

THE COMMISSIONER'S ROLE IN
SAVING A UNIT IN TROUBLE:

A MANAGEMENT PERSPECTIVE

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FORWARD

AT SOME POINT IN OUR LIFE, THOUGHTS OF IMMORTALITY MAY CAUSE US TO SEARCH FOR A MORE MEANINGFUL EXISTENCE. THIS DOESN'T NECESSARILY HAVE TO BE POINTED OUT TO SCOUTERS, AS MOST HAVE ALREADY FOUND THAT THEY CAN LEAVE THEIR MARK BEHIND BY HELPING OTHERS. WE KNOW THAT NOTHING IS MORE PRECIOUS THAN TIME. WE KNOW THAT THERE IS NO BETTER WAY TO INVEST "OUR" TIME THAN IN OUR YOUTH. WE ALSO KNOW THAT LONG AFTER WE ARE GONE, OUR INVESTMENT WILL CONTINUE TO BEAR FRUIT AS OUR SCOUTS GROW AND MATURE INTO THE LEADERS OF TOMORROW. THESE LEADERS WILL FOLLOW OUR EXAMPLE AND TRUST THEIR IRRETRIEVABLE GIFT OF TIME TO THE YOUNG OF THEIR DAY.

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INTRODUCTION

MOST OF THE DATA DESCRIBING WHAT COMMISSIONERS DO OR DON'T DO IS SLANTED TOWARD THE TRADITIONAL APPROACH OF COMMISSIONER'S SCIENCE. TYPICALLY WE READ OR ARE INSTRUCTED THAT WE SHOULD VISIT OUR ASSIGNED UNITS TO CONDUCT INSPECTIONS, TAKE SURVEYS, ASSIST IN RECHARTERING, ETC. THESE ROLES ARE NECESSARY AND HELPFUL TO THE SCOUTING PROGRAM IF NOT OVERDONE. THIS ATTEMPT TO GET INVOLVED IS OCCASIONALLY OVERDONE. RATHER THAN FEEL UNWANTED AND UNNECESSARY A COMMISSIONER MIGHT INFLICT HIS OR HER PERSONALITY UPON SOME BESIEGED SCOUT LEADER WHO QUESTIONS THE PAST AND ASKS, "WHAT DID I DO TO DESERVE THIS?"

FOR THE MOST PART THIS IS HYPERBOLE, BUT IT DOES HAPPEN! OUR JOB IS TO ASSIST AND TO FORTIFY UNIT LEADERS, TO RUN INTERFERENCE FOR THEM, AND TO TAKE WHATEVER STEPS WE CAN TO INSURE THAT THE BOYS HAVE THE BEST SCOUTING EXPERIENCE POSSIBLE.

SO YOU SAY, "THAT'S O.K.; I AGREE. MOST TROOPS OPERATE WITHIN ESTABLISHED NORMS: THEY HAVE FUNCTIONING OUTDOOR PROGRAMS; ADVANCEMENT IS TAKING PLACE; MEMBERSHIP IS STABLE; ADULT INVOLVEMENT IS APPARENT; THERE EVEN IS A COMMITTEE IN PLACE. WHAT ABOUT THE TROOP IN TROUBLE? WHAT DO I DO ABOUT THE TROOP WITHOUT THESE THINGS? HOW DO I GO ABOUT HELPING IT?"

THIS DISSERTATION IS A CASE STUDY OF A TROOP IN TROUBLE AND THE MANAGEMENT METHODS USED TO SAVE IT. IT DISCUSSES A TROOP THAT HAD ONLY TWO THINGS GOING FOR IT; A GROUP OF BOYS, AND A SEVENTY-TWO YEAR OLD MAN WHO WOULD NOT LET THE UNIT DIE. THIS IS A WORST CASE SCENARIO; YET, PLEASE KEEP TWO IMPORTANT THINGS IN MIND: FIRST, THIS IS NOT FICTION. SECOND, THIS ENDEAVOR WAS SUCCESSFUL!

THOUGH IT HAS BEEN THREE YEARS SINCE MY INITIAL VISIT, THE TROOP IS STILL RECOVERING. THE UNIT IS NOW JUST BEGINNING TO EXPERIENCE REAL VITALITY AND GROWTH. THE TROOP HAS A FULLY FUNCTIONING COMMITTEE; AN IMPROVED PROGRAM FOR ADVANCEMENT; GROWING MEMBERSHIP; TRAINED ADULT AND BOY LEADERS; AND A GROUP OF SCOUTS, BOTH YOUNG AND OLD, THAT ARE HAVING A GOOD TIME! THREE YEARS AGO THIS WAS NOT SO.

THIS STUDY WILL ENABLE THE READER TO UNDERSTAND WHY AND HOW PARTICULAR MANAGEMENT, ADMINISTRATIVE, AND MOTIVATIONAL TECHNIQUES WERE USED. THOSE TECHNIQUES AND THE METHODS USED TO EMPLOY THEM ARE NOT SITUATION-SPECIFIC. THEY ARE FUNDAMENTAL IN NATURE AND HAVE BROAD APPLICATION PROPERTIES. ANY COMMISSIONER TASKED WITH HELPING A TROOP IN TROUBLE WILL FIND THAT MISSION EASIER IF HE OR SHE IS COGNIZANT OF BASIC MANAGEMENT TECHNIQUES. THEREFORE, THE DISCUSSION OF THESE MANAGEMENT TECHNIQUES IS THE MAIN PURPOSE OF THIS THESIS.

*WHERE TO BEGIN:
SITUATION ANALYSIS*

THE TROOP HAD BEEN IN EXISTENCE FOR OVER FIFTY YEARS AND WAS CHARTERED TO A LOCAL CIVIC CLUB. ITS SCOUT HUT WAS IN THE BASEMENT OF AN OLD BUILDING USED BY THE SPONSOR FOR WEEKLY DINNER MEETINGS. THERE WAS ALMOST NO HEAT. OVER FIFTY PER-CENT OF THE LIGHT BULBS WERE BURNED OUT, THERE WAS NO OUTDOOR LIGHTING AT ALL. MOST OF THE ASPHALT TILE HAD BEEN CHISELED LOOSE FROM THE FLOOR AND NOT DISCARDED. PAINT CANS AND OTHER CONSTRUCTION RESIDUE WERE STREWN ABOUT THE ROOM.

SCOUT PARAPHERNALIA WAS EVERYWHERE. THE CAMPING EQUIPMENT WAS IN A PILE IN A DIRTY AND DANK ROOM FILLED WITH THE STENCH OF MILDEW. TABLES AND BENCHES WERE SCATTERED ABOUT THE ROOM. LOGS AND ROPES USED FOR PIONEERING SKILLS WERE ON THE FLOOR IN THE REMAINING AVAILABLE SPACE; DEBRIS WAS EVERYWHERE. THE BOYS WERE RUNNING WILD, JUMPING THE PIONEERING LOGS ON SKATEBOARDS, THROWING BASKETBALLS, BULLYING THE YOUNGER BOYS, SCREAMING AND HOLLERING. THE SCOUTLEADER WAS CALMLY SITTING AT A TABLE DOING SOME PAPERWORK, UNDAUNTED BY THE SITUATION. NOBODY WAS IN CHARGE!

IT WASN'T UNTIL A SCOUT CAME RUNNING IN THE DOOR HOLLERING, "SOMEBODY JUST KICKED MIKE IN THE FACE. HE'S HURT REAL BAD!"

