The

Commissioner`s

GUIDE

Developed to meet the needs of the Commissioners of the Robert E. Lee Council
Conferred as the Doctoral Presentation to the College of Commissioner Science
Compiled by Michael R. Menefee, Sr., District Commissioner, Crater District

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**FOREWORD:**

**As a Commissioner, your primary job is to serve Scouting units.** In addition, one of the essential functions we fulfill is acting as a conduit of communication between the Council and District and the individual unit leaders with information passing both ways. The Commissioner represents the accumulation of Scouting experience obtained as youth members of Scouting and/or through service as adults. By combining and sharing these vast experiences, Commissioners have a resource that allows insight to more information and problem-solving possibilities than Scouters could possibly accumulate in a single lifetime. Commissioners can use this information to:

- Learn more about Scouting by sharing their experiences.
- Learn what programs other Councils, Districts, and Units are offering their Scouts.
- Improve communication locally and nationally on a host of topics.
- Capitalize on the knowledge that other folks have to solve problems or develop ideas.
- Youth experience Scouting in Packs, Troops, Crews, Teams, and Posts. The healthier the unit, the more wonderful things will happen for the youth involved in Scouting.

To help make this occur, the Boys Scouts of America provides a program of unit service through adult Scouters specifically commissioned to help chartered organizations and unit leaders to achieve the aims of Scouting by using the methods of Scouting. These “commissioned” Scouters wear a shoulder patch with a wreath surrounding the Scout symbol.

**The Commissioner Staff is the organization within Scouting that provides the program of Unit Service.** Because of the importance of unit service to the successful delivery of the Scouting program, Commissioners serve at every level of Scouting. All of these Commissioners form a team to help assure that individual Scouts get the best possible program. At the national level, BSA has a National Commissioner. Similarly, each Council has a Council Commissioner and Assistant Council Commissioners. However, it is at the District level that you will find more than 95% of BSA’s Commissioners serving as District, Assistant District, Roundtable, and Unit Commissioners.

To help you understand the Purpose of Commissioner Unit Service and how it works, *The Commissioner Guide* provides, in layman terms, a discussion of hints, goals, and ideas. Also provided are Commissioner job descriptions and a summary of how the Commissioner ties in with the chartered organizations and the units they serve.

**CHANGES/CORRECTIONS** – Submit any recommended changes, corrections, or comments to Mike Menefee, (804) 530-5518 (voice mail and FAX) or E-mail to menefeem@yahoo.com

**DISCLAIMERS** - Official Policy and Opinion:

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<table>
<thead>
<tr>
<th>INDEX:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Purposes and Goals of Commissioner Service</td>
</tr>
<tr>
<td>• The Commissioner Concept</td>
</tr>
<tr>
<td>• The Volunteer Leader-District Executive Partnership</td>
</tr>
<tr>
<td>• The Commissioner Staff</td>
</tr>
<tr>
<td>• The Commissioner Meeting</td>
</tr>
<tr>
<td>• Commissioner Sample Monthly Reports</td>
</tr>
<tr>
<td>• The Nature of Unit Service</td>
</tr>
<tr>
<td>• Commissioner Relationships with Units</td>
</tr>
<tr>
<td>• Where Unit Commissioners Get Help for Those They Serve</td>
</tr>
<tr>
<td>• Commissioner Impact on Unit Growth</td>
</tr>
<tr>
<td>• Elements of Commissioner Service-Prioritize Unit Needs</td>
</tr>
<tr>
<td>• Commissioner Early Warning Signals-Unit Signals</td>
</tr>
<tr>
<td>• The Annual Commissioner Service Plan</td>
</tr>
<tr>
<td>• The Annual Commissioner Service Cycle</td>
</tr>
<tr>
<td>• Quality Unit Measurement</td>
</tr>
<tr>
<td>• Unit Recharter</td>
</tr>
<tr>
<td>• Charter Renewal Tips</td>
</tr>
<tr>
<td>• Charter Presentation Ceremony Planning</td>
</tr>
<tr>
<td>• Training to Improve Commissioner Service to Units</td>
</tr>
<tr>
<td>• Promote Use of Boys’ Life Magazine</td>
</tr>
<tr>
<td>• Promote Use of Scouting Magazine</td>
</tr>
<tr>
<td>• Camping Opportunities</td>
</tr>
<tr>
<td>• Commissioner Service Awards</td>
</tr>
<tr>
<td>• Commissioner Helps to Packs and Troops</td>
</tr>
<tr>
<td>• Commissioner Self-Evaluation</td>
</tr>
<tr>
<td>• Commissioner Helps</td>
</tr>
<tr>
<td>• Scouting Resources for Commissioner Service and Helpful Videos</td>
</tr>
</tbody>
</table>

The Purposes and Goals of Commissioner Service:

Being a commissioner is not an easy job and frequently a pretty misunderstood job. We all know about the stereotypes of a chubby, coffee mug clutching, badge-bedecked commissioner who does not seem to do very much. However, is this so? What does a commissioner really do? How can he/she do it better? Here you will find the answers to those questions along with many resources that is designed especially for commissioners, but can also be used by all Scouters.

In line with the recent thread on what a commissioner should be, a 1953 issue of Scouting provides a unit leader’s perspective of what is expected from a Unit Commissioner.

Where I would like help from my Unit Commissioner:

S-timulation - Encouragement and help.
U-nity - Make us feel we are a part of something bigger.
P-erspective - Bring me a fresh viewpoint.
P-rogram - Council and district activities.
O rganization - How can we better use the Patrol Method.
R ating - How can I do a better job.
T-roop Committee - Assist me with the committee and chartering organization.

(Submitted to The NetCommish by Randy Worcester, Andrew Jackson Council, Jackson, MS)

By the Way, WHAT IS A C-O-M-M-I-S-S-I-O-N-E-R?

Commissioners function as the liaison between the Council, the District, and the individual Scouting unit. Their mission involves:

C-ommunication,
O rganization,
M otivation,
M-orale-building,
I-nspiration,
S-elling,
S-upporting,
I-mplementing,
O -pen-mindedness,
N-urturing,
E -valuating, and
R-especting.
The Commissioner fulfills two roles in Scouting, Coaching and the Keeper of the Rule Book.

The Commissioner as a Coach reflects that the Commissioner is not a direct player in providing the Scouting program to boys. The Commissioner remains on the sidelines and provides helps, suggestions, hints, instructions, i.e. coaching, to unit leaders who provide the Scouting program directly to Scouts.

The Commissioner as a Keeper of the Rule Book reflects that the Commissioner ensures that the policies and procedures of the Boy Scouts of America are being followed. This does not mean he has the authority to enforce rules or policies. Remember that the Commissioner is a volunteer just as Unit Leaders. The Commissioner must be aware of the BSA policies to ensure the proper program is being provided to Scouts. By following established guidelines, the risk of liability by units is reduced and Scouts receive the full benefit of the Scouting Program. The Commissioner must learn to tell the difference between creative programming and major deviations from Scouting methods. This topic is discussed under Commissioner Impact on Unit Growth: Major Program Deviations.


The Commissioner Service exists to help units provide the best possible Scouting program, which ultimately helps assure that individual Scouts have the best opportunity of developing good character traits, participating citizenship skills, and personal fitness. The broad goals of Commissioner Service, through the execution of a successful Unit Service Plan, are to:

- Help see that the objectives of Scouting are being carried out.
- Assure that each unit has strong, competent unit leadership.
- Promote regular meetings of unit committees.
- Encourage growth in youth membership.
- Help assure that Scouts and units take an active part in District and Council activities.
- Foster a positive relationship between the chartered organization and its unit leaders.

This unit service program is invaluable to both the chartered organizations and the local Council when it is thoroughly understood and wisely administered. This means a commitment to EXCEPTIONAL customer service!

Consider the following article published in the Commissioner, a publication for Council Commissioners and Scout Executives, Summer 1995, Exceptional Customer Service.

LESSONS FOR COMMISSIONERS FROM CORPORATE AMERICA

Companies have determined that customer retention is only about 20% of the cost of developing new customers. Commissioners might note that the time to help a major unit problem is only a fraction of the time of organizing a new unit. A profound finding is that simply meeting the customer’s expectations is no longer good enough in our increasingly competitive environment. Customers have been taught to demand more than traditional service that is “just good enough.” You must exceed the customer’s expectations. Commissioners might think about ways to exceed
the expectations of unit leaders. Good service managers believe that customer perception is the only important reality. The reality of the service provider does not really matter. The excellent reasons we have for a mistake or failure do not interest the customer. The customer just knows what he or she did not get what he or she was promised. The perception of unit leaders is what is important to Scouting success.

The Commissioner’s Creed:

- I shall make the Scout Oath and Law an active force in my life.
- I shall recognize that the responsibility for ‘each unit’ rests in the chartered institution and shall assist it in achieving the full value of the Scouting Program in meeting its needs.
- I shall strive to lead through information, persuasion and inspiration rather than coercion.
- I shall stimulate friendly and orderly discussion until all facts and opinions are considered.
- I shall assist those who serve to receive satisfaction.
- I shall measure my success by the extent to which boys and men exemplify the principles of the Scout Oath and Law.

The Commissioner Concept:

The role of Commissioners is to help the unit succeed thus it is necessary for them to know what the unit is trying to accomplish. Different units will have different goals they are striving to meet under a common umbrella of the Scouting movement. A unit is the basic structure operated by a chartered organization to deliver the program of the Boy Scouts of America to youth members. It is important that the Commissioner serves the Chartered Organization.

The Delivery System: National, Council or District publications are trying to do an excellent job in generating program support for the unit. We have efficiently loaded the cargo into the vehicle but no matter how valuable the cargo, it will be of little use if the vehicle does not run properly. Unless Scouting units are strong and efficient, the program will not reach the boy. No matter how well organized the council and district, the program delivery system stalls or fails with weak units.

Concept Statement: The concept for today’s commissioner service focuses on the unit. Commissioners have a specific mission to keep the units operating at maximum efficiency so that they can deliver the program to a growing membership. Today’s commissioners are results-oriented rather than procedures-oriented. They are successful in their mission when units continue to operate, units regularly accept new boys, and units effectively deliver the ideals of Scouting to their members.

Commissioners are also involved with carrying programs to the unit, but their main concern is to develop strength in the unit operation. In other words, the concept calls for commissioners to develop program capability in a unit. Commissioners are neither program specialists nor production experts, although they are concerned and knowledgeable in both fields. Their activity is paying attention, not on program or production, but on the Unit.
The Unit Leader can expect the Commissioner to:

- **C**ontact you monthly to help you.
- **O**rient your unit committee.
- **M**eet some of your program needs at our Roundtable.
- **M**aintain, with your help, a healthy unit.
- **I**nstil program planning; planning makes a difference.
- **S**how the parents how they fit into Scouting.
- **S**uggest training programs for your adult and junior leaders.
- **I**nstruct your Scouts in proper uniform wear.
- **O**pen doors of the District Operating Committees for you.
- **N**ever say die to your difficult problems.
- **E**valuate your program.
- **R**eally help you to succeed. Give your Commissioner the opportunity.

The Commissioner - Historical Background:

In February 1910, in the magazine Association Men, edited by the YMCA, said, “The Boy Scout movement, which took England by storm, has gripped America.”

Although “local” units of the Boy Scouts sprang up in various locations in the nation, the first evidence of a national movement occurred in Washington, DC, in February 1910. Later the BSA moved its headquarters to New York. Immediately it became apparent that “local” people must assume leadership although for several years formal “registration” of units was done direct with national organization. Those first local leaders were called Commissioners.

For several years, there were two types of local Councils—first and second class. Both were headed by commissioners—some paid, some volunteer. Great growth called for more professional (paid) leadership, thus difference at that time between first class councils (with paid leadership) and second class councils (volunteer).

First Class Councils served all of America by 1935 with little direct service to units. More need for support operation help was necessary for Scouting to grow as an effective organization. Direct service to units was an important organizational effort on part of all councils. Commissioner Service was the one unifying factor that made Scouting permanent. The Commissioner remained as the line of service from council to unit and chartered organization. Over time, the paid commissioner became identified as an Executive while the volunteer commissioner retained the title of Commissioner.

Varieties of Commissioners were appointed in intervening years. Importance of the Commissioner Staff demanded more knowledgeable men (and women) to service, train, and make certain ideals of the Boy Scout movement were carried out.
The Commissioner - Today:

From the beginning of the movement, the Commissioner Staff has been involved in, and concerned with, the “health” of the council’s units, especially the unit leader. The Commissioner’s primary responsibility is Unit Support. Although concerned and knowledgeable in other support causes, camporees, financing, civic service, summer camp promotion, etc., these activities are secondary to the welfare of the unit.

One of the commissioner’s methods of service to units is through his or her ability to involve the leadership of assigned units in activities and events that contribute to the betterment of the unit, i.e., visits, training, roundtables, etc. Too often, this involvement takes “from” the unit rather than “gives.” Commissioner contacts usually seek things from the unit: sustaining funds, service helps, membership recruiting, etc.

The Commissioner (unit commissioners especially) and the Executive have constant contact and rapport, allowing mutual knowledge of the unit’s condition and its leadership. Without this exchange, little will be accomplished that might be considered as helpful to the unit.

Giving frequent, positive and friendly attention to the Unit Committee is one of the most effective ways a Commissioner can contribute to the unit’s welfare. Use of the “Put More Care in Character Program” is an excellent method for this purpose. Build strong unit leader morale through events and activities that promote fun, pride, and feeling of importance in the job being done.

SOURCE: Article from the Commissioner

Commissioner General Duties:

- Help each unit earn the Quality Unit Award.
- Use the Annual Commissioner Service Plan, with its scheduled opportunities for commissioner contact with units.
- Know each phase of the Scouting program and be able to describe what each is and how each works. Review Scouting Program literature.
- Visit unit meetings.
- Visit regularly with the unit leader.
- Work to assure effective and active unit committees.
- Keep in touch with the Chartered Organizations of the units you serve.
- Know the resources and characteristics of the neighborhood that may affect a unit.
- Know the resources of district and council that can help the unit.
- Set a good example in helpfulness and the Scouting ideals.
- Continue to grow as a Commissioner through training, experience, and consultation with others.
- Involve unit personnel in Cub Scout Roundtables, Boy Scout Roundtables, and/or Explorer Officer’s Association meetings.
- Make certain that proper techniques are used to select and recruit unit leaders.
- Facilitate the on time annual Charter Renewal of all assigned units.
- See that unit leadership participates in adequate training.
Success as a Commissioner:

Commissioners succeed when their units succeed. By developing a service plan that is proactive and targets the well being of the unit and their needs, the Commissioner can bring resources and understanding that helps the unit grow. With personal coaching, insights, and concern, the Commissioner becomes the friendly mentor that provides support to unit leaders.

Success can be defined as:

- **S**-ee your goal.
- **U**-nderstand the obstacles.
- **C**-lear your mind of doubt.
- **C**-reate a positive mental picture.
- **E**-mbrace the challenge.
- **S**-tay on track.
- **S**-how the world you can do it!

**SOURCE:** SCOUTER Magazine: Volume 1, Issue 6.

Ways in which Commissioner Service can really help Units Succeed:

- Involvement in the selection process of unit leadership.
- By encouraging and helping the unit leader secure early “know-how” to make him/her a competent leader.
- By whatever means available (personal conferences), make certain that unit leadership completely and thoroughly understands Scouting’s basic objectives.
- Showing unit leaders the simple and basic “measurements” which are criteria of reaching Scouting’s objectives: attendance at meetings, advancement, continued and increasing membership, boy leadership, etc.
- By personally showing unit leadership and chartered organization the availability of district and council help. (Advancement opportunity, camping and outing locations, activities which strengthen the unit, Scoutorama values, etc.).
- When indications are evident that the leadership of a unit is not contributing to the successful attainment of Scouting objectives on the part of its membership, take swift and compassionate action to bring about a change for the better.

**The Commissioner’s Pledge:**

**ON MY HONOR:**

- I will do my best to attend the monthly staff meetings and monthly district roundtables;
- I will accept basic training as a Commissioner and see that my assigned units have qualified, trained adult leadership;
- I will secure and wear the uniform and insignia pertaining to my office and will encourage all adult leaders and boys to so do;
- I will assist my unit leaders to prepare their annual charter registration papers and see to it that all, of my assigned units register on time;
- I will report at least monthly as to my contacts with each of my units by using the commissioner report card which is supplied by the council;
- I will strive to exemplify the ideals of the scout oath and law in all of my service as a commissioner and in my personal life.
The Volunteer Leader—District Executive Partnership:

Our District Executive is an employee of the Council. This is important to keep in mind since our Executive must work with all of the district’s leaders and not just with you. The District Executive is our district’s touchstone with continuity. Volunteer leaders move on to other areas, but the District Executive remains from year-to-year, and often many years with BSA. The experience and knowledge of a veteran executive are invaluable.

As a volunteer leader, you are giving your time, energy, and creativity to the district, to the members, and to the goals of the Boy Scouts of America movement. Our District Executive is there to help you make the most of your time and efforts for our district. By thinking of our District Executive as your partner, there are certain responsibilities you can expect him/her to fulfill:

- Help identify your role and responsibilities, and provide you with the necessary background information and orientation to fulfill these responsibilities.
- Respect your time restraints and not waste your time on unimportant tasks, decisions, and meetings.
- Be cooperative.
- Listen and be open to your ideas.
- Express opinion—disagreement as well as agreement.
- Exercise good judgment.
- Give you options and recommendations on action to take.
- Give you polite but firm pressure to achieve objectives by predetermined and mutually agreed-upon deadlines.
- Be attentive to the details of meetings and mailings, and keep you informed of them.
- Respond promptly to telephone calls and requests for information.

Our District Executive is a professional and provides vital services to you and our district. To our deliberations and discussions, our District Executive brings objectivity and overall Scouting knowledge of our District as it fits into the BSA movement. Even as you have expectations of the District Executive, the Executive has the right to expect certain things from you. As a district volunteer leader, you are expected to:

- Take initiative, offer creative ideas and suggestions for district activities and goals, ask questions, and be involved;
- Review past projects and proposals and plan future ones;
- Read the BSA resources for leaders;
- Be accessible and respond promptly to messages;
- Stand by your commitments to complete projects and meet deadline;
- Treat the District Executives with respect, listen to their input and be open to their professional opinion and judgment;
- Acknowledge the District Executives for their work and loyalty. Everyone likes recognition.

Our District works best when volunteer leaders and the District Executive cooperate as partners. We are both working to reach District Goals and to fulfill member needs. Each of us has specific responsibilities to complete. Each of us has certain expectations of each other. Each of us has personal feelings and aspirations that must be considered when working toward mutual professional and district objectives.
Each of us must be prepared to give our best, to meet our commitments, to be understanding, and to be flexible at times, but firm when necessary. Open communication, mutual confidence and respect are important ingredients to an effective professional relationship. The volunteer-executive partnership is vital to our district’s success. Develop a working together relationship that will give you a satisfying experience.

NOTE: If you accept a position or a task, be sure you deliver your promise. You are part of a team and are carrying part of the load. Do your part. Be cautious of implied acceptance. Also, if you find that you can not deliver your promise, call the tasker to get help. Openly discuss any problems or misunderstandings. Remember that other Scouters are counting on you just as you rely on them to keep their promise.

The Commissioner Staff:

The Commissioner Staff is a team of both administrative, unit, and roundtable specialists charged with ensuring a quality program for the youth in all their assigned units. Unit Commissioners conduct most of the direct contact with units and help keep units alive and healthy. Roundtable Commissioners ensure that monthly roundtables provide practical and exciting unit program ideas. Assistant District Commissioners, and other administrative commissioners, help the District Commissioner administer the entire commissioner staff. The District Commissioner is the quality-control officer who leads, coordinates, recruits, and trains a staff of commissioners.

The function of the Commissioner Staff is to work closely with the units and chartered organizations to know the leadership, the plans, and the problems and successes of each of these units. The Commissioner Staff coordinates and cooperates with the committees of the district in promoting all phases of the Scouting program. The Commissioner Staff assumes responsibility assigned for planning, promoting, and conducting roundtables; to be responsible for the rechartering of all existing units, and to help units qualify as Quality Units.

The most successful Commissioner staffs seem to share one singular quality: they communicate effectively. Communication extends both ways from the Commissioners and everyone else in the organization:

Unit Leadership ← → Unit Commissioner ← → District ← → Council

As you communicate, remember one thing: two monologues do not make a dialog. That is why God gave us two ears and only one mouth. Listen to the other person to get their message. The approach is one of the essential factors.

Growth of the Commissioner:

- Always give staff vacancies a high priority.
- Diversify the commissioner staff to reflect the diversity of the district’s service areas.
- Do not recruit unit commissioners from a new unit and its chartered organization. A commissioner needs an objective view as an arm of the District and Council.
- Avoid potential conflicts of interest.
- Commissioners help units succeed!
The Commissioners are volunteer Scouters who work with packs, troops, teams, crews and posts to help the unit succeed. It is important to identify and recruit enough of the right people as Commissioners so that all Scouting units in the District receive regular, helpful service. The Commissioners are one of the most important links in the chain that ensures quality Scouting throughout the District. Because of Commissioners, the unit will provide an even better program. Because of them, Scouts and Scouters will stay in the Scouting program longer. In each District, you will find three types of commissioners: the management/administrative commissioners, roundtable commissioners, and the unit commissioners.

**The Management/Administrative Commissioners:**

This includes the District Commissioner and the Assistant District Commissioners. Their primary responsibilities are recruiting, training, guiding, and evaluating the Commissioner Staff. In large districts, you may find that there are line managers and specialty advisors within the Commissioner Staff. For example, you may have Assistant District Commissioners that manage several Unit Commissioners in a Service Area and others that specialize in rechartering, training, or the administration of the Commissioner Service.

**The District Commissioner:** The District Commissioner (DC) is nominated by the District Committee and appointed by the Council Executive Board. The District Commissioner keeps informed on policy, programs, delivery systems and procedures necessary for a successful Scouting program. Major responsibilities include:

- Supervise the activities of the commissioner staff, preside at District wide meetings of Commissioners, and conduct Commissioner conferences.
- Be concerned with proper recognition of unit leaders. Maintain their morale, periodically reporting unit conditions to the Council Commissioner.
- Help the Assistant District Commissioners (ADC) and Unit Commissioners (UC) to maintain a good working relationship with related District Committee Chairpersons and District Executives.
- Maintain the standards of the Boy Scouts of America, uphold national policies, and promote proper wear of the uniform and lead effort to hold regular roundtable programs in the District.
- Recruiting Assistant District Commissioners to serve each as managers in each of the District’s Service Areas and supervising the recruitment of Unit Commissioners for each unit in the District.
- Conduct personal coaching and orientation sessions for ADCs. Each ADC should have completed Commissioner Basic Training and be participating in advanced training. The DC is responsible for maintaining a record of the training completed by each all members of the Commissioner staff. Attendance at the College of Commissioner Science is expected of all commissioners who have not completed their doctorate. Wood Badge attendance is encouraged.
- Report to the Council Commissioner on the needs and status of units in the District monthly. Significant happenings in District units should be reported by telephone as they happen.
- Maintain regular contact with Assistant District Commissioners and Unit Commissioners to know unit needs. Telephone communication with each ADC is expected every two weeks. Meetings of the Commissioner staff should take place at least once a month.
- Assure that all units in the District recharter on time and that all appropriate recognitions have been submitted to Council. These recognitions include Quality Unit, National Camping Award, Outstanding Unit and other awards.
- Communicate information concerning the Scouting program and its changes to the units in the District. Help the units in the District to receive help in correcting problems that they may confront.
- Be familiar with the community in the District. Suggest areas that would benefit from the
establishment of a new Pack, Troop, Team, or Post. Inform the District Committee of this need. Assist the District Membership Committee in establishing new units by appointing persons to serve on New Unit Organizing Teams. Ideally, these persons will serve as their units’ first Unit Commissioner.

- Be a voice and presence for Scouting in the District while seeking ways to involve the Council Commissioner and other Council and District leaders in the District.
- Attend Council Commissioner meetings monthly. On those occasions when it is impossible to attend, designate a representative to attend the meeting in your place.

Assistant District Commissioners: The Assistant District Commissioners (ADC) are appointed by the District Commissioner and are responsible for an assigned share of the units in the District and the Unit Commissioners who serve those units or undertake specific functions. The ADC recruits, trains, guides, and measures the work of their Unit Commissioners. The ADC works closely with the District Commissioner and District Executive. The ADC should keep informed on policy, programs, delivery systems and procedures necessary for a successful Scouting program. The ADCs determine, to a great degree, the strength of the service program in the District. Major responsibilities include:

- Recruiting Unit Commissioners (UC) to serve each unit operating in the ADC’s Service Area. No unit should be without a UC for more than a month. No UC should serve more than three units. The ADC during the vacancy serves units not served by a UC.
- Conduct personal coaching and orientation sessions for each UC. Each UC should receive Commissioner Basic Training within two months of appointment. The ADC is responsible for maintaining a record of the training completed by each UC. Attendance at the College of Commissioner Science is expected of all commissioners who have not completed their doctorate. Wood Badge attendance is encouraged.
- Maintain regular contact with Unit Commissioners to know unit needs. Telephone communication with each UC is expected every two weeks. Meetings of the Service Area Staff should take place at least once every two months.
- Report to the District Commissioner on the needs and status of units in the Service Area monthly. Significant happenings in Service Area units should be reported by telephone as they happen.
- Assure that all units in the ADC’s Service Area recharter on time and that all appropriate recognition has been submitted to Council. These recognitions include Quality Unit, National Camping Award, Outstanding Unit and other awards.
- Communicate information concerning the Scouting program and its changes to the units in the Service Area. Help the units in the Service Area to receive help in correcting problems that they may confront.
- Be familiar with the community in the Service Area. Suggest areas that would benefit from the establishment of a new Pack, Troop, Crew, or Post. Inform the District Committee of this need. Assist the District Membership Committee in establishing new units by appointing persons to serve on New Unit Organizing Teams. Ideally, these persons will serve as their units’ first Unit Commissioner.
- Be a voice and presence for Scouting in the Service Area while seeking ways to involve the District Commissioner and other District leaders in the service area.
- Attend District Commissioner meetings monthly. On those occasions when it is impossible to attend, designate a representative to attend the meeting in your place.

Roundtable Commissioners: The Roundtable Commissioners (RTC) provide unit leaders with resources and training in program skills through regularly scheduled roundtable meetings. Roundtables are a form of Commissioner Service and supplemental training for volunteers at the pack and troop levels to give unit leaders an example for unit meetings. This includes ideas for crafts, games, activities, skills, and ceremonies, as well as available information on events and training and an opportunity to share experiences and enjoy fun and fellowship. By active participation, unit leaders will be able to provide a stronger program for Scouts.
THE COMMISSIONER’S GUIDE

The RTC is a trainer/idea creator whose major responsibilities include:

- Providing unit leaders with the will to do the morale, enthusiasm, inspiration, and vision that periodically renew the desire to carry on.
- Providing unit leaders with the skill to do scouting skills, techniques, information, program ideas, and the knowledge that makes a unit operation successful.
- Recruit and train a support staff qualified to put on quality roundtables for unit leaders.
- Plan monthly roundtable programs.
- Make all arrangements for roundtable including meetings places, equipment, and supplies.
- Conduct regular critiques to determine how roundtables can be improved.

