiastically involved in a *good* unit program?

3. Do my units have *active* unit committees?

4. Do my chartered organizations feel a sense of *ownership* for their units, and do unit volunteers have good relationships with their chartered organizations?

5. Do all units reregister *on time*?

6. Do units show membership *increases*?

7. Are my unit leaders happy to see me visit, or are they counting the minutes until I leave?

8. Are my units reasonably active in district events?

9. Have my units met the Quality Unit Award criteria?

Ask these questions about each unit commissioner:

How well does the unit commissioner relate to people in general? How well does he or she relate to people in specific units to which he or she is assigned? How dependable is the commissioner in carrying out responsibilities? Is the commissioner growing in his or her knowledge and skills?

A good ''yardstick'' that provides commissioners with specific checkpoints of their effectiveness is the Self-Evaluation for Unit Commissioners sheet, on page 53 of the *Commissioner Fieldbook*. This one-page form has more than 20 areas to rate as ''outstanding,'' ''satisfactory,'' or ''needs improvement.''

One way to use this evaluation is to pass out copies to a small group of unit commissioners. Indicate that it is a self-appraisal form; allow time for the unit commissioners to fill it out; and then have the group discuss the form point-by-point. This form might also be used by an assistant district commissioner in coaching a unit commissioner.

Unit commissioners evaluate the success of their units. An exceptionally fine evaluation tool used by the unit commissioner is the Commissioner Worksheet—No. 34125A for Cub Scout packs, No. 34126A for Boy Scout troops, and No. 33660A for Venturing crews. Teach your staff how to use these worksheets:

1. *Never* show this form at a unit meeting.

2. Unit commissioners acquaint themselves with the form before the meeting.

3. Nine general areas are listed, but not all will be observed at every meeting.

4. Immediately after the visit, the commissioner privately checks the worksheet.

5. For each area of the worksheet, the commissioner selects specific ways to help from a suggested list.

Two notes of caution: First, it's probably best not to design a highly sophisticated evaluation for a formal standard of appraisal. In many cases, such a tool becomes a burden for volunteer commissioners. Most volunteers will respond better to a few easy-to-use criteria as contained in the worksheets described above.

Second, be careful *how* you use unit success ''yardsticks'' to evaluate unit commissioners. We often say that our unit commissioner's best work needs to be done with our weakest units. But if we unfairly compare commissioners by the progress of their units, no one will want to be assigned to a weak or problem unit.

The fairest use of unit data is to measure a unit commissioner by the improvement in the unit from the time the commissioner was first assigned the unit or by specific problems the commissioner helped that unit solve. The commissioner who helps a unit progress from ''weak'' to ''weak but fairly good'' has probably made as important a contribution as the commissioner who helps a ''super'' unit earn one more accolade than it did the year before.

Chapter 14—Early Warning Signals

Airplanes, police cars, and ships at sea all have built-in radar systems to provide early warning of things just over the horizon. Commissioners also have a built-in radar of sorts to get advance signals of good and bad conditions in every unit. Alert unit commissioners to check these indicators constantly—using them to head off disaster if the signals are bad and to commend unit people if the signals are good. Here are a few signals you might build into your staff's early warning radar:

Good Signals	Danger Signals
Meetings well attended	Irregular meetings
Program planned in advance	No written program
Good advancement	Little advancement
Fully uniformed unit	Few in uniform
Good participation in council-district events	Seldom seen outside their unit
Frequent outdoor activities	Little outdoor program, no camping
Support FOS program	No FOS participation
Attend roundtables	Never attend roundtables
Constant membership growth	No new members
Strong unit committee	Unit leaders work alone
Excellent parent support	No parent involvement
Unit recharters on time	Unit charter lapses
Strong boy leadership	Unit leader does all the leading
Good relationship with chartered organization	Mistrust between chartered organization and its unit Scouters
Assistant unit leader (and den leaders in packs)	Only one active leader
Having fun	Lack of discipline
Unit leader always available	Unit leader hard to find
Leader trained	Very little leader training

Unit commissioners are not the only ones with radar. Those they serve, unit leaders, have some signals of their own about commissioners. Here are a few:

Good Signals	Danger Signals
They are always there if needed	Commissioners? What's a commissioner?
They keep their word	They always want something
They can get help for me anytime	They interrupt my meetings
They keep me posted	They are never there when you need them
We get good ideas from them	I can't depend on them
They are great help at unit committee meetings	All they do is wear red jackets and drink coffee
"Great guy, Bill . . . don't know what I'd do without him."	"I wish that guy'd get off my back. . . ."