THAT ANY ATTEMPT TO CREATE ORDER WAS MADE. THE BOY WAS HELPED INSIDE AND PLACED ON A BENCH WHILE THE REST GOT A LECTURE ADVISING THEM, "SEE WHAT CAN HAPPEN WHEN YOU DON'T BEHAVE." THE REST OF THE EVENING WAS NOT MUCH DIFFERENT. SOME ATTEMPT BY THE SCOUTLEADER TO TEACH SCOUTING SKILLS WAS MADE, YET PANDEMONIUM REIGNED SUPREME.

A DISCUSSION WITH THE SCOUTLEADER AFTER THE MEETING REVEALED AN EVEN MORE OMINOUS PICTURE. NO OTHER ADULT LEADERS WERE INVOLVED WITH THE TROOP. THE COMMITTEE WAS A COMMITTEE ON PAPER ONLY. IN FACT THE ONLY ACTIVE ADULT WAS THE COMMITTEE CHAIRMAN; HE SERVED AS THE UNIT'S LEADER. NEITHER THE COMMITTEE CHAIRMAN NOR THE BOYS DISPLAYED ANY UNDERSTANDING OF THE ESSENTIAL LEADERSHIP SKILLS NECESSARY TO HAVE A GOOD PROGRAM. IN SUMMARY, THIS WAS A BOY SCOUT TROOP IN NAME ONLY. IT WAS ALSO A TROOP IN SERIOUS TROUBLE!

AN OVERVIEW OF ESSENTIAL MANAGEMENT SKILLS

IN ANY ORGANIZATION BASIC MANAGEMENT TECHNIQUES MUST BE UTILIZED IF IT IS TO BE SUCCESSFUL. DR. HENRY SISK CONCURS. HE STATES, "MANAGEMENT IS RESPONSIBLE FOR THE SUCCESS OR FAILURE OF A BUSINESS."¹ ALL TOO OFTEN MANAGERS WILL BLAME THE FAILURE OF A BUSINESS ENDEAVOR ON ANYTHING AND EVERYTHING BUT THE RIGHT THING--THEMSELVES. RUNNING A BOY SCOUT TROOP IS JUST LIKE RUNNING A BUSINESS. THE MANAGEMENT SKILLS NECESSARY TO BE SUCCESSFUL ARE RELATIVELY THE SAME AS FOR BUSINESS. IF THE UNIT FAILS, POOR MANAGEMENT IS USUALLY TO BLAME. THE AUTHORS OF THE COMMISSIONER FIELDBOOK AGREE:

"In almost every case, a problem unit stems from weak leadership."²

LEADERSHIP IS JUST ONE OF THE ATTRIBUTES THAT A GOOD MANAGER MUST POSSESS. THERE IS MUCH MORE TO MANAGEMENT.

1. Henry Sisk, *Management And Organization*, (Cincinnati: South Western Publishing, 1973), p. 6.

2. Boy Scouts of America, *Commissioner Fieldbook*, Irving: Boy Scouts of America, 1980, p.12.

WHAT THEN IS MANAGEMENT? ACCORDING TO DR. SISK'S DEFINITION:

Management is the coordination of all resources through the process of planning, organizing, directing, and controlling in order to obtain stated objectives.³

THUS, THE KEY STEPS IN DEVELOPING A MANAGEMENT PLAN ARE: PLANNING, ORGANIZING, DIRECTING, AND CONTROLLING. TO OPERATE A SCOUT TROOP SUCCESSFULLY THESE TECHNIQUES MUST BE USED. TO SAVE A TROOP IN TROUBLE, THE COMMISSIONER MUST ALSO BE ABLE TO PLAN, ORGANIZE, DIRECT, AND CONTROL. IN OTHER WORDS, THE COMMISSIONER MUST BE A SKILLED MANAGER AS WELL.

3. Sisk, p. 6.

PLANNING

PLANNING HELPS US TO CONTROL OUR RESOURCES, TO CREATE AND TO CONTROL CHANGE.¹ WITHOUT A PLAN, THE OUTCOME OF ANY UNDERTAKING PROBABLY WILL BE DIFFERENT FROM WHAT WAS EXPECTED. THE PROCESS OF ACHIEVING AN OBJECTIVE IS INEFFICIENT AS WELL. THERE ARE MANY DIFFERENT DEFINITIONS OF PLANNING. IN SUBSTANCE, THEY ALL SAY THE SAME THING: PLANNING INVOLVES SETTING OBJECTIVES, OUTLINING A COURSE OF ACTION, AND MAKING A DECISION.² THE PLANNER ALSO MUST BE ABLE TO ANALYZE RELEVANT INFORMATION BOTH PAST AND PRESENT. THEN HE MUST ASSESS FUTURE DEVELOPMENTS SO THAT A COURSE OF ACTION MAY BE TAKEN TO MEET THOSE OBJECTIVES.³ AS THE UNIT COMMISSIONER TASKED WITH SAVING THE TROOP DISCUSSED EARLIER, I HAD TO DEVELOP A PLAN TO ACCOMPLISH THAT GOAL:

1. American Management Association, *Essentials of Management, Participants Manual*, Film/Video American Management Association, Revised 1988, p. 2-1

2. NAVEDTRA 10047, *Military Requirements For Chief Petty Officer*, (Washington: United States Government Printing Office, 1984), p. 2-2.

3. Sisk, p. 101.

OBJECTIVE: TO TURN THE TROOP INTO A VIABLE UNIT WITH STABLE AND COMPETENT LEADERSHIP CAPABLE OF PROVIDING A CHALLENGING AND REWARDING PROGRAM FOR THE SCOUTS.

ANALYSIS OF RELEVANT INFORMATION BOTH PAST AND PRESENT:

1. OF THE "PRIORITY PROBLEMS" LISTED IN THE COMMISSIONERS FIELDBOOK, FIVE OF SEVEN WERE APPARENT: THE UNIT DID NOT HAVE A COMMITTEE, LEADERS, OR NEW MEMBERS, AND ATTENDANCE WAS LOW. THE ONLY "LEADER" ASSOCIATED WITH THE UNIT APPEARED WEAK.⁴
2. THE ADVANCEMENT PROGRAM WAS A FEIGNED. THE MERIT BADGE SEGMENT⁵ WAS NOT BEING ADMINISTERED AS IS CUSTOMARY. THE LEADER WAS ATTEMPTING TO TEACH ALL THE BADGES HIMSELF. THE SCOUTS DID LITTLE,

4. Boy Scouts of America, Commissioner Fieldbook, p. 12.

5. Boy Scouts of America, *Advancement Guidelines*, No. 3087 (North Brunswick: Boy Scouts of America, 1977), p. 9. This section of the pamphlet refers to the process that the boys are expected to go through to earn a merit badge. The use of counselors is strongly advised. It also discusses the teaching of merit badges in groups. While the practice is not forbidden, it states that, "Many subjects may be presented to groups of Scouts without defeating one of the purposes of the merit badge plan; that of working with a respected adult." Further discussion states, "To the fullest extent possible the merit badge counseling relationship is a one man/one boy arrangement in which the boy is not only judged on his performance of the requirements, but receives maximum benefit from the knowledge, skill character and personal interest of his counselor."

IF ANY, OF THE ACTUAL WORK TYPICALLY ASSOCIATED WITH THE BADGES THEY "EARNED." (IN FAIRNESS TO THE LEADER, THIS PROBLEM WAS LARGELY THE FAULT OF THE SCOUTING DISTRICT. THE LIST OF MERIT BADGE COUNSELORS WAS OUT OF DATE AND INACCURATE.)