The Unit Commissioner:

The Unit Commissioner (UC) is a specialist whose passionate overriding mission in Scouting is to help units succeed. The UC cooperates with other Scouting personnel related to specific programs but should not be responsible for them. Unit Commissioners are assigned to one or more units, which they serve and counsel. The UC is an advisor/mentor to units whose primary duties include:

- Maintain a close liaison with the chartered organizations of the served units. This requires a working relationship with the Chartered Organization Representative (COR). Unit activities and Chartered Partner expectations should be discussed with the COR at least once a quarter. The Institutional Head should be visited once a year (normally by a professional Scouter).
- Work to assure effective and active unit committees. Encourage each unit committee member to review appropriate Fast Start training videos and attend any relevant and available training including Roundtable.
- Make efforts to involve unit personnel in Roundtable meetings. Check Roundtable attendance sheets to learn whether the unit was present. If a unit has not attended, make sure to deliver materials passed out at Roundtable to the unit leaders.
- Establish good lines of communication between unit personnel and other District and Council leaders.
- Visit each unit at least once a month and maintain regular telephone contact with the unit leader, committee chair, and the COR. Visits should not be limited to either the unit meeting or committee meeting, but should include both in turn.
- Participate or help in some regular activities of the unit. Know the resources of the Council and District. Involve these resources in the life of the unit.
- Encourage unit participation in Council and District program events and training opportunities. Report monthly to the ADC on the status of each unit.
- Help select and recruit unit leaders. The actual appointment is approved by the chartered partner, with help and action by the COR and the unit committee. The UC plays an essential role in the selection process, making sure that proper techniques is used to locate and enlist the best possible leaders. Often you will be asked to suggest candidates for these positions.
- Attend the District Commissioner and Service Area Commissioner meetings.
- Attend Roundtable meetings to review monthly program themes and meet with unit leaders.
- Help each unit earn the Quality Unit Award. See that all units are rechartered on time and help each unit to conduct programs and submit paperwork that will earn the unit the Quality Unit Award, National Camping Award, and Summertime Pack Award among others.
- Know the neighborhood in which your units are located. Learn about the resources and characteristics of the neighborhood that may affect a unit. Help graduating members of one program join the next level of Scouting. Identify potential sources of new youth members. Help the District to identify locations for new units and potential chartered partners. Relay this information to the District Membership Committee.
- Set a good example for others. Have a positive attitude and keep the interest of our youth uppermost in decision making. Wear the proper uniform correctly.
Source for Commissioner Recruiting:

Current or former Scouters, community leaders, and parents make prime Unit Commissioner candidates. A Scouting background is important but less necessary if the individual has a dogged determination to seek out information they do not currently have. Consider friends, associates, and business contacts. Commissioners enjoy the experience and take great pride in being able to help boys by being of service to unit leadership.

The Commissioner Meeting:

The main purpose of these uniformed meetings is to build enthusiasm for carrying out the District’s Unit Service Plans and to identify successes and problems. The focus is on the needs of units and helping them succeed will be at the heart of everything that occurs at the meetings. Meetings will include time for assistant district commissioners and their respective unit commissioners to review the health of each unit and plan who will help meet specific unit needs during the month ahead. Priority is given to unit trouble spots that could badly disrupt a unit, deciding who will provide help, and discussing how to help. A monthly District Commissioner Report to the District Committee will report on the status of the Unit Health of the District. The District Commissioner Report will:

- Record minutes of the monthly Commissioner Staff meeting.
- Inform of any special activities, projects, or needs of the District.
- Provide reminders of dates and times.
- Keep up-to-date on how the units are operating.
- Provide overviews of the Roundtable themes and presentations.
- Support camping, advancement, recognition, training, public relations, civic service, activities, outdoor use, programs, membership, finance, FOS, unit service, and other BSA aims.

Commissioner Sample Monthly Reports

Several outlines have been included as sample reports expected from unit commissioners, roundtable commissioners, and assistant district commissioners. These reports, used in conjunction with the Unit Commissioner Worksheet, are used to ensure required unit information is noted and reported during the monthly commissioner meeting. They also serve as reminders and historical data for unit service. Also is a sample format for the district commissioner to use during periodic council commissioner meetings.

These reports may be modified as needed to suit the needs of the local commissioner.
UNIT COMMISSIONER REPORT
Service Area ___, __________

DATE: __________

UNIT COMMISSIONER GOALS FOR MONTH AND STATUS:

UNIT RECOGNITION: (List units who have accomplished a notable event during the month.)

PLANNED UNIT EVENTS: (List campouts, Blue & Gold, Court of Honors, etc., with date and location.)

UNIT SERVICE: (List unit number, person contacted, visitation dates, observations, and assistance provided, etc.)

<table>
<thead>
<tr>
<th>UNIT</th>
<th>GOOD</th>
<th>MODERATE</th>
<th>NEEDS HELP</th>
<th>COMMENTS</th>
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</table>

NOTES:

UNIT RECHARTER STATUS REPORT: (If applicable)

UNITS RECHARTERED ON-TIME: (List unit number and actual date of recharter.)

UNITS PENDING RECHARTER: (List expected recharter date and status.)

UNITS NOT RECHARTERING: (List unit number and reason why.)

UNITS WITH 100% BOY’S LIFE SUBSCRIPTION: (List unit number)

QUALITY UNIT STATUS REPORT: (List unit number and indicate status. If not QU, list why.)

________________________________________
Unit Commissioner
ROUNDTABLE COMMISSIONER REPORT

DATE: __________

ROUNDTABLE TOPIC FOR MONTH:

UNITS ATTENDING: (List unit number as how many Scouters attended.)

UNITS NOT ATTENDING: (List unit number, person contacted, and actions taken to encourage attendance.)

UNIT RECOGNITION: (List Scouters or units who were recognized during the Roundtable and why.)

PLANNED TOPIC FOR NEXT MONTH:

OBSERVATIONS NOTED DURING ROUNDTABLE:

ROUNDTABLE STAFF: (List Scouters who assisted in the Roundtable.)

OTHER COMMENTS/NOTES:

__________________________________________
Roundtable Commissioner
ASSISTANT DISTRICT COMMISSIONER REPORT
Service Area ___, ______________

DATE: __________

ASSISTANT DISTRICT COMMISSIONER GOALS FOR MONTH:

STATUS OF UNIT COMMISSIONER RECRUITING FOR ASSIGNED AREA:

OTHER TASKINGS:

COMMISSIONER ASSIGNMENTS/NOTES:

UNIT SERVICE: (List unit number, person contacted, visitation dates, observations, and assistance provided, etc.)

PLANNED UNIT EVENTS: (List campouts, Blue & Gold, Court of Honors, etc, with date and location.)

UNIT RECOGNITION: (List units or individuals who have accomplished a notable event during the month.)

UNIT RECHARTER STATUS REPORT:

UNITS RECHARTERED ON-TIME: (List unit number and actual date of recharter)

UNITS PENDING RECHARTER: (List expected recharter date and status.)

UNITS NOT RECHARTERING: (List unit number and reason why.)

UNITS WITH 100% BOY’S LIFE SUBSCRIPTION: (List unit number)

QUALITY UNIT STATUS REPORT: (List unit number and indicate status. If not QU, list why.)

_____________________________
Assistant District Commissioner
# District Commissioner Report

**District:**

**Date:**

## District Status Report

### Scout Units:

<table>
<thead>
<tr>
<th>20XX</th>
<th>20XX</th>
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<th>20XX</th>
<th>20XX</th>
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<tbody>
<tr>
<td>PREVIOUS GOAL</td>
<td>PREVIOUS YEAR END</td>
<td>CURRENT GOAL</td>
<td>CURRENT MONTH</td>
<td>+ / - or</td>
</tr>
</tbody>
</table>

- Cub Scouts
- Boy Scouts
- Venturer
- Exploring
- LFL

**Totals**

### Quality Unit Status:

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<th>20XX</th>
<th>20XX</th>
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<tbody>
<tr>
<td>PREVIOUS GOAL</td>
<td>PREVIOUS YEAR END</td>
<td>CURRENT GOAL</td>
<td>CURRENT MONTH</td>
<td>+ / - or</td>
</tr>
</tbody>
</table>

- Cub Scouts
- Boy Scouts
- Venturer
- Exploring

**Totals**

### 100% Boys Life Units:

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<th>20XX</th>
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<tr>
<td>PREVIOUS GOAL</td>
<td>PREVIOUS YEAR END</td>
<td>CURRENT GOAL</td>
<td>CURRENT MONTH</td>
<td>%</td>
</tr>
</tbody>
</table>

- Cub Scouts
- Boy Scouts
- Venturer
- Exploring

**Totals**

### Commissioner Staff:

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<tr>
<th>20XX</th>
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<th>20XX</th>
<th>20XX</th>
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<tbody>
<tr>
<td>PREVIOUS GOAL</td>
<td>PREVIOUS YEAR END</td>
<td>CURRENT GOAL</td>
<td>CURRENT MONTH</td>
<td>%</td>
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</tbody>
</table>

- UC
- ADC
- DC

**Total**

### Units to Commissioner Ratio:

- 1 UC

### Youth Membership:

<table>
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<tr>
<th>20XX</th>
<th>20XX</th>
<th>20XX</th>
<th>20XX</th>
<th>20XX</th>
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<tbody>
<tr>
<td>PREVIOUS GOAL</td>
<td>PREVIOUS YEAR END</td>
<td>CURRENT GOAL</td>
<td>CURRENT MONTH</td>
<td>%</td>
</tr>
</tbody>
</table>

- Tiger Cubs
- Cub Scouts
- Boy Scouts
- Venturers
- Explorers

**Total**

### FOS/CFV:

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<th>20XX</th>
<th>20XX</th>
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<th>20XX</th>
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<tbody>
<tr>
<td>PREVIOUS GOAL</td>
<td>PREVIOUS YEAR END</td>
<td>CURRENT GOAL</td>
<td>CURRENT MONTH</td>
<td>%</td>
</tr>
</tbody>
</table>

- $
THE COMMISSIONER’S GUIDE

STATUS OF UNIT COMMISSIONER RECRUITING:

GAIN:

LOSS:

COMMISSIONER ASSIGNMENTS:  

1 – inactive commissioner, 2 – new commissioner

Service Area 1:

Service Area 2:

Service Area 3:

SERVICE UNIT ASSIGNMENTS FOR 2000:

Service Areas are assigned service responsibility for the units as indicated.

Service Area 1: ADC: __________

Service Area 2: ADC: __________

Service Area 3: ADC: __________

UNIT RECHARTER STATUS REPORT:

DISTRICT RECHARTER LOCATION AND DATE:

a. Units Recharter completed as indicated: ON-TIME UNITS

Units Recharter Early (before Recharter Day): ___ UNITS

Units Recharter on Recharter Day (xx/xx/xx): ___ UNITS

Units Recharter after Recharter Day (xx/xx/xx): ___ UNITS

Units Recharter after first 30 days: NOT ON-TIME UNITS

Units Recharter after first 60 days: NOT ON-TIME UNITS

b. Units Pending Recharter (as of xx/xx/xx): ___

c. Units that will not Recharter and Reason: ___
d. New units started in 20xx: ___ UNITS

e. Status Percentages: (new units not included)

<table>
<thead>
<tr>
<th>Category</th>
<th>Units</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Units in District</td>
<td>___</td>
<td>___%</td>
</tr>
<tr>
<td>Units Recharter Completed</td>
<td>___</td>
<td>___%</td>
</tr>
<tr>
<td>Units Recharter Pending</td>
<td>___</td>
<td>___%</td>
</tr>
<tr>
<td>Unit not Rechartering</td>
<td>___</td>
<td>___%</td>
</tr>
</tbody>
</table>

QUALITY UNIT and BOY’S LIFE STATUS REPORT: (out of ___ units completed)

a. Quality Units: ___ units ___%

b. Units not achieving Quality Unit status: ___ units ___%

c. 100% Boy’s Life Units: ___ units (Packs & Troops)

d. Units not participating in 100% Boy’s Life: ___ units (Packs & Troops)

DISTRICT HIGHLIGHT EVENTS:

OTHER ITEMS:

REPORT ON TASKINGS:

REPORT ON ITEMS OF COUNCIL INTEREST:

______________________________
District Commissioner

__________________________ District
The Nature of Unit Service:

Several of the district functions require specialized help to units. For example, volunteers working within the advancement function are required to visit units once each year to evaluate advancement progress and where needed to provide help. The camping/outdoor activity volunteers provide help to unit leaders in planning their outdoor programs. It is helpful if the unit commissioner is present during these occasions because they can help provide insight to the unit’s needs.

The wise commissioner is never reluctant to call other district volunteers into unit situations to help meet special needs. It is encouraging to unit leaders to discover there are people besides the commissioner who are ready and able to help. It enhances the reputation of the commissioner with unit leaders and helps keep all district volunteers aware that their first responsibility is to unit leaders. Commissioners make sure there is harmony between the unit and members of the organization. Problems are not allowed to fester.

The most important thing a Commissioner does for unit leaders is to prove that somebody cares about them. The Commissioner must be dedicated to the success of the unit without becoming a member of the unit they serve. The Commissioner is the connecting link between the Boy Scouts of America and the unit leaders.

When a unit leader is discouraged, it is the Commissioner who encourages. When the unit committee is not helping enough, it is the Commissioner who meets with it on behalf of the unit leader. Even when there are no problems, it is the Commissioner who works closely enough with the unit leaders to prevent future ones, and to prove the district cares.

There is a simple formula for success: The Unit Commissioner is assigned not more than three units and is responsible for their success and the well being of their leaders. The Unit Commissioner does at least two things each month for each unit:

- Visit a unit meeting and stay long enough to evaluate how things are going and to talk with the unit leader. The theme of the conversation should be; “How are things going, and how can I help?”

- Telephone each unit leader between unit meeting visits to see if help is needed.

These two simple acts can lift a leader’s spirit. The offer of help must be genuine and timely. Even if no help is required, it is reassuring to know it is available. Regular contacts twice each month create a positive feeling about the district and council. This is essential if unit leaders are to feel good about their job. Of course, if there is a specific problem, the commissioner meets more often until it is resolved.

Should the Unit Commissioner know all about unit operation? Well, it would be nice, but it is not necessary. It is important, however, to know how to deal with common problems, and absolutely necessary to know where to get help with special problems. The Commissioner must care enough never to let a question go unanswered or a problem unresolved. That is the final test of a good commissioner.
Commissioner Relationships with Units:

Constantly evaluate the success of the unit in providing a quality program and communicating the status of the unit to the ADC. Unit Commissioners should use the Unit Commissioner Work Sheet (separate for Packs, Troop, and Post) to review the status of each unit. Each work sheet has dozens of helpful suggestions on helping the units to do a better job. Use judgment as to when it is appropriate to offer recommendations. These work sheets are available from your local Council Scout Service Center.

Things that make the Unit Commissioner Relationship Better:

- Communications
- Innovative ideas
- Esprit de corps
- Willingness to help and seen as helping
- Friendship
- Encourage unit pride
- Help unit leaders to provide Junior Leader Training
- Recognize when there is a need for change
- Unit treated like the customer
- Finding opportunities and solutions
- Using the eleven leadership skills
- Model behavior, setting the example
- Knowing what resources are available

Things that make the Unit Commissioner Relationship Worse:

- Apathy
- Physical distance
- Demands of real world jobs
- Demands of other Scouting jobs
- Too many Scouting jobs
- Burnout
- Personality conflicts
- Uneven work loads
- Not knowing what resources are available
- Lack of leadership
- Placing blame
- Finding problems
- Negative attitudes
- No training or not the right training for the job
A Few Pointers:

- The unit leaders are your peers, do not talk down to them.
- You are a coach, do not dominate.
- It is not your unit, do not try to take it over.
- Help the unit discover solutions, do not act like an expert.
- Look for opportunities; do not always find problems.
- Blame processes and systems, do not blame or criticize unit leaders personally.
- Be persistent, do not walk away and do nothing.
- Support Scouting; do not take it out on the leaders or boys.
- Do what you said you would do, and when you said you would do it.
- Keep your word, do not break promises.
- Model the appropriate behavior; do not allow your actions to contradict your words.

Where Unit Commissioners Get Help for Those They Serve:

**The Scouting District:** To better understand where the unit fits into the overall structure of Scouting, the Commissioner must understand what a Scouting District is and the duties and responsibilities perform by the district.

A Scouting District is a geographical area of the local BSA council, as determined by the Council Executive Board. District leaders mobilize resources to ensure the growth and success of Scouting units with the district’s territory. All districts are responsible for carrying out four standard functions: membership, finance, program, and unit service.

- The **membership function** strives for growth through the organization of new Scouting units and growth through new members joining existing units.
- The **finance function** sees that the district provides its share of funds to the total council-operating budget.
- The **program function** concentrates on helping Scouting units with camp promotions; special activities including community service; training adult volunteers; and youth advancement and recognition.
- The **unit service function** provides direct coaching and consultation by district volunteers for unit adults to help ensure the success of every Scouting unit.

Members of the District Committee carry out the membership, finance, and program functions. The District Commissioner Staff carries out the unit service function.

Unit commissioners must completely understand where their position places them in Scouting’s organizational plan in order that they may be fully effective in knowing where and how to get help for those with whom they work. Help come from many sources. They generally come from personal contacts and conferences, commissioner sessions and meetings. The most familiar are:
From the commissioner staff

- Council Commissioner.
- Assistant Council Commissioners.
- District Commissioner.
- Assistant District Commissioners.

From the professional staff

- Through personal conferences.
- At meetings such as annual commissioner conference, all hands meeting, etc.

From training opportunities

- Person-to-person assistance between unit commissioner and unit personnel.
- From monthly roundtable meetings.
- From unit leader training courses (Scout Leader training).

From district contacts

- Routine information at meetings of the district.
- From presentations made to commissioners at meetings within the district.
- From response to specific requests for such assistance as advancement help, camping and activities information, etc. A member of a district operating committee or a professional staff member generally makes such presentations.

From literature of the Boy Scouts of America

- Cub Scout and Boy Scout leadership manuals
- Council helps such as leader’s program calendar, council and district publications.
- Scouting Magazine and Boys’ Life.

Own personal experience

- A wealth of helpful information may be gained by their experiences as unit commissioners.
- Alert unit commissioners share highlight experiences with their associates.

As a Unit commissioner, you should stay in close touch with your Assistant District Commissioner and District Commissioner to discuss how the district can help to strengthen each unit’s programming and leadership. Likewise, you need to develop a working and friendly relationship with your unit leaders to understand their needs, strengths, and weaknesses.

(Extract from *the* Commissioner, Spring 1995) **Commissioner Impact on Unit Growth:**

Commissioners have a direct affect on the number of Packs, Troops, Crews, and Posts – thus, Commissioners directly affects the membership growth of the Boy Scouts of America. Recent national trends place Commissioners in the spotlight. Recent growth of new units emphasizes the need to recruit more Commissioners to serve those units. We, as Commissioners, must service what we, as Scouters, sell – we must care for what we create.
Hallmark of Unit Service:

- Unit service must be unit oriented.
- Attitudes dictate the quality and effectiveness of unit service as perceived by unit leaders.
- Caring is a habit.
- Unit Service really means exceeding unit leader expectations.
- Good commissioners take ownership of service responsibilities.
- Unit service is an interpersonal event.
- Commissioners must be available to unit people.
- Service providers know and use their resources.
- Good commissioners are problem solvers.
- Good service providers appreciate good humor.
- Good commissioners provide timely feedback to the District on its service to units.

Service to New Units:

How do commissioners care for a new unit? Here are some do’s and don’ts:

- Be sure that a new unit is under the care of a Commissioner before the organizer leaves the unit. Provide for overlap; allow no time lapse between the organizer and the commissioner.
- Make the presentation of the first unit charter a very special event. Include members of the chartered organization and unit personnel.
- Attend the first meeting of the unit committee. Listen and guide, but do not take over. If necessary, help the committee chair build the agenda.
- Unit leader training is a priority. Follow up if unit leaders missed any of the Fast Start or basic training. Provide the missing sessions if they can not get to training. Tailor the training to the unit.
- In Troops, be sure the patrol method is used. Troop success depends on boy leadership development.
- In Packs, be sure all dens are functioning and the Pack is meeting at least once every month.
- Do not assume that the unit will have a program. Guide the unit in planning the first month or two of its program.
- Do not appear like a checker-upper. You are there to assist and guide like a good friend. First impressions are very important with a new unit.
- Help the unit start plans for a long-term outdoor experience.
- Congratulate leaders on all achievements, no matter how small. Help them to solve immediate concerns.

Stop the Drops:

- Identify units that are “high-risk units” long before they drop. Call it preventive medicine.
- Assign the most talented commissioners to high-risk units. NOTE: The most talented may not be those with the most badges or the longest tenure.
- Do not rely on the monthly meeting cycle of the District. Some situations in high-risk units require quicker action than occurs with monthly meetings in the District.
- Do not let anyone use wishful thinking to help units with “life threatening” needs.
- Increase administrative follow-ups. District commissioners and ADCs must consult fore frequently with unit commissioners about high-risk units.
- Do not ever belittle or stigmatize the “high risk” unit. Keep your list of such units confidential with those wearing the wreath of service.
- Have all commissioners learn and use the unit “lifesaving techniques”.
- Do not assume that “no news is good news.” The District Commissioner or the ADC should call every high-risk unit to see if unit leaders know their commissioner’s name and whether the commissioner has visited the unit during the past 30 days.
Major Program Deviations:

The BSA Scouting program is broad and flexible in operation. There is no canned program, and units do not operate under a rigid system. However, you must learn to tell the difference between creative programming and major deviating from Scouting methods.

For example, when a Cub Scout Pack substitutes a theme of its own that does not appear in any of our program materiel but has activity for everyone, that’s creative programming. But when a Pack Committee decides that each mother will be a Den Leader for one month on a rotating basis, that’s a major deviation from the Scouting method.

If a Troop that has the capability decides to camp on its own halfway across the country, that is creative programming. If a Troop becomes a Drum and Bugle Corps, eliminating the patrol method and advancement, that is a major deviation.

Often it is best to involve the district committee in such situations. You, as a friend of the unit, provide help and counsel through others, as you deem necessary.

Webelos-to-Boy Scout Transition - A Commissioner’s Role

----------------------------------------------------------------------------------------------------------------------------------
A source of new boys is vital to the continuance of the Boy Scout Troop, and troop leaders are looking for help!
----------------------------------------------------------------------------------------------------------------------------------

Joining Requirements: For a young boy to join a Boy Scout Troop, the boy must have completed the fifth grade, or who has earned the Arrow of Light, or be 11 years of age but not yet 18.

You are the Unit’s Best Friend: Although the unit leader can get help from any places, it is special when it comes from you. Being there in person, you are the first one to offer personal support.

Troops Need Boys: Many Boy Scout troops have eight boys or less. Even the larger troops may find recruiting difficult. Though many Webelos Scouts leave their den when reaching Scouting age, they are not sure about going into the troop.

You Have the Answer: With little effort, you can be the key person helping both the Boy Scout troop and the Cub Scout pack to fulfill their needs. More than 84% of graduating Webelos Scouts join troops when the Webelos-to-Scout transition program is used. Leaders can do it themselves when someone gets them started and you are that someone. Do you want to know how it is done and what’s in it for you?

How the Transition Plan Helps the Boy: Many Webelos Scouts will go on into Scouting with no help at all. At least half of them need to know more about their opportunities for fun and adventure in the Scout troop. That’s really the purpose of the Webelos-to-Boy Scout Transition Plan: to give the Webelos Scout a sampling of the troop program, troop leadership, personal advancement, a training and learning experience and an appreciation of troop organization and relationships.
It will be the boy’s (and his family) decision so we owe it to them to demonstrate some of the fun experiences and to let him know that he is wanted. Certain key Scout Leaders are better able to show the Webelos Scout the various elements of Scouting. So, we need to include everyone, starting with the Webelos Scouts themselves. That makes the transition plan an unlimited opportunity.

The boy’s Webelos badge and Arrow of Light Award reach into the requirements bordering on Scouting skills, giving him a view of Scouting advancement. He sees boy leadership at work and senses his own potential as a junior leader. He becomes more confident and enthusiastic about the patrol method, a district camporee, about summer camp, and maybe even a national jamboree. In short, the boy’s desire for troop membership is the result of this gradual change in appetite for troop-oriented activities.

How the Transition Plan Helps Leaders: For the Scoutmaster, it means more boys - boys already versed in Boy Scout and Tenderfoot requirements and boys whose families have been supporting them in pack activities.

For the Webelos Den Leader, it means fulfillment. It means direct help with advancement requirements, father/son overnighters, as well as a pleasant association with the troop. The time spent with a boy is productive as seen in the boy’s desire to continue.

To the Cubmaster it means assurance of a stable Webelos Den, more graduations and better ceremonies, the ready access to den chiefs and pack meetings that feature a lively Webelos Den and Boy Scout Troop guests.

Key Leaders in the Transition Plan:

Webelos Den Chief: A registered Boy Scout, active in the troop and selected by his Scoutmaster to serve with the Webelos den as a program assistant to the Webelos Leader. He receives training either by the troop junior leaders or by the Webelos Den Leader. He should be at least a Second Class Scout and skilled in conducting ceremonies, leading songs, teaching skills, giving demonstrations, leading games and helping to prepare the Webelos Scouts in advancement for the troop experience up ahead.

Assistant Scoutmaster (Webelos Resource Person): An assistant Scoutmaster is appointed to be liaison between the Troop and the Webelos Den. He helps the Webelos Den Leader to plan joint pack and troop activities, including exciting graduation ceremonies. His principal job is to ensure smooth transition of Webelos Scouts into the Troop by working closely with the Den Chief, Webelos Den Leader and Scoutmaster.

Webelos Den Leader Coach: In Packs having more than one Webelos Den, he is the coordinator between dens. He plans activities, selects resources, contacts Scoutmasters, participates with Webelos Dens at Pack meetings, and keeps the Cubmaster informed.
Activity Badge Counselor: This adult is usually a family member of a Webelos Scout and has knowledge in one of the activity badge areas. Recruited by the Webelos Den Leader or the Webelos Den Leader Coach, this person serves as a den helper at various times of the year. Not to be confused with merit badge counselors in Boy Scouting, activity badge counselors help Webelos Scouts gain self-confidence in dealing with new subjects and adults.

In a Nutshell: The transition plan utilizes, key people in specific roles designed to attract Webelos Scouts into the Boy Scout troop. It creates a team spirit for the Webelos Den Leader, the Cubmaster and the Scoutmaster, and it enhances the Scouting family concept both in and out of the chartered organization.

Have You Heard About the Leader’s Roundtables? The Webelos-to-Boy Scout Transition Plan calls for a joint roundtable for Webelos Den Leaders and Boy Scout troop leaders to be held twice a year - one in October and one in March or April. With the Boy Scout Leader Roundtable Staff serving as the host and with the knowledge of the Cub Scout Leader Roundtable Staff, Webelos Den Leaders are invited to attend and cover major subjects related to pack-troop demonstrations.