Help your commissioners check signals on themselves. To the above, add signals you learn from your own experience. You might not "hear" what your associates say, but their actions usually speak louder than their words.

Chapter 15—The Annual Commissioner Service Plan

This plan gives specific purposes for regular and supportive contact with units by the commissioner staff, usually by the unit commissioner. This plan encourages commissioner visits and guides unit activities toward being quality units.

The recommended commissioner service plan follows the natural flow of adding new members, purchasing uniforms, preparing for summer camp, unit program planning, and replacing adult leadership. The plan includes the following commissioner functions:

1. **Membership inventory.** Conducted in December and again two months before the unit's annual charter renewal meeting.

2. **Uniform inspection.** Held for Cub Scout packs in the fall and for Boy Scout troops in the spring and fall. The commissioner helps pack and troop leaders; lends dignity to a high-morale event; encourages uniforms for all new members; and develops unit pride.

3. **Quality unit measurement.** Conducted by the commissioner during the charter renewal meeting, with the council reporting to the national office by December 31.

4. **Unit leadership inventory.** Conducted by the commissioner and unit committee by April 30 of each year. Find out who will continue and who will drop. Visit inactive adults. Recruit new adults.

5. **Charter presentation ceremony.** Held 30 days after the renewal of the charter. The commissioner presents the charter at an event of the chartered organization (not the unit).

6. **Unit program planning.** Should be completed by August 31. Commissioners visit with unit leaders to help where necessary with the planning process.

7. **Youth Protection visit.** The commissioner explains and promotes the latest training, booklets, and videos on BSA Youth Protection at a fall meeting of unit adults.

8. **Other commissioner functions.** Ongoing—help units solve problems and improve unit meetings, promote roundtables, and provide other help as needed.

KEY COMMISSIONER SERVICE DATES

ACTION	WHO	CYCLE
■ **CHARTER RENEWAL**		
— Executive officer visit	District executive and head of the chartered organization	Ninety days prior to the charter renewal date
— Membership inventory	Commissioner and unit committee	Prior to the charter renewal meeting
— Charter renewal meeting	Commissioner and unit committee chairman	Forty-five days prior to the charter renewal date
— Submit to council service center	Commissioner or unit committee	Fifteen days prior to the charter renewal date
■ **COMMISSIONER SERVICE PLAN**		
— Charter presentation	Commissioner and chartered organization representative	Thirty days after the charter renewal
— Quality unit measurement	Commissioner and unit leader	The unit charter renewal meeting

		J	F	M	A	M	J	J	A	S	O	N	D	
— Membership inventory	Commissioner and unit committee												X	
— Unit leadership inventory	Commissioner and unit committee				X									
— Troop uniform inspection	Unit leader and commissioner					X								
— Unit program planning	Commissioner with unit leader								X					
— Pack and troop uniform inspection	Unit leader and commissioner										X			
— Youth protection training	Commissioner											X		

Chapter 16—Commissioner Lifesaving

Commissioner lifesaving is the prompt, intensive, and often persistent care given by a commissioner when there is a problem that could threaten the life of the unit.

A good commissioner becomes a ''lifesaving commissioner.'' Council and district commissioners may even help put together ''lifesaving teams'' for their districts. The urgent cases you're likely to face include loss of adult leadership, no unit program, or conflict between unit leaders and the chartered organization. Without ''intensive care'' from a commissioner or a team of lifesavers, such a unit could become a ''terminal case'' and stop serving kids.

Dead units, obviously, provide no help to youth. Perhaps district volunteers have made a pact not to lose another unit. Perhaps council commissioners have made a commitment never to lose a unit. In either case, major problems will require prompt, intensive, and persistent care.

Train your commissioners to be lifesaving commissioners. Have them use the *Commissioner Fieldbook for Unit Service*, No. 33621D, especially the sections titled ''Providing Unit Service,'' ''Be a Lifesaving Commissioner,'' and ''Counseling.''

Start by training your administrative commissioners. Be sure they understand the lifesaving concept. Obtain their commitment to carry the idea into their districts. See the *Commissioner Fieldbook for Unit Service* for details. Accent the training with unit success stories in your council.

District commissioners set dates for training their staffs and report results at a future council commissioner meeting. Have a district commissioner/district executive team make a presentation on successful unit lifesaving in their district.

Commissioner lifesaving may be an excellent topic for your council commissioner conference, but don't wait for the conference. Introduce it now through all your districts. *Continuing Education for Commissioners*, No. 33615D, has three session outlines on commissioner lifesaving.

Inner-city and rural low-income areas may have a higher percentage of fragile, precarious units. The need for unit lifesaving is greater. Methods may vary. Even the way unit service volunteers in the district are structured may be different. Consult the *Local Council Guidebook on Serving Low-Income Urban Communities*, No. 33089A, or the *Local Council Guidebook on Serving Rural Communities*, No. 33090B.

