

SELECTING UNIT LEADERS
A GUIDE FOR CHARTERED PARTNERS

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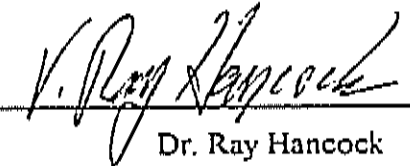
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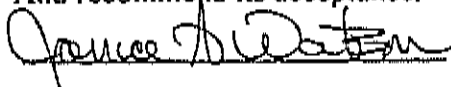
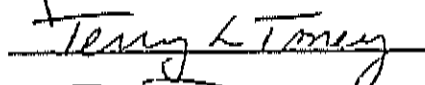


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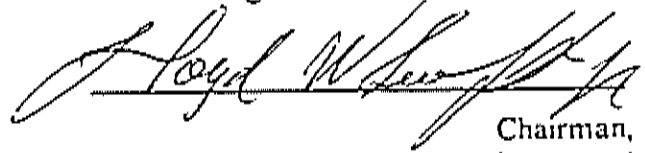
I am submitting herewith a Dissertation written by Arthur W. Mullins, entitled "Selecting Unit Leaders: A Guide for Chartered Partners." I have examined the final copy of this report for format and content and recommend that it be accepted in partial fulfillment of the requirements for the Degree of Doctor of Commissioner Science.


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Selecting Unit Leaders:
A Guide for Chartered Partners

by

Arthur W. Mullins

(Abstract)

The purpose of this study was to determine if the chartered organization for the Boy Scouts of America has any guidelines for selecting a Scout leader. In addition, the researcher sought to determine if the commissioner staff of the district helps the chartered organization in securing a competent unit leader. The sample in the study consisted of three district commissioners, three district executives, and six chartered organization representatives. Data was collected using a questionnaire sent to the participants.

After the data were analyzed, the findings revealed that:

1. There are guidelines and procedures presently used in the unit leader selection process.
2. The respondents would like to see more input from the commissioner staff by working with the unit committee and the chartered organization representative.
3. The respondents suggested that they would like to see more training for the unit committee, the commissioners, and the chartered organization representative.

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Chapter 1

Introduction

As the new millennium begins, we must think about the future of our country and our world. As time passes by, our young people hold the keys to the future and, under the direction of capable adults, they will be able to bring our country into a successful and prosperous era. One of the keys to the door of success is the Scouting program, conducted under the auspices of the Boy Scouts of America. The purpose of the Boy Scouts of America, incorporated on February 8, 1910 and chartered by Congress in 1916, is to provide an educational program for boys and young adults to build character, to train in the responsibilities of participating citizenship, and to develop personal fitness (www.bsa-scouting.org).

The study that was conducted had as one of its purposes to help determine if the Boy Scout units in a portion of Southwest Virginia are receiving the best services possible from the commissioners who have been appointed. Chapter One will give a history of the Boy Scouts of America, nationwide and in the Sequoyah Council. The problem as seen by the researcher, the purpose of the study, the questions to be answered, the limitations of the study, and a list of definitions will also be presented in Chapter One. In Chapter Two a review of the literature is presented; Chapter Three describes the methodology. Chapter Four presents the findings and Chapter Five contains the recommendations.

History of the Boy Scouts of America

On February 8, 1910, William D. Boyce and a group of leaders founded the Boy Scouts of America. During a visit to England in 1909, Mr. Boyce had asked

directions from a Boy Scout in London. The scout had taken Mr. Boyce to the place he was going, for he was lost. The boy would take no reward, saying, "No, thank you, sir. I am a Scout. I won't take anything for helping" (Quoted in the Boy Scout Handbook, 11th Ed., p. 431). Later Mr. Boyce was taken to the British Scouting Office where he met Lord Baden-Powell, who had founded the Scouting movement in Great Britain. Mr. Boyce was very impressed with the Boy Scouts and decided to bring Scouting to America. Thus was born the Boy Scouts of America (BSA, 1998a).

When the Scouting movement began in America, it was imperative that local people be involved in leadership positions. The first local council leaders were called Scout commissioners. In the early years of the Scouting movement, there were two kinds of local councils - second class councils that operated with a volunteer commissioner, and first class councils that operated with paid commissioners. The paid leaders became known as professionals. By 1935, first class councils served all of the United States, and commissioner service was the one unifying factor that made Scouting succeed. The commissioner remained the line of service from council to unit and chartered organization. Through the years, the commissioner staff has had as a major responsibility the health of the councils' units, especially the unit leader (BSA, 1990a). Today, Scouting activities are provided for youth through Tiger Cubs BSA (first grade boys), Cub Scouting (at the end of first grade), Boy Scouting (fifth grade to age 18), Varsity Scouting (boys from age 14 to age 18) and Exploring (young men and women from ages 14 to 21).

Boy Scouts in the Sequoyah Council

Ben L. Dulaney was the originator of the Scouting movement in our area. After traveling with a group of Americans to London, England, in 1910 and conferring with Sir Baden-Powell, he advised his son, Cobb, in organizing Troop 10 in Bristol. Local support was from the First Baptist Church of Bristol. During the same time, Windsor Avenue Presbyterian Church sponsored Troop 6. Troops soon began to be formed in Greenville (1912), Johnson City (1916) and Kingsport (1916).