This serves as a primary opportunity for Webelos Den Leaders and Scoutmasters to meet and to share mutual program ideas affecting Webelos graduations. The agenda is designed to promote good Pack/Troop or Webelos Den/Troop happenings and thereby hold the Webelos Scouts in the program until they reach Boy Scouting age. The participants get an opportunity to share with the group any successes in joint activities and graduation ceremonies.

Suggested Joint Pack/Troop Happenings:
- Invite the Webelos den to attend a troop court of honor.
- Invite the Scoutmaster and junior leaders to attend a Webelos Den meeting.
- Share an evening campfire. Jointly, attend religious services on Scout Sunday or Scout Sabbath.
- Participate in a joint community pack/troop Good Turn.
- Jointly, do a Good Turn for the chartered organization.
- Invite the Webelos Den to go on a day hike with the Boy Scout Troop.
- Plan joint field-trip activities.
- Together, plan parties for the den and troop. Ask troop leaders to help with Webelos overnights.
- Plan joint den/troop activities - roller skating, bowling, miniature golf, swim parties, etc.
- Invite the den to attend a troop skill-o-ree.
- Conduct a joint overnight camp out.
- Invite the Webelos den to attend a performance of the Order of the Arrow dance team.

The First Things To Do:
- In your Commissioner’s Notebook, list names, addresses, phone numbers, etc., of unit key leaders.
- Contact the Webelos Den Leader, Cubmaster, and Scoutmaster to set up a time and place for a common meeting of all three. Let each describe his (her) needs in the program.
- At this meeting, establish a plan for regular communication through specific key people (Den Chief, Assistant Scoutmaster, etc.) regarding advancement, graduations, joint events and training opportunities.
- Encourage the troop leaders to assist with Webelos over-nighters in equipment and troop leaders.
- Maintain an up-to-date schedule of Webelos graduations that the Webelos Den Leader shares with the troop representative.
Now That Things Are Rolling: Since you’re feeling successful, there are some other things you might do:

- Mark on your Scouting calendar the dates of the Troop, Pack, and Webelos Den meetings, the committee meetings, leader roundtables, training sessions and the District Commissioner meetings.
- Share with the commissioner the progress of the pack(s) or troop(s). Attend Webelos graduations with the Scoutmasters. Introduce the Webelos families to the Scoutmaster.
- Encourage the Scoutmaster to have a heart-to-heart talk with his Boy Scouts about personal relationships with the Webelos Scouts. Rumored threats of initiations or harassment, even in jest, can halt Webelos graduations into the troop.
- Accompany the troop’s assistant Scoutmaster on the first visit to the Webelos den and introduce him to the Webelos Den Leader. Let each discover what the other does in the transition plan. Report progress on pack/troop relationships to the district commissioner. Include details of how many Webelos Scouts were graduated.
- When speaking with pack or troop committee chairmen, explain the benefits of the pack, Webelos den and troop joint activities.

Program:

- Encourage the Scoutmaster to visit the Webelos den and get to know the boys personally.
- Encourage the Webelos Den Leader, Cubmaster, and Scoutmaster to attend leader’s roundtables. Discuss your progress with the transition plan.
- At the earliest opportunity, get information on Webelos Woods or Webelos Day (if held in your council) and promote it in the Webelos Den.
- With the approval of the Webelos Den Leader, show “Time of Your Life”, a recruiting video that can be borrowed from the local council service center.
- Have adequate information on the Cub Scout day camp. Emphasize the Webelos program at Day Camp.

Leadership:

- When there is no Webelos Den Leader, visit the pack committee meeting as soon as possible and assist in recruiting a new leader.
- Explain and implement the selection of a Webelos Den Chief when visiting the troop. If one is not needed now, he soon will be.
- On visiting the troop committee, encourage the selection of an assistant Scoutmaster (if not yet selected) to visit and represent the troop at Webelos den meetings.
- Encourage the Scoutmaster to give regular recognition to the Webelos Den Chief for his efforts in bringing new boys into the troop.
- Explain and suggest to the Webelos Den Leader the recruitment of activity badge counselors for help in leadership and activity badge work.
- Encourage attendance by the Webelos Den Leader, Cubmaster, Scoutmaster, and Webelos resource person at the twice-a-year joint roundtables.

Organization and Relationships:

- After talking with your District Executive, contact the Scouting Coordinator and chartered organization representative. Explain the Webelos-to-Scout transition plan to them and their roles in making it happen.
- Personally, assist the Webelos Den Leader, Cubmaster, or Scoutmaster with transportation to an outdoor event or activity. Encourage the District Commissioner to use his (or her) influence in setting up two joint Cub Scout-Boy Scout roundtables a year.
- Offer your personal help and resources to the Webelos Den Leader, Cubmaster, and Scoutmaster for use in meetings, training, and advancement.
- See that the Webelos Den Leader is recognized at pack meetings for his help in graduating Webelos Scouts into troops.
- Talk to the Boy Scout Leaders Roundtable Commissioner about the joint roundtable plan for Webelos Den Leaders, Cubmaster, and Scoutmasters.
- Attend the annual pack program planning conference and Webelos planning conference. Be sure the den
chiefs and Scouting Coordinator are invited.

- Contact the district training chairman for information or get help in getting key people in the transition plan trained.
- Give the District Commissioner, in writing, any pertinent membership information regarding the Webelos-to-Scout transition effort for his report to the district committee and the council commissioner.

**Advancement:**

- Attend Webelos graduations and ask the Cubmaster to take part in the Arrow of Light ceremony.
- Encourage the Webelos Den Chief to help the Webelos Scouts in their work on the Webelos badge and Arrow of Light Award.
- Maintain a written schedule of Arrow of Light presentations and encourage Scoutmasters to attend.
- Tell the Scoutmaster about the leadership and service of the Webelos Den Chief.
- Make the Webelos Den Chief aware of his personal responsibility in teaching advancement requirements.

**Training:**

- Assist the Webelos Den Chief in attending the earliest den chief conference in the district or council.
- Encourage and assist the Webelos Den Leader, Cubmaster, and Scoutmaster in earning their appropriate training award or key. Check their personal accomplishments, and training progress records. Let them know that you’re interested in seeing them receive this recognition.
- Assist the Webelos Den Leader in the training and recognition of the Webelos Den Chief.
- Remind the Cubmaster, Scoutmaster, and the Webelos Den Leader about completing their basic training.

__________________________________________________________________________________________

*If It’s To Be . . . It’s Up To Me!*

_________________________________________________________________________________________

**Elements of Commissioner Service—Prioritize Unit Needs:**

Keep a running list of needs, problems, and desirable improvements for each of your units. Highlight the most urgent needs and problems. Plan a course of action to help solve these needs or problems. The key word is *action*. If unsure what action to take, call your Assistant District Commissioner, District Commissioner, or District Executive for assistance. Never ignore a unit need or problem, they do not get better with time.

Evaluate your time—it is limited. Concentrate your commissioner energies on the unit needs you highlighted. A unit commissioner might be tempted to give the most attention to the healthiest and most active units. Good commissioners do not do that. Establish your priority unit(s). Priority units receive your most careful attention but do not ignore the others. Without diligent care and timely evaluations of all units, even the “good ones” may slip into problems. See the section for Commissioner Early Warning Signals for Unit Health.

*Caution: Do not fall into the trap of doing everything else in the district except your 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 FOS campaigns, running camporees, etc.
While all these activities are unquestionably important, they are not the primary responsibilities of unit commissioners. Unit Commissioners do cooperate with and support other District Scouting volunteers working on specific programs although they are not responsible for them. Do not feel guilty about occasionally saying “no” to other requests. Serve in the Commissioner position only. Some people, of course, may desire to remain affiliated with their home unit or take on unit leadership responsibilities however, understand that being a Commissioner is your primary Scouting job.

The first priority for Commissioners is to develop a close relationship with unit leaders. In addition, there are certain specific responsibilities:

- Work especially close to leaders of new units and new leaders of established units.
- Help units prepare for charter renewal and lead them through the process. Do not wait until recharter time to determine unit needs. Plan and carry out a charter presentation ceremony.
- Make a thorough appraisal of each unit’s operation and program annually and review each quarter to measure progress. Apply the “Quality Unit” commitment form as a guideline and work with units assisting with goal setting and goal monitoring. Help units achieve the Quality Unit Award and thus qualify as a quality program unit.
- Special commissioners conduct monthly roundtables for unit leaders, and unit commissioners encourage the participation of all unit leaders.
- At least once each year the unit commissioner conducts a membership inventory and uniform inspection to check on active membership and encourage proper wear of the Scout uniform.
- Help unit leaders understand why enrolling new members throughout the year is important to their unit’s success, and help them do it.
- Keep unit leaders informed about district and council events, interpret their values, and encourage unit participation.

### Commissioner Early Warning Signals—Unit Signals:

Commissioners should be on the alert for signals of good and bad conditions in every unit. These indicators can be used to head off disaster if the signals are bad and to commend unit people if the signals are good. Here are a few of the signals you might watch for:

<table>
<thead>
<tr>
<th>Good Signals</th>
<th>Bad Signals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings well attended</td>
<td>Irregular or no meetings</td>
</tr>
<tr>
<td>Program planned in advance</td>
<td>No written program</td>
</tr>
<tr>
<td>Good advancement</td>
<td>Little advancement</td>
</tr>
<tr>
<td>Fully uniformed unit</td>
<td>Few in uniform</td>
</tr>
<tr>
<td>Good participation in council-district events</td>
<td>Seldom seen outside their unit</td>
</tr>
<tr>
<td>Frequent outdoor activities</td>
<td>Little outdoors program, no camping</td>
</tr>
<tr>
<td>Supports FOS program</td>
<td>No FOS participation</td>
</tr>
<tr>
<td>Roundtable attendance</td>
<td>Never attend roundtables</td>
</tr>
<tr>
<td>Constant membership growth</td>
<td>No new members</td>
</tr>
<tr>
<td>Strong unit committee</td>
<td>Unit leaders work alone</td>
</tr>
<tr>
<td>Excellent parent support</td>
<td>No parent involvement</td>
</tr>
<tr>
<td>Unit recharters on time</td>
<td>Unit charter lapses</td>
</tr>
<tr>
<td>Strong boy leadership</td>
<td>Unit leader does all the leading</td>
</tr>
<tr>
<td>Has assistant unit leader (and den leaders) involved</td>
<td>Only one active leader</td>
</tr>
<tr>
<td>Having fun</td>
<td>Lack of discipline</td>
</tr>
</tbody>
</table>
Commissioners should periodically evaluate themselves. How well do you relate to people in general? How well do you relate to the people in the specific units to which you are assigned? How dependable are you in carrying out responsibilities? Are you growing in your skills and knowledge?

**Unit Health Indicators:**

Looking at the indicators of Unit Health is like comparing the gauges and dials on the dashboard of an automobile. Here is a correlation of examples:

<table>
<thead>
<tr>
<th>Turn Signals</th>
<th>Council/District (Includes Unit Committee.)</th>
<th>Gives direction/guidance to the program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speedometer</td>
<td>Unit Program</td>
<td>Indicates how well you are doing in your program.</td>
</tr>
<tr>
<td>Battery</td>
<td>Unit Finance</td>
<td>Give energy and a charge to the program and unit.</td>
</tr>
<tr>
<td>Fuel Gauge</td>
<td>Unit Committee</td>
<td>Indicates what resources are available to keep the program running smoothly.</td>
</tr>
<tr>
<td>Temperature</td>
<td>Youth Membership</td>
<td>Tells how 'hot' or 'cold' your program is.</td>
</tr>
<tr>
<td>Oil Gauge</td>
<td>Adult Leaders</td>
<td>Adult leaders and parent participation provides the oil for a well-run program and unit.</td>
</tr>
<tr>
<td>Gear Selection</td>
<td>Chartered Partner</td>
<td>Puts the program into motion.</td>
</tr>
<tr>
<td>Warning Lights</td>
<td>Unit Commissioner</td>
<td>Looks at program indicators to ensure proper operation of the program.</td>
</tr>
</tbody>
</table>

Idea submitted by Larry Gooss, District Commissioner, Battlefield District, Robert E. Lee Council
Priority Problems:

Unit Not Meeting: A unit that has ceased regular meetings is in serious trouble. You must move quickly to salvage resources that may remain, leaders, committee members, parents, or members of the chartered organization.

Unit with No Leaders: If the unit leader quits or leaves, find a replacement quickly. Do this by calling the Committee Chairman and helping the group select and recruit a suitable replacement.

Unit with No Committee: If the committee is not functioning, get in touch with the Scouting coordinator and explain the importance of having an active committee of at least three persons. If the Scouting coordinator is not responsive, go to the head of the organization. Set a date for the meeting of those who could serve. If the head of the organization is reluctant, ask the district executive for help.

Unit with No New Members: If, after a reasonable period, no new members are added and there are plenty of boys in the area, find out why the unit is not growing. A Commissioner should be alert to the need for regular boy recruiting and bring this to the attention of the unit leader.

Unit with Low Attendance: Boy attendance is the clearest indication that the members are getting a good program. When the trend is consistently downward, program planning may be defective or the leadership may be weak.

Unit with Weak Leadership: In almost every case, a problem unit stems from weak leadership that must be either bolstered or replaced. But the unit belongs to the chartered organization, and you have no license to remove its leaders. You do have a responsibility, however, to see that the boys receive a good program. Therefore, it’s your duty to impress upon the Scouting coordinator and committee the importance of providing strong leadership for Scouting. In the final analysis, the program is only as good as the leader who delivers it.

Lapsed Unit: This should never happen. There is no reason why a unit that meets regularly under a strong leader with an active committee should not endure. When the commissioner has done the job, the unit will invariably reregister on time with great prospects for the year ahead.

Unit Leaders also Evaluate Commissioners:

Our actions often speak louder than our words. Therefore, unit leaders often evaluate us not on what we say but on what we do or fail to do. Here is a few good and bad signals you may be sending to unit leaders:

**GOOD SIGNALS**
- They are always there if needed.
- They keep their word.
- They can get help for me anytime.
- They keep me posted.
- We get good ideas from them.
- They are great help at unit committee.
- “Great guy, Bill...don’t know what I’d do without him.”

**BAD SIGNALS**
- Commissioner? What is a commissioner?
- They always want something.
- They interrupt my meetings.
- They are never there when you need them.
- I can’t depend on them.
- All they do is wear red jackets and drink coffee.
- “I wish that guy would get off my back....”
Unit Leader perceptions is the only important reality. Exceptional Commissioner service has three important qualities:

- Exceed expectations rather than just satisfying expectations,
- Provides caring service, not just competent service, and
- Provides the unit with service now, not when we get around to it.

A formula for successful commissioners is:

*Exceptional Commissioner Service equals Unit Leader’s Perception of Help Received minus Help the Unit Leader Expected.*

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**The Annual Commissioner Service Plan:**

**What is The Plan? - It is called “A Unit Service Plan”**

Every Council is vitally concerned with the success of its Commissioners in helping the chartered organizations to deliver a quality Scouting program. For this reason the Council is constantly in the process of evaluating the success of its Commissioner service and looking for ways to make improvements. This is done each year by developing a Unit Service Plan. There are two phases in the development:

1. **Inventory - Getting the Facts:**
   - Take an accurate inventory of active Commissioner personnel in each District to determine the effectiveness of those serving.
   - Determine the actual number of units being served by Unit Commissioners.
   - Determine which units Commissioner personnel are serving.
   - List any units not being served by any Commissioner.

2. **Planning Improvement:**
   - A working group prepares a program of action for improvement based on the facts and suggestions presented in the meeting of key personnel.
   - The program of action is presented to the District Commissioner and District Executive.
   - The Council Commissioner and Scout Executive make a statement in support of the plan.
   - Each District Commissioner keeps track of progress and reports monthly on progress to the Council Commissioner. The Council Commissioner in turn keeps the Council Executive Board advised of progress.

The Annual Commissioner Service Plan gives specific purposes for regular and supportive contact with units by the commissioner staff, usually 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 Commissioner Service Plan also helps in time management with other non-Scouting activities.

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*The Commissioner’s Goal is to Succeed*
Unit commissioners should make, as a minimum, monthly visits. Contact with units will encompass:

- visits to unit meetings,
- visits to unit committee meetings to help units discuss unit needs,
- to help solve problems and improve unit meetings,
- visits to unit outdoor activities such as camping,
- to promote leader roundtable meetings,
- to promote reading and use of Boy’s Life and Scouter Magazines,
- providing information concerning upcoming Council and District activities and events,
- to complete annual commissioner service plan action items, and
- to provide other help as needed.

### The Annual Commissioner Service Cycle:

<table>
<thead>
<tr>
<th>Action</th>
<th>Who</th>
<th>Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality unit measurement</td>
<td>Unit commissioner and unit leader</td>
<td>January and June</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review during year</td>
</tr>
<tr>
<td>Youth protection training</td>
<td>Unit commissioner</td>
<td>February</td>
</tr>
<tr>
<td>Unit leadership inventory</td>
<td>Unit commissioner and unit committee</td>
<td>March and September</td>
</tr>
<tr>
<td>Ensure trained leadership</td>
<td>Unit commissioner</td>
<td></td>
</tr>
<tr>
<td>Membership inventory</td>
<td>Unit commissioner and unit committee</td>
<td>April and October</td>
</tr>
<tr>
<td>Troop uniform inspection</td>
<td>Unit leader and unit commissioner</td>
<td>May and November</td>
</tr>
<tr>
<td>Unit program planning</td>
<td>Unit leader and unit commissioner</td>
<td>August</td>
</tr>
<tr>
<td>Pack uniform inspection</td>
<td>Unit leader and unit commissioner</td>
<td>October</td>
</tr>
<tr>
<td>Membership inventory</td>
<td>Unit commissioner and unit committee</td>
<td>90 days prior to charter renewal meeting</td>
</tr>
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<td>Executive officer visit</td>
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<td>Unit commissioner and unit committee chairman</td>
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<td>Submit applications to Service Center</td>
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<tr>
<td>Charter presentation</td>
<td>Unit commissioner and chartered organization representative</td>
<td>30 days after charter renewal. Schedule with unit leader and chartered organization</td>
</tr>
</tbody>
</table>
Quality Unit Measurements:

Annual Unit Program Planning:

Unit Program planning means discussing possibilities, choosing from them and then blocking out time for making the preparations and acquiring any special skills needed for each event. You do not do all of this at once; it happens in stages.

The program planning process objective is to deliver a high-quality Scout program. A high quality program has two elements:

- It must be fun and exciting, and
- It must achieve the purposes of Scouting.

The written annual program determines the very life of the unit program—the activities, events, and projects, including camp outs and district and council activities. Share the annual plan with the chartered organization representative and unit committee for approval and support. Upon approval, publish and share the approved plan with the Scouts, their families, and the chartered organization.

Of course, once-a-year planning will not do it all because plans have to be fine-tuned. Quarterly, monthly and weekly checkups will catch any last minute needs.

National Quality Unit Award: A National Quality Unit must achieve four of six objectives to qualify. The starred (*) items below are required.

Cub Scout Packs:

*1. Training: The Cubmaster and at least 50 percent of Den Leaders and Webelos Den Leaders will complete Fast Start and basic training for their current position.

*2. Two-Deep Leadership: Have one or more registered, trained, and active assistant Cubmasters. One registered adult is assigned responsibility for Youth Protection training.

*3. Outdoor Activities: Participate in one or more of the following activities: Cub Scout Day Camp, Resident Camp, Family Camp, or Webelos Den Overnighter.

*4. On-Time Charter Renewal: Complete the charter renewal before the current charter expires.

5. Plus Two Additional Items: Areas consist of: Pack Meetings, Tiger Cubs, Service Projects, Advancement, Boy’s Life, or Membership Growth.
Boy Scout Troops:


*2. Two-Deep Leadership: Have one or more registered, trained, and active assistant scoutmasters. One registered adult is assigned responsibility for Youth Protection training.

*3. Outdoor Activities: Participate in six or more highlight activities (such as hikes, campouts, trips, etc.) and attend a Boy Scouts of America long-term camp.

*4. On-Time Charter Renewal: Complete the charter renewal before the current charter expires.

5. Plus Two Additional Items: Areas consist of: Planned Program, Service Projects, Advancement, Boy’s Life, Membership Growth, and using the Patrol Method.

Explorer Post/Ships—Venturer Crews:

*1. Training: The Advisor will complete Explorer/Venturer Leader Basic Training.

*2. Two-Deep Leadership: Have one or more registered, trained, and active Associate Advisors. Co-ed posts will have men and women registered as Advisors and/or Associate Advisors. One registered adult will be assigned responsibility for Youth Protection training.

*3. Officers: The post/ship/crew will elect officers and the Advisor or Associate Advisor will conduct a post officer’s seminar.

*4. On-Time Charter Renewal: Complete the charter renewal before the current charter expires.


Note: Explorer Posts are now part of the Learning for Life Program of the Boy Scouts of America.

National Standards for Quality District:

A National Quality District must achieve seven of nine objectives to qualify. The starred (*) items below are required.

*1. More than 55 percent of total units have achieved the National Quality Unit Award.

*2. Record a 2 percent gain in traditional units and a net gain in total units including Learning for Life Groups and Posts.

*3. Record balanced membership growth in total Cub Scouts, total Boy Scouts, total Venturers, and total Explorers with a gain in total membership including Learning for Life.

  -- or --

  Record a 2 percent gain in total Cub Scouts, Boy Scouts, Venturers, and Explorers with a gain in total membership including Learning for Life.

*4. Achieve finance goals.

5. Achieve on-time unit registration goals.

*6. Provide ratio of one unit commissioner for every three units.
Improve the ratio over last year.

7. Use the standard District/Division structure of volunteer organization.

8. Each position in the District/Division structure is filled with a registered and active volunteer.

9. Hold a conference with the Head of each chartered organization annually.

**Unit Leadership Inventory:**

The unit commissioner and unit committee conducts the Unit Leadership Inventory during March and September of each year. The unit leadership inventory helps ensure that units have two-deep leadership and unit committee is staffed to meet the needs of the unit.

The unit leadership inventory will uncover whether or not:

- All leaders are trained—fast start and basic.
- There is at least two deep leadership.
- All leaders are registered and active, and.
- All positions are filled, including Youth Protection.

The tenure, training and performance of each leader should be evaluated. Based upon the evaluation, plans for leadership realignment, vacancies, training, and awards should be made.

*Note: Any changes in the unit structure are a decision of the Unit Committee and the Chartered Organization. The Commissioner serves in an advisor capacity only. Special attention should be given to correcting any inaccuracies in council, district and unit records.*

**Unit Membership Inventory:**

The Unit Membership Inventory ensures that all youth participating in Scouting activities are registered members of the Boy Scouts of America. It gives the unit the opportunity to identify Scouts who are no longer attending scheduled meeting so that immediate actions can be taken to reactivate the absent Scout. It also gives the unit the opportunity to review the registered adult membership. Any corrections should be reported to Council as soon as possible. Ensure that all youth are officially registered in the Boy Scouts of America. The unit commissioner should discuss with the unit leadership the results of the inventory.

The following essential points should be included:

- The need for recruiting.
- Performing systematic recruiting the entire year.
- Assigning an adult assistant leader with new Scout responsibility.
- Suggest building a Pack and Troop relationship.
- Conduct a boy fact survey in local schools
- Help units to develop a plan to contact prospective members.
Building the Future Together - Recruiting New Members during Fall Roundup and School Night for Scouting:

Fall Roundup is an annual program that focuses on the community to fill existing Boy Scout units. Special incentives are offered to Scouts and Scouters for recruiting new members during the roundup period.

School Night for Scouting is a concerted recruiting effort led by the council membership committee in September each year in the school systems (private, parochial, and public). A special evening has been designated for all youths and parents to gather at the schools to learn about and hopefully join Scouting. Information is available from the council service center and at the School Night Kickoff.

Units need to recruit new members actively throughout the year or they will pass slowly out of existence. For that very reason, Scouting’s congressional charter challenges each unit to make room for every youth who is qualified to join. Our council has a recruiting plan that includes methods and incentives to ensure successful recruiting. One of the best ways to recruit new Scouts is to host a unit open house for prospective members and their parents. The unit open house provides an opportunity for a boy and his parents to see firsthand some of the activities in a unit. It also gives parents an opportunity to visit with unit leaders and other Scout parents to discuss the influence of Scouting on boys as they grow up. The unit open house is conducted at the regular unit meeting location. The council and district can provide aids and guidelines to help conduct a successful open house, but the unit leaders ultimately make it happen.

The best people to recruit other young people for a unit is the members themselves. Person-to-person contact is the most effective method of recruiting new members who can add fresh ideas and enthusiasm to a unit. When prospective members visit a unit, make them feel welcome. See to it that unit members circulate among the prospects and encourage them to join. Get names, addresses, and telephone numbers. Keep careful track of who came and be sure they know you want them to join when the next meeting takes place.

Recruiting new members should be an ongoing process. When new youths show interest in joining, give them an application for membership. Ask them to fill it out, have their parents sign it, and bring it back to the next meeting along with their registration fee. Warmly welcome them into the unit and recruit their parents as Scouters.

Unit Uniform Inspections:

Regular unit uniform inspections are an excellent way to encourage proper wear of the uniform. Most troops hold uniform inspections from time to time during the year. It is not a bad idea to have quick, informal inspection once a month. In these informal inspections, the senior patrol leader or each patrol leader inspects the Scouts for general appearance and full uniform. This should take only a couple of minutes. Use the Uniform Inspection Sheet as a guide.
Formal inspections should be held at least twice a year. Every troop should conduct one in May and October. Experience shows that these are the times uniforms are purchased and preparations are made for outdoor activities. The Unit Commissioner and the unit leadership conduct these formal reviews. This is not a “surprise inspection” and should be coordinated with unit leaders before the meeting.

The Uniform Inspection should not be used to degrade the Scout or Scout Leader. Always find something encouraging. Remember that “silent signals” can give wrong impressions even without saying anything. Some Scouts can not afford the complete uniform. The Commissioner should discuss the value of being in proper uniform and suggest ways for the unit to obtain uniforms. Be sure to set the example by always being in proper uniform for the occasion.

### Unit Recharter:

*A boy ceases to be a Scout if the Charter is not renewed.*

The ownership of Scouting units is invested in community organizations such as churches or schools or in community groups such as the Moose Lodge or the Ruritan. As a Commissioner, you help maintain a good relationship with the chartered organization and between the organization and its units. You help everyone see Scouting as an integral part of the chartered organization’s program for youth. The commissioner helps facilitate congenial, constructive communication between unit leadership and leaders of the chartered organization. The Unit Recharter process is an annual National Boy Scouts of America requirement. The Commissioner should constantly review the needs of the unit to help ensure on-time recharter of the unit.

Below is a list of minimum actions to help determine the well being of the unit and should be part of the commissioner’s annual service plan.

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Note: In large Councils, districts may recharter at different times during the year.
Charter Renewal Tips:

The Annual Charter Renewal is a very important time for our Council, District and Units.