Lifesaving Steps

A good unit commissioner is prepared to respond quickly when a unit has a life-threatening emergency—what Boy Scout first aid guides call the ''hurry cases.''

Watch the vital signs. Just as paramedics and other medical caregivers check vital signs, so does a good commissioner. He or she watches the vital signs of a unit. Any one or a group of bad signs may indicate a life-threatening situation.

Go into action fast. Teach commissioners not to wait until next month's commissioner staff meeting. Don't let them wait for someone else to suggest the perfect solution. Help them go into action immediately.

A commissioner may be tempted to give the most attention to the healthiest and most active units. Paramedics don't do that. Neither do lifesaving commissioners. Establish a troubled unit as a *priority unit*. Priority units receive your commissioners' most careful attention.

Continue normal care. Medical caregivers don't stop routine care and preventive health practices when the patient lands in the hospital. It's just that the emergency must come first.

Teach your commissioners to use a time of crisis as a time to resolve other much smaller problems. Sometimes, in time of crisis, you really have the attention of unit people. It may be a good time to help them see other ways they can improve their unit program and operation. Use *Commissioner Helps for Packs, Troops, and Crews*, No. 33618D, to continue normal unit care.

The Lifesaving Team Approach

Individuals can save lives, but paramedic teams are often better. Some districts may use a lifesaving team approach to save the most distressed or highest priority units.

It's usually best not to organize lifesaving teams until a district's basic commissioner structure is in place. Organize the commissioner staff first, then the lifesaving team. (But don't wait to train individual commissioners in the lifesaving techniques described in the *Commissioner Fieldbook for Unit Service*. Most commissioners should still be qualified as individual lifesavers.)

There are two kinds of lifesaving teams: the strictly ad hoc or temporary team and the permanent lifesaving team.

The Temporary Team. This is a lifesaving team of two or more persons selected by the district commissioner with the advice of the district executive, solely for the short-term goal of helping a high-priority unit over a life-threatening situation. The selection of this ad hoc team is made on the basis of a single question: Who are the best people in the district to work with a particular unit during a particular crisis? It may involve:

- The unit commissioner
- An assistant district commissioner
- A member of a district operating committee with special skills
- A person in the community with special influence with the unit and its chartered organization
- A key member of the chartered organization, perhaps the head of the organization
- Another unit leader
- Anyone who has the ability to help

The unit commissioner may head the team. In some cases, however, it may be best for someone other than the unit commissioner to give team leadership. It depends on the situation and the people.

The Permanent Team. A permanent lifesaving team works within the district to provide ''Scouting CPR'' and operate the district's intensive care operation. Appointment is made by the district commissioner with the advice of the district executive.

They select one person who heads the permanent team as his or her ongoing Scouting job. The team leader wears the badge of an assistant district commissioner. There may be a couple of people who serve only on the team as troubleshooting commissioners; they wear the unit commissioner badge. There may be other Scouters with other Scouting jobs who also serve on the team.

Units are assigned to the team by the district commissioner. The team works with the unit until its life-threatening crisis is over. The unit is then reassigned to a regular unit commissioner.

The Decision. These different approaches are partly a matter of the philosophy of district leadership. One Key 3 does not want a hit team, a SWAT team, or any other kind of special team, permanently set up by the commissioner. Another Key 3 thinks a permanent team is a great idea. Some districts do well with individual lifesaving commissioners.

Decide what plan best fits each district. What is indisputably important is that the council has some plan of action in every district to give special help to priority units with crisis needs. Council and district commissioners are the key players in the game of Scouting to virtually stop dropped units in the council. The decision is yours.

Chapter 17—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, and they deserve some answers. As a commissioner, you should be prepared to help guide volunteers with these questions.

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. You know that something must be done, but you don't know what or how.

First, 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 commissioner appoints an assistant district commissioner (ADC); the district commissioner may clearly find a replacement for the ADC.

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 other key unit Scouter make the change.

In the case of an elected officer, the local council may decide to go through the nominating committee process.

Now Act

Write or make a visit. Here are some ideas you can suggest to key people in your 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. Tell the person that you have made a mistake. He or she apparently isn't able to carry out the assignment. You had assumed otherwise, and that was your mistake. 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.

Chapter 18—Resources

Perhaps no other organization in America has as many helps available for its leaders as Scouting. These resources take many shapes, ranging from single sheets to the 580-page *Boy Scout Handbook*. *Scouting's Library of Literature*, No. 70-080, lists most of them.