3. BOARDS OF REVIEW⁶ FOR ADVANCEMENT WERE NOT HELD EITHER. THERE WAS NOT A COMMITTEE IN EFFECT TO HOLD THE REVIEWS FOR THE SENIOR THREE RANKS. THE TROOP LEADERS COUNCIL WHICH IS SUPPOSED TO CONDUCT THE REVIEWS FOR THE JUNIOR RANKS ALSO DID NOT EXIST.⁷

4. THE BOYS WERE NOT ABLE TO DEMONSTRATE ANY LEADERSHIP SKILLS COMMENSURATE WITH ADVANCED RANK OR AGE. THERE WASN'T ANY EVIDENCE OF A PATROL LEADERS COUNCIL⁸ BEING IN EXISTENCE. THE BOYS CLEARLY WERE NOT INVOLVED IN THE MANAGEMENT OF THE TROOP.

6. Ibid. p. 8. The *Advancement Guidelines* pamphlet states, "After a Scout has completed all requirements for a progress award, he has a progress review. For the first three progress awards, the review is conducted by the troop leader's council. For the three higher progress awards, the review is conducted by the troop committee."

7. Boy Scouts of America, *The Official Patrol Leader Handbook Of The Boy Scouts Of America*, No. 8512, (Irving, Boy Scouts Of America, 1980), p. 143. This reference covers the responsibilities of the boy leaders in relation to the review process. The Scouts in positions of leadership should conduct advancement reviews for the first three ranks.

8. Ibid., p. 36.

5. LEADERSHIP DEFICIENCIES ON THE PART OF THE CHARTERING INSTITUTION (RELATIVE TO SCOUTING), THE SCOUT LEADER, AND THE PARENTS APPEARED TO BE AT THE CORE OF THIS UNIT'S PROBLEMS.

OUTLINE FOR A COURSE OF ACTION:

1. TO MEET WITH THE PRESIDENT OF THE SPONSORING INSTITUTION TO APPRISE HIM OF THE SCOUTING PROGRAM, ITS BASIC PHILOSOPHY, AND TO REQUEST HIS DIRECT INTERVENTION IN IMPLEMENTING SCOUTING CONCEPTS ACCORDING TO B.S.A. POLICY.
2. TO ACTIVELY RECRUIT RESPONSIBLE ADULTS AS LEADERS AT BOTH TROOP AND COMMITTEE LEVEL.
3. TO PROVIDE FULL SUPPORT IN DEVELOPING THE NEWLY AFFILIATED ADULTS AS LEADERS BY ENCOURAGING THEM TO TAKE NECESSARY TRAINING COURSES WHILE PROVIDING COACHING AND COUNSELING. PARTICULAR EMPHASIS WILL BE PLACED ON THE *SCOUTMASTERS HANDBOOK* AND THE *TROOP COMMITTEE GUIDEBOOK* AS TRAINING AIDS OR REFERENCE MATERIAL.

4. TO DEVELOP LEADERSHIP SKILLS OF ALL SCOUTS FIRST CLASS AND ABOVE AS WELL AS ALL SCOUTS IN LEADERSHIP POSITIONS. PROVIDE COUNSELING FOR THE SCOUTS AT THE PATROL LEADERS COUNCIL. PREPARE ALL OF THESE SCOUTS FOR THE NEXT JUNIOR LEADER TRAINING SESSION AND REQUIRE THEIR PARTICIPATION.

5. TO ASSIST WHERE NECESSARY IN THE ACTUAL OPERATION OF THE TROOP TO BUILD LEADER CONFIDENCE OR TO SHARE BURDENS AND IN ORDER TO PREVENT *BURNOUT*.

6. TO HOLD PERIODIC CRITIQUES USING THE UNIT "COMMISSIONER WORKSHEET (TROOP)", NO. 4126, (SEE *APPENDIX A*), AS WELL AS GROUP DISCUSSIONS TO WORK OUT PROBLEMS.

THE PURPOSE OF THIS PLAN WAS TO DEVELOP A METHOD OF CREATING AND CONTROLLING CHANGE AND AT THE SAME TIME TO PROVIDE A SENSE OF DIRECTION WHILE DOING SO. IT WAS INTENDED TO IDENTIFY WHAT WOULD BE ACHIEVED, (SAVING A FALTERING TROOP) AND TO PROVIDE A GENERAL OUTLINE FOR ACHIEVING THAT GOAL. IN ACTUALITY, THESE GOALS WERE SUBDIVIDED INTO SMALLER SEGMENTS, EACH BECOMING A SEPARATE GOAL. THAT PRACTICE ALLOWED A MORE METHODOICAL APPROACH TO SOLVING

COMPLEX PROBLEMS AND PREVENTED FRUSTRATION DUE TO BEING OVER-
WHELMED BY THE TASK AT HAND. IT ALSO MADE THE GOALS APPEAR MORE
REALISTIC.⁹

SPECIFIC DETAILS SUCH AS, ANALYZING THE STEPS TO DETERMINE EXACT-
LY WHO IS SUPPOSED TO DO WHAT, HOW, WHEN AND WHY TO IMPLEMENT
EACH SEGMENT ARE A FUNCTION OF ORGANIZATION WHICH IS DISCUSSED IN
THE NEXT CHAPTER.

9. Leadership Management Education And Training, A Students Journal For Leading Petty Officers. NAVEDTRA 380220 (1983), p. 21.

ORGANIZING

IN ORDER TO CARRY OUT THE PLANS OF THAT HAVE BEEN PREPARED, IT IS NECESSARY TO HAVE SOME KIND OF ORGANIZATION. THE AMERICAN MANAGEMENT ASSOCIATION DEFINES ORGANIZING AS:

"Establishing the framework and the conditions within which the work of the plan can be done effectively."¹

THE ASSOCIATION GOES ON TO IDENTIFY THREE ACTIVITIES IN ORGANIZING, ALL ARE RELATED TO THE PLAN:

1. Analyze the work to be done to achieve the objectives of the plan.
2. Define the work that each position in your organization will be accountable or responsible for.
3. Delegate the work. This means actually delegating the authority to get the work done"²

COMMISSIONERS ARE LUCKY IN THAT WE DON'T HAVE TO WORRY ABOUT ESTABLISHING THE FRAMEWORK FOR THE SCOUTING ORGANIZATION (WE ALSO DO NOT HAVE THE AUTHORITY). THE STRUCTURE OF EACH OF THE SCOUTING PROGRAMS IS WELL ESTABLISHED. THE *SCOUTMASTER HANDBOOK* OFFERS AN ADEQUATE REFERENCE FOR TROOP ORGANIZATION. A COPY OF "THE TROOP OFFICERS AND ORGANIZATION CHART" FROM THE HANDBOOK IS ALSO PROVIDED IN *APPENDIX B*, FOR YOUR CONVENIENCE.

1. American Management Association, p. 3-1.

2. *Ibid.*, p. 3-1.

THE PLAN ESTABLISHED IN THE PREVIOUS SECTION WAS ANALYZED, PRIORITIZED, AND DIVIDED AMONG THE LEADERSHIP AVAILABLE AT ANY GIVEN TIME. AS MORE PEOPLE WERE RECRUITED AND TRAINED, THE WORK WAS REDISTRIBUTED ACCORDINGLY. THE POINT I'M MAKING HERE IS DON'T GET BOGGED DOWN WITH FORMALITIES! ASSIGN TASKS ACCORDING TO THE LEADER'S POSITION, LEVEL OF COMPETENCE, PERSONAL INTEREST, AND THE OVERALL PLAN.