Scouting is unique among youth organizations. One of its most unusual characteristics is that Scouting does not own or operate Scouting units. The ownership of Scouting units is vested in other community organizations or groups that generally has, as their main activity, something other than Scouting. The Scouting Movement provides the program, technical help, and special facilities (camps, training facilities, etc.). The Chartered Organization provides adequate safe meeting places and dedicated capable adult leadership and agrees to adhere to the principles and policies of the Boy Scouts of America.

TEN TIPS TO AN EASY CHARTER RENEWAL REVIEW

Have units to . . . . .

1. Review the Charter Renewal instructions that came with their Recharter Packet.

2. Identify who will handle the recharter in their unit as soon as possible. The unit needs to establish a calendar for the activities that must be completed prior to recharter. Get Unit Leader, Institution Head, and Unit Treasurer schedules early to ensure availability of critical signatures and money. Complete and return the Charter Renewal form with proper signatures and fees to the Council Service Center before the scheduled Recharter date. Many Districts host a Charter Renewal Review Day to provide any assistance the unit may need. Remember that it is the responsibility of the Unit and Chartered Organization to complete and submit the Charter Renewal to the Council Service Center. By having the Charter completed on-time, the unit meets Requirement 10 of the Quality Unit Award. On-time renewal is a mandatory requirement.

3. When making any changes to the Charter Renewal form, DO NOT USE INK! Use a pencil except for signatures. Be sure to have all key positions filled. All units must have as a minimum standard the following volunteer positions filled.

- Institutional Head (IH) (No Fee is paid for this position)
- Charter Representative (CR)
- Committee Chairperson (CC)
- Two Committee Members (MC)
- Cubmaster (CM) or Scoutmaster (SM) or Crew Advisor (EA)
- It is desirable to have one or more Assistant Cubmasters (CA) or Scoutmasters (SA).
- At least five youth members
- Packs Only - Den Leader (DL) for each Den
- Packs Only - Webelos Den Leader (WL) for each Webelos Den
- Packs Only - If applicable - Tiger Cub Group Coach (TC)
- Packs Only - Tiger Cub Adult (Parent or Guardian) (GR) for each Tiger Cub

4. Check current ranks, addresses, phone numbers, school grades, birthdays, and name spellings. All adults must provide their birth date. If errors are noted, make a single pencil line through the error and post the correction above or next to the error on the Charter Renewal form. Be sure it is readable. Be sure to check the Boy’s Life column. If the person is to receive Boy’s Life, mark “Y” in the column. If the person is currently getting Boy’s Life and no longer wants it, BE SURE TO LINE THROUGH THE ‘Y’ in the Boy’s Life column. Any adult or youth with a “Y” in the Boy’s Life column will receive the Boy’s Life magazine. Review the Charter Renewal instructions that came with your Recharter Packet.

5. Do not have a Scout (youth or adult) fill out another application. Only those not on the charter must complete an application and their information placed on the Charter Renewal form. Adults must submit a new application if changing to youth leadership position. All Tiger Cub parents must have an application as a Tiger Parent (GR). This application is not approved by the committee chairperson and does not pay a membership fee. If serving in another adult position, they must have an application for that position approved by the committee chairperson.
6. Make sure the unit’s Charter Renewal form is signed by the Executive Officer of your Chartering Organization (the person listed on line 2 is the Executive Officer (IH)) and the Unit Leader before sending to the Council Service Center. CHARTERS WITHOUT THESE SIGNATURES CANNOT BE PROCESSED!

7. Calculate the proper recharter fees. Membership fees are $7.00 per youth or adult. All Scouts or Scouters pay this fee except for the Institutional Head and Tiger Parents. If multiple-unit registered, pay only one fee. Tiger Parents serving in another adult position must pay a membership fee for that position. Boy’s Life fees are $9.00 per subscription (youth or adult). Do not forget the $20.00 Recharter Fee. CHARTERS WITHOUT PROPER FEES CANNOT BE PROCESSED!

8. Review the form for accuracy. Have someone else in the unit review for accuracy. Review one more time. Review the Charter Renewal instructions that came with your Recharter Packet to ensure completeness.

9. Complete the Quality Unit form prior to arriving for Charter Renewal Review. A form not turned in will result in the unit not being credited as being a Quality Unit. Also submit any applications for unit camping participation awards.

10. If the unit has any questions, the Unit Commissioner must provide immediate assistance. If they have problems or questions beyond the ability of the Unit Commissioner, contact your Assistant District Commissioner, the District Commissioner, the District Executive or the Council Service Center. It is better to ask for help than to do it wrong and have to do it over.

REMEMBER: DO NOT WAIT UNTIL THE LAST MOMENT TO PERFORM THE REQUIRED CHARTER RENEWAL REVIEW. BY TIMELY COMPLETION OF YOUR CHARTER RENEWAL HELPS YOU AND THE DISTRICT TO FOCUS ON THE DELIVERY THE SCOUTING PROGRAM TO OUR SCOUTS.

| Charter Presentation Ceremony Planning: |
| See Commissioner Helps for suggestions. |

Help create and involve a Charter Presentation Team consisting of unit committee members, unit leaders, and representatives from the chartered organization. It is highly preferable to stage the presentation under the auspices of and at a regular meeting or activity of the chartered organization. This serves to accentuate the charter of the relationship, puts the organization in a better position to recognize its unit leaders, and assures attendance of the largest possible number of the organization’s members.

**The charter presentation belongs in the hands of the chartered group rather than the unit itself.** There are members of the organization who will attend an organizational affair but who will not be motivated to attend a program put on by the unit. It is important to capture the interest of as many members of the chartered organization as possible. Parents of unit members will be just as likely to attend in either case. Each occasion must be considered individually, and circumstances will color the decision as to location of the ceremony. An open unit, consisting of boys of different faiths, will require careful consideration, particularly if the organization is a religious one. Other things to be taken into account are the leader personalities, the available facilities, and community attitudes.

**The Charter should be presented to the Head of the Chartered Organization** unless that person directs otherwise.
Below is a list of codes identifying adult positions in Scouting:

<table>
<thead>
<tr>
<th>Code</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>Blazer Scout Leader (LDS Scouting)</td>
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<tr>
<td>11</td>
<td>Council President</td>
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<tr>
<td>12</td>
<td>Council Vice-President</td>
</tr>
<tr>
<td>13</td>
<td>Council Treasurer</td>
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<tr>
<td>14</td>
<td>Council Assistant Treasurer</td>
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<tr>
<td>15</td>
<td>Council Commissioner</td>
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<tr>
<td>16</td>
<td>Assistant Council Commissioner</td>
</tr>
<tr>
<td>41</td>
<td>Council Executive Board Member</td>
</tr>
<tr>
<td>42</td>
<td>Merit Badge Counselor</td>
</tr>
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<td>44</td>
<td>Council Honorary Member</td>
</tr>
<tr>
<td>45</td>
<td>Council Associate Member</td>
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<tr>
<td>46</td>
<td>Council Advisory Member</td>
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<td>47</td>
<td>Council Committee Member</td>
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<tr>
<td>48</td>
<td>Council Member at Large</td>
</tr>
<tr>
<td>49</td>
<td>Camp Staff</td>
</tr>
<tr>
<td>54</td>
<td>Council Employee</td>
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<tr>
<td>55</td>
<td>Council Staff</td>
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<tr>
<td>61</td>
<td>District Chairman</td>
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<tr>
<td>62</td>
<td>District Vice-Chairman</td>
</tr>
<tr>
<td>64</td>
<td>Neighborhood Chairman</td>
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<td>65</td>
<td>Neighborhood Committee</td>
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<td>75</td>
<td>District Member at Large</td>
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<tr>
<td>79</td>
<td>District Committee Member</td>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Position</th>
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<tbody>
<tr>
<td>80</td>
<td>Unit Commissioner</td>
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<tr>
<td>81</td>
<td>District Commissioner</td>
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<td>82</td>
<td>Assistant District</td>
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<tr>
<td>83</td>
<td>Roundtable Commissioner</td>
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<tr>
<td>84</td>
<td>Roundtable Staff</td>
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<tr>
<td>87</td>
<td>Scout Supplier</td>
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<tr>
<td>88</td>
<td>Lone Cub Scout Friend &amp; Counselor</td>
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<tr>
<td>91</td>
<td>Scouter Reserve</td>
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<tr>
<td>95</td>
<td>Scout Alumnus</td>
</tr>
<tr>
<td>96</td>
<td>Lone Scout Friend &amp; Counselor</td>
</tr>
<tr>
<td>98</td>
<td>Exploring Committee Member</td>
</tr>
<tr>
<td>99</td>
<td>Exploring Service Team</td>
</tr>
</tbody>
</table>

**Training to Improve Commissioner Service to Units:**

Training is available to help a Commissioner to improve his/her ability to deliver service to a unit. Below is some of the training available through the District or Council.

**Fast Start Training** is available for the Cub Scout program, the Boy Scout program, and Unit Commissioner upon request from the District Training Committee.

**Basic Cub Scout Leader Basic Training:** Cub Scout Leader Basic Training is designed to give job-related information to all adult leaders in Cub Scouting. Building on the foundation established in Fast Start, basic training goes into greater detail on youth development and boy behavior, program planning, activities, and purposes of the program. This training includes specialized sessions for Cub Scout den leaders and assistants, Webelos den leaders and assistants, Tiger Cub coaches, and pack leaders. More importantly, it prepares unit leaders to deliver a quality, fun-filled program. When leaders understand the why and how of the program, they are more effective in their roles. They know how to use available resources to provide an exciting and worthwhile program for boys. Trained leaders have confidence in carrying out their responsibilities and, along with the boys, have more fun. This can help you, as a commissioner, to understand your leaders need better. You will know what they have learned from training and where you can help.
Scoutmaster Fundamentals Training: Scoutmaster Fundamentals is designed to give job-related information to all adult leaders involved in the Boy Scout Program. Building on the foundation established in Fast Start, Scoutmaster Fundamentals provides training in guiding Boy Scouts to run their own program and unit. This training prepares the unit leader to deliver a quality, fun-filled program that provides the growth and development of young boys. When leaders understand the why and how of the Boy Scout program, they are more effective in their roles as advisors and counselors. They know how to use available resources to provide an exciting and worthwhile program for boys. Trained leaders have confidence in carrying out their responsibilities and, along with the boys, have more fun. This can help you, as a commissioner, to understand unit leader needs better. Completion of this training will provide you with the knowledge of what they have learned from training and where you can help.

Commissioner Basic Training: This is essential. Commissioner Basic Training is designed to give specific job-related information to commissioners (council, assistant council, district, assistant district, unit and roundtable) and to build morale and Scouting spirit. This training program is open to roundtable staff, committee members (council, district and unit), chartered organization representatives, unit leaders, executives, and Scout parents who are interested in learning more about the unit service function. Make sure you take this course as soon as possible. If you have completed the course, but it was several years ago, consider taking it again as a refresher to build on your existing knowledge. Robert E. Lee Council hosts a Commissioner Basic Training Course normally the third Saturday of March every year at the Council Office. In September, the Commissioner College provides a Commissioner Basic Course as part of the Associate Degree program. Both training sessions are one-day programs. After completion of the course, the Trained Leader emblem may be worn below the commissioner’s badge of office.

College of Commissioner Science: The College of Commissioner Science is simply an advanced training program where your local Council offers a rich variety of courses designed to help you further develop leadership, communications, management, and commissioner skills in order to improve your ability to serve youth. This program is designed in a four-part sequence. In the first-year (Associate Degree), attendees complete a basic program with some elective seminars to expand on basic training and capitalize on experience. This is the same course offered in March. The second-year program (Bachelor Degree), the attendee expands brings a more in-depth review of basic courses through elective seminars. The third-year program (Master Degree) goes beyond this with additional course work. In the fourth year, it is recommended to take Continuing Education courses to round out your training experiences. Finally, in the fifth year (or more) program (Doctorate Degree), you will learn how to take all of your training and experience and apply it to a long-term project resulting in a written dissertation on a subject of interest to you. The final product often will end up being a document that other Scouters can use to improve their ability to deliver the program to Scouts at the unit level.
Philmont National Training Center:

Every year the Robert E. Lee Council sends a group of Boy Scouts and Scouters on an incredible journey and trek through the wilds of Philmont.

On more than 137,000 acres in northern New Mexico’s Sangre de Cristo Mountains, Philmont Scout Reservation is an inspiring backpacker’s paradise. Staffed camps in the back-country offer rock climbing, survival, horseback riding, archeology, trout fishing, black-powder rifle shooting, living history, conservation and many other program opportunities. Explore the rugged high country while backpacking along miles of scenic trails to campsites in remote valleys and sky-high meadows. Mountains, forests, prairies, and streams await the crew.

The Philmont Training Center provides a unique environment for the training of volunteer and professional leaders of the Boy Scouts of America each summer. The local BSA Council approves course reservations. Courses specifically of interest to commissioners are “The District Key 3”, “Administration of Commissioner Service”, and “The Unit Commissioner”. Other courses may be of general interest of Scouting programs.

While the Scouter is in conference learning skills to improve and expand hometown Scouting, their families may participate in various programs that include tours, hikes, outdoor games, and crafts. Programs for the entire family such as campfires, barbecues, and tours are also provided. Scout-age boys, ages 11 to 13, are organized into special troops and camp. A Cub Day Camp is conducted as well.

The Philmont Training Center is also open from September through May to accommodate BSA-sponsored conferences as well as groups from churches, civil clubs, and other organizations whose aim and purposes are compatible with the Boy Scouts of America.

Wood Badge Course: Either the Cub Scout Trainer Wood Badge or the Boy Scout Leader Wood Badge offers the Commissioner a tremendous opportunity to experience an intensive training program unlike any other in Scouting. The Wood Badge experience is more than just training in a Scouting program; it is also a human relations experience that will help participants return to the District as much more effective trainers and leaders. Wood Badge is highly recommended for all Commissioners and Scouters.

Unit Leader Training:

*Training without action is futile; action without training is fatal.*

Your unit leaders need training. You must encourage them to participate and to use the methods and skills that they learn in training events. Help them to put their training into practice. Knowing how to be successful does little good if that knowledge is not used.
Sometimes you find a unit with a lot of activity and a hardworking leader, but the program only vaguely resembles that of the Boy Scouts of America. With training, the leader could be really effective. Action that does not lead toward the purposes of Scouting is dangerous to the life of a unit.

**Roundtable Training:**

Roundtables are the *major source of program ideas for unit leaders*. Roundtables help the unit leader reach the top in providing great unit programs. Roundtable attendance by unit leaders is a priority concern of commissioners. While you counsel leaders in unit operation, they *receive program help* from Roundtables. Roundtables are fun, practical, inspiring, full of skills and program ideas. They allow program ideas that work in one unit to work in others.

**What is a Roundtable?**

Do not let the name *Roundtable* fool you.

- It is not necessarily round, and you do not need a table.
- It is a training know-how.
- It is the single most important function of the district.
- It is your most effective medium for getting the program to your unit.
- It is an information source for leaders on what is happening in the District and Council.
- It is a meeting where leaders can discuss and share what works in their units – success stories!
- It is unit leaders having FUN while learning.

Roundtables provides leaders with:

- **Resources.** Pick up handouts.
- **Opportunities.** To meet with other Scout Leaders.
- **Uniforms.** Wear yours to show your Scout Spirit.
- **News.** Of upcoming events or programs.
- **Discussion.** Share your ideas with others.
- **Training.** Find out what you’ve been needing to know.
- **Activities.** Play games that you can teach your Scouts.
- **Busy? Aren’t we all.** Come anyway!
- **Learning.** Things to bring back to your unit.
- **Education.** There is so much information out there!


Roundtables are a form of *Commissioner Service and supplemental training* for volunteers at the pack and troop levels and give unit leaders an example for unit meetings. This includes ideas for crafts, games, activities, skills, and ceremonies, as well as available information on events and training and an opportunity to share experiences and enjoy fun and fellowship. Roundtable experiences help unit leaders to provide a stronger program for their Scouts.
The functions of a Roundtable are to —

- Provide unit leaders with the will to do: the morale, enthusiasm, inspiration, and vision that periodically renew the desire to carry on.
- Provide unit leaders with the skill to do: scouting skills, techniques, information, program ideas, and the know-how that makes a unit operation successful.

The Roundtable is for all Unit Leaders —

- Cubmaster, Den Leaders, Webelos Den Leaders, and their assistants.
- Scoutmaster and his/her assistants.
- Unit Committee Chairman and Committee members.
- Prospective Leaders.
- Interested Parents

Unit Commissioners attend the Roundtables in which their leaders are involved. This may mean dividing the Commissioner’s time between Roundtables for Cub Scout and Boy Scout leaders, since they are held at the same time. Encourage your unit leaders to attend roundtables and take assistants and committee members along. Plan to visit a Roundtable as often as you can. You’ll find the evening well worthwhile.

Promote Use of Boys’ Life Magazine:

Boys’ Life is written for boys 7 to 18, and contains contemporary articles, fiction, and features that provide wholesome leisure-time reading. Every issue has several pages of Boy Scout skills and Cub Scout activities.

Reading Boys’ Life gives a boy the sense of belonging to a national organization, and helps him live Scouting between unit meetings. It can increase his enthusiasm for Scouting, and help keep him registered and active.

Boys’ Life is an important part of the Scouting program. Every commissioner should be familiar with its contents. Be sure that the annual budget plan for each of your packs, troops, and teams includes the cost of Boys’ Life for every boy. Unit charter renewal time offers a perfect opportunity to be sure your units are 100 percent Boys’ Life.

Promote Use of Scouting Magazine:

*Scouting Magazine* is provided to all adult Scouters as part of their registration. There is no extra charge for this subscription. *Scouting Magazine* contains contemporary articles that will aid unit leaders in providing a quality unit program. *Scouting Magazine* provides insights on what other units and councils are doing nationwide. Scouting Magazine also provides program helps targeted for the type of registration of the member, i.e., Cub Scouts Leaders get articles and helps for the Cub Scout program; Boy Scout Leaders get articles and helps for the Boy Scout program; etc. It also provides a forum for Scouters to ask questions and get answers. *Scouting Magazine* is an important part of the Scouting program for adult leaders. Every commissioner should be familiar with its contents.
Other Publications:

SCOUTER Magazine is an independent national magazine written by Scouters, for Scouters. It is not a publication of the Boy Scouts of America, Inc. or the Girl Scouts of the USA, Inc. SCOUTER Magazine intends to provide a forum for Scout Leaders to share and gather ideas and information. SCOUTER Magazine provides program helps and informative articles that focus on and support the Movement of Scouting worldwide. The views and opinions expressed in this magazine do not necessarily reflect the policies or positions of the Boy Scouts of America. SCOUTER Magazine does not claim, in any way, to speak for or on behalf of the Boy Scouts of America, Inc. or the Girl Scouts of the USA, Inc. For more information or a free sample copy, call 1-800-SCOUTER (1-800-726-8837) or visit using the internet at http://www.SCOUTER.com.

Camping Opportunities:

Cub Scout Day Camp:

Cub Scout day camp is part of the outdoor activity program of the Boy Scouts of America and provides another opportunity to observe and work with unit leaders of the Cub Scout program. Many Districts conduct a week-long day camp program during the summer without camping. Commissioners encourage units to participate by providing the benefits gained by the unit attending Cub Scout Day Camp.

Cub Scout Resident Camp and Webelos Resident Camp:

The Cub Scout Resident Camp is a three-day and two-night opportunity for Cub Scouts to experience the thrills of over-night camping. The Webelos Resident Camp is a four-day and three-night opportunity to experience the thrills of long-term over-night camping for Webelos. Both camps are held at the Robert E. Lee Council Scout Camp T. Brady Saunders and provide a camping experience to young boys while still a member of the Cub Scout program. In many cases, this is the first exposure to the fun of long-term camping outdoors. The Commissioner can use this opportunity to observe and work directly with unit leaders in providing a quality camping experience. Commissioners encourage units to participate by providing the benefits gained by the unit by attending the Cub Scout Resident or the Webelos Resident Camp.
Summer camp is the high point of the year for many troops. It lets Scouts and unit leaders to devote their full time to living the Scouting life and gives the Commissioner the opportunity to observe the unit outside regular meetings. Remember that this is a unit activity. Keep your visits short and helpful. Summer camp is a terrific place to work on many Scouting skills. Troop leaders will be there to help the Scouts as much as they can. The Commissioner can assist by offering to teach a skill or by giving campers a helping hand whenever they need it. Summer camp offers perhaps the best opportunity of the year for Scoutmasters and their Scouts to learn to understand each other and establish a pattern for working successfully together. Do not miss this opportunity to see Scout units in action having summer fun.

Commissioner Service Awards:

Commissioner Trained Patch:

The Trained Patch signifies that the wearer has completed the training needed for the Scouting position currently serving. For Commissioners, the requirement is to attend Commissioner Basic Training. This one-day course consists of three sessions; “Why Commissioners”, “Units: The Commissioner’s Greatest Priority,” and “How to Help a Unit.”

A short outline is provided for each session:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>The Aims and Methods of Scouting</td>
<td>Unit Visitation Reports</td>
<td>Counseling</td>
</tr>
<tr>
<td>Commissioner Service Role</td>
<td>Unit Committee Functions</td>
<td>The District Committee</td>
</tr>
<tr>
<td>Supporting the Unit</td>
<td>Youth Protection</td>
<td>Membership Management</td>
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<tr>
<td>Unit Program Planning</td>
<td>Quality Unit Operation</td>
<td>Unit Charter Renewal Process</td>
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<td>The First Unit Visit</td>
<td>Second and Third Unit Visits</td>
<td>Commissioner Service Plan</td>
</tr>
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<td></td>
<td></td>
<td>The Lifesaving Commissioner</td>
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</tbody>
</table>
Commissioner Arrowhead Honor Award:

Only commissioners may wear the Arrowhead Honor Award. It is a visible sign of competence and a dedication to unit service. Successful completion is the result of performance and the ability to put training into practice.

The requirements are:

1. Complete Commissioner Basic Training.
2. Fill in and follow up on a Unit commissioner Work Sheet 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 that results in on-time unit registration.
7. Attend a Council Commissioner Conference or actively participate in a major council event.

Commissioner Key: The requirements are:

1. Complete personal coaching orientation including the orientation projects.
2. Complete the Commissioner Basic Training sessions: “Why Commissioners”, “Units: The Commissioner’s Greatest Priority,” and “How to Help a Unit.”
3. Complete three years as a Registered Commissioner within a five-year period.
4. Earn the Arrowhead Honor Award for your position.

Distinguished Commissioner Service Award Requirements:

1. Complete training as outlined by the local council, including earning the Commissioner’s Key. Exploring service team members complete training as outlined by the local council.
2. Serve as an active commissioner or an active Exploring service team member for 5 consecutive years and be currently registered with the Boy Scouts of America.
3. Recharter at least 90 percent of the units in your area of service for a minimum of the past 2 consecutive years. This applies to Council Commissioners, Assistant Council Commissioners, District Commissioners, Assistant District Commissioners, Unit Commissioners, Council Exploring Service Team chairpersons, division/district/cluster Exploring Service Team chairpersons, and Exploring Service Team members.
4. Assist units so that more than 50 percent achieve National Quality Unit Award in your area of service for a minimum of the past 2 consecutive years.
5. Roundtable/Huddle commissioner recognition is based on completing requirements No. 1 and No. 2 listed above, plus the following: in place of items No. 3 and No. 4, roundtable/huddle commissioners are to conduct at least nine roundtables/huddles per year for the past 2 consecutive years.
One Hundred Scout Questions Asked by Parents and Leaders:

Developed by Larry W. Jones, Pack 77, Baldwin District, Mobile Area Council

1. Q. How many boys make up a Den?

   A. Six to eight Cub Scouts are the suggested and recommended numbers of boys. Some Den Leaders may feel comfortable with more boys, especially if they have more than one assistant and a Den Chief. Dens are designed to be small neighborhood groups. If your Den is growing too large, it's time for the Pack to form a new one, using your overflow as a nucleus.

2. Q. I'm not really good with crafts. What do I do?

   A. There are many resources with excellent instructions for theme-related craft projects available. With a little patience and practice, you'll get the hang of it and probably enjoy it.

   Resources:
   - Cub Scout Program Helps
   - Crafts for Cub Scouts
   - The Wolf Cub Scout Book
   - The Bear Cub Scout Book
   - District Roundtable Pow-Wow
   - Den Leader Workshops
   - Cub Scout Leader How-To Book
   - Public Library
   - Craft Magazines
   - Other Den Leaders
   - Den Leader Coach

3. Q. If a boy joins the Webelos den as a first time Cub Scout, can he go back and earn his Wolf and Bear ranks?

   A. No, he has to earn his Bobcat rank, and then starts working towards the rank for his grade/age level.

4. Q. What is a Den Chief and how do I get one?

   A. A Den Chief is an older Boy Scout or Explorer that can assist as part of your Den's leadership. With your guidance and direction, he can be a most valuable addition by leading songs and games, teaching tricks or puzzles, and helping with activities.

   To get a Den Chief . . . .
   1. Tell your Cubmaster you need one.
   2. The Cubmaster discusses your need with the Scoutmaster.
   3. The Scoutmaster selects the right boy who has been trained in leadership skills.
   4. The Cubmaster trains him in Cub Scouting skills so that he will be successful in working with a Den.

5. Q. What is an Assistant Den Leader and how is one obtained?

   A. An Assistant Den Leader is another trained adult who can take over the Den Meeting in your absence. In order to obtain an Assistant Den Leader, question the parents of your Den to see who would be interested. Check with the Cubmaster to see if he/she knows of anyone who is interested. Check with your Pack members for volunteers who are willing to help you out.
6. Q. Why should I go to Roundtable Meetings?

A. Roundtable is the place to find out what is happening in the district and council. You have the opportunity to share your ideas with others, and get their ideas. It is also a place where you can go and find out that other people are having the same frustrations that you are having in your local unit. It is also supplemental training where you can get ideas for your program, and ideas on how to implement those ideas. You can actually save time by attending Roundtables because you can spend considerably less time planning your program and activities.

7. Q. How often am I supposed to hold Den meetings?

A. It is recommended that Den meetings be held weekly, on the same day each week and preferably right after school in the home of the Den Leader. Although this is the ideal situation, it is not always feasible. Because of the changing lifestyles of the 90's (busing, the increase of working mothers, and the increase of one parent families) many options are available.

- Den meetings held in the evening at the Den Leaders home.
- Den meetings held at schools, either during lunch time or immediately after classes in the afternoon.
- Den meetings at the chartered organization.
- Den meetings held at a facility provided by a civic organization or local business.
- Den meetings held in the home of someone other than the Den Leader, but still run by the Den Leader.
- Den meetings held in a Scout room either at the school or the chartered organization.
- The most important thing to remember is consistency - the same place, the same time each week as approved by the Pack Committee.

8. Q. Can I take my Den camping?

A. Any camping other than backyard camping or family camping is not advocated for Cub Scouts.

9. Q. I don't want the boys running all through my house at Den Meetings. How can I stop them?

A. Each Den needs to establish its own set of rules. This should be done as a Den project with all Den members, boys and adults alike, contributing suggestions. Don't go overboard, but be sure to include all the important items such as: All Cub Scouts must stay in the Den Meeting area unless given permission by the Den Leader or assistant Den Leader to go to another room; no rough housing; no talking during ceremonies. Each Cub Scout is responsible for returning his project materials to the proper place. Each person is responsible for cleaning up after him/herself. These are a few suggestions, base your rules on your Den situation.