For commissioners, the following special items are available:

Highlights for District Commissioners, No. 34723B	An overview of the job and a must for recruiting and orienting new district commissioners and their assistants.
Highlights for Unit Commissioners, No. 34721B	An overview of the job and a must for recruiting and orienting new unit commissioners.
Commissioner Fieldbook for Unit Service, No. 33621	Invaluable to *every* commissioner.
Commissioner Helps for Packs, Troops, and Crews, No. 33618	Suggests specific unit commissioner actions to help units meet specific standards and program objectives.
Commissioner Basic Training Manual, No. 33613	Complete syllabus for those planning and instructing this course.
Continuing Education for Commissioners, No. 33615E	Detailed planning guide for council commissioner conferences, including the college of commissioner science. This book contains 34 course outlines for commissioner meetings and conferences.
Scouting's Library of Literature, No. 70-080	The best source of information for most literature and publications of BSA.
Unit Commissioner Worksheets: packs, No. 34125A; troops, No. 34126A; crews, No. 33660A;	For use after visiting a unit.
Cub Scout Roundtable Planning Guide, No. 34239	Contains roundtable outlines for each month of the program year.
Cub Scout Roundtable Commissioner and Staff Basic Training Manual, No. 13-3013	A one-day course best conducted on a council basis but also used by districts.
Boy Scout Roundtable Planning Guide, No. 34253	A workbook based on 36 possible program features and 36 special feature topics.
Boy Scout Roundtable Commissioner Training, No. 34256	A four-hour course best conducted on a council basis.
Venturing Roundtable Guide, No. 34342	Contains 49 roundtable activities, games, program features, and "how to" topics.
Highlights of District Volunteer Recruiting, No. 34730B	Excellent review of steps in recruiting individually and in groups.
Selecting District People, No. 34512	A *must* for the important job of recruiting a full staff.
Commissioner Volunteer Duties Cards, No. 34265D	Wallet-size description cards for all commissioner jobs.
Unit Commissioner Program Notebook, No. 26-006	A handy pocket calendar and commissioner resource guide provided annually by *Boys' Life* magazine.
The Commissioner newsletter, No. 14-975	Distributed quarterly to council commissioners and Scout executives.

Commissioner Web site at **www.scouting.org/commissioners** includes a number of resources including past issues of *The Commissioner* newsletter. Also note the select line of saleable items to increase commissioner identity. They may be ordered at your council Scout shop or by calling 800-323-0732.

Helpful videos are:

Highlights of District Operations: Helping Units Succeed and ***Recruiting District Volunteers*** on one videotape, No. AV-06V002

The Unit Commissioner's Orientation: Helping Units Succeed, No. AV-04V001R

Unit Problem Solving for Commissioners, No. AV-04V002

Meetings of the District, No. AV-06DVD07

Chapter 19—Uniform, Badges, and Awards

The commissioner maintains the standards of the Boy Scouts of America, upholds national policies, promotes good uniforming, and the correct wearing of insignia. Help your commissioners set a personal example with correct uniforming and a modest display of badges. What is a modest display of badges? It has often been said that "unit leaders wear most of their badges on the uniforms of their youth members." It might also be said that commissioners wear most of their badges on the uniforms of their unit leaders. Most of a commissioner's badges should reflect their service at a council or district level. For example, they proudly wear the Quality District emblem, but good taste might dictate that they refrain from wearing the Quality Unit emblem simply because they serve on the troop committee of their son's Quality troop.

Properly and proudly worn by a commissioner, the uniform becomes a hallmark of friendly service to unit leaders and the example of a ''good Scout'' to the boy membership of packs and troops. Its value must never be underestimated.

Awards and badges are an important part of Scouting. Boys can earn badges of rank, badges of office, merit badges, and various awards. Adult leader recognition centers primarily on the successful completion of training experiences. Commissioner awards and the requirements to earn them are listed in full detail in the *Commissioner Fieldbook for Unit Service*.

Appendix A—Orientation Meeting for New Unit Commissioners

The new commissioner's future effectiveness can be determined by what happens at his or her first orientation meeting. A special ''trainer'' carefully plans and conducts this brief, relaxed, information meeting. Here are some guidelines:

1. Help new commissioners feel genuinely welcome.

2. Help them feel comfortable with the person or persons who are there to help them. Keep the meeting informal, and provide ample opportunity for questions and answers.

3. Ask everyone present to tell something about themselves and their background.

4. Talk about the satisfaction this responsibility will bring them and the importance of Scouting for the youth of their communities.

5. Use a map to show the territory of the local council and its districts. If units have been selected where commissioners will serve, indicate their locations on a district map.