A GENERAL OUTLINE OF HOW THE AMERICAN MANAGEMENT ASSOCIATION'S THREE ACTIVITIES IN ORGANIZATION WERE EMPLOYED IS AS FOLLOWS:

ANALYZE THE WORK TO BE DONE TO ACHIEVE THE OBJECTIVES OF THE PLAN

1. MEET WITH THE SPONSOR'S PRESIDENT AND THE SCOUTING COORDINATOR. OUTLINE THE SCOUTING PROGRAM AND REVIEW THE RESPONSIBILITIES AND DUTIES OF EACH USING THE PAMPHLET, *SCOUTING COORDINATOR Your Job Is Important* (A COPY OF THIS PAMPHLET IS PROVIDED IN APPENDIX C). DISCUSS THE ADVANCEMENT PROGRAM AND LEADERSHIP OF THE TROOP. ADVISE THEM TO CONTACT ALL COMMITTEE MEMBERS REGISTERED TO DETERMINE IF THEY HAVE A BONAFIDE INTEREST IN SCOUTING, REQUESTING THEM TO ATTEND A COMMITTEE MEETING.

2. WORKING THROUGH THE SCOUTING COORDINATOR, OUTLINE THE DUTIES OF EACH MEMBER OF THE COMMITTEE ACTUALLY PRESENT. EMPHASIZE THE URGENCY OF RECRUITING A SCOUTMASTER AND GETTING THE COMMITTEE TO FULL STRENGTH.

3. ATTEND AS MANY SCOUTING FUNCTIONS AS POSSIBLE. PROVIDE MORAL SUPPORT AND BE A SOUNDING BOARD FOR THE LEADERS. ASSIST ONLY TO THE POINT NECESSARY TO SHARE THE LOAD AND TO PREVENT BURNOUT (IT IS THE WRITER'S BELIEF THAT IT IS A LOT EASIER AND MORE ENJOYABLE TO LEARN BY DOING, RATHER THAN BY BEING TOLD). GIVE FEEDBACK BY USING THE *UNIT COMMISSIONERS WORKSHEET NO. 4126*(APPX. A). ALWAYS KEEP COMMITMENTS TO THE LEADERS.

DEFINE THE WORK THAT EACH POSITION IN YOUR ORGANIZATION WILL BE ACCOUNTABLE FOR:

1. USE THE *SCOUTMASTER HANDBOOK* AND THE *TROOP COMMITTEE GUIDEBOOK* TO DETERMINE THE MOST CRITICAL LEADERSHIP ROLES BASED ON AVAILABLE ADULT RESOURCES. ASSIGN THOSE ROLES BASED UPON INDIVIDUAL INTEREST OR EXPERTISE.

2. INVOLVE THE PARENTS WHEN AND WHERE POSSIBLE. CALL UPON THEM TO PERFORM WELL-DEFINED DUTIES. GRADUALLY

INVOLVE THEM IN THE OPERATION OF THE UNIT BY USING THEM MORE FREQUENTLY. EMPHASIZE THAT THE SCOUTS AND THE PARENTS WILL EACH RECEIVE ADDITIONAL BENEFITS FROM MUTUAL INVOLVEMENT. THE PARENTS THAT RESPOND WITH THE PHRASE THAT SCOUTERS LOVE THE MOST: "I JUST DON'T HAVE THE TIME", INITIALLY SHOULD RECEIVE ASSIGNMENTS THAT ARE EASY TO COMPLETE AND MOST DIFFICULT TO GET OUT OF. USE THEM TO MAKE PHONE CONTACTS, PROVIDE TRANSPORTATION, SEW PATCHES ETC.

3. TASK THE BOYS IN LEADERSHIP ROLES WITH THE RESPONSIBILITY OF LEADING THE TROOP. REQUIRE THEM TO ATTEND JUNIOR LEADER TRAINING AT THE FIRST AVAILABLE OPPORTUNITY. MEANWHILE, ASSIST THEM IN THEIR DEVELOPMENT USING *THE OFFICIAL PATROL LEADER HANDBOOK* AS A GUIDE. AS ASSISTANT SCOUTMASTERS ARE RECRUITED AND TRAINED, THIS FUNCTION SHOULD BE RELINQUISHED TO THEM (REFER TO "DELEGATE THE WORK").

DELEGATE THE WORK:

1. WHEN INVOLVING THE PARENTS AND HELPING THE LEADERS, REMEMBER THAT THEY WILL ENJOY THEIR JOBS MUCH MORE IF THEY ARE ALLOWED TO DO THEM WITH A MINIMUM OF INTERFERENCE. DON'T LET THEM FOUNDER AND SINK, BUT DON'T TRY TO DO EVERYTHING FOR THEM EITHER. THEY WILL NOT LEARN, AND YOU DON'T HAVE THE TIME.

2. THE NAVY'S LEADERSHIP AND MANAGEMENT TRAINING COURSE ADVISES TO MATCH PEOPLE WITH THE RIGHT JOB, TO USE THE FORMAL ORGANIZATION TO SHARE IN TASK MANAGEMENT, AND TO ENCOURAGE OTHERS TO SEEK TASK MANAGEMENT RESPONSIBILITIES AS OPPOSED TO ORDERING THEM TO PERFORM A TASK.³

REMEMBER THAT THE SCOUTING ORGANIZATION IS WELL DEFINED. NEITHER THE TROOP LEADERSHIP NOR THE COMMISSIONER HAS THE AUTHORITY TO CHANGE THAT. SCOUTERS CAN BE CREATIVE, BUT IF THE PROGRAM IS IN ESSENCE MODIFIED THAT WOULD CONSTITUTE A MAJOR DEVIATION⁴ WHICH IS NOT ALLOWED.

WHETHER ORGANIZING TO SAVE A TROUBLED TROOP OR TO SET UP A MANAGEMENT PROGRAM FOR A MULTI-NATIONAL COMPANY, REMEMBER YOU CAN'T DO IT ALONE. INVOLVE OTHERS BY DELEGATING. LET THEM KNOW WHAT IT IS THAT YOU WANT DONE. BE PATIENT, AND GET OUT OF THEIR WAY. THE EDITORS OF BOARDROOM BOOKS NOT ONLY AGREE BUT ALSO MAKE ONE ADDITIONAL POINT THAT IS VERY IMPORTANT:

3. *Leadership, Management Education*, p. 59.

4. *Commissioner Fieldbook*, p. 12. Paragraph two of the discusses examples of "Creative Programming" compared to "Major Deviations." The authors recommend that the Scouters contact the district or counsel if there are doubts as to the difference between these two concepts.

"Discuss the project before delegating it."¹

DON'T SURPRISE PEOPLE WITH A WORK PACKAGE, DUMP IT IN THEIR LAP,
AND WALK AWAY EXPECTING THE WORK TO GET DONE. GO OVER WHAT NEEDS
TO BE DONE AND HOW TO DO IT. EXPLAIN WHY THE JOB IS IMPORTANT.
ASK THE PERSON IF THEY UNDERSTAND YOUR EXPLANATION AND IF THEY
HAVE ANY QUESTIONS. REMEMBER TO BE A COUNSELOR AND A FRIEND.

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1. Editors and Experts of Boardroom Books, *The Boss's Encyclopedia* (New York: Boardroom Books, 1983), p. 7.