10. Q. Who should I contact to find out about District and Council activities and training?

A. Attend Roundtables or contact your Unit Commissioner.

11. Q. What do I do when someone breaks the rules or is disruptive? How do I discipline?

A. Be sure all your boys know the Cub Scout sign and its meaning -- "when the sign goes up the mouth goes shut." By giving the Cub Scout sign and discontinuing all activity until all the boys have stopped talking, you can often regain control. Don't speak, just give the sign and wait. The Den candle is a good idea. Select a fair sized candle (one that will last through several meetings, but not so large that it takes months to burn down) and light it at the beginning of each meeting. Let the boys know that when it burns down there will be a special outing, treat, party or whatever the Den decides to do, as a reward for good behavior. Every time someone breaks a rule or misbehaves, the candle is blown out, and it will take that much longer to reach their reward. The candle is not lighted again during the Den Meeting. The boy(s) who misbehaved could be responsible for blowing out the candle that then would put peer pressure on the disruptive boy(s). If they cause the candle to be blown out, thereby delaying their reward, the rest of the Den will be upset with them.
Try "3 strikes and you're out". A boy that is disruptive three times during one meeting is not invited back for the next meeting. The first time a boy is disruptive he is given a verbal warning. The second time he can blow out the conduct candle and if he continues to misbehave he should call his parents so that he can be picked up and taken away from the Den Meeting. The parents of all boys should be informed of this procedure when the Den is established.

REMEMBER:

- You are not permitted to strike or physically punish any boy, even if his parents give you permission.
- Be fair -- treat each boy the same, show no favoritism whatsoever.
- Be consistent -- Don't let them get away with something one week that you will object to the next week.
- Don't threaten -- Act. Boys are testers and will continue to misbehave as long as you let them.
- A boy that is continuously disruptive is depriving the other boys of the program. Talk to his parents if it continues.
- Plan enough physical activity to allow boys to let off steam/energy. If all they do is sit, they will act up because of boredom.
- Try to find out why a boy misbehaves. He may be trying to tell you something!

12. **Q. How much advancement work should we do in the Den Meeting?**

A. Den Meetings are not "advancement factories." Cub Scouting is home-centered and family oriented. Don't deprive a family of working with their son by doing too much advancement work at the Den Meetings. A good balance of advancement projects is pre-planned for you in the Cub Scout Program Helps book. It won't overwhelm the boys with book work but at the same time, should encourage them to work at home. If for some reason a boy is not working on any of his advancements in his home, you, as his Den Leader, can take the time and work with the boy out of his book to make sure that he also will receive recognition as the other boys do.

It is better to let boys know after the fact that they have completed a requirement while having fun or working on a project for a Pack Meeting.

13. **Q. Who signs the Cub Scout's books?**

A. The parents of Wolf and Bear Cub Scouts have the primary privilege of passing their son on advancement. The Den Leader may sign off achievements and electives done at Den or Pack meetings.

14. **Q. As a Cubmaster, is it my responsibility to keep the record book?**

A. No, that is the job of the Pack secretary, an Assistant Cubmaster, or a member of the Pack Committee.

15. **Q. Who signs the Webelos Scout's book when requirements are completed?**

A. The Webelos Leader, or the person he/she designates, will approve the completion of requirements and sign the Webelos Scout Book.

16. **Q. Isn't it true that the boys don't have to do exactly what the requirement states as long as the "flavor" and spirit of the requirement is kept? The Leader can substitute something else, right?**

A. If a requirement says a boy must "show", then the boy must show; if it says to "tell", "list" or "demonstrate", then the boy must tell, list or demonstrate to pass the requirement. Remember: it is still to the best of the individual boy's ability.

17. **Q. How often should a Den meet?**

A. An active den should meet weekly, this will keep the boys involved in the program. If the pack quits meeting during the summer months, they should plan at least one monthly activity for those in-active months. It is best to try and hold meetings at the same time, on the same day each week. This helps to build a regular routine with the boys.
18. Q. How often can we go camping?

A. Webelos Scouts do not go camping in the same way as Boy Scouts, that is, Webelos Leaders do not take the Webelos Scouts out alone to camp..."Webelos Scouts are encouraged to have parent-guardian/son overnight experiences away from home. This is an important step in the transitional period from Cub Scouting to Scouting. Remember TWO DEEP LEADERSHIP! Each Webelos Scout Den should have one or two overnighters each year to ensure that all Den members will have the opportunity to earn the Arrow of Light award.

19. Q. Several of my Webelos Scouts' parents are unable to go on an overnight campout. Should this experience be canceled?

A. That is a decision that will have to be made by all the fathers able to go. Don't forget: Although it is desirable to have each boy under the supervision of his own father, there are alternatives available for the boy who has no father, or whose father simply cannot go. Remember ONLY A PARENT OR GUARDIAN CAN SLEEP IN THE SAME TENT WITH THEIR SON. Another father may be responsible for him, his mother could go in the father’s place, another male relative could go on the overnighter, or a male member of the Pack Committee. There should not be any "loose" boys, boys who are not the responsibility of someone other than you. Each temporary, or substitute dad, is responsible for his "adopted" boy just as completely as his own son is. If you and all the dads, real and substitute, feel there is enough supervision, go ahead. If the vote is no, consider a day hike instead, same alternatives applying.

Note: the Webelos Den overnight camp must be done right or it shouldn't be done at all.

20. Q. How long should a Webelos Den meeting be?

A. A well-run Webelos meeting will last no longer than 1-1/4 hours.

21. Q. I'm not that handy. How can I get my boys through all 10 Activity pins?

A. First increase your own skills. Be sure to attend Basic Training, the Webelos training is sometimes referred to as Webelos Leader Outdoor Training and is a complete instructional session that includes outdoor skills. Attend any Webelos Leaders' workshops that are available through your Council and regularly attend POW WOW and your District Roundtable. All of these will help you gain knowledge and experience in activity pin areas. Don't overlook the parents in the Pack as potential instructors. Boy Scouts who have gone through the Cub Scout program will be helpful as well as you and other parents of your Pack through utilization of the Parent Talent Survey. Someone may know of interested outsiders that would be willing to share their knowledge and expertise with your Den. REMEMBER: You have two years to complete the entire Webelos program.

22. Q. Do I have to follow the monthly themes put out by the National Scout Office?

A. There are two types of program planning materials available for use by Cub Scout Packs that you should use to make your planning and weekly Den Meetings easier and fun filled which also covers the areas of concern.

Cub Scout Program Helps: This book offers monthly plans that are broken down for weekly Den Meetings for the 8 and 9 year old boy in the Cub Scout Dens. When following the Cub Scout Program Helps Book, the planning of each meeting is coordinated and outlined for the Den Leader according to the monthly theme. Each month follows a theme, or suggested area in history, culture, etc. around which activities, games, projects, skits, outings, and Pack Meeting participation items are based.

Webelos Scout Helps: This is part of the Cub Scout Program Helps Book and is geared to the activity pin areas the Webelos Dens will be exploring. It is coordinated with the themes the Cub Scout Dens will be working on as much as possible and provides plans for a full year of meetings for the Webelos Leader. Following the programs outlined in the Webelos Scout Helps is the easiest way to provide a well-rounded den program for your Den that follows the purposes and objectives of Scouting and encourages advancement.
23. Q. When can Webelos wear a tan shirt and/or a patrol patch instead of a den number?

A. Upon becoming a Webelos Scout, the Scout and his family have the choice as to which uniform he will wear. If the boy was a Cub Scout, he might want to wear his blue uniform until he outgrows it, then switch to the khaki and tan uniform, but that is the families decision to make. The patrol emblem is a decision for the whole den to make. While they take the name and identity of a Patrol and wear the emblem, they are still a Den.

24. Q. What about the boy that is not advancing?

A. Talk with the boy yourself to see if you can aid him with any problem he may be having in not completing his requirements for advancing. Talk with his parents about the advancement plan and how it works. Offer your assistance to explain in detail, and in person, if necessary. Be sure to give proper recognition to the boy for advancement work when he does finish. Use the immediate recognition kit as an incentive for Wolf and Bear ranks.

25. Q. What is a Denner, and where do I get one?

A. The Denner is one of the Cub Scouts in your Den. He is elected to office by the Den members and is responsible for assisting the Den Leadership (primarily the Den Chief if you have one but also should help the Den Leader). The Denner wears a special gold braid over his left shoulder to signify his position. The Denner is used to help set out craft materials, paper and pencil supplies, help to organize the game or a special activity and can help with last minute preparations and clean up after the Den Meeting is over.

26. Q. What do we do at Cub Scouts?

A. First and foremost, the boys have FUN, if the boys don't enjoy themselves they won't keep coming back.

27. Q. What are the Den Leader responsibilities at Pack meetings?

A. Each month Dens are asked to stage opening and closing ceremonies, skits, stunts or songs, or to help with the setup or arrangement of the Pack Meeting; such as chairs and tables for the Scouts and his family members. Den assignments are made at the monthly Pack Leaders' Meeting. The Den Leader will also be responsible for maintaining the discipline of his/her Den.

28. Q. How old can you be to join Cub Scouts?

A. A boy must be in the first grade (or be 7, 8, 9, or 10 years old).

29. Q. What about fund-raisers? How often and what kind?

A. Local Councils must approve all fund-raising projects. Obtain the "Unit Money Earning' application (no. 4427) from your Council office and be sure you understand the ten guides to unit money-earning projects listed on the back of the form. When you are confident your project conforms to the guidelines, fill out the application and submit it to your Council for approval.

Many Packs choose to participate in the Council sponsored fund raisers such as the "Bowl-A-Thon" wherein boys, family members and friends bowl three games for an amount that has been pledged by people for each pin knocked down. The Pack will receive half of the proceeds of all that has been pledged for the bowlers combined.

Another Council sponsored fund-raising activity is the "Great American Popcorn Sale" wherein various types of popcorn are sold and depending upon the amount of popcorn that has been sold by a Scout will depend upon the type of reimbursement given to the boy or the unit. Check with your local Council to find out about other Council sponsored events or what your unit can do to earn money.

How often? Generally one successful fund-raiser a year will suffice if you are careful with expenses and follow your budget. If your unit is one that offers funds to the Scouts for registration, books, summer camping fees, etc. another fund-raiser or two may be beneficial.
30. Q. How much does Scouting cost?

A. The Scouting program has several costs involved. The basic cost is the standard $7.00 registration fee to National. Then there is $9.00 for an annual subscription to Boy’s Life. In Packs, there may be a Pack dues (set by each individual unit), and in some cases you will find Den dues. In Troops, may be a Troop fee and a Patrol dues. The dues help the unit pay for the operation of the unit. No adult volunteer is paid for his/her services. The basic $16.00 is the same nation-wide, the rest varies greatly and should be set by the unit committee, unit leaders and parents in the Unit By-Laws.

31. Q. How often should our Pack or Troop have Committee meetings?

A. The frequency of meetings for the Pack or Troop Committee alone is based on the need for such meetings. For Packs, usually the Committee will meet with the rest of the Pack leadership for the monthly Pack Leaders’ Meeting and conduct all the Pack business at that time. For Troops, usually a monthly meeting will suffice to meet the unit’s needs.

32. Q. Do you go on field trips?

A. Field trips are a welcome change from the routine of Unit and Den/Patrol meetings during the school year and are good summer activities that teach the boys something about their community and how it is run. Get permission before you go. Remember that a minimum of two adults must be present on all field trips.

33. Q. Who plans the Unit meeting?

A. In Cub Scout Packs, meetings are planned at the monthly Pack Leaders’ Meeting with all Pack and Den Leaders offering suggestions and help. This meeting is held about one week prior to the Pack meeting at which time final details for the upcoming Pack Meeting are ironed out, and the following month's plans are set.

In Boy Scout Troops, youth members under the guidance of a Scoutmaster and his/her assistants plan meetings and activities. The Patrol Leader’s Council is responsible to develop the unit’s program calendar and submits it to the Unit Committee for approval.

34. Q. Where do we get our uniform?

A. You can purchase new uniforms from the Scout Shop™ or an authorized Scout dealer. You can also find used uniforms at yard sales, thrift shops, and flea markets. Many units have uniform banks or exchanges to help you with obtaining needed uniforms.

35. Q. What does a Den Leader Coach do?

A. Den Leader Coach is a sympathetic ear, a helping hand, and an on-the-job teacher to new Den Leaders who sometimes feel overwhelmed and lost with their new responsibilities. The Den Leader Coach can often make the difference between the Den Leaders staying with it and doing their best or getting discouraged and dropping out.

The Den Leader Coach also "takes the heat" off the Cubmaster by serving as a liaison between him/her and the Den Leaders. He/she can accumulate many questions and concerns expressed by the leaders and communicate these with one phone call as opposed to several by each Den Leader. Usually he/she will be able to handle most situations without involving the Cubmaster.

36. Q. Is any religious beliefs welcome?

A. The Boys Scouts of America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God. The Boy Scouts of America is absolutely nonsectarian in its attitude toward religious training.
37. Q. Is there training for being a Den Leader Coach?

A. YES! There is usually a Den Leader Coach Seminar conducted once a year through the Council in your area. Often Den Leader Coach training is offered through a POW WOW session. Call your Council office and check to see when the next Den Leader Coach Seminar is being held and where it will take place. If a session is not being held, contact Your District Training Chairperson. He/she will be able to provide a personal coaching session for you.

38. Q. How can I get the Den Leaders to go to a Roundtable?

A. IN YOUR CAR! Don't send them - take them. If there is absolutely no way a Den Leader can attend, be sure to share with him/her the multitude of information and ideas that are given at Roundtable.

39. Q. Can a boy from a single parent family join Scouting?

A. Yes, the Scouting movement has many boys from single parent families. While at the Tiger Cub level, an adult partner is necessary for joining, at the higher ranks the boy doesn't have to have a parent with them for all activities.

40. Q. If all the Den Leaders from our Pack go to Roundtable, won't that put the Den Leader Coach out of a job?

A. No, but it will make your Den Leader Coach's task much easier. The Den Leader Coach is responsible for coordinating the efforts of the various Dens at Pack meetings, counseling the Den Leaders with problems, representing them to the Pack Committee, helping recruit new leaders, and enough additional responsibilities that the Den Leader Coach will probably welcome their attendance at Roundtable.

41. Q. I would like for my son to join Scouts, but we can't afford some of the things that are required, what can I do?

A. While the registration fees must be paid in order to join, some things such as uniform can wait. You can pick up used uniform parts as you find them, and can afford them. Most units can help the truly needy with their dues, and many youth can learn a valuable lesson by doing some odd jobs to help earn their dues money. Seldom will a boy that wants to be a Scout be turned away due to lack of money.

42. Q. I've been with this Pack a long time and have given on-the-job training to many new Den Leaders. Often a new Den Leader feels that the training that has been provided is all that is needed. How can I make sure that complete training is taken?

A. Training teams put in many, many hours of hard work, research and time into each course. These courses are constantly being updated to remain abreast of every new development in the Cub Scout program, and are generally offered at a minimal fee. Perhaps if you stressed the importance of what training can do for a leader and offered to take them or make arrangements for them to attend, you would have better response.

43. Q. Can my son join Scouting if he has a handicap?

A. Yes, the Scouting program has provisions set up for members with disabilities. This information can be found in the policies section (chapter 7) of the Cub Scout Leader Handbook. For additional information on membership and advancement of Cub Scouts with disabilities, check with your council service center.

44. Q. What can our Unit Commissioner do for us? And where do I find him/her?

A. Your Unit Commissioner is a dedicated, experienced volunteer Scouter willing to assist your unit in many ways. He/she can help you make troop contacts, locate people, equipment, and materials, assist in the rechartering process and in recruiting and program planning. As an outside observer, your Unit Commissioner can often spot potential problems and weaknesses in your program quickly and can help you solve them personally or by calling in District or Council personnel. Contact your District Commissioner or your District Executive to see what Unit Commissioner has been assigned to your unit. Be sure to get his/her telephone number so that a call may be placed to him/her to set up a
meeting. Also, get your Unit Commissioner's address so that an invitation can be extended for special events, e.g., Blue and Gold Dinner, Court of Honor, Advancement Recognitions, Unit Committee meetings, Recruiting nights, etc.

45. Q. How often should we recruit?

A. ALL YEAR LONG! Each fall the Boy Scouts of America launches a major recruitment drive called SCHOOL or RALLY NIGHTS. All Packs across the nation are urged to take part and are supplied with materials to aid them. Many Districts organize a spring membership drive in addition to the autumn program. This is not meant to imply that recruiting should only take place once or twice a year. Boys become interested in Cub Scouts every day of the year and should be offered the opportunity to join the Pack as soon as they are interested. Leaders should be recruited as the need arises.

46. Q. Where are the unit meetings held and at what time?

A. There is no set time or place for unit meetings to be held. The main requirement is for the meeting to be held at a Safe Place. They can be held at a Den Leader's home, at a place provided by the Charter Organization or at a church, school or city building. Just be sure to meet the TWO-DEEP LEADERSHIP requirement.

47. Q. Can I become a Registered Leader, and what does it entail?

A. To become a register leader, one must first be approved by the Charter Organization. Once approved, you can register. The position you are given will be according to the needs of the unit and what you are willing to do. Once registered, RUN, don't walk to the nearest Scout Leader Training session for your position. Every boy deserves a Trained Leader.

48. Q. What are the responsibilities of the Chartered Organization?

A. The Chartered Organization operates the Scouting unit. This organization may be a church, a school, a PTA, a civic organization, etc. The chartered organization agrees to conduct the Scouting program according to the policies of the Boy Scouts of America. Some chartered organizations have more than one Scouting unit. Your chartered organization is responsible for these things: furnishing a SAFE meeting place for the unit meeting, selecting adults to operate the unit according to the organization's policies, and appointing a Chartered Representative.

50. Q. If I can't attend the meetings is there anything I can do to help?

A. Parental help outside the meeting is always needed. You can help with a telephone tree. Parents are always needed to help with refreshments for meetings. You could be of assistance with fund-raisers such as the Popcorn drive. You could always do errands like picking up supplies from the Scout Shop. The Unit Committee and Unit Leaders always have needs that a parent can be of help with. Just ask!

51. Q. Who should sign the checks for Unit expenses?

A. It is a good policy to always have two signatures required on the Unit account, the Treasurer's, of course, and either the Cubmaster/Scoutmaster or the Committee Chairperson.

52. Q. What kind of activities do we do at Scouts?

A. At Cub Scout meetings, there will be all type of games, crafts, skits and songs. There will be races with boats, cars and possibly rockets or turtles. You will learn many new things, they may about stuff right next door, or maybe from all around the world. There will be several opportunities for organized family camping every year. If you attend Cub Scout Day Camp or Cub Resident Camp, you might have the opportunity to swim, shoot BB guns, or shoot bows & arrows. You might even get the chance to do some canoeing or boat rowing. The fun is endless, and that's the key to a good program, FUN, FUN, FUN.

At Troop meetings, there will be training in scout skills such as knot tying, rope latching, or planning for a camp out. You will learn new things based on your rank and will have opportunities for working on your advancement. If
you attend Boy Scout Summer Camp, you will have the opportunity to swim, shoot Cal .22 rifles and shotguns or shoot bows & arrows. You will get the chance to do some canoeing, boat rowing or sailing. At our camp, we also have a climbing tower and high adventure programs.

53. Q. How can Roundtables help our Unit?

A. Roundtables give your Unit Leadership hands-on experience and supplemental materials to aid you in carrying out the Scouting program in your unit. Each month theme reinforcements such as ceremonies, songs, crafts, games, field trips, open forum for questions/answers and program ideas are presented for you to use in your unit. Contact your Council office or your District Commissioner to see when and where your Roundtable is meeting for your District.

54. Q. Do Roundtables provide any supplemental training?

A. Roundtables provide supplemental training every month on program themes during the month before the theme month. The District holds annual program planning meetings to receive the needs of unit leaders and uses this as a guide for developing theme presentations. Unit Leader participation is needed to provide experiences and insights to new leaders. By doing this, we can get the information to more Scouters without trying to get them to come to another Saturday session.

55. Q. We often hear about ceremonies. Are they really all that important?

A. YES, THEY ARE VERY IMPORTANT! They show boys and parents the proper use and respect of the American Flag. They acknowledge the boys and their parents with the purpose and meaning of the Scouting program. They stimulate advancements in the unit by creating an incentive to do things not only for fun but also for the recognition. They offer an opportunity for recognition of parents. They may increase parent attendance at unit meetings because in many ceremonies the parents are asked to take part. They can be the vehicle for the make believe and pageantry that most boys and parents enjoy.

56. Q. Why can't Women Den Leaders wear the khaki uniform?

A. As of September 1996, the khaki/tan uniform is now available as an official option for all female Scouters.

57. Q. What types of recognition is appropriate for the adult leaders and when should it be given?

A. Recognition is a method that is used to motivate boys not only to acknowledge their achievements but also move them toward advancement. Adult leaders are no different. They need to be recognized for their achievements and the time and effort they have used for doing a good job. Saying "thank you" sometimes isn't enough to encourage a leader for working and accomplishing something. Here are a few ideas in addition to "thank you".

- Certificate of Appreciation: For chairing or helping with a special unit event.
- Certificate of Appreciation: For service as a Leader. Can be presented at the Blue and Gold Banquet or Court of Honor.
- A formal written thank you note from the Unit Committee: For additional unit service by a Leader.
- A special gift or special award: At a unit meeting.
- A thank you from the heart for someone who is truly doing his/her best. This can be done any time.
- Special applause: For a job well done at a Pack meeting or Troop Court of Honor.

58. Q. Can a leader wear more than one Quality Unit Award on their uniform at one time?

A. No, according to the Insignia Guide it states: "Only the most recently earned Quality Unit emblem may be worn".

59. Q. A boy with disabilities has applied for membership in our Unit. Shouldn't be in a special Unit?

A. Not necessarily. The decision to accept this child into your unit would depend on the extent of his disabilities. Consult with the boy, his parents, teachers, and his proposed unit leader to help you determine his expected level of
participation and the advisability of his membership. Most boys with disabilities will benefit greatly from membership in your unit and can actually contribute much to the personal growth of the other boys and leaders. Because of special classes and schools for the disabled, there often is little social interaction between youth without disabilities and disabled boys at this age. Working, playing and sharing together in Scout situations can increase the confidence and capabilities of the special boy and contribute to the understanding and compassion of the regular Scouts.

The Boy Scouts of America encourage mainstreaming, the placement of disabled boys into units with boys without disabilities. The program does not need to be altered, but certain considerations may be extended to the handicapped Scout, such as registration beyond the regular age requirement and the substitution of electives for physical feats outside the realm of the child's capabilities. There are specific procedures to follow when doing this. As with any of the boys in the unit, they should always be encouraged to "DO YOUR BEST".

60. Q. Can an adult Scout Leader earn two awards at the same time, if he/she has served in two positions simultaneously?
A. According to BSA publication #34169 Leadership Training Committee Guide; tenure used to earn one key or award cannot be used earn another key or award.

61. Q. Our last Pack meeting of the year is in May. We have a hard time rounding up all the Cub Scouts when we start up again. Are there any suggestions for making this easier?
A. Offer a year-round program that will keep the Pack together throughout the summer. Keep the Dens together over the summer. Each Den can meet just once a month for either a regular Den Meeting or an outing. This will keep the boys interested, advancing and in the program in the fall, because they never left the program. Plan and carry out one Pack activity each month during the summer. Baseball games, picnics, backyard barbecues or Pack volleyball games are just some ideas that can be enjoyed by the Cub Scouts and their families. It keeps everyone in touch, is fun and can help your Pack earn the National Summertime Pack Award. Don't forget to include Cub Scout Day Camp, Resident Camp or other type of Cub Scout sponsored camping in your summer plans. Remember to have adequate leadership for the whole year. Eliminate possible program gaps by recruiting leaders in the spring to replace those that are advancing into Boy Scouts with their sons.

62. Q. When are Unit Leader awards presented?
A. It is important to the recognition plan that all awards be presented in a dignified manner, at an occasion befitting the achievement. Presentation of the award in the presence of the unit membership and representatives of the chartered organization should give immediate recognition of achievement. Announcement in the council newsletter and in other news media is recommended. In addition, announcement at a major event in the district or council is desirable.

63. Q. Who can wear the Trained Leader emblem?
A. The trained emblem is for all leaders who have completed the Fast Start and basic training programs appropriate to their positions.

64. Q. Why should I have to pay an annual registration fee when I volunteer so much of my time?
A. The $ 7.00 annual registration fee really isn't very much when you consider all that leaders receive in return. Your National Fee provides for local council assistance, program research and development, program materials including Scouting Magazine and local Council insurance and benefits.

Once a year, adults in Scouting are asked to also financially support their local Council through the Friends of Scouting campaign (FOS). This support provides for maintaining local camps, training, local communications, and a service center operation for maintaining records and information, a Scout Shop, a professional and clerical staff to support unit Leaders, and health and accident insurance for all members.
65. Q. How do you keep records?

A. The Committee Secretary or an assistant unit leader could be given the task of keeping the Unit Record Book up-to-date. In Packs, Den leaders are responsible for keeping accurate up-to-date Den records. In Troops, the Patrol Scribe keeps Patrol records with supervision from the unit leadership. More information on this is available in the Scout Leader Handbook.

66. Q. My son has friends with a group of boys in the second grade. My son is only in the first grade, why can't my son be in the Den with his friends?

A. The joining requirements for joining a Wolf den are: must be in the Second grade or be 8 years old. If the youth is an 8-year-old first grader he could join with his friends, if not, he belongs in the Tiger Cubs with the boys his own age. Hopefully he will make new friends there. And he will be around his older friends at Pack functions.

67. Q. When do Cub Scouts get to go camping?

A. Overnight camping by second and third-grade Cub Scout Dens or Cub Scout Packs, other than at an approved camping facility operated by the local council is not approved, and certificates of liability insurance will not be provided by the Boy Scouts of America.

68. Q. Why is training so important?

A. Leadership training for the adults in the Scouting program is important for one simple reason: BECAUSE ALL BOYS ARE IMPORTANT not only now, but to the future of all of us. You cannot be expected to adequately provide a complex program of citizenship development, character building, and physical and mental development for boys without the benefit of instruction. Everything we have learned to do in our lives is the result of some sort of training, be it feeding and dressing ourselves, driving a car, or reading this page. Each new task we take on in life requires training. The Boy Scouts of America recognizes this fact and has set training programs appropriate for every phase of Scouting.

Some of the ways training will make your job easier and help you:

- Understanding your job responsibilities and the responsibilities of the others with which you serve.
- Understanding boys of different Scout age.
- Understanding the policies and procedures of the Boy Scouts of America.
- Locating and using resources.
- Introducing you to other Scout Leaders interested in providing a great experience for the youth of your community.
- Answering your questions about things that concern you.

69. Q. One of my Den members is new to Scouting and wants to go back and earn his Wolf and Bear badges. Should I encourage him to do so?