6. Distribute copies of the *Commissioner Fieldbook for Unit Service*. Review the orientation items on pages 3–7.

7. Refer to the chart comparing the several phases of the Scouting program, but do not read it in detail. Rather, suggest that they cover it at their leisure.

8. Carefully read the ''Commissioner Concept'' pages. Encourage discussion of this important subject. Briefly explain the five roles of the unit commissioner.

9. Discuss where unit commissioners get help to do their jobs.

10. Be sure each person knows the commissioner who will be their coach or to whom they will report. Refer to the orientation projects on page 8 to be completed with the help of their ADC.

11. Before adjourning, be sure that each person present knows exactly what their next step will be—meet with their ADC? Participation in a formal training event? A visit to one of the units they will serve? Attendance at a roundtable meeting? Above all, make it absolutely clear how and where that activity will take place and who will accompany them there.

12. (Optional) Show the orientation video, *The Unit Commissioner's Orientation: Helping Units Succeed*, AV-04V001R.

13. Adjourn in time to take part in the closing portion of the regular commissioner meeting, where, once again, the newcomers are welcomed.

Appendix B—Orientation for New District Commissioners

I. **Learning Objectives.** After completing this session, each participant should:

A. Know the process used to determine the commissioner needs of the district.

B. Know and understand the roles and responsibilities of various commissioner and professional positions.

C. Know how to get results through the work of others.

II. **Instruction.**

A. New district commissioners and their assistants must first have the facts related to their particular district. They review the total number of units to be served, the geographic areas in which they are located, and the personnel required to effectively do the job (for the ADC, the portion of the total number of units, their location, and the unit commissioners required to serve them).

B. Use a map of the district with the location of existing units, potential units, etc. If it is a large district, consider how communities or areas can be assigned to assistant district commissioners.

C. Discuss problems related to serving the units in the district (distances, barriers such as freeways, mountains, or rivers, differences in philosophies, customs, income levels, etc.).

D. Hold a frank discussion of the condition of existing units and the strength of the commissioner personnel.

E. List the number and location of units not being served. Consider parts of the district where boy-fact surveys indicate the need for new units.

F. Calculate total needs: one unit commissioner for every three units; one ADC for every five unit commissioners.

G. Plan a recruiting effort to fill vacancies on the commissioner staff.

H. Review the role of the district executive.

I. Getting results through the work of others is a test of leadership.

1. Have clear understandable goals.

2. Establish deadlines to reach these goals.

3. Call the plays.

4. Provide adequate coaching of your staff.

5. Show the right attitude and spirit.

6. Provide simple, effective ways to measure progress.

J. Know where to get help.

1. The council commissioner, assistant council commissioners, and through meetings of their own district commissioner staff.

2. The council professional staff, including your district executive.

3. At regular district Key 3 meetings.

4. Commissioner training courses in the council.

5. Annual council commissioner conferences.

6. National courses at the Philmont Training Center.

7. Literature of the Boy Scouts of America: commissioner manuals, pamphlets related to district and unit operation, council calendars, newsletters, and other mailings.

Appendix C—Training Topics for Commissioner Staff Meetings

Use the following topics at monthly commissioner meetings or as part of other informal training events. Select topics that are timely and that meet the special needs of your staff. You might want to distribute this list at a staff meeting and have commissioners check off the three to five topics they think are most needed.

Refer to *Continuing Education for Commissioners* for dozens of instructor outlines.

1. How to renew unit charters
2. Unit membership inventory—how to help a unit
3. How to hold a uniform inspection
4. How to present a unit charter
5. Unit leadership inventory
6. Youth Protection Training—What is it?
7. National Quality Unit Award—Cub Scout packs
8. National Quality Unit Award—Boy Scout troops
9. National Quality Unit Award—Venturing crews
10. Filling out the charter renewal form
11. Counseling skills
12. Different styles of leadership
13. Meeting low-income, urban unit needs (see *Best Methods for District Volunteers Serving Low-Income Urban Communities*, No. 7-505)
14. Meeting rural unit needs (see *Best Methods for District Volunteers Serving Rural Communities*, No. 7-504)
15. How to use unit commissioner worksheets
16. Scouting resources for commissioners—a hands-on session with a variety of commissioner and key Scouting unit literature
17. How to properly use the adult application
18. The proper steps in serving a new unit leader
19. Problem-solving clinic—practical ways to deal with such problems as:
    - What about a unit that never adds new boys?
    - How do I help a leader take a new course of action?
    - What do I do when it is necessary to replace a unit leader?
    - What about the troop that never goes camping?
    - What do I do when a unit stops meeting?
    - The Cubmaster just quit!
    - The troop has no troop committee!
    - All the boys do is play basketball!