DIRECTING

ONE OF THE MOST INTERESTING THINGS THAT HAS HAPPENED TO THE MANAGEMENT CONCEPT OVER THE YEARS IS THE SWING AWAY FROM TELLING SOMEONE TO DO SOMETHING AND EXPECTING IT TO BE DONE JUST BECAUSE THEY WERE TOLD TO DO IT. THIS CONCEPT IS REFERRED TO AS "THEORY X." PEOPLE THAT SUBSCRIBE TO THIS THEORY GENERALLY FEEL THAT WORKERS DISLIKE WORK AND THAT COERCION IS NECESSARY TO GET THE JOB DONE.¹

MANAGEMENT TEXTS ARE NOW EMPHASIZING THE POSITIVE SIDE OF WORKERS. THEY PROMOTE GOOD LEADERSHIP AS THE MOST PRODUCTIVE WAY TO GET A JOB DONE. "THEORY Y" SUBSCRIBERS FEEL THAT PEOPLE ENJOY WORK AND THAT IT IS A NATURAL BIOLOGICAL ACTIVITY. EMPLOYERS WHO SUPPORT THEORY Y MOTIVATIONAL CONCEPTS BELIEVE THAT THEIR EMPLOYEES RESPOND MORE FAVORABLY TO A POSITIVE APPROACH.² DR. SISK IS NO EXCEPTION. HIS STATEMENT ABOUT THE ROLE OF DIRECTING IS AS FOLLOWS:

"The third function of management--directing--has been

1. Frank Finch, *Encyclopedia of Management Techniques* (New York: Facts on File Publications, 1985), p. 258.

2. *Ibid.*, 259.

termed motivating, leading, guiding, stimulating, and actuating. Although each of these words has a different connotation, any one of these terms indicates clearly that this function of management is concerned with the human factors of an organization. It is as a result of the efforts of each member of an organization that goals are obtained; hence, a major function of the management process is to direct the organization so that objectives may be achieved.³

MANAGERS WHO LEAD RATHER THAN COMMAND WILL ENJOY A MORE PLEASANT WORKING RELATIONSHIP WITH THEIR EMPLOYEES IN ADDITION TO REAPING THE REWARDS OF HIGHER PRODUCTIVITY. AS FOR COMMISSIONERS, I COULD NOT FIND A STATEMENT ANYWHERE IN THE COMMISSIONERS HANDBOOK THAT INDICATES COMMISSIONERS ARE SUPPOSED TO DIRECT. WE ARE EXPECTED TO GET THE JOB DONE THROUGH LEADERSHIP!

THE COMMISSIONER'S RELATIONSHIP WITH THE SCOUTING COORDINATOR, COMMITTEE CHAIRMAN, AND THE SCOUTMASTER SHOULD BE TO FACILITATE THE DEVELOPMENT OF THEIR LEADERSHIP SKILLS REGARDING DIRECTING, SO THAT THE OBJECTIVES OF THE ORGANIZATION MAY BE OBTAINED THROUGH THEIR LEADERSHIP. THIS IS PROBABLY THE MOST IMPORTANT SERVICE A COMMISSIONER CAN PROVIDE. REMEMBER THAT WEAK LEADERSHIP IS USUALLY THE CAUSE OF A UNIT'S FAILURE.⁴ GENERAL PERSHING EMPHASIZED THE IMPORTANCE OF LEADERSHIP WHEN HE SAID:

"A competent leader can get efficient service from poor troops, while on the contrary an incapable leader can demoralize the best of troops."⁵

3. Sisk, p. 8.

4. *Commissioner Fieldbook*, p. 12.

5. John J. Pershing, quoted from: *Military Requirements for Chief Petty Officer*, p. 2-1.

COMMISSIONERS ALSO NEED TO BE FLEXIBLE AND ADAPTABLE TO BE EFFECTIVE. GOOD LEADERS LEARN TO ADAPT TO EACH SITUATION AND THE PEOPLE WITH WHOM THEY ARE INVOLVED. EACH PERSON IS GOING TO BE DIFFERENT; EACH SITUATION WILL BE DIFFERENT. USE FINESSE AND COUNSELING TECHNIQUES IN GETTING THE UNIT ON TRACK OR BRINGING THE UNIT LEADERSHIP IN LINE WITH YOUR WAY OF THINKING. COUNSELING IS AN EFFECTIVE WAY TO DO THIS ESPECIALLY IF THE COUNSELING SESSION IS POSITIVE.⁶ PRAISE WHEREVER AND WHENEVER YOU CAN. EVERYBODY LIKES TO THINK THAT THEIR EFFORTS ARE APPRECIATED.

WHEN COUNSELING, USE SKILL AND FINESSE--BE A SALESMAN. CONVINCING THEM THAT WHAT YOU HAVE IN MIND IS THEIR BEST INTEREST. THIS REMINDS ME OF A FEDERAL BUREAU OF INVESTIGATION AGENT WHO WAS AN INSTRUCTOR IN MY POLICE ACADEMY COURSE ON SELF-DEFENSE. SPECIAL AGENT ONNIE WALKER ASKED A HYPOTHETICAL QUESTION. HE SAID, "IF YOU TELL SOMEONE THAT THEY ARE UNDER ARREST AND THEY REPLY, 'GO FLY A KITE,' WHAT WILL YOU DO? WILL YOU GO TO YOUR MANUAL AND LOOK UP: 'ARREST/FLY A KITE . . . 485'? THE PROBLEM IS THAT WHEN YOU LOOK ON PAGE 485, IT WILL BE BLANK! EACH ARREST WILL BE DIFFERENT! YOU MUST LEARN TO THINK, TREAT PEOPLE WITH RESPECT, BE ASSERTIVE BUT NOT ACERBIC, AND TO SELL THAT PERSON ON THE IDEA THAT A PEACEFUL ARREST IS IN HIS BEST INTEREST." COMMISSIONERS ALSO MUST PRACTICE SALESMANSHIP TECHNIQUES TO ACCOMPLISH THEIR GOALS.

⁶ *Commissioner Fieldbook*, p. 14. The authors state that, "One of the best ways to strengthen a unit is to strengthen its leadership. Counseling is the most effective method of helping a person develop his potential."

THE BASIC CONCEPTS OF LEADERSHIP SHOULD ALWAYS BE PRACTICED BY THE COMMISSIONER STAFF, NOT JUST WHEN A UNIT IS IN TROUBLE. ALL OF THESE CONCEPTS WERE USED IN TURNING THE EXAMPLE UNIT AROUND, AND THEY WERE USED OVER AND OVER AND OVER

IN SUMMARY: DEVELOP THE UNIT LEADERSHIP'S LEVEL OF CONFIDENCE AS LEADERS; TRAIN THEM; COACH AND COUNSEL THEM; USE SALESMANSHIP; AND PRAISE THEM REPEATEDLY! SINCERE PRAISE HAS BEEN PROVEN AS BEST THE WAY TO KEEP ENTHUSIASM AND PRODUCTIVITY HIGH.⁷ KEEP IN MIND THAT THE VAST MAJORITY OF SCOUTERS ARE VOLUNTEERS. THEY WILL REACT MORE FAVORABLY TO ENCOURAGEMENT. BE THEIR FRIEND!

⁷ *The Brass's Encyclopedia*, p. 21. Dr. Stanley Sherman, Head University Center, Boston.