A. NO! Keep him in the Webelos Scout program that is geared for his age and abilities. The first thing that this boy must earn is his Bobcat Badge. Then he should continue to earn activity pins. No boy is allowed to go back and earn the Wolf or Bear Badge once he is no longer of that age group or in the appropriate school grade class for that rank.

70. Q. What is Arrow of Light?

A. The Arrow of Light is the highest award in Cub Scouting and may be earned by Webelos Scouts. It is the only Cub Scout badge that can be worn on the Boy Scout uniform.

71. Q. What is a Cub Scout Den or Boy Scout Patrol?

A. A neighborhood group of 6-8 Scouts who usually meet once a week.
72. Q. What is the difference between Tigers, Wolf, Bear, and Webelos.

A. The different rank programs are set to be age specific. By doing so, the boys will be working on things that are more likely to at their level. If you had 7-11 year old all thrown together (as in Boy Scouts) the maturity levels would make activities almost impossible to achieve as a group.

73. Q. What are Tiger Cubs?

A. A Tiger Cub is a boy who is in the first grade (or is 7 years old) and registered, with an adult partner, as a member of a Tiger Cub group.

74. Q. What is the Bobcat?

A. The first rank for all boys who join Cub Scouting (after Tigers).

75. Q. What are Wolf Cub Scouts?

A. The Cub Scout rank designated for a second-grade Cub Scout (or one who is 8). Wolf rank is earned by completing 12 achievements.

76. Q. What are Bear Cub Scouts?

A. The Cub Scout rank designated for a third-grade Cub Scout (or one who is 9).

77. Q. What are Webelos Scouts?

A. Cub Scout who has completed third grade (or is 10) and is a member of a Webelos den. Webelos Scouts wear a distinctive uniform.

78. Q. Do I have to attend the entire training session if I have already been trained in another position?

A. No, all you have to attend is the split session for the position you are being re-trained for.

79. Q. Why can't the Scout uniform be worn for fund-raisers other than Council events such as popcorn?

A. The selling of any product must be done on its own merits. The official uniforms are intended primarily for use in connection with activities of the Scouting movement, but their use may be authorized by local councils under conditions and for purposes not inconsistent with the principles of Scouting and the Scouting program.

80. Q. Why can't my son wear his Cub Day Camp and Resident Camp patches on my uniform?

A. The Uniform guide states that only one temporary patch can be worn on the uniform at a time. It will be worn centered on the right pocket. BSA has available, a nice red “brag” vest that is a perfect place for the scout to display and wear all the patches earned and awarded at different Scouting Activities.

81. Q. What is a Pack or Troop meeting? What’s the difference?

A. In Cub Scouts, a monthly meeting of all the Dens and pack families for games, skits, presentation of advancement awards, and other recognition's is called a Pack Meeting. The Dens normally meet once a week for activities and work on advancements.

In Boy Scouts, a Troop meeting is held weekly. Presentation of advancement awards and other recognition’s are performed at a special Troop meeting called a “Court of Honor”.
82. Q. How long are Unit meetings?
   A. A well planned unit meeting lasts on longer than 1½ hours.

83. Q. What are Arrow points?
   A. An arrow point is an award for earning 10 elective credits in WOLF or BEAR books. The first 10 electives earned in either rank represent a Gold Arrow Point. Subsequent groups of 10 earn Silver Arrow Points.

84. Q. What is an elective?
   A. A part of the Cub Scouting advancement program. There are 22 electives in the Wolf book and 24 in the Bear book.

85. Q. As a parent, do I need to attend the Pack meetings?
   A. Yes, pack meeting are meant to be enjoyed by the entire family.

86. Q. What is Pow Wow?
   A. A training course for Cub Scout Leaders conducted by the District or Council. It is usually held annually.

87. Q. What is Cub Scout Day Camp?
   A. A daytime outdoor activity conducted on council or district basis for Cub Scouts and Webelos Scouts.

88. Q. What are Compass points?
   A. A recognition earned by Webelos Scouts who have completed the requirements for the Webelos badge. Consists of a cloth badge and metal devices, each representing four activity badges beyond those required for the Webelos badge.

89. Q. What is Cub Scout Resident Camp?
   A. An overnight camping activity conducted by the council for Cub Scouts and Webelos Scouts.

90. Q. Who can sign the boy’s advancement requirements?
   A. In the Cub Scout program, the boys’ parents are his “Akela,” and as such, signs the requirements when completed. In the Boy Scout program, the parent or unit leaders can verify completion of rank requirements. The Council or District must approve adults serving as merit badge counselors. In our Council, no merit badge counselor may approve more than five (5) merit badges for a single scout.

91. Q. What is a Den Aide?
   A. A teenage boy or girl (14-17) who helps a Den Leader in situations where a Den Chief is not available. It is a non-registered position.

92. Q. What is a Lone Scout?
   A. A boy of Scout age who, unable to join a unit because of unusual conditions, follows the Scout program under the leadership of a Lone Cub Scout friend and counselor.

93. Q. When is Scouting Anniversary Week?
   A. The week, beginning on a Sunday, which includes February 8, 1910, the Scouting Anniversary Day.
94. Q. What is a District?
A. A geographic administrative unit of a council.

95. Q. What is a Council?
A. A chartered body of representatives from organizations operating Scouting units and members at large responsible for Scouting in a designated geographical area.

96. Q. What is a Tour Permit?
A. Permit designed to assist units in planning safe, helpful, and enjoyable trips and to ensure that proper procedures will be followed in case of emergency.

97. Q. What is a Volunteer Scouter?
A. A registered individual who donates service, time, and/or funds to support the program of the Boy Scout of America.

98. Q. What is a Professional Scouter?
A. A registered full-time employee of the Boy Scouts of America who has successfully completed formal training at the National Executive Institute or National Training School.

99. Q. How much time will I have to devote to being a unit leader?
A. About an hour a week…NOT! AND LAST, BUT NOT LEAST...

100. Q. What if I have a question that has not been answered here?
A. If your question has not been asked or some other questions of yours answered, please consult the Cub Scouter Leader Handbook. If you still do not find the information you are seeking, contact your Unit Commissioner, he/she should be able to answer your question or get you the information you want. If you do not have or know your Unit Commissioner, contact your District Commissioner or Roundtable Commissioner. The District Training Chairperson and staff are also potential sources of information. If you cannot reach any of these people call your District Executive (your DE should be the last person you consider calling). The volunteers listed above are all specially trained to help you with your problems, and they considerably lighten the load of the busy District Executive.

Boy Scout Troop Helps:

MEETING OPERATION
- Take leaders to next Roundtable.
- Encourage the SM to attend Scoutmaster Fundamental Training.
- Review the Troop Program Planning Kit with the SM for the annual program planning conference.
- Help SM set up monthly Patrol Leader's Council meeting.

BOY LEADERSHIP
- Convince SM to set up a monthly Patrol Leader's Council meeting.
- Review the JLTC Kit with the SM.
- Review the JLTC Handbook with the SM.
- Point out sections of the Scoutmaster’s Handbook that refer to the role of youth leadership in the Troop.
- Remind the SM that Scouting includes leadership development.
THE COMMISSIONER’S GUIDE

SKILLS INSTRUCTION
- Review Woods Wisdom with the Scoutmaster.
- Share Tenderfoot-to-First Class advancement requirements with the SM and explain that they are designed to be experienced, not taught.
- Review the portion of advancement video that deals with teaching skills.
- Suggest use of a Troop Advancement Wall Chart at meetings.

SKILLS INSTRUCTION LEVELS
- Encourage the SM to attend Scoutmaster Fundamental Training.
- Help the SM identify a Troop Guide and ASM to work with the new Scout patrol.
- Help the SM and troop committee identify ASMs to work with experienced older boys.
- Help the SM identify youth instructors.
- Help the SM identify community resources to assist program presentations for Venture or Varsity patrols.

BUDGET PLANNING
- Ask troop leaders to use Troop Record Book.
- Encourage troop committee to build budget based on annual program.
- Convince troop treasurer to train patrol scribes.

MEMBERSHIP
- Conduct an inventory to show the need for recruiting.
- Suggest that an ASM be assigned with new Scout responsibility. Explain the reasons for a new Scout patrol.
- Help the ASM for new Scouts establish a relationship with a local Cub Scout Pack.
- Conduct a boy-fact survey in local schools. Help the Troop develop a plan to contact prospective members.

BUDGET PLANNING
- Ask troop leaders to use Troop Record Book.
- Encourage troop committee to build budget based on annual program.
- Convince troop treasurer to train patrol scribes.

PATROL ACTIVITY
- Suggest that specific program assignments be given patrols before each meeting.
- Remind leaders that patrols under trained boy leaders are the key to troop success.
- Help SM understand the JLTC program.

ATTENDANCE
- Discuss the problem with troop committee. Ask them to follow-up with parents of absentees.
- Ask SM to help patrol leaders build inter-patrol competition.
- Help organize a patrol point system to promote attendance.
- Check program. Is it planned and exciting?

OUTDOOR PROGRAM
- Have Patrols submit ideas to their PLC for their monthly highlight activity.
- Plans at least one outdoor event every month regardless of weather.
- Plan activities such as advancement and ceremonies into an outdoor theme.
- Plan outdoor service projects.
A Unit Commissioner is successful when the units the commissioner serves are successful. Use the below sheet to perform a self-evaluation. Rate yourself as Outstanding, Satisfactory, or Needs Improvement.

**Commissioner Self-Evaluation:**

<table>
<thead>
<tr>
<th>Service:</th>
<th></th>
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<tbody>
<tr>
<td>Interpret aims, methods, and programs of the BSA.</td>
<td></td>
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<tr>
<td>Foster good communications among others at all levels.</td>
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<table>
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<tr>
<th>To Chartered Organizations:</th>
<th></th>
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<tbody>
<tr>
<td>Establish and maintain contact with chartered organization leadership.</td>
<td></td>
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<tr>
<td>Understand goals of chartered organizations assigned.</td>
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</tbody>
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<tr>
<th>To Units:</th>
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<tbody>
<tr>
<td>Know unit condition at all times - conducts visits and analysis.</td>
<td></td>
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<tr>
<td>Ensure rechartering of all units assigned.</td>
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</tr>
<tr>
<td>Promote commitment to Quality Unit achievement.</td>
<td></td>
</tr>
<tr>
<td>Identify and promote action on priority unit needs.</td>
<td></td>
</tr>
<tr>
<td>Use district committee for specialized help for units.</td>
<td></td>
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<tr>
<td>Understand the procedure for proper unit leader selection, including approval of the unit leader by the head of the chartered organization.</td>
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<tr>
<th>To Leaders:</th>
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<tbody>
<tr>
<td>Be easily available to unit leaders.</td>
<td></td>
</tr>
<tr>
<td>Assist in year-round membership recruiting and roundups for youth and adults.</td>
<td></td>
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<tr>
<td>Encourage attendance at Roundtable training events and outdoor activities.</td>
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<tr>
<td>Aid in counseling and morale building.</td>
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<tr>
<td>Help ease the leader’s burdens rather than leaving more burdens to carry.</td>
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</tbody>
</table>

<table>
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<tr>
<th>Personal:</th>
<th></th>
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<tbody>
<tr>
<td>Attend and participate regularly in commissioner staff meetings.</td>
<td></td>
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<tr>
<td>Communicate effectively with others.</td>
<td></td>
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<tr>
<td>Demonstrate proper wear of the uniform consistently.</td>
<td></td>
</tr>
<tr>
<td>Complete orientation and basic commissioner training.</td>
<td></td>
</tr>
<tr>
<td>Participate in supplemental training.</td>
<td></td>
</tr>
<tr>
<td>Unit service is at the top of my Scouting agenda.</td>
<td></td>
</tr>
<tr>
<td>Experience job satisfaction.</td>
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</tbody>
</table>

How did your rate?
The Rock in the Sandbox

A little boy was spending his Saturday morning playing in his sandbox. He had with him his box of cars and trucks, his plastic pail, and a shiny, red plastic shovel. In the process of creating roads and tunnels in the soft sand, he discovered a large rock in the middle of the sandbox!

The boy dug around the rock, managing to dislodge it from the sand. With a bit of struggle, he pushed and nudged the rock across the sandbox by using his feet. (He was a very small boy and the rock was very huge.) When the boy got the rock to the edge of the sandbox, however, he found that he couldn't roll it up and over the little wall.

Determined, the little boy shoved, pushed, and pried, but every time he had made some progress, the rock tipped and then fell back into the sandbox. The little boy grunted, struggled, pushed, and shoved; but his only reward was to have the rock roll back, smashing his chubby fingers. Finally he burst into tears of frustration.

All this time the boy's father watched from his living room window as the drama unfolded. The moment the tears fell, a large shadow fell across the boy and the sandbox. It was the boy's father. Gently but firmly he said, "Son, why didn't you use all the strength that you had available?" Defeated, the boy sobbed back, "But I did Daddy, I did! I used all the strength that I had!" "No, son," corrected the father kindly, "you didn't use all the strength you had. You didn't ask me." With that the father reached down and lifted the rock from the sandbox.

Do you have "rocks" in your unit(s) that need to be removed?

Are you discovering that you don't have ALL that it takes to lift them?

Your Commissioner Staff is always available to you and willing to give all the strength you need.
I Can Make a Difference

Xvxn though my typxwritxr is an old modxl, it works quitx wxll. Xxcxpt for onx kxy, that is. Thxrx arx 46 kxys that function wxll xnough, but to havx just onx kxy not working makxs thx diffxrnxn cx.

Somxtimxs with pxoplx, likx with my typxwritxr, not all thx kxys arx working propxrly. You may say, "Wxl, I'm only onx pxrson. It won't makx much diffxrnxn cx." But, to bx xffxctivx, thx group nxxds thx activx participation of xvxry pxrson.

So, thx nxxt timx you think you arx only onx pxrson, rxmxmbxr my typxwritxr, and say to yoursxlfxlf, "I am a kxy pxrson, and I am nxxdxd vxxry much."

*The Trailsman, New Brunswick Provincial Council, Canada*

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Los Amigos District BSA - Modified:04/05/98
Charter Presentation Planning

Invoke the Charter Presentation Team.

It is highly preferable to stage the presentation under the auspices of, and at a regular meeting or activity of, the chartered organization.

This serves to accentuate the charter of the relationship, puts the organization in a better position to recognize its unit leaders, and assures attendance of the largest possible number of the organization's members.

*The charter presentation belongs in the hands of the chartered group rather than the unit itself.* There are members of the organization who will attend an organizational affair, but who will not be motivated to attend a program put on by the unit. It is important to capture the interest of as many members of the chartered organization as possible. Parents of unit members will be just as likely to attend ill either case. Each occasion must be considered individually, and circumstances will color the decision as to location of the ceremony. An open unit, consisting of boys of different faiths, will require careful consideration, particularly if the organization is a religious one. Other things to be taken into account are personalities involved, available facilities, and community attitudes.

*The charter should be presented to the head of the chartered organization* unless that person directs otherwise. Many councils develop special teams to present charters within the district. Toastmaster clubs are a good source of personnel for charter presentation teams as well as junior chamber of commerce members.

This in no way should detract from the commissioner's role-only supplement it if the human resources can be found.

NOTE: A short inspirational message could be added to the following suggested charter presentation ceremony. Note also that this ceremony is written for a troop, and must be adapted for use at a pack, team, or post charter presentation ceremony.

The date of this ceremony is determined by the time of the receipt of the charter renewal application at the council service center. From 6 to 8 weeks should be allowed for the return of the charter and certificates.

Guide the unit leaders and chartered organization in setting up the ceremony. Select a time when the ceremony can take place at a meeting or activity of the chartered organization if this is practical. Otherwise, make sure that the head of the chartered organization can be present at a special meeting of the unit.

You should help coordinate the program, make sure that many people are involved. Some of the assignments might be:

**Scouting Coordinator.** Meeting facilities, head of chartered organization present and prepared to receive charter, members of chartered organizations invited to attend.

**Committee Chairman.** Invitation to parents; involve committee members in the program.

**Committee.** Help unit leaders with parts of program (awards, ceremonies) and setup (decorations, seating).

**Unit Leaders.** Plan unit program around the charter presentation.

Participants in the charter ceremony should include the head of the chartered organization, the Scouting coordinator, chairmen and members of the unit committee, unit leaders and assistants, den leaders, and Webelos den leaders (if a Cub Scout pack), junior leaders (if elected), and youth members of the unit. This ceremony may be used at a meeting of a service club or as a part of the religious service of a chartered organization religious group.
OPENING STATEMENT

I am pleased to be with you to recognize the great relationship that exists between the Boys Scouts of America and your chartered organization. The Boy Scouts of America is a program that exists primarily to serve chartered organizations and their needs as they reach out to serve youth of their respective organizations and youth in the nearby community.

In recognition of this great relationship I would like to call forward at this time the chairman and members of the unit committee.

CHARGE TO THE UNIT COMMITTEE

Your committee members have assumed the responsibility of being the board of directors for this Boy Scout troop in your chartered organization. The chairman of the committee presides over the monthly meetings of the troop committee and also assumes the direction of the Boy Scout troop should the Scoutmaster and/or assistants be unable to serve in their leadership capacities. To all members of the committee, you have assumed the obligation and role of providing the troop with 10 days and nights of camping experience; providing advancement opportunities; providing the troop with information on events and activities conducted by the district and council; providing transportation if the need exists for troop activities; providing the financial stability in support of approved money-raising project for troop activities; and guaranteeing continuity of the troop through the years.

On behalf of the chartered organization, do you accept these responsibilities to be accomplished to the best of your ability. If so, answer "we do." Congratulations! Here are your registration cards. (Present cards to each person.)

CHARGE TO THE SCOUTMASTER AND/OR ASSISTANTS

(Call forward the Scoutmaster and assistants before the combined assembly.)

You men and women have accepted a major role on behalf of this chartered organization by assuming leadership of young people who will enjoy the Scouting program. You have accepted the responsibility of providing weekly programs, monthly camping trips, and participation in council and district events for your troop members. The time you devote to the sons of members of this congregation and neighborhood will only be rewarded in the satisfaction you get from seeing these young men grow into great American citizens who will live by the Scout Oath and Law. Do you accept the mantle of this great responsibility? If so, answer "We do." Congratulations! Please accept these registration cards as a token of your commission in Scouting.

CHARGE TO THE Scouting COORDINAtor

(Please call forth the Scouting coordinator.)

You have been accepted by your chartered organization to represent it as a voice in the local council of the Boy Scouts of America. You become an automatic voting member of the local council and represent your congregation (organization) at the annual council meeting which selects leadership for the council for each ensuing year. In addition, you have the responsibility of coordinating the various Scouting units that exist in your chartered organization, making sure that they work one with the other to coordinate a natural graduation program from the Cub Scout pack to Boy Scout troop to Explorer post. We hope you will also provide assistance to the district whenever and wherever your time could be made available, in addition to your responsibilities to your local organization and the local council. Will you accept this responsibility? If so, answer "I will." (Present registration card.)

JUNIOR LEADERS.

(Call forth all pack, troop, or post youth leadership.)

You have been selected as the youth leaders of this troop. You will be expected to be an example and you will be asked to provide leadership, program ideas, and initiative to all the members of the troop who falls under your influence. You are, above all, expected to abide by the Scout Oath and Law and set a leadership pattern for all to follow. Will you accept these responsibilities? If so, answer "We will." (Present registration cards.)
THE COMMISSIONER’S GUIDE

MEMBERS OF THE TROOP

Will all members of the troop please stand? As members of the Scout troop (unit), will you do your best to attend meetings regularly, provide assistance to your leaders, take the opportunity to pursue advancement, and demonstrate your willingness at all times to abide by the Scout Oath and Law? If so, please answer “We will.”

CHARGE TO PARENTS

Will all parents please stand? As parents, you are expected to attend parents meetings of the troop, assist with needed transportation, provide leadership support when needed, and be willing helpers in time of need, in order to provide the troop with an outstanding program, quality leadership, and good parental support. If you are willing to do your best to support the leadership of the chartered organization and provide what assistance you can give to the program, please answer "We will."

CHARGE TO THE CONGREGATION.

Will all members of the congregation (organization) please stand? You have heard the troop committee, the troop leadership, the Scouting coordinator, the junior leaders, members of the troop, and parents all pledge their support to the Scouting program in this chartered organization. May we ask you to cooperate and work with the Scout leadership chosen by your chartered organization and provide, whenever called upon, assistance and help to make this program a vibrant living part of the youth ministry and youth outreach of your congregation? If so, answer "We will."

CHARGE TO THE PASTOR (OR HEAD OF CHARTERED ORGANIZATION)

(Please call forth the pastor.)

Pastor, you have heard of the complete cooperation and willingness of not only the leaders but members of your congregation (organization) in supporting the BSA Scouting program as a major youth program for your congregation. With the acknowledgment of this support, I am pleased to present to you the charter signifying your right to use the Scouting program for the year ahead in a way that conforms with both the rules and regulations of your chartered organization or congregation and those of Scouting. On behalf of the National Council of the Boy Scouts of America, I present your charter and pledge the cooperation of the local district, council, area, and region to help make the program a vibrant living part of your ministry to youth.

I would also like at this time to introduce the volunteers (if these are present) from our district who will provide support for you. May I introduce (the district chairman, your commissioner and/or district commissioner, and any other visiting Scouters) who will help you carry out an effective program of Scouting for the year ahead.

Thank you for the opportunity to present this charter and thank you for accepting Scouting as a program of action for your organization.
I am very honored and pleased to be here today to present a Boy Scouts of America Charter for Troop/Pack ______ to it's sponsoring organization, _______________________.

________________________ has been a sponsor of the Scouting program for _____ years.

Will Mr. _____________ , your Charter Organization Representative, and Mr. ____________, the Scoutmaster/Cubmaster for Troop/Pack _____ come forward to accept the Charter and Quality Unit Recognition Streamer. (if earned)

The Charter is an agreement between the Boy Scouts of America and a sponsoring organization to provide the Scouting Program to boys and acknowledges specific responsibilities and obligations.

Instilling in youth the values of the Scout Oath and Law is still the mission of the Boy Scouts of America. Preparing young people to make ethical choices over their lifetimes is still the central reason that we all give our time and talent to Scouting.

Having met the requirements prescribed for the Charter and by virtue of the authority and in accordance with the provisions of the Federal Charter granted by Congress on June 15, 1916 and the Constitution and By Laws of the Boys Scouts of America, ________________ is hereby granted a Charter for the promotion and supervision of the programs of Scouting for Boys for the year ______.

(Present the Charter to the Organization Representative)

Congratulations.

Present any other ribbons, streamers, etc. that the unit has earned (if available) such as the National Camping Award or Summer Camp streamers.
In 1989, the Boy Scouts of America determined that inadequately planned and executed troop meetings were the No. 1 cause of boys leaving Scouting. The troop operations plan addressed some of the issues dealing with "boring troop meetings" by adding:

- A new Scout patrol, to assist new Scouts in becoming comfortable in the troop environment and in learning basic Scout skills, which make up their principal program at troop meetings.
- Delivery of skills instruction was segmented according to a Scout's knowledge and abilities.
- An older boy program, to provide challenging experiences for Scouts, age 13 and older.

The challenge now is to help leaders and Scouts implement these ingredients to create a successful troop program.

Planning a troop program on an annual and a monthly basis is a new task for many leaders. Good planning and execution depend on:

- A Scoutmaster who understands the process,
- Trained junior leaders who can not only plan meetings but successfully execute them,
- Sufficient personnel in the form of assistant Scoutmasters, troop committee members, and parents, and
- A troop of knowledgeable, informed parents.

Your first step in planning is to utilize the resources available to set goals for the troop. The next step is to train your junior leaders in the planning process. Then give them the responsibility and authority to plan and implement the troop program. The final step is to get your troop committee and parents to "buy in" to support this "boy-planned" program.

A Troop Program Planning Kit, No. 33018, is available to assist you and your Scouts in planning a super program. The kit, consisting of a workbook and video, will guide you through the basics of planning, from doing your homework to securing parental support for your program. The monthly program features in Woods Wisdom, Troop Program Features, No. 34251, and in Scouting magazine are the other principal pieces of literature needed to run the program planning workshop.

The video in the Troop Program Planning Kit has three parts. Part I is primarily for Scoutmaster use and will take you through "doing your homework." This involves gathering information on district and council support, setting troop goals, developing a troop calendar, and training your senior patrol leader to run the annual troop program planning conference.

Part II of the video is a model for a troop program planning conference, to be previewed by you and your senior patrol leader, and then shown to members of the troop's patrol leaders' council. It will set the stage for your troop's actual planning session. (The Troop Program Planning Kit contains a detailed agenda for the troop planning conference, along with much of the support information you will need to make it effective.)

Part III of the video deals with monthly program planning and features a model of the planning portion of a patrol leaders' council meeting. You and your senior patrol leader will preview this prior to the troop planning conference; you will then use it as the basis for a session at the conference devoted to planning the next month's troop program in detail.
The Annual Planning Process

The Scouting program year begins in September, so you should start troop planning during the summer. There are five basic steps in the annual process.

- Do your homework.
- Get patrol input.
- Conduct the Annual Troop Program Planning Conference.
- Obtain troop committee support.
- Inform everyone.

STEP 1: Do Your Homework

As Scoutmaster, you are the "advance" person. You need to check out and pull together certain things before your troop's annual planning conference. Neither difficult nor time consuming, these tasks, listed below, make a lot of sense, because they pay off in a smoother, more effective conference, and they result in a better annual plan.

1. Gather district, council, community, and chartered organization dates for events that will affect the troop.
   - Begin by picking up a calendar of key school dates from the local school. Check with the local chamber of commerce for dates of community activities. Don't forget to get dates of key chartered organization activities. Personal dates, such as anniversaries or birthdays, also may affect troop activities, so be sure to include those.
   - During the summer, be sure to attend the annual council or district program planning conference. This is where you will be able to get the council and district calendar, as well as information on activities, training courses, summer camp, etc.

Now put all these dates on one calendar to share with the troop committee and to use at the program planning conference.

2. Review the resources needed to plan the Annual Program.


3. Review the advancement status of each Scout.

Use the Troop/Team Record Book to do this. Look carefully for basic skills needed by your Scouts, and also for key merit badges that should be introduced through the troop program.

4. List some goals for the troop.

Take a look at successful areas from last year's program, like the number of Scouts who made First Class or the super Good Turn you did for your chartered organization. You probably will want to continue those things, but also consider some other challenges to address during the coming year. The list could get lengthy, so you may have to prioritize your choices, selecting only a few challenges for this year. After all, there is always next year Here are some areas to consider:

- National Quality Unit Award
- National Camping Award
- Service Project or Good Turn
- Summer camp
- Special weekend events
- Troop membership
- Troop equipment
- Advancement
5. **Review the program features available to the troop.**

Using the troop planning worksheet, list your suggestions for a program feature for each month of the coming year. Be sure to keep in mind the troop goals and advancement status of your Scouts. Share the list of program features with the senior patrol leader prior to presenting them to the patrol leaders' council. (Hint: List your program feature suggestions in pencil to emphasize that input is also expected from the senior patrol leader.)