    Use one or two problem scenarios from the new *Unit Problem Solving for Commissioners* video, No. AV-04V002.
20. How to help build a better relationship between a unit and its chartered organization
21. How do the Scouting objectives—character building, citizenship training, and personal fitness—translate into program features for packs, troops, or crews?
22. How do I plan my time and set my priorities as a commissioner?
23. Webelos-to-Scout plan from pack to troop
24. Boy Scout summer camp
25. Cub Scout camping

Appendix D—Lone Scout Commissioner

Volunteer Duties

As a member of a district commissioner staff, the Lone Scout commissioner promotes the Lone Scout plan and serves as a liaison between the district and the district's Lone Scouts and their counselors.

Specific duties of a Lone Scout commissioner include:

1. Promote the Lone Scout plan in situations where boys are unable to join a pack or troop.
   - Use the Lone Scout folder, No. 14-422, as well as local promotional materials.
   - Place notices in utility bills, selected schools, doctors' offices, store bulletin boards, and with others who know of youth who are unable to join a pack or troop.
   - Be sure that each counselor has a copy of the *Lone Scout Friend and Counselor Guidebook*, No. 14-420.

2. See that Lone Scouts and counselors are reregistered annually.

3. Promote Cub Scout and Boy Scout resident camp for every Lone Scout.

4. Plan, promote, and conduct an annual gathering of all Lone Scouts and counselors of the district. This might be in conjunction with the council Scouting show. Include a meal together and a special Lone Scout meeting.

5. Answer inquiries from Lone Scouts, their counselor, and others who want to join.

6. Help other district Scouters understand the Lone Scout plan.

7. Encourage Lone Scouts to communicate with other Scouts (pen pals, fax, e-mail, and radio).

8. Be aware of the possibility for a Lone Scout and counselor to become the nucleus for a new Cub Scout pack or Boy Scout troop.

Who Can Become a Lone Scout?

Boys who cannot attend regular meetings of packs and troops are eligible to become Lone Cub Scouts or Lone Boy Scouts. This might include:

- Boys being home schooled
- Children of American citizens who live abroad
- Exchange students away from the United States for a year or more
- Boys with disabilities that may prevent them from attending regular meetings of packs and troops
- Boys in rural communities who live far from a Scouting unit
- Sons of migratory farm workers
- Boys who attend special schools, night schools, or boarding schools
- Boys who have jobs that conflict with troop meetings
- Boys whose families frequently travel, such as circus families, families who live on boats, and so on
- Boys who alternate living arrangements with parents who live in different communities
- Boys who are unable to attend unit meetings because of life-threatening communicable diseases
- Boys whose parents believe their child might be endangered in getting to Scout unit meetings

Appendix E

DISTRICT AND ASSISTANT DISTRICT COMMISSIONER PROGRESS RECORD FOR THE COMMISSIONER KEY/ARROWHEAD HONOR AWARD

Cut along solid lines; fold along dotted lines.
(Reproduce locally.)

TRAINING

Complete Commissioner Basic Training.

Approved _____ Date

TENURE

Complete 3 years as a registered commissioner within a 5-year period.

From _____ To _____

From _____ To _____

From _____ To _____

PERFORMANCE

Earn the Arrowhead Honor Award

Approved _____ Date

When completed, clip Arrowhead Honor portion and send to council service center.

ARROWHEAD HONOR RECORD

Name _____

Address _____

City _____

Council _____

District _____

1. Work with your district executive to evaluate all commissioners whom you supervise.

Approved _____ Date

2. Achieve a ratio of one unit commissioner for every three units in the district or service area.

Approved _____ Date

3. Develop and put into action a suitable recruiting plan.

Approved _____ Date

Arrowhead Honor (cont.)

4. Chair or take part actively in six district commissioner staff meetings.

_____ _____

_____ _____

_____ _____

5. Attend six district committee meetings (not required for assistants.)

_____
Approved Date

6. Attend a council commissioner conference with a majority of your staff.

_____
Approved Date

7. Provide personal coaching for the commissioners you supervise.

_____
Approved Date

8. Put in action a plan to track and hold your unit commissioners accountable for unit visits.

_____
Approved Date

Check One

❑ District commissioner

❑ Assistant district commissioner

COMMITTEE ACTION

The leadership training committee has reviewed this application and accepts the certifications as to the candidate's meeting the required standards. The award is approved.