CONTROLLING

CONTROLLING IS THE FINAL ASPECT OF THE MANAGEMENT PROCESS. IF NOTHING EVER WENT WRONG, WE WOULD NOT NEED TO CONTROL. THE PURPOSE OF THE CONTROLLING FUNCTION IS TO KEEP THE ORGANIZATION'S PLANS ON TRACK AND TO ALERT MANAGEMENT IN TIME TO TAKE CORRECTIVE ACTION WHEN THEY ARE NOT. A GOOD DESCRIPTION OF THE CONTROLLING FUNCTION IS:

"The control function measures present performance in relation to expected standards of performance, and as result of such comparison, it can be determined whether or not corrective action is needed to bring present performance in line with the expected performance expressed as standards. The control function is exercised continuously, and although related to the functions of organizing and directing, it is more related with the planning function. The corrective action of control almost invariably calls for a restatement of plans. As a result, many students of the management process consider the planning and control functions as part of a continuous cycle of planning-control-planning."¹

THE LAST STATEMENT ABOUT THE PLANNING-CONTROL LOOP IS IMPORTANT TO REMEMBER. MANY PEOPLE GET DISCOURAGED WHEN THINGS DON'T GO AS PLANNED, ESPECIALLY WHEN THEY ARE UNDER STRESS. ALWAYS KEEP THIS IN MIND AS YOU WORK WITH SCOUTLEADERS AS THEIR BEST-LAID

¹L. Steink, p. 8.

PLANS ARE REGULARLY THWARTED. HELP THEM DEVELOP CONTINGENCY OR MODIFIED PLANS SO THAT THEY MAY ACHIEVE THEIR GOALS.

I SUSPECT A PROBLEM THAT YOU MAY ENCOUNTER IN THE CONTROL PROCESS IN SCOUTING OR ANY OTHER VOLUNTEER ORGANIZATION IS DETERMINING WHO ACTUALLY DOES THE CONTROLLING. THIS PROBLEM WILL BE PARTICULARLY EVIDENT IN THE EARLY STAGES OF ANY REORGANIZATION BECAUSE THE NEW LEADERSHIP MAY EITHER NOT KNOW WHAT IS OR IS NOT STANDARD PERFORMANCE, OR THEY MAY BE INTIMIDATED BY THE NUMBER OF PROBLEMS THEY ARE FACING. THE COMMISSIONER CAN ASSIST THE UNIT'S LEADERSHIP BY GUIDING THEM THROUGH THE THREE STEPS IN THE CONTROL PROCESS:

1. Set standards of performance.
2. Compare actual performance to the standards set.
3. Take corrective action.²

SETTING STANDARDS OF PERFORMANCE:

A STANDARD OF PERFORMANCE IS USED TO STATE THE RESULTS THAT WILL EXIST WHEN A JOB IS PERFORMED SATISFACTORILY.³ IT RELATES TO THE OBJECTIVES OF THE ORGANIZATION. STANDARDS SET FOR MOST OF THE OBJECTIVES LISTED IN THE "OUTLINE FOR A COURSE OF ACTION" SHOULD CONTAIN SPECIFIC AND QUANTIFIABLE TERMINOLOGY SUCH AS; *95% OF ALL FIRST CLASS SCOUTS OR HIGHER SHALL ATTEND JUNIOR LEADER TRAINING WITHIN THE NEXT CALENDAR YEAR.*

AN EXCELLENT RESOURCE THAT CAN BE USED TO ESTABLISH PERFORMANCE

2. *Ibid.*, p. 816.

3. *Essentials of Management*, p. 8-1.

STANDARDS CONCERNING SCOUTING IS THE PUBLICATION *COMMISSIONER HELPS FOR PACKS AND TROOPS*.⁴ THE PAMPHLET IS COMPREHENSIVE AND COVERS CUB SCOUTING AS WELL AS BOY SCOUTING. ALSO, PERFORMANCE STANDARDS MAY BE SET THROUGH INFORMAL DISCUSSIONS WITH THE UNIT'S LEADERSHIP. APPLY WHAT THE NAVY CALLS THE K.I.S.S. PRINCIPLE ("KEEP IT SIMPLE, STUPID"); USE COMMON SENSE.

COMPARE ACTUAL PERFORMANCE TO STANDARDS SET:

REVIEW PROGRESS AND PROBLEMS WITH THE LEADERS AS OFTEN AS POSSIBLE. HOW THEY FEEL ABOUT THE PROGRAM WILL MOST LIKELY BE ONE OF YOUR BEST INDICATORS OF HOW THINGS ARE GOING. YOUR LIFE AS A COMMISSIONER WILL BE BETTER IF YOUR LEADERS ARE HAPPY! USE *COMMISSIONER HELPS FOR PACKS AND TROOPS* AS A MEANS TO REVIEW THE PROGRAM. DISCUSS THE DEFICIENCIES BUT DO NOT FORGET TO PRAISE. THIS PROCESS WILL BUILD SELF-ASSURANCE WHILE SOLVING THE UNIT'S PROBLEMS AT THE SAME TIME.⁵

TAKE CORRECTIVE ACTION:

INDIVIDUAL PERSONALITY AND TRAINING WILL POSSIBLY PLAY A LARGE ROLE IN HOW PEOPLE RESPOND AT THIS STAGE. PEOPLE WHOSE VOCATION REQUIRES THEM TO BE NATURALLY INQUISITIVE OR USED TO TROUBLESHOOTING MAY FIND IT HARD TO DELEGATE AND ALLOW OTHERS TO FIX

4. Boy Scouts of America, *Commissioner Helps For Packs And Troops*, No. 3618, (Irving, Boy Scouts of America, 1986). This publication covers a number of aspects of the Scout program relating to unit performance: Top Unit Leadership, Ceremonies, Business Practices, Membership just to name a few. It lists the standard as well as a suggested action to correct deficiencies.

5. *The Boss's Encyclopedia*, p. 30.

THE PROBLEM. THE OPPOSITE APPROACH IS TO LET SOMEONE ELSE SOLVE THE PROBLEM.⁶ EITHER METHOD IS INEFFECTIVE; SOMEONE MUST EXERCISE LEADERSHIP. THE LOGICAL APPROACH IS TO ALLOW THE PERSON ASSIGNED A PARTICULAR TASK TO TAKE CORRECTIVE ACTION.⁷ FIND OUT IF HELP IS NEEDED. ASK QUESTIONS AND INVOLVE OTHER MEMBERS OF THE UNIT, ESPECIALLY AT THE COMMITTEE MEETINGS.

DO NOT BE AFRAID TO ASK, "IS THIS WHAT WE REALLY WANT TO DO?" SOMETIMES WHAT WE START OUT TO DO SEEMED LIKE A GOOD IDEA AT THE TIME WE THOUGHT ABOUT IT, BUT AS WE PROGRESS WE BEGIN TO FEEL OTHERWISE. THERE IS NOTHING WRONG WITH CHANGING YOUR MIND. ALWAYS REMAIN FLEXIBLE.⁸

REMAIN PERSISTENT. DO NOT GET DISCOURAGED, INSTEAD TAKE THINGS ONE STEP AT A TIME. BREAK UP LARGE, HOPELESS TASKS INTO SMALLER, MANAGEABLE PIECES. ASK: "WHAT IS THE SMALLEST STEP I CAN OR AM WILLING TO TAKE RIGHT NOW?" THEN DO IT.⁹

6. Sick, p. 633.

7. Ibid., p. 634.

8. Ibid., p. 639.

9. *Leadership Management Education And Training*, p. 39.