6. **Meet with the troop committee to review the calendar and potential troop goals.**

Share the calendar with the committee to ensure you haven't missed any important dates. Many committee members will be involved in troop activities, so they will want you to note any conflicts in their personal calendars.

Review the goals you have set for the troop. Now is the time the troop committee "buys in" to its role in making your troop successful. They will have a lot of discussion and some compromise, but the result will be a set of troop goals to which everyone feels committed.

Remember, these goals will not be finalized until after the junior leaders have also "bought in" at their annual planning conference.

7. **Meet with your senior patrol leader to plan the next steps leading to the Annual Troop Program Planning Conference.**

This can be time consuming and you may need more than one session. If so, devote the second meeting with the senior patrol leader to the sole task of mapping out the agenda for the troop planning conference.

You and the senior patrol leader should cover the following items at your meeting:

- ★ __ Review the Troop Program Planning video (Parts II and III) and workbook in the Troop Program Planning Kit.
- ★ __ Review the steps to planning an annual troop program.
- ★ __ Review the calendar for any missing items.
- ★ __ Discuss troop goals. Allow the senior patrol leader to have input; the only way to achieve the troop's objectives will be with the help of everyone.
- ★ __ Review the resources needed to plan the troop program. Discuss the program features suggested for the coming year.
- ★ __ Discuss what major events and activities the troop might do during the coming year.
- ★ __ Record these recommendations onto the troop planning worksheet for presentation to the patrol leaders' council.
- ★ __ Discuss the presentation of this information at the patrol readers' council meeting and the role of patrol leaders in the planning process.
- ★ __ Set a date for the annual troop program planning conference.
- ★ __ Review the agenda and preparation needed to conduct the conference.

**STEP 2: Get Patrol Input**

This second step in the annual planning process is where the senior patrol leader takes charge. At the next patrol leaders' council meeting, the senior patrol leader introduces the suggested annual troop plan. The patrol leaders need to understand that this is only a proposed program. The final program will be developed and voted on at the annual troop program planning conference. Each patrol leader is asked to review this plan with his patrol members at the next troop meeting. The patrol leader should seek ideas from his patrol on what proposed programs they like or dislike and what additional programs they might be interested in.

The senior patrol leader then announces the date of the planning conference. He should briefly review the agenda and make assignments for physical arrangements, meals, etc.
STEP 3: Conduct the Annual Program Planning Conference

This is the step where your troop program comes alive. The success of this conference began when you, the Scoutmaster prepared your Senior Patrol Leader. Be alert throughout the conference to help out the Senior Patrol Leader. Don't wait for him to fail, but be careful not to take over for him. Careful, non-intrusive coaching will help your senior patrol leader build confidence. Share your leadership with him.

Who attends the conference? The troop's annual planning conference is attended by the Scoutmaster, assistant Scoutmaster for the New Scout patrol, assistant Scoutmaster for the Venture crew, senior patrol leader, assistant senior patrol leader, patrol leaders, crew chief, and troop guide.

Physical Arrangements. Careful planning should ensure that this planning conference is a first-class experience for your junior leaders. Pick a location that would be special to your Scouts, possibly one offering opportunity for other activities, such as swimming, boating, etc. You can make it a weekend experience, although the conference is easily completed in a day.

Whichever you do, don't involve the junior leaders in a lot of housekeeping chores that distract them from the primary purpose of planning the troop program. Consider using other troop adults to cook and clean up, so your Patrol Leaders' Council can concentrate on the task at hand.

Make sure the facilities are suited for a conference. Is ventilation good? Is there sufficient lighting? Electricity for a TV monitor and VCR? Are the chairs comfortable? Are there tables to work on? Is there a way to hang calendars on the wall?

Setting up the conference facility should have been previously assigned to members of the patrol leaders' council. A checkup by the senior patrol leader prior to the conference ensures that nothing is forgotten.

Follow the agenda. When directing a session, your senior patrol leader needs to be alert that it's easy to get sidetracked. If the group starts to drift away from the agenda, a gentle nudge from you may be in order to put them back on course.

Remember the conference ground rules:

A. The senior patrol leader presides.
B. Each event and program is voted on.
C. The majority rules.
ANNUAL TROOP PROGRAM PLANNING CONFERENCE AGENDA

(Note: No time limits have been placed on the agenda, but working sessions should last no longer than forty-five minutes without a break.)

I. OPENING ACTIVITY  SM
Conduct "all-aboard" or other team-building activity. This helps foster a spirit of working together to solve a common problem.

II. REVIEW CONFERENCE SENIOR PATROL LEADER GROUND RULES  SPL
A. Write down the conference objectives:
   1. To decide on troop goals for the coming year
   2. To develop a program that represents ideas from the entire troop
B. Review ground rules:
   1. The senior patrol leader presides.
   2. Each event and program will be voted on.
   3. The majority rules.

III. SHOWTROOP PROGRAM PLANNING VIDEO, PART 1  SPL

IV. DEVELOP TROOP GOALS  SM
A. The Scoutmaster leads a discussion on goals for the coming year. These could deal with such topics as advancement, service, or troop money earning. (These are the same goals discussed earlier with the troop committee and senior patrol leader.)
B. The patrol leaders' council votes to approve the goals.

V. CONSIDER MAJOR SENIOR PATROL LEADER EVENTS  SPL
A. Review dates for items such as these:
   1. Scouting shows
   2. Camporees
   3. Summer camp
   4. Special troop events
   5. Good Turn
   6. Patrol suggestions for special activities
B. Vote on events. (Delete from the calendar any activities the troop will not participate in.)
C. Insert events on the troop planning worksheet.
D. Backdate necessary preparation time for each event.

VI. GAME BREAK  ASPL

VII. DISCUSS PATROL SUGGESTIONS FOR PROGRAM FEATURES  SPL
A. Discuss the program features suggested for the coming year.
B. Will they meet the goals of the troop?
C. What are the advancement opportunities?
D. Decide where they best fit into the calendar.
E. Vote on the final list of program features.
F. Insert the approved features into the troop planning worksheet.

VIII. LUNCH OR GAME BREAK  ALL

IX. SCHEDULE SPECIAL TROOP ACTIVITIES  SPL
A. Decide on a schedule for the following:
   1. Board of review
   2. Courts of honor
   3. Recruitment night(s)
   4. Webelos Scout graduation
B. Add these dates to the planning worksheet.
X. FINALIZE THE PLANNING WORKSHEET
   A. Put the Troop Program Planning Worksheet into final form for presentation to the troop committee.

XI. GAME BREAK

XII. MONTHLY PROGRAM PLANNING
   A. Show Part III of the video from the Troop Program Planning Kit.
   B. Plan next month's program.

XIII. SCOUTMASTER'S MINUTE

   ANNUAL TROOP PROGRAM PLANNING CONFERENCE CHECKLIST

LITERATURE
   _ Woods Wisdom, Troop Program Features, No. 34251
   _ The Scoutmaster Handbook, No. 33002
   _ The Boy Scout Handbook, No. 33229
   _ Junior Leader Handbook, No. 33500
   _ Program features from Scouting magazine
   _ Scouting magazines
   _ Boys' Life magazines
   _ Troop Program Planning Worksheet
   _ District/council calendar
   _ School calendar
   _ Chartered organization calendar
   _ Community calendar
   _ Information on council and district events
   _ Complete copy of next month's program feature, for the final part of the workshop (one per participant)
   _ Troop Resource Surveys completed by parents and troop leadership
   _ Troop/Team Record Book, No. 34510
   _ Troop Advancement Chart, No. 34506

PROGRAM SUPPLIES
   _ "All-aboard" activity (supplies needed)
   _ Game (supplies needed)
   _ Flip chart stand and pad (s)
   _ Twelve large calendar pages
   _ Felt-tip markers
   _ Writing pads for participants
   _ Pens or pencils
   _ Thumbtacks
   _ Masking tape
   _ VCR and monitor
   _ Extension cord

FOOD/REFRESHMENTS
   _ Refreshments for morning and afternoon breaks
   _ Additional food (lunch, etc.)

CONFERENCE FACILITY SETUP
   _ Tables set in horseshoe or square, depending on number of people
   _ VCR and monitor located for easy viewing
   _ Flip chart stand placed for easy viewing and use
   _ Calendar pages hung on wall
   _ Troop Program Planning Worksheet hung at front center of room
   _ Table at front of room for resource material
CONFERENCE ASSIGNMENTS

- Develop menus and purchase food.
- Food preparation and cleanup.
- Gather supplies (see checklist).
- Set up conference facility.
- Prepare large blank calendars with months, days, and known dates.
- Prepare flip chart with conference objectives and ground rules.
- Prepare Troop Planning Worksheet with correct months.

STEP 4: Obtain Troop Committee Support

At the completion of the annual troop program planning conference, you and your senior patrol leader should prepare a clean draft of the planning worksheet for presentation to the troop committee. Arrange with the committee chairman for this important topic to be placed on the meeting agenda. Then the scoutmaster and the senior patrol leader present the troop's annual program to the committee.

Try to anticipate questions and prepare your senior patrol leader to answer them. (Remember, it's a boy-planned program.) The critical question the committee must resolve is: Does the troop have the resources to carry out this program? If not, can the resources be obtained, and are the troop members willing to do their share in obtaining them?

There may be need for compromise. In those cases, the senior patrol leader should present the options to the patrol leaders' council for their approval. The finished product from these discussions will be a troop program that is accepted by everyone, and one that has the necessary support to make it work.

STEP 5: Inform Everyone

Now that you have a great troop program planned, don't keep it a secret, share it with everyone.

The best way to do it is at a parents' night program. Have some good fun and fellowship, and then share the troop's plan for the year. Let the Scouts announce the plan, but let the troop committee talk about what kinds of help will be needed from parents to make the program work.

This is the final phase of the "buy-in" talked about earlier. Here is where you get those extra hands for the garage sale, transportation for outings, and maybe even a consultant for the new Venture program.

Ask a computer whiz in the troop to design an original troop calendar. Give everyone a copy. (If it is nice enough, troop families may use it to record all their family activities.)

Don't stop the sharing at the troop level. Make sure the chartered organization and your unit commissioner have a copy of your troop's plans. Develop a news article for the local newspaper, highlighting the special activities the troop has planned for the coming year. Some potential Scouting parent might read it and be inspired to join your troop.

Planning the Monthly Troop Program

Developing an annual plan is really just the first step in planning the troop program. On a quarterly basis, the patrol leaders' council should review the annual plan and make any adjustments necessary to ensure the smooth implementation of all programs. These quarterly checkpoints are also important because some programs require more than a month to plan.

As a part of the annual program planning conference, you are asked to plan the next month's troop program. Even if your troop is very experienced, this session should be used to teach your junior leaders to use Woods Wisdom, Troop Program Features or the program features in Scouting magazine. Once they are comfortable in using these, you can give them the option of adding flexibility to the program. But be careful - too much departure from the suggested troop meeting activities could result in less exciting meetings and poor advancement. Each Woods
Wisdom or Scouting magazine program feature provides detailed information on four weekly meetings, a monthly highlight activity, advancement requirements that can be satisfied, and some good skills suggestions.

Activities incorporating all basic and intermediate skills your Scouts need for the monthly program are interwoven into each weekly meeting. Detailed use of program features will ensure regular advancement of your Scouts and provide troop meetings that are fun and exciting, not dull and boring.

Your Program Assistants

Besides offering their readers entertaining, well-written fare, Boys' Life and Scouting magazines support the nationally suggested Boy Scout program features. In each monthly issue, Boys' Life provides ideas and inspiration to boy readers about how they can enjoy the BSA-suggested program for the following month. Scouting provides adult leaders similar tools to strengthen the BSA program with special articles of packs and troops that have used the monthly program feature successfully.

In addition, five of the six issues of Scouting contain a total of twelve segments called "Troop Program Features." They represent one-third of the thirty-six monthly features found in the larger book titled Woods Wisdom, Troop Program Features, No. 34251. Another program tool, Boy Scout Leader Program Notebook, is a pocket-size publication that contains space to jot down ideas and plans for troop activities. It is available at your BSA local council service center.

Segments of "Troop Program Features" will be bound into issues of Scouting according to this schedule:

Current Scouting Program Feature Suggested by month for troop program can be obtained from the Unit Commissioner, Monthly Roundtable Meetings and your local Scout Service Center.

Last edited: March 31, 1998
The NetWoods Virtual Campsite, Steve Tobin, Campmaster
Scout Week is just around the corner and many groups like to include at least one Church Parade as part of their celebrations. The easiest way to do it, of course, is to get the group invited to a church, synagogue or other place of worship for a scheduled service. Simply ask somebody to invite you, or invite yourselves.

All the Scouter has to do in this case is make sure a certain number of people are prepared to worship at the chosen place and will arrive on time. Remember that some parents may not want their children to visit places of worship other than their own, so it's important to make attendance voluntary. When you know who will be there, common courtesy asks that you tell someone at the place of worship which service you will be attending and how many you will be. It's also wise to ensure that everyone in your group knows what to expect at the service. Ask one of the regular worshippers what the common practices are, or invite the person to a section meeting to explain what will happen and why things are done the way they are.

There are good reasons to prepare yourself like this. Nothing is more uncomfortable for a visitor to a place of worship than not knowing what to do. It's no fun to find yourself sitting when everyone else is standing, or standing when everyone else is kneeling. It's even worse when you realize that, in many places of worship, it's customary to give guests the place of honor in the very front of the congregation where everyone can see them.

Preparing in this way is also a real learning experience for your section. Do you know how worship is conducted in a synagogue or mosque? What the sweet grass ceremony is all about? What the differences are between worship in a Roman Catholic Church and a Ukrainian Catholic Church? To be "a friend to all and a brother to every other Scout", a young person needs to learn to accept and respect people's differences, and one of these differences is religious. If your Scout group is sponsored by a church, you will likely choose to attend its Scout Week service and may be able to insist that everyone be there.

**Planning Your Own Service**

If the group wants to organize its own worship experience, someone will have to find and arrange to use a suitable location (public hall, church building or, weather permitting, a place outdoors), and someone will have to put together and lead the worship service.

Many Scouters are filled with fear and trembling when confronted with the prospect of having to say something of a spiritual nature to a Scout gathering. The only effective way to overcome this fear is to seize the opportunity to lead a worship service when it is presented to you. But how do you go about it? First, sit down and decide a theme for your worship service. Since Scout Week often falls within the Christian season of Lent, a penitential theme (sin, repentance and
reconciliation) is appropriate. But I expect most groups will feel more comfortable with a theme that praises and thanks God for the life of the founder, perhaps, or for some specific events in the life of the group during the year.

The next step is to find appropriate readings from the scriptures. If you are not very familiar with the scriptures of your religious tradition, you may want to ask your own spiritual leader to help you choose readings related as directly to your theme as possible.

Once you've set the theme and chosen the scriptures, you can pick prayers and music and put the service together. Use a book of hymns and a book of services as your resources. I usually try to include as much music as I can. It's a great way to cover necessary movement - of leaders, the collection of the offering, or the speaker going up to the lectern. Standing up to sing hymns also provides legitimate "wiggle time" that will help kids sit quietly during other parts of the service.

Decide whether you'll take a service directly out of the book to adapt for the occasion, or whether you'll put together a special service. Although it may seem a formidable task, putting together a worship service is really quite easy. The trick is to break it down into manageable parts and handle each part as a unit.

And what are these parts? Quite simply, a beginning, a middle and an end.

**The Beginning**

The beginning of a worship service tells everyone why they are gathered. A service often opens with a hymn or song of praise (check the index or table of contents of a hymn book) and, after the hymn, it's usual to have some kind of statement of purpose. Anglicans use "O Lord, open thou our lips" and the response "Our mouths shall show forth thy praise". People in other religious traditions may simply say, "Let us worship God". Most modern books of services contain a good selection of opening sentences.

From there, you can move on to a short prayer, an act of praise or both. This prayer from the Christian Eucharist is appropriate for just about any Christian worship experience. Non-Christians will want to adapt it to make it more in keeping with their own traditions.

Almighty God, to you all hearts are open, all desires known, and from you no secrets are hidden. Cleanse the thoughts of our hearts by the inspiration of your Holy Spirit, that we may perfectly love you, and worthily magnify your holy name; through Christ our Lord, Amen.

Acts of praise can include reading all or parts of Psalms 24, 63, 67, 95, 100 or 145, or other portions of scripture.

**The Middle**

There are two sections to the middle part of the worship service. The first is the proclamation of the word of God through readings of scripture and the meditation or sermon. The second is
response to the word of God through prayer and action (the offering). I like to include a couple of hymns here as well and try to pick them to reinforce what I've said in the sermon.

The proclamation of the word of God is a process of verbal communication, which implies both a sender and a receiver. I remember watching a children's religious program on TV once. A fellow was sitting on a stool explaining a bible story to a bunch of little kids sitting on the floor around him. What I found most interesting wasn't what the fellow was saying, but what the kids were doing. Some were looking around the studio, some were fooling around, and some seemed to be fast asleep.

Those kids had the same look we've all seen on the faces of some of our own young people when we begin to talk about spiritual matters. It doesn't have to be that way. All it takes is a bit of practice and a few little technical tricks.

Let's look at the scripture reading. First, if you are going to read something, you will have to be able to see it, which means you want the print to be large. If you cannot find what you want to read in large print, get it enlarged on a photocopier. If that is not possible, copy it by hand in big black print with lots of space between words and lines then practice reading the material. Read it aloud to yourself several times before you read it in the service. Finally, read slowly. If you are reading at a speed that sounds slow to you, it will probably sound just about right to your listeners.

Now look at the sermon or meditation. Once you have an idea of what you want to say, based on the theme and scriptures you have chosen, sit down and write out your message word for word as if you were talking to someone. After you have a rough draft, go over it and edit. Here are some guidelines you can use.

Keep it short. Five minutes of sermon is often plenty. The mind can only absorb what the seat will tolerate. When I write my talks word for word, I find I get about five minutes worth from two typed sheets (double spaced).

Remember that most kids have a lot more intelligence than most adults give them credit for. They do not need you to explain stories (biblical or otherwise) to them.

Keep in mind whom you are talking to. By this I don't just mean the obvious differences between a colony of Beavers and a company of Venturers. Try to be aware of what is going on in the daily lives of these kids. It may mean engaging them in a dialogue rather than talking to them (which sometimes is little more than talking at them).

For example, suppose you think it would be a good idea to talk about God as a loving Father. You have to consider that, in any group, there may be a kid whose father beats him, or whose father is dead, or whose parents are divorced. There may be any number of other factors that make the concept of God as loving Father difficult for the child to understand. You might decide to start by simply asking the youngsters to tell me what they like most about their father, or to describe what they think a perfect father would be like. Then you can take what they say and relate it to my understanding of God as loving Father.
Adults do not always have to be telling kids things. If we take time to listen, we soon discover they have a lot of good ideas about spiritual realities that are not always easy for them to express. Furthermore, by listening to what young people say and making a real attempt to understand what they are trying to tell us, we demonstrate our respect for them as persons. And that will have very positive results in the long run.

You may want to use an object as the starting point for your sermon. One of the best talks of this kind was given at the 28th Prairie Wood Badge course Scouts' Own in 1984. The speaker held up a rusty spike and pointed out how bent and battered-looking it was. Even though it didn't look very good, he said, it could still be used. It could be straightened out and had enough strength to hold together many things. His conclusion was that many people are a lot like that spike. We may be bent out of shape and we may not look very good, but we are still useful to God.

After the meditation or sermon comes the offering, and finally the prayers of the people. The offering is much more than a means of raising funds. It is a symbolic act of offering oneself to God and I believe it should be included in every worship service. It need not always be an offering of money. At church camps I've asked the children to write on a piece of paper some act they can do for God or some kindness they can perform for others. At the time of offering, these pieces of paper are collected.

The form of prayer that follows the offering is not terribly important, but it is important that everyone knows what is expected and what is being prayed for. You might pray for your church or community of faith, the world and its leaders, the local community and its needs, or those in need both at home and abroad. Remember to give prayers of thanks as well as requests to God.

**The Ending**

Many modern liturgies include a definite form of dismissal and a closing hymn. The leader might say, for example, "Let us bless the Lord" or "Go in peace to love and serve the Lord", and the congregation responds: "Thanks be to God." You can also conclude with a suitable sentence from scripture: "The grace of our Lord Jesus Christ, and the love of God, and the fellowship of the Holy Spirit. be with us all evermore", for example.

Then comes the singing of the final hymn. At that time, I like to have all those who took part leave. It gives a clear and visible sign that the service is over.

And that's all there is to putting together a worship service. It isn't terribly difficult, but it will require a considerable amount of preparation time to do well, especially for the first time. But then, you did promise to do your best when you became a Scouter. And your section deserves your best, doesn't it?
Hints for New Scout Parents

"If you expect your child to have a fulfilling Scouting experience you must commit some time and energy and not expect advancement will be automatic without your support...." G. Gillam - 6 yr.

Give your children two things - deep roots and strong wings.

It is difficult for a Scout to advance and stay in Scouting without adult involvement. There are many opportunities to help, but parents either think they don't have any talent/skill, or that somebody else is doing that job. Parents MUST support the Troop or Pack or the unit dies. Parents need to understand that moms can actively participate in the Troop. Mike Schopper- 8yr., Eagle Scout.

Cannot emphasize too much the need for the parents to commit as Pack or Troop leaders. You miss out on too many really great things by not being involved as a registered Scouter. Michael McClain - 3 yr.

Parents need to realize that Den Leaders, Cub Masters, etc. are in it for the BOYS. We, the Leaders, do not get paid for our time. We have to pay to volunteer and the $.50 per week in Den dues do not come close to covering my out of pocket expenses to provide your son with a quality time in the Den. G.H. - 2+yr., Eagle Scout.

Become part of the family. Volunteer your skills. We are an extended family and every member should contribute. Each of us has something to contribute. Don't be afraid. 5yr. Leader

Play a role, even if it is part time as a den dad, on a committee, or driving a vehicle. George van de Water-30 yr.

Get involved in your son's Troop. It's the only way you know what's going on, and you can help guide the Troop to ensure a good program. JK-20yr., Eagle Scout

Don’t just drop Scouts off for a meeting. Get your hands dirty and help out. Ms. Mitchell-1yr.

Go to the Scout center and get all the relevant literature you can get your hands on. Search the internet. MJS-5yr., Eagle Scout

Show up! Your son's Leaders can't do it without you, no matter how organized they may seem. You don't need to be an expert to enjoy doing activities with the boys. Even if the Pack is a tight group of friends who work together, there is always something an extra pair of hands can do - from setup to cleanup, or helping with phone chains. MS-3yr.

Volunteer, if only for a small job like phone calling or food preparation for a court of honor. Alan Whaley-12yr., Eagle Scout

Go to Pack meetings and Court of Honors. Drive and help out on campouts, committee, boards of review, district, (anything). What you get is 5x what you put in - and it's better than sitting home watching TV. Lee Zuehlke-10yr.

Cannot emphasize too much the need for the parents to commit as Pack or Troop leaders. You miss out on too many really great things by not being involved as a registered Scouter. Michael McClain - 3 yr.

Learn as much as you can! Go over your son’s book with him on a regular basis. Ask questions. Attend meetings. Be involved! Scoutmom-5yr.

You'll get more out if you join in! GH-10yr.
Stay active with your child. Participate whenever possible. *Phil Funk -10yr.*

We have a strong Cub Scout Pack. The parents know that when their son transfers into the Troop, they will be transferring also. It has worked well for us. I currently have 12 boys in the Troop, and 16 adults on the committee. Everyone has a job, no one gets burned out, and I as the Scoutmaster can step back, watch and interface as needed. *W. Terry Lile-30+, Eagle Scout*

Get involved. Stay involved. Demand good Leadership. *(Note from editor: Especially if the leader is YOU!)* *Roger Guckenheimer -8 yr.*

In Boy Scouts, do not let the boys fall short of Eagle. If you need to find someone who, like myself, fell short of Eagle [to talk to and encourage them]. I think this [not reaching Eagle] is a hurt that can be helped by knowing another boy was helped by them along the path. *Larry Fenter - 3 yr.*

Go with the flow and let Scouting do its job. Don't worry - your son will like it. *Casey Harrigan - 3 yr.*

It is a good way to get close with your kids. *Tammy - 3 yr.*

Be active. Leaders are not baby sitters. We are there to teach and help the boys. Parents should help when they can or when requested. *Earl Grigsby Jr. - 23yrs*

The more you are involved with your son the closer you become. *W.G. - 10 yr.*

Help out during the year by camping, overseeing a fund raiser, driving the Scouts to a camp out, etc. Don't be afraid to get involved in your son's or daughter's Troop. *P.S. - 5 yr.*

Roll up your shirt sleeves and get alongside the leaders and help. *Paul Basso - 5 yr.*

Stay at the meetings. They can be a lot of fun. Everyone has something special to share with the boys. *2 yr. Leader*

Be involved with your son. Don't let him be a Boy Scout without your involvement because he won't stay in Scouts. *Roy Hanks - 20 yr.*

Be Patient - with Scouts, Adult Leaders & with yourself. Have Fun! *D.B.- 9 yr.*

Go to training even if you are not going to be the Den leader or Troop leader. *G. R. McQuigg*

Relax and don't complain. Ask Leaders if they need any help in any of the projects (especially if they are new to Scouting also). *Del Maupin -1 yr.*

This is one of the best programs that you will be involved with your son(s). You will have the opportunity to meet a lot of great people and learn many new things! *Cindy -8yr.*

Try it you'll like it! Make it the best for you and your child by being involved. You both get more from it. *L.J. - 11yr.*

Find a group that meets your needs, and if your local group doesn't, find another one. If there isn't one you can join, start your own. *Thomas Heavey, Sr. -12 yr.*

Start by volunteering for something small and build your responsibility level as you become more knowledgeable about the programs that Scouting offers. *1 yr. Leader*

Become more involved. We need more dedicated people who are willing to take a stand and make a difference *DSBinau - 3yr.*
Don't be a "drop and go" parent. Hang around the meeting and help. Go camping with your son. 10 yr. Leader

If your son decides he does not like the Troop he is attending, search for another one. Troops are like Churches - each one has its own personality and you may have to shop around until you find one that matches your son's personality. Robert S. Sharp - 11 yr., Eagle Scout

Trust the program. It's been in use since 1910. Join the fun. We can use the help. Larry Taitano - 3 yr.

Never take Scouting away as a punishment for bad grades, etc. Take part in activities either as a parent or as a registered adult member of the Troop. Attend the Troop Committee meetings. Be familiar with the discipline policy of the Troop. Be familiar with rank requirements. JPM - 40 yr.

Learn what the program is about . . . especially the mission and the "boy leadership" part; and take advantage of the Scouter training available. TS - 15 yr., Eagle Scout

Do not assume that the den leader is a babysitter and drop your child off. Attend the meetings and help your child. SS - 3 yr.

Get the names and phone numbers of several units (Packs/Troops) in your area. Visit all of them before deciding which one to join. Ask questions, find out what they have done in the past and make sure your child and you get along with the others in the unit. Terri Hopfer - 2 yr.