_____
Chairman Date

DISTRICT AND ASSISTANT DISTRICT COMMISSIONER PROGRESS RECORD
FOR THE

COMMISSIONER KEY/ ARROWHEAD HONOR AWARD

Name _____

Address _____

City _____

Council _____

District _____

BOY SCOUTS OF AMERICA

2005

ROUNDTABLE/HUDDLE COMMISSIONER PROGRESS RECORD FOR THE ARROWHEAD HONOR/COMMISSIONER KEY

Cut along solid lines; fold along dotted lines.
(Reproduce locally.)

COMMISSIONER'S KEY RECORD

TRAINING

Complete Fast Start and basic training for Cub Scout or Boy Scout roundtable commissioners.

Approved _____ Date _____

Complete the 3-session training program outlined in *Commissioner Basic Training Manual*, No. 33613C.

Approved _____ Date _____

Complete personal coaching assignments.

Approved _____ Date _____

TENURE

Complete 3 years as a registered commissioner within a 5-year period.

From _____ To _____

From _____ To _____

From _____ To _____

PERFORMANCE

Earn the Arrowhead Honor Award

Approved _____ Date _____

Check One

☐ Cub Scout roundtable commissioner

☐ Boy Scout roundtable commissioner

☐ Varsity Scout huddle commissioner

COMMITTEE ACTION

The leadership training committee has reviewed this application and accepts the certifications as to the candidate's meeting the required standards. The award is approved.

Chairman _____ Date _____

When completed, clip Arrowhead Honor portion and send to council service center.

ARROWHEAD HONOR RECORD

Name _____

Address _____

City _____

Council _____

District _____

1.-Review all current material in the *Boy Scout Leader Roundtable Planning Guide*, No. 34253, or the current *Cub Scout Leader Roundtable Planning Guide*, No. 34239E, or the current *Venturing Roundtable Guide*, No. 34342.

Approved _____ Date _____

2.-Review all material in the Cub Scout Program Helps, or *Troop Program Resources* and *Troop Program Features*.

Approved _____ Date _____

3.-Recruit a roundtable staff.

Approved _____ Date _____

Arrowhead Honor Record (cont.)

4.-Lead staff in preparing a 1-year roundtable or huddle outline.

Approved _____ Date _____

5. Supervise the staff in conducting these roundtables or huddles.

Approved _____ Date _____

6. With the commissioner and district executive, develop and use an attendance promotion plan.

Approved _____ Date _____

7. Attend a council commissioner conference or planning conference, or actively participate in a major council event.

Approved _____ Date _____

ROUNDTABLE/HUDDLE COMMISSIONER PROGRESS RECORD
FOR THE

COMMISSIONER KEY/ ARROWHEAD HONOR AWARD

Name _____

Address _____

City _____

Council _____

District _____

BOY SCOUTS OF AMERICA

Appendix F (Reproduce locally.)

DISTRICT COMMISSIONER STAFF ROSTER

District Commissioner _____ **Phone** **Bus.** _____
Address _____ **Home** _____
_____ **E-mail** _____

District Executive _____ Phone Bus. _____
E-mail _____

Council Service Center _____ Phone _____
Address _____

Cub Scout Roundtable Commissioner _____ Phone Bus. _____
Address _____ Home _____
_____ E-mail _____

Boy Scout Roundtable Commissioner _____ Phone Bus. _____
Address _____ Home _____
_____ E-mail _____

Venturing Roundtable Commissioner _____ Phone Bus. _____
Address _____ Home _____
_____ E-mail _____

Assistant District Commissioner _____ **Phone** **Bus.** _____
Address _____ **Home** _____
_____ **E-mail** _____

Unit Commissioner _____
Address _____
_____
Phone (Bus.)_____ (Home) _____
E-mail _____

Pack				
Troop				
Crew				

Unit Commissioner _____
Address _____
_____
Phone (Bus.)_____ (Home) _____
E-mail _____

Pack				
Troop				
Crew				

Unit Commissioner _____
Address _____
_____
Phone (Bus.)_____ (Home) _____
E-mail _____

Pack				
Troop				
Crew				

Unit Commissioner _____
Address _____
_____
Phone (Bus.)_____ (Home) _____
E-mail _____

Pack				
Troop				
Crew				

Unit Commissioner _____
Address _____
_____
Phone (Bus.)_____ (Home) _____
E-mail _____

Pack				
Troop				
Crew				

Assistant District Commissioner _____ **Phone** **Bus.** _____
Address _____ **Home** _____
_____ **E-mail** _____

Unit Commissioner _____
Address _____
_____
Phone (Bus.)_____ (Home) _____
E-mail _____

Pack				
Troop				
Crew				

Unit Commissioner _____
Address _____
_____
Phone (Bus.)_____ (Home) _____
E-mail _____