CONCLUSION

THE AUTHORS OF *EXECUTIVE PROBLEM ANALYSIS AND DECISION MAKING*
SAY:

"Every event is an effect. Things just don't happen without any reason at all. For every effect, there is a cause . . . Cause and effect are a relationship."¹

EVERY UNIT THAT GOT INTO TROUBLE DID SO FOR A REASON; JUST AS EVERY UNIT THAT WAS SUCCESSFUL WAS SUCCESSFUL FOR A REASON.

IT IS THE COMMISSIONER'S RESPONSIBILITY TO SEE THAT UNITS PROSPER AND GROW, AND THAT UNITS OPERATE WITHIN THE GUIDELINES OF THE BOY SCOUTS OF AMERICA POLICIES AND PROCEDURES. WHEN UNITS ARE OR GET INTO TROUBLE THE COMMISSIONER SHOULD BE HELD ACCOUNTABLE. WE NEED TO RECOGNIZE THE PRIORITY PROBLEMS DISCUSSED IN THE *COMMISSIONER FIELDBOOK* AND TAKE ACTION.² IN SUMMARY, THE COMMISSIONER MUST CONVEY A SENSE OF STRONG LEADERSHIP ASSOCIATED WITH A SECURE GRASP OF BASIC MANAGEMENT FUNDAMENTALS TO SUCCESSFULLY INTERVENE.

AS ONE WHO HAS BEEN INVOLVED IN TURNING A TROOP AROUND, I CAN ASSURE YOU THAT IT IS NOT FUN. IT WOULD HAVE BEEN BETTER IF IT

1. Kepner/Tregon, *Executive Problem Analysis And Decision Making* (Princeton: Princeton Research Press, 1973), p. 2.

2. *Commissioner Fieldbook*, p. 12.

HAD NEVER BEEN ALLOWED TO GET THAT WAY IN THE FIRST PLACE! A PROGRAM THAT HAS BEEN ALLOWED TO DETERIORATE TO THE POINT OF DISASTER CAN AND WILL TAKE A HEAVY TOLL ON THOSE WHO MUST SALVAGE IT.

MEMORIZE THE "PRIORITY PROBLEMS" IN THE *COMMISSIONER FIELDBOOK*. UNDERSTAND THE CAUSE AND EFFECT RELATIONSHIP BETWEEN THEM AND UNIT PERFORMANCE. USE YOUR MANAGEMENT SKILLS TO KEEP UNITS IN OPTIMUM CONDITION--YOU THE OTHER SCOUTERS AROUND YOU WILL ENJOY YOUR SCOUTING EXPERIENCE MUCH MORE!

APPENDIX



UNIT COMMISSIONER WORKSHEET (TROOP)

FOR USE AFTER VISITING A MEETING OF TROOP NO.

Under each item circle the number by the statement that most closely resembles the troop meeting. Profile these statements by placing a dot in the appropriate box at the right and then connecting the dots with a line.

Check the way you intend to help by dating the appropriate box.

Keep this form with the unit roster.

1. Nearly an ideal situation
2. Typical unit, could be improved
3. Weak situation, needs action/help

UNIT PROFILE			
	1	2	3
Meeting operation			
Boy leadership			
Advancement			
Adult assistance			
Attendance			
Membership			
Outdoor program			
Patrol activity			
Budget plan			

MEETING OPERATION

1. Orderly meeting ran without delays using planned program.
2. Good meeting with planning, but some confusion.
3. Disorderly meeting—confusion.

Some Ways To Help

- Take leaders to next roundtable.
- Convince Scoutmaster of the value of training.
- Counsel Scoutmaster on need for advanced planning.
- Help Scoutmaster set up monthly patrol leaders' council meeting.

Literature References

The Official Scoutmaster Handbook, pages 28-41, 76-95
Boy Scout Program Helps

BOY LEADERSHIP

1. Boys run the meeting with adults in advisory capacity.
2. Some boy leadership with most activities run by adults.
3. Meeting run entirely by adults.

Some Ways To Help

- Convince Scoutmaster to set up a monthly patrol leaders' council meeting.
- Coach leaders in ways of training and guiding boy leaders.
- Discuss the advantages of working through a senior patrol leader.
- Point out sections of *The Official Scoutmaster Handbook* that refer to the patrol leaders' council.

Literature References

The Official Scoutmaster Handbook, pages 46-75, 246-69
The Official Patrol Leader Handbook, pages 35-45

ADVANCEMENT

1. Meeting includes advancement skills, activities.
2. Few advancement opportunities.
3. No advancement, or incorrect procedure used.

Some Ways To Help

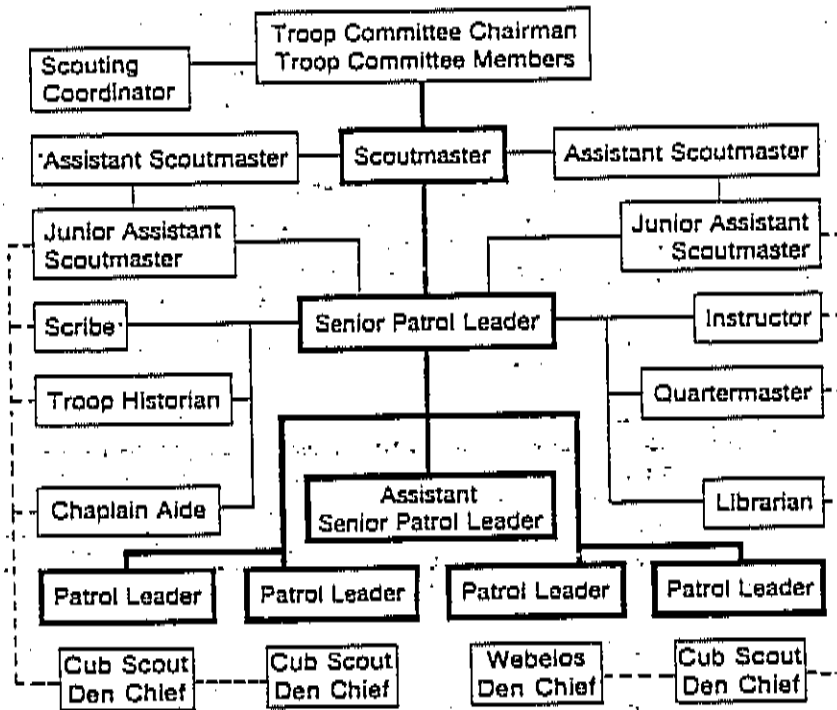
- Encourage leaders and committee to have monthly boards of review.
- Ask troop committee to appoint an advancement specialist.
- Suggest the use of qualified patrol leaders to certify requirements. Assign an ASM.
- Suggest use of Troop Advancement Wall Chart at meetings.

Literature References

The Official Scoutmaster Handbook, pages 224-45
The Official Patrol Leader Handbook, pages 126-43
Troop Committee Guidebook, pages 20-46
Advancement Guidelines

APPENDIX B

TROOP OFFICERS AND ORGANIZATION



The patrol leaders' council appears within the heavy lines.