Know what your child is doing and who his leaders are. Volunteer! If you can't be a leader, volunteer to drive, serve on the committee, etc.. NF - 29 yr.

Talk to a Scout leader to learn about the program and processes. WB - 2 yr.

Enjoy it. Don't turn it into a chore. It is a fun activity. Patsy - 3 yr.

The joy of watching young men grow is worth every moment of sweat. AH - 19 yr.

Be an active committee member (or other adult leader) as long as your child is in Scouts. Rob Clarke - 10 yr.

Volunteer for some position. The chances the boy will stick in the program and receive the benefits of Scouting increase with the parent's level of involvement. 4 yr. Leader, Eagle


Get involved with what your son is doing. Ask how you can be helpful to the Troop or Pack leadership. Maybe driving to events, maybe helping a single event during the year. 5 yr. Leader

Taking a part, so you are able to enjoy Scouting by your way. Junji Tomizawa, Fuji Scout - 30 yr.

Give it a Try! Louis Scotti - 7 yr.

Stay involved, look at their books there are so many opportunities for fun as a family and as a parent and child team. Connie Rouse – 2 yr.

Get involved with the Den and the Pack DB - 2 yr.

It is only as successful as the involvement you give to your child. It is not meant to be a babysitting service but a family activity! Chuck Baird, Eagle - 3 yr.
It is a blast!!!!!!! We have taken to calling our Scouting shirts our silly shirts as you are allowed to do silly things and enjoy things as much as the kids when you are wearing it. SV - 2 yr.

Participate! Find out what the Pack/Troop needs are, offer your knowledge and expertise. Help your son stay focused and KEEP IT FUN! Paul Edwards - 3 yr.

Get involved and stay involved, particularly during those first years of Cub Scouts! I cannot imagine how parents can just take their sons to and from Den and Pack meetings and not get involved. The more parents get involved and help out, the better the Pack is and the better it is for the boys. Patti Barry - 2 yr.

Participate and feel free to offer suggestions/ideas. Have a neat idea for a Pack/Den ceremony, offer it. An idea for a field trip, let us know. Parents can provide many unique resources via their connections/jobs/organizations but we've got to be made aware of them. Jim Dearman, Eagle Scout - 2 yr.

Read, read, read your son's book. Make yourself knowledgeable about what he is trying to do. Your son's leader is not perfect (we are learning too). Offer to help. Sometimes we don't know how to get the help we need. Christine McKinney - 4 yr.

Get involved! It's fun and your son needs you! I've never seen a boy become an Eagle Scout who did not have at least one parent standing behind him, offering encouragement, showing interest, being involved. Pat Gibbons - 22 yr.

If you expect your child to have a fulfilling Scouting experience you must commit some time and energy and not expect advancement will be automatic without your support. Scouting is a family affair. G. Gillam - 6 yr.

Simply stay involved. If you don't, then why should you expect your son to? Curt F. Whitley - 11 yr.

It is very important that you take an active interest in your son's involvement in his Pack or Troop. The more support you give your son the more successful he will be in Scouting. Chris - 8 yr.

Get involved in some way in your Scout Troop or Pack. It will help encourage them and take some of the responsibility off of the other leaders shoulders. Robert Parker - 5 yr.

Be patient and kind with them they are just learning how to be Scouts in the harsh world. Kids can use all the kindness they can get. Aleen Williams - 2 yr.

Just become active in your Scout organization. Just because you work (who doesn't) doesn't mean you cannot help in some way. If all parents helped in some way no one would have to do it all and everything would generally get done. AM - 11 yr.
Purpose of a Board of Review:

The members of a Board of Review should have the following objectives in mind: To make sure the Scout has completed the requirements for the rank; to see how good an experience the Scout is having in the unit; and to encourage the Scout to progress further. Additionally, the Board of Review provides "quality control" on advancement within the unit, it provides an opportunity for the Scout to develop and practice those skills needed in an interview situation, and it is an opportunity for the Scout to review his accomplishments. The Board of Review is NOT a retest; the Scout has already been tested on the skills and activities required for the rank. However, the chairman of the Board of Review should ensure that all the requirements have been "signed off" in the Scout's handbook. Additionally, the chairman should ensure that leadership and merit badge records are consistent with the requirements for the rank. The Board of Review is an opportunity to review of the Scout's attitudes, accomplishments and his acceptance of Scouting's ideals.

Composition of a Board of Review:

For all ranks (except Eagle) and Eagle palms, the Board of Review consists of three to six members of the Troop Committee. The Troop Advancement Chairperson typically acts as the chairperson of the Board of Review. Relatives or guardians may not serve as members of a Scout's Board of Review. Unit leaders (Scoutmaster, Assistant Scoutmasters, Varsity Coach, Post Advisor, etc.) should not participate in a Board of Review unless absolutely necessary.

For the rank of Eagle, the Board of Review consists of three to six members drawn from Scouting and the community. At District level, the Unit Advancement Committee selects the members of the Board of Review; and requests a representative from (at least one) the District Advancement Committee. A District Advancement representative approved to serve on Eagle Boards must be a member of the Board of Review for Eagle. The Unit Advancement Chairman serves as chairperson of the Board of Review. Unit leaders from the Scout's unit, relatives, or guardians may not serve as members of a Scout's Board of Review for Eagle. A Board of Review for Eagle may contain members of the community who are not registered Scouters; however, they should be knowledgeable of the principles of Scouting. For example, a representative from a chartering organization, an adult Eagle Scout (even if not currently registered), or a religious leader is frequently asked to assist with an Eagle Board of Review. The Scout may request an individual to be a member of his Board of Review.
Mechanics of a Board of Review:

The Scoutmaster introduces the Scout to the board. The Scout should be in full uniform (local or unit custom may dictate regarding neckerchief and badge sash). The chairman of the Board of Review should ask the Scout to come to attention, and recite one or more of the following:

- The Scout Law
- The Scout Oath
- The Scout Motto
- The Scout Slogan
- The Outdoor Code (if taught in the unit)
- For the lower ranks, one or two (usually the Law and Oath) should be sufficient. For higher ranks, more may be expected. One or two re-tries are appropriate, especially for younger Scouts, or if the Scout appears nervous.

The board members are invited to ask questions of the Scout (see the sections appropriate to each rank). The questions should be open-ended, offering an opportunity for the Scout to speak about his opinions, experiences, activities, and accomplishments. Avoid questions that only require a simple one or two word answer. If an answer is too brief, follow up with a, "Why?" or, "How can that be done?" to expand the answer. The questions need not be restricted to Scouting topics; questions regarding home, church, school, work, athletics, etc. are all appropriate. The Chairperson should be made aware of any "out-of-bounds" areas; these should be communicated to the board before the Board of Review begins (e.g., if a Scout is experiencing family difficulties due to a divorce, it would be prudent to avoid family issues.)

The time for a Board of Review should be from 15 to 30 minutes, with the shorter time for the lower ranks. When all members have had an opportunity to ask their questions, the Scout is excused from the room. The board members then consider whether the Scout is ready for the next rank; the board's decision must be unanimous. Once the decision is made, the Scout is invited back into the room, and the Chairperson informs the Scout of the board's decision. If the Scout is approved for the next rank, there are general congratulations and handshakes all around, and the Scout is encouraged to continue advancing. If there are issues that prevent the Scout from advancing to the next rank, the board must detail the precise nature of the deficiencies. The Scout must be told specifically what must be done in order to be successful at the next Board of Review. Typically, an agreement is reached as to when the Scout may return for his subsequent Board of Review. The Chairperson must send a written follow up, to both the Scout and the Scoutmaster, regarding the deficiencies and the course of action needed to correct them.

Mechanics of a Board of Review for Eagle Rank

The mechanics of a Board of Review for Eagle are similar to all other Boards of Review, except that a Board of Review for Eagle is more in depth, and might last as long as 45 minutes to an hour. Additionally, the Eagle Scout Rank Application, Letters of Recommendation (minimum of 3) and Eagle Project Notebook must be present and reviewed by the board. Questions about these documents are appropriate, but the letters of recommendation are for the board's use only; any comments or questions about them should not reveal who wrote the letters. The letters are retained by the District Advancement Chairperson, and are never given to the Scout. After the application has been approved by the National Eagle Board of Review and returned to the local council (typically 4-6 weeks), the letters of recommendation are destroyed.

The Nature of the Questions:

On the following pages are typical Board of Review questions for each rank. The questions for the lower ranks are simpler and generally deal with information about the Scout's participation in his unit, and his approach to applying the skills he has learned toward earning the next rank. The questions for the higher ranks are less factual, and generally seek to aid understanding of how Scouting is becoming an integral part of the Scout's life. Remember: it is not the point of a Board of Review to retest the Scout. However, questions like, "Where did you learn about..." or "Why do you think it is important for a [rank] Scout to have this skill?" are valid.
THE COMMISSIONER'S GUIDE

If a Scout appears nervous or anxious about the Board of Review, it might be appropriate to ask one or two questions from the list for a lower rank, to help "break the ice" and establish some rapport. In general, within a rank, the questions are arranged from "easiest" to "most difficult". For each rank, there is a question about advancing to the next rank. The purpose of this question is to encourage advancement, but it should not be asked in a way that pressures the Scout.

[Note: If the Board of Review is for the Life rank, and the Scout is at or near his 17th birthday, some pressure towards Eagle may be in order. At the very least, be certain that the Scout realizes that his time is running out.]

For higher ranks, there are questions from The Boy Scout Handbook about basic Scouting history.

For Order of the Arrow members, there are questions about the role of OA within Scouting.

More questions are provided than can typically be accommodated in the time suggested. The Board of Review will need to select the questions that are appropriate for the particular Scout and his experiences. These questions are intended to only serve as a guide. Units should freely add to, or remove from, these lists, as they feel appropriate.

What Every Scout Should Know

Scout Oath: On my honor I will do my best
To do my duty to God and my country
and to obey the Scout Law;
To help other people at all times;
To keep myself physically strong,
mentally awake, and morally straight.

Scout Law: As Scout is ...
Trustworthy,
Loyal,
Helpful,
Friendly,
Courteous,
Kind,
Obedient,
Cheerful,
Thrifty,
Brave,
Clean,
Reverent.

Scout Motto: Be Prepared.

Scout Slogan: Do a good turn daily.

Outdoor Code: As an American, I will do my best to --
Be clean in my outdoor manners,
Be careful with fire,
Be considerate in the outdoors, and
Be conservation-minded.
Tenderfoot Rank

This is the Scout's first experience with a Board of Review. The process may require some explanation on the part of the Board of Review Chairperson. The first few questions in the Board of Review should be simple. The Board of Review should try to gain a sense of how the Scout is fitting in to the Troop, and the Scout's level of enjoyment of the Troop and Patrol activities.

Encourage advancement to 2nd Class. Point out that the Scout may have already completed many of the requirements for 2nd Class. The approximate time for this Board of Review should be 15-20 minutes.

Sample Questions:

When did you join our Troop?

How many Troop meetings have you attended in the last two months?

What did you do at your last patrol meeting?

Tell us about your last Troop campout.

How would the first aid skills you must know for Tenderfoot help on a campout?

Where did you learn how to fold the American flag? Tell us about your first experience with this skill.

How would you avoid poison oak (poison ivy, sumac)?

Where did you go on your hike? How did you choose the location?

If you were on a hike and got lost, what would you do?

Why do we whip or fuse the ends of a rope?

What is the "Buddy System" that we use in Scouting? When do we use it?

Why do you think there are physical fitness requirements (push-ups, pull-ups, etc.), and a retest after 30 days, for the Tenderfoot rank?

What does it mean to a Tenderfoot Scout to "Be Prepared"?

Do you feel that you have done your best to complete the requirements for Tenderfoot? Why?

What "good turn" have you done today?

Please give us an example of how you obey the Scout Law at home (school, church)?

What do you like best about our Troop?

What does it mean for a Scout to be "Kind"?

Do you have any special plans for this summer? The Holidays?

When do you plan to have the requirements completed for 2nd Class?
2nd Class Rank

This is the Scout's second Board of Review. The process should be familiar, unless it has been some time since the Board of Review for Tenderfoot. Questions should focus on the use of the Scout skills learned for this rank, without re-testing these skills. The Board of Review should try to perceive how the Scout's patrol is functioning, and how this Scout is functioning within his patrol. Encourage work on the remaining requirements for 1st Class; many of the easier ones may have already been completed. The approximate time for this Board of Review should be 15-20 minutes.

Sample Questions:
How many patrol meetings have you attended in the last 3 months?

What did your patrol do at its last meeting?

Tell us about a service project in which you participated.

Where did you go on your last Troop campout? Did you have a good time? Why?

Why is it important to be able to identify animals found in your community?

Tell us about the flag ceremony in which you participated.

What is in your personal first aid kit?

What have you learned about handling woods tools (axes, saws, etc.)?

How are a map of the area and a compass useful on a campout?

Have you ever done more than one "good turn" in a day? Ask for details.

Have you earned any merit badges?
If "Yes": Which ones? Why did you choose them? Who was your counselor?
If "No": Encourage getting started, and suggest one or two of the easier ones.

Did you attend summer camp with our Troop last summer?
If "Yes": What was your best (worst) experience at summer camp? If "No": Why not?

Do you plan to attend summer camp with our Troop next summer?
If "Yes": What are you looking forward to doing at summer camp? If "No": Why not?

What suggestions do you have for improving our Troop?

How do you help out at home, church, school?

What class in school is most challenging for you? Why?

One of the requirements for Tenderfoot is to participate in a program regarding drug, alcohol and tobacco abuse. Tell us about the program in which you participated.

How is it possible to live the Scout Oath and Law in your daily life?

What does it mean to say, "A Scout is Trustworthy"?

When do you expect to complete the requirements for 1st Class?
1st Class Rank

By this point the Scout should be comfortable with the Board of Review process. The Scout should be praised for his accomplishment in achieving 1st Class (particularly if he joined Boy Scouts less than a year ago). In achieving the rank of 1st Class, the Scout should feel an additional sense of responsibility to the troop and to his patrol. The 1st Class rank will produce additional opportunities for the Scout (Order of the Arrow, leadership, etc.). Merit badges will begin to play a role in future advancement to the Star and Life ranks. Encourage merit badge work if it has not already begun. The approximate time for this Board of Review should be 20 minutes.

Sample Questions:
On average, how many Troop meetings do you attend each month?
What part of Troop meetings are most rewarding to you?
What is the Scout Slogan? What does it mean for a 1st Class Scout?
Tell us about your last campout with the Troop. Where did you go? How did you help with meal preparation? Did you have a good time? If "No", why not?
If you were in charge of planning and preparing a dinner for your next campout, what would you select?
As a 1st Class Scout, what do you think the Star, Life, and Eagle Scouts will expect from you on an outing?
Does your family do any camping? What have you learned in Scouts, that you have been able to share with your family to improve their camping experiences?
Why do you think that swimming is emphasized in Scouting?
Why is it important for you to know how to transport a person who has a broken leg?
Why is it important for you to be able to recognize local plant life?
What did you learn about using a compass while completing the orienteering requirement?
What does it mean to say, "A Scout is Courteous"?
Why are merit badges a part of Scouting?
How frequently do you attend religious services? Does your whole family attend?
What is your most favorite part of Scouting? Least favorite?
How does a Scout fulfill his "Duty to Country"?
How do you define "Scout Spirit"?
What is the Order of the Arrow? What is the primary function of OA?
Who was Lord Baden-Powell?
When do you think you might be ready for Star Scout?
THE COMMISSIONER'S GUIDE

Star Rank

With the Star rank, emphasis is placed upon service to others, merit badges, and leadership. Scout skills remain an important element for the Star Scout; however, the emphasis should be on teaching other Scouts these skills. Explore how the Star scout can assist with leading his patrol and troop. Attempt to understand how the Scouting philosophy is becoming part of the Scout's life. Often the Star rank is a place where Scouts "stall out". Encourage the Scout to remain active, and participate fully in his patrol and troop. If the Scout appears to be looking for additional opportunities, suggest leadership positions such as Den Chief or Troop Guide. The approximate time for this Board of Review should be 20 minutes.

Sample Questions:

How many Troop outings have you attended in the last three months?

Tell us about the last service project in which you participated.

What does it mean for a Star Scout to "Be Prepared" on a daily basis?

How have the Scout skills that you have learned helped you in a non-Scouting activity?

How many merit badges have you earned? What was the most difficult (fun, challenging, expensive, etc.)?

Which is more important: Becoming a Star Scout, or learning the skills prescribed for a Star Scout?

Why do you think a Scoutmaster's Conference is required for advancement in rank?

What is the most important part of a Troop Court of Honor? Why?

What leadership positions have you held outside of your patrol? What challenges did they present? What are your personal leadership goals and objectives?

How would you get a Scout to do an unpleasant task?

What extracurricular activities do you participate in at school?

What responsibilities do you have at home?

What is our "Duty to God"?

What does it mean to say "A Scout is Loyal"?

How are the Scout Oath and Law part of your daily life?

What is the Outdoor Code? Why is it important?

If the Scout is a member of the Order of the Arrow; What does membership in the OA signify?

When did you complete your "Ordeal", "Brotherhood"? Have you received any special awards or accomplishments in school, athletics, or church?

Baden-Powell's first Scout outing was located on an island off the coast of Great Britain; what was the name of that island? [Answer: Brownsea Island]

When do you plan on achieving the Life rank?
Life Rank

The Life rank is the final rank before Eagle. The Life Scout should be fully participating in the Troop, with emphasis being placed on leadership in the unit, as well as teaching skills and leadership to the younger Scouts. Merit Badge work should be a regular part of the Scout's career. Scouting values and concepts should be an integral part of the Scout's daily life. At this point, the Scout is starting to "give back to Scouting" through leadership, training of other Scouts, recruiting, keeping Scouts active in the program, etc. Explore suggestions for improving the program. The approximate time for this Board of Review should be 20 - 30 minutes.

Sample Questions:

What is the most ambitious pioneering project with which you have assisted? Where?

What has been your best camping experience in Scouting? Your worst?

How many patrol meetings has your patrol held in the last three months?

How many of them have you attended?

Have any of the merit badges you have earned lead to hobbies or possible careers?

Of the merit badges you have earned, which one do you think will be of greatest value to you as an adult? Why?

Why do you think that the three "Citizenship" merit badges are required for the Eagle Rank?

What is your current (most recent) leadership position within the Troop?

How long have you held that position? What particular challenges does it present? What is Leadership?

Do you have any brothers or sisters who are in Scouts (any level)? What can you do to encourage them to continue with Scouts, and to move forward along the Scouting Trail?

How do you choose between a school activity, a Scout activity, and a family activity?

Why do you think that Star and Life Scouts are required to contribute so much time to service projects? What service projects are most rewarding to you? Why?

Why do you think that a Board of Review is required for rank advancement?

How has Scouting prepared you for the future?

What does it mean to say, "A Scout is Reverent"?

What does "Scout Spirit" mean to a Life Scout?

Why do you think that Scouting for Food is referred to as a "National Good Turn".

The Scout Oath refers to "Duty to Self"; what duty do we have to ourselves?

If the Scout is a member of OA:
- What role does OA play in Scouting?
- What honor do you hold in OA?
- What is the difference between Scout "ranks" and OA "honors"?

Have you begun to think about an Eagle Service Project? What are you thinking about doing? When?
The Board of Review for the Eagle Rank is different from the other Boards of Review in which the Scout has participated. The members of the Board of Review are not all from his Troop Committee. Introductions are essential, and a few “break in” questions may be appropriate. At this point, the goal is to understand the Scout's full Scouting experience, and how others can have similar meaningful Scouting experiences. Scouting principles and goals should be central to the Scout's life; look for evidence of this. Although this is the final rank, this is not the end of the Scouting trail; "Once an Eagle, always an Eagle". Explore how this Eagle Scout will continue with Scouting activities, and continued service to his home, church, and community. The approximate time for this Board of Review should be 30 - 50 minutes.

Sample Questions:

What would you suggest adding to the Scout Law (a thirteenth point)? Why?

What one point could be removed from the Scout Law? Why?

Why is it important to learn how to tie knots, and lash together poles and logs?

What is the difference between a "Hollywood hero" and a real hero?

Can you give me an example of someone who is a hero to you? (A real person, not a character in a book or movie.)

Why do you think that the Family Life merit badge was recently added to the list of required merit badges?

What camping experience have you had, that you wish every Scout could have?

Have you been to Philmont or a National (International) Jamboree? What was your most memorable experience there?

What is the role of the Senior Patrol Leader at a troop meeting (campout, summer camp)?

If you could change one thing to improve Scouting, what would you change?

What do you believe our society expects from an Eagle Scout?

The charge to the Eagle requires that you give back to Scouting more than Scouting has given to you. How do you propose to do that?

As an Eagle Scout, what can you personally do to improve your unit?

What will you be doing in your unit, after receiving your Eagle Rank?

Tell us how you selected your Eagle Service Project.

From your Eagle Service Project, what did you learn about managing or leading people? What are the qualities of a good leader?

What part of your Eagle Service Project was the most challenging? Why?

If you were to manage another project similar to your Eagle Service Project, what would you do differently to make the project better or easier?

What are your future plans (high school, college, trade school, military, career, etc.)?

Tell us about your family (parents, siblings, etc.). How do you help out at home?
What do you think is the single biggest issue facing Scouting in the future?

How do your friends outside of Scouting react when they learn that you are a Boy Scout?

How do you think they will react when they learn that you have become an Eagle Scout?

Why do you think that belief in God (a Supreme Being) is part of the Scouting requirements?

How do you know when a Scout is "active" in his unit?

You have been in Scouting for many years, sum up all of those experiences in one word. Why?

What one thing have you gained from your Scoutmaster's conferences over the years?

How does an Eagle Scout continue to show Scout Spirit?

If the Scout is a member of the Order of the Arrow:

- What does OA membership mean to you?
- How does OA help Scouting and your unit?


[Traditional last questions] Why should this Board of Review approve your request for the Eagle Rank? or Why should you be an Eagle Scout?

**Eagle Palms:**

Eagle Palms are awarded for continued leadership and skills development (merit badges) after the Eagle Rank has been earned. The purpose of this Board of Review is to ensure that the Eagle Scout remains active within the unit, contributes to the leadership of the unit, and assists with the growth of the other Scouts within the unit. The approximate time for this Board of Review should be 15 to 30 minutes.

**Sample Questions:**

As an Eagle, have the Scout Oath and Law gained new meaning for you? How?

Why is it important to develop and identify leadership? How do you do this?

Since earning your Eagle (last Palm), in what service projects have you participated?

How do you plan to continue your involvement with Scouting?

What would you say to a Life Scout who is only minimally active within his unit, and who does not seem motivated to continue along the Scouting Trail?

If a Life Scout was having difficulty selecting an Eagle Service Project, what would you suggest to him?

What is the primary role of the Scoutmaster?

How have you begun to 'give back to Scouting more than Scouting has given to you.'

The Board of Review Guide was written Ray Klaus when he was District Advancement Chairman for Saddleback District, Orange County Council, BSA (1994-1995). It was designed to assist units in conducting Boards of Review and is only a guide; units are encouraged to modify it as appropriate to their use. The author welcomes any comments or corrections to the document. He may be reached by e-mail at: klaus@ug.eds.com.
Scouting Resources for Commissioner Service:

Perhaps no other organization in America has as many “Helps” available for its leaders as Scouting. For commissioners, the following special items are available. Publication numbers sometimes change when the manual or video is updated. Check with your local council to obtain the latest publication.

Scouting’s Library of Literature,
*The best source of information for most literature and publications of BSA.*
No. 33000

The Council,
*How the council operates is described in the booklet.*
No. 33071

The District,
*How a district operates is described in the booklet.*
No. 33079

Selecting District People,
*A must for the important job of recruiting a full staff.*
No. 34514

Highlights of District Volunteer Recruiting,
*Excellent review of the recruiting steps for groups and individuals.*
No. 37130

The Commissioner,
*Newsletter distributed quarterly to Council Commissioners and Scout Executives.*
No. 14-975

Commissioner Fieldbook for Unit Service,
*Invaluable to every commissioner.*
No. 37123

Commissioner Administration of Unit Service,
*A guidebook for district commissioners and professional Scouters.*
No. 33621

Highlights for District Commissioners,
*An overview of the job and a must for orienting new district commissioners and their assistants.*
No. 37123

Highlights for Unit Commissioners,
*An overview of the job and a must for recruiting and orienting new unit commissioners.*
No. 34721

Unit Commissioner Program Notebook,
*A handy pocket calendar and commissioner resource guide provided annually by Boys’ Life magazine.*
No. 26-006

Unit Commissioner Worksheet,
*For use after visiting a unit.*
No. 34125 (pack)
No. 34126 (troop)
No. 33619 (post)

Commissioner Helps for Packs, Troops, and Posts,
*Suggests specific unit commissioner actions to help units meet specific standards and program objectives.*
No. 33618
Commissioner Job Description Cards, No. 34265
Wallet-size description cards for all commissioner jobs.

Self-Evaluation for Unit Commissioners and Exploring Service Team Members, No. 34424
A good tangible “yardstick” with specific checkpoints on effectiveness.

Cub Scout Roundtable Commissioner and Staff Basic Training Manual, No. 33013
A one-day course best conducted on a council basis but also used by districts.

Cub Scout Roundtable Planning Guide, No. 34249
A guide for planning Cub Scout programs.

Boy Scout Roundtable Commissioner Training, No. 34256
A four-hour course best conducted on a council basis.

Boy Scout Roundtable Planning Guide, No. 7263A
A workbook based on 36 possible program features and 36 special feature topics.

Commissioner Basic Training Manual, No. 33614
Complete syllabus for those planning and instructing CBT.

Continuing Education for Commissioners, No. 33615
Detailed planning guide for council commissioner conferences including the college of commissioner science. This book contains thirty course outlines for commissioner meetings and conferences.

Guide to Safe Scouting, No. 34411
Information concerning Youth Protection.

National BSA Advancement Policies and Procedures, No. 33088A
Requirements for youth advancement in Scouting.

Post Organization, No. 6623A
Provides information on organizing new Explorer Posts.

Insignia Guide, No. 3064
Guide on BSA insignia and placement on the uniform.
### Helpful Videos:

<table>
<thead>
<tr>
<th>Video Title</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Unit Commissioner’s Orientation: Helping Units Succeed,</td>
<td>AV-04V001</td>
</tr>
<tr>
<td>Roles of the Unit Commissioner including problem solver and resource person.</td>
<td></td>
</tr>
<tr>
<td>Highlights of District Operations,</td>
<td>AV-06V002</td>
</tr>
<tr>
<td>Recruiting district committee members and their roles.</td>
<td></td>
</tr>
<tr>
<td>Unit Visitation,</td>
<td>AV-06V003</td>
</tr>
<tr>
<td>“Nuts and bolts” of how to be a good commissioner.</td>
<td></td>
</tr>
<tr>
<td>Commissioner Recruitment,</td>
<td>AV-06V005</td>
</tr>
<tr>
<td>Prospecting, interviewing, and recruiting techniques.</td>
<td></td>
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*With appreciation for helping today’s youth through Unit Service as a Commissioner - - -*

**A HUNDRED YEARS** from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove. But the world may be different because I was important in the life of a boy.