Pack				
Troop				
Crew				

Unit Commissioner _____
Address _____
_____
Phone (Bus.)_____ (Home) _____
E-mail _____

Pack				
Troop				
Crew				

Unit Commissioner _____
Address _____
_____
Phone (Bus.)_____ (Home) _____
E-mail _____

Pack				
Troop				
Crew				

Unit Commissioner _____
Address _____
_____
Phone (Bus.)_____ (Home) _____
E-mail _____

Pack				
Troop				
Crew				

Assistant District Commissioner _____ **Phone** **Bus.** _____
Address _____ **Home** _____
_____ **E-mail** _____

Unit Commissioner _____
Address _____
_____
Phone (Bus.)_____ (Home) _____
E-mail _____

Pack				
Troop				
Crew				

Unit Commissioner _____
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Phone (Bus.)_____ (Home) _____
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Unit Commissioner _____
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Phone (Bus.)_____ (Home) _____
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Unit Commissioner _____
Address _____
_____
Phone (Bus.)_____ (Home) _____
E-mail _____

Pack				
Troop				
Crew				

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Appendix G

District _____ **Council** _____

District Commissioner Work Plan

(Sample Monthly Meeting Agenda)

Date _____ Time _____ Place _____

District commissioner _____

Assigned to

I. Welcome and introductions
New commissioners _____

II. Opening ceremony _____

III. **Commissioner training topic** _____

IV. **Assistant district commissioners meet with their unit commissioners to review unit needs**

A. Unit health/unit visit reports

Unit no.	Date of Visit	Key Observation

B. Priority Unit needs

Unit no.	Help Needed	Who will help
_____	_____	_____
	_____	
_____	_____	_____
	_____	
_____	_____	_____
	_____	
_____	_____	_____
	_____	
_____	_____	_____
	_____	

C. Units due to recharter

Unit No.	Membership Inventory Due	Charter Review Due	Charter Presentation	Assigned to
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

V. Assistant District Commissioner Reports

VI. Roundtable Plans

Date _____ Time_____ Place _____ Cub Scout _____

Theme _____ Key elements _____ Boy Scout _____

Assignment _____ _____ _____

VII. Commissioner strength

Needed	Have	Trained	Attendance Tonight	Assigned to
_____	_____	_____	_____	

VIII. Announcements and future dates to remember _____

IX. Recognitions _____

X. District executive's remarks _____

XI. Closing ceremony _____

XII. Refreshments/fellowship _____

Appendix H–Commissioning Ceremony—For new commissioners who have been duly selected, properly oriented, and trained in commissioner basic training

Commissioning ceremonies should take place throughout the year so that a new commissioner receives his or her commission promptly after completing commissioner basic training. While one ceremony may take place at the annual council commissioner conference or other council event, commissioning should also take place as needed at district and council commissioner staff meetings or even in front of unit leaders at a district roundtable.

The ceremony is conducted by an administrative commissioner, usually by a district commissioner or assistant district commissioner. The commissioning of a new district commissioner may be conducted by the council commissioner or assistant.

Suggested Script

Administrative Commissioner:

(Facing audience) The acceptance of a commission to provide effective service to Scouting units is one of the most important obligations made by an adult in the Boy Scouts of America. We are privileged today to present commissions to several new persons who will undertake this obligation.

(Facing candidates) You have been duly selected and oriented to serve as a commissioner in the Boy Scouts of America. You have also completed the important commissioner basic training course. You have undertaken a leadership role in the council and district to help units succeed. You succeed only when the units that you serve succeed.

Let me now ask you three questions. Please raise your hand(s) in the Scout sign.

1. Do you promise, by example in your daily life, to make the Scout Oath and Law a vital force in the lives of the youth and unit adults you serve? If so, say, "I do."

Candidates: I do.

Administrative Commissioner:

2. Do you promise to help make the program of the units you serve the best that can be given, rich in fun and adventure for youth and full of opportunities for their personal growth and service to others in the community?

Candidates: I do.

Administrative Commissioner:

3. Will you commit your top priority Scouting time to identifying unit needs and helping unit adults to meet those needs? Will you achieve this by doing such things as:
   - Observing unit program
   - Coaching unit leaders
   - Guiding unit committees, and
   - Extending the Scouting hand of friendship through at least a monthly contact with the unit?

If so, say, "I will."

Candidates: I will.

Administrative Commissioner:

It is now my privilege and honor, on behalf of the Boy Scouts of America, to present your commissions.

(Now for each individual:
- Call out his/her name.
- Present the commission, No. 33713.
- Shake their hand.)

Notes

Notes

Notes

Notes

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Irving, Texas 75015-2079
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