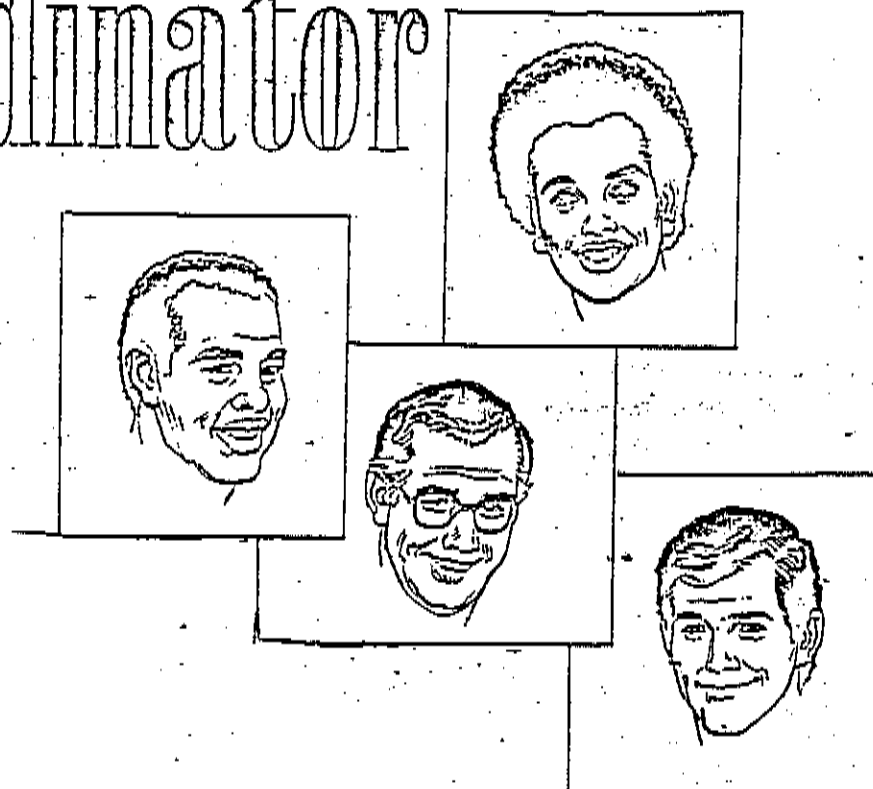
Copied from: The Official Scoutmaster Handbook, p. 49

FORWARD

AT SOME POINT IN OUR LIFE, THOUGHTS OF IMMORTALITY MAY CAUSE US TO SEARCH FOR A MORE MEANINGFUL EXISTENCE. THIS DOESN'T NECESSARILY HAVE TO BE POINTED OUT TO SCOUTERS, AS MOST HAVE ALREADY FOUND THAT THEY CAN LEAVE THEIR MARK BEHIND BY HELPING OTHERS. WE KNOW THAT NOTHING IS MORE PRECIOUS THAN TIME. WE KNOW THAT THERE IS NO BETTER WAY TO INVEST "OUR" TIME THAN IN OUR YOUTH. WE ALSO KNOW THAT LONG AFTER WE ARE GONE, OUR INVESTMENT WILL CONTINUE TO BEAR FRUIT AS OUR SCOUTS GROW AND MATURE INTO THE LEADERS OF TOMORROW. THESE LEADERS WILL FOLLOW OUR EXAMPLE AND TRUST THEIR IRRETRIEVABLE GIFT OF TIME TO THE YOUNG OF THEIR DAY.



The Scouting Coordinator



Your Job Is Important

Scouting is a great youth movement dedicated to the character development, citizenship training, and personal fitness of American youth. As a Scouting coordinator you hold a key position in Scouting and join a unique group of American leaders who serve their community and their nation's future in this same capacity.

Yours is a responsible job, and while much honor attaches to the title, it is in no sense an "honorary" position. If anyone told you that "you won't have anything to do" he was wrong! There is work to it, important work. You can be sure of this—whatever you invest in time and talent will come back to you a hundredfold in satisfaction. There are three phases to your job:

1. You head up the "Scouting department" in your organization and are responsible for the success of its Scouting leaders.
2. You are a council member; the overall governing body of the local Scout council.
3. You may become a member of the district committee and can serve, as needed and as may be agreed, as a member of one of its committees. However, your first obligation is to your organization and its units.

The purpose of this pamphlet is to help you understand your responsibilities and to do a good job in fulfilling them.



Your Job in the Organization

- the right leadership
- unit leaders and committee members to take
- all-planned unit programs
- liaison between your units and your
- in
- ough units
- in recruiting of new members
- ows graduate from unit to unit
- h unit rechartering
- ood Turns to your organization
- o unit committee meetings
- organization leaders
- to active outdoor unit programs
- to advancement and recognition
- strict help and promote its use
- to unit finance policies
- to recognition of leaders
- to resources to support your organization's units
- to your organization on the council

church the Scouting coordinator might be
 l to the superintendent of the Sunday school. The
 cheryl superintendent heads up and is responsible
 Sunday school department. You head up the
 a department." The person in charge of your
 lion and the governing group will properly look to
 the person responsible for the success of their
 program.

department is made up of the committees of each
 Scouting units and the unit leaders of each one.
 organization will depend on your judgment as to its
 and desire to come each level of youth with the

program that fits its needs. (Some organizations have only
 one committee that serves all of its units.)

The unit chairperson is the key

Any organization is the reflection of its leadership, and
 this applies to your units. Leadership is the most important
 factor in their success. Your first interest, then, is getting
 the best possible individual as chairperson of each unit
 committee. He or she should be a person who can recruit
 others, who can get others to work together, and who will
 take the job seriously.

With such a person in this key position, the committee
 will do a better job of selecting unit leaders, providing
 proper facilities for meetings, helping finance and equip the
 unit, and fulfilling other obligations for the success of the
 unit.

How to help the unit chairperson

Obviously, the chairperson's success depends on
 personal enthusiasm, the extent of experience, a willingness
 to accept suggestions, and many other factors. Your
 support will be needed. But you should be careful not to
 take over the job or bypass the chairperson. The key to
 success is to work through—not around the chairperson.

By your sincere desire to be of help and by making this
 known, you have a solid basis for a happy working
 relationship. *In what specific areas can you assist the
 chairperson?* The items that follow provide the answers:

- o Help recruit the right leadership

While the Boy Scouts of America requires only three
 unit committee members for a unit charter, it is well known
 that successful units generally have large and active
 committees, sometimes with as many as 12 or more
 members. Every person who has a child in the unit is a
 prospective member of the unit committee, as is any other
 person in your organization.

Next, you are interested in having this committee get
 the right adult leaders for the unit. Undoubtedly the biggest
 reason for having a high-caliber unit committee is so it may
 recruit and keep the finest possible unit leaders.

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ABSTRACT

THIS THESIS WILL ATTEMPT TO POINT OUT TO THE COMMISSIONER AND OTHER SCOUTERS MANAGEMENT TECHNIQUES THAT SHOULD BE OF INTEREST TO THOSE WITH UNITS IN TROUBLE. IT SHOULD ACQUAINT THEM WITH THE BASIC STEPS IN THE MANAGEMENT PROCESS NECESSARY TO SUCCESSFULLY INTERVENE AND SAVE A UNIT.

APPROVAL OF READERS

THIS IS TO CERTIFY THAT I HAVE READ AND APPROVED THE THESIS ENTITLED, THE COMMISSIONER AND THE UNIT IN TROUBLE: A MANAGEMENT PERSPECTIVE.

SUBMITTED BY RICHARD L. KENNEDY IN PARTIAL FULFILLMENT FOR THE Ph.D. DEGREE IN COMMISSIONER SCIENCE. PIEDMONT-APPALACHIAN COLLEGE OF COMMISSIONER SCIENCE, BOY SCOUTS OF AMERICA, BANNER ELK, NORTH CAROLINA.

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