On January 8, 1920, the Johnson City, Tennessee, Council was organized. The name was changed to Appalachia Council on December 31, 1922, followed by another name change in 1925 - to Cherokee Council. During the same time, Chief Benge Council was organized in Bristol. On March 13, 1933, Chief Benge and Johnson City Councils merged to form the Chief Benge-Cherokee Council. After it was discovered that Chief Benge was a renegade Indian, the Council was renamed the Sequoyah Council. In February 1979, the Lonesome Pine Council in Southwest Virginia was added to the Sequoyah Council, making the service area consist of eight counties in East Tennessee and seven and one-half counties in Southwest Virginia (BSA, 1986). See Appendix for a map.

Problem Area

The major responsibility of the commissioner's staff is to help the council units to have strong leadership locally and thus remain healthy units. One of the problems that have grown in recent years is the loss of membership in the Scouting program. There also appears to be a lack of quality leaders, possibly because of leadership turnover and loss of population in general in these areas. It is a goal of this

project to determine if more assistance needs to be given to leaders serving as commissioners, if they know training is available, and if units would be more prosperous with more appropriate selection and training of their leaders.

Purpose and Questions

The purpose of this study is to try to find answers to the following questions:

1. Are there guidelines and procedures presently used by the chartered organizations in selecting Scout leaders?
2. What type of guidelines and procedures are utilized?
3. Would the Scout leaders like to see more input from the district commissioner and staff?

One of the most important aspects of the Scouting program is the quality leadership of that program. When selecting the leaders of Cub Scout Packs, Boy Scouts Troops, or the Explorer post, the best-qualified people should be selected. One of the purposes of this study is to determine if the chartered organization's representative has any guidelines to be used in determining how to select a Scout leader. This can be in the form of printed aids produced by the national and local council offices, materials produced by district commissioners, and information from other chartered organizations and personal contact with the commissioner staff.

Information that is gathered will assist the chartered organization in selecting Scout leaders. With adequate information, the chartered organization will be able to make the most appropriate choice of Scout leaders. In addition, the study will help determine if the commissioner staff gives assistance in securing a competent leader for the units.

Assistance will be given to the national and local Boy Scout organizations in providing information to better assess the need for revising and upgrading materials on selecting Scout leaders. This study will be valuable for all Scouting units in the United States. Thus, a quality program of Scouting will be assured .

Limitations of the Study

This study was limited to three Scouting districts in Southwest Virginia, as part of the Sequoyah Council. Only the district executive, district commissioner, and two chartered organization representatives in each district were included in the study. The leadership in Boy Scout units was emphasized, though the Cub Scouts and Explorer Posts leaders may be included.

Definition of Terms

The following definitions for terms specific to this study are included:

District Commissioner: A person, "nominated by the district and approved by the Scout executive, elected by the executive board of the council" (BSA, 1990a, p. 11), responsible for the successful operation of the district commissioner staff, and reports to the council commissioner. This individual gives leadership to the recruiting and training of the staff. Through the staff, help is given to each Scouting unit for an effective program. The district commissioner's staff consists of one or more of the following: assistant district commissioner, unit commissioner, and roundtable commissioner.

Assistant District Commissioner: The leader who is responsible for an assigned number of units in the district and who works with the unit commissioners who serve those units.

Unit Commissioner: A person who works closely with a designated number of Scout units, either several of the same kind of units or more than one type of unit within a geographical area.

Roundtable Commissioner: An individual who recruits and trains a staff qualified to put on quality roundtables for unit personnel. They plan and make arrangements for roundtable programs, either for Cub Scout leaders or Boy Scout leaders.

District Executive: A Scout leader who is employed by the council and works under the direction of the Council Scout Executive. He/She helps units provide a quality Scouting program (BSA, 1990a).

Chartered Partner or Chartered Organization: An organization that provides a safe meeting place and adult leadership for the Scouting program. They adhere to policies and guidelines of the Boy Scouts of America (BSA, 1990a).

Scouting District: A geographical area of the local council of the Boy Scouts of America. The Council Executive Board determines this area (BSA, 1990a).

Summary

This study was designed to determine if the guidelines and information provided to chartered organizations for the Boy Scouts of America are used in the selection of Scout leaders. Chapter One gave the history of Scouting in the United States and the Sequoyah Council, the purpose of the study, the questions that guided the study, the limitations, and definitions used in the study. Chapter Two contains a review of the literature related to the topic.

Chapter 2

Review of the Literature

The goal of the Boy Scouts of America is to help boys develop into honorable men. The values of Scouting can be incorporated into a boy's home, school, and religious community. In Chapter Two will be found a brief review of the literature related to the Boy Scouts of America and to commissioner service. Also included in this chapter is a statement about two selections related to the use of qualitative research.

Scouting is educational because of leadership training, the outdoor skills learned in the Scouting units, and life skills which are incorporated into the activities of Scouting (BSA, 1998b). Briefly stated, the aims of Scouting are character development, citizenship training, and personal fitness (BSA, 1997).

As our youth enter the Scouting experience, whether it is in Packs, Troops, or Posts, they will enjoy success if the unit is healthy. The Boy Scouts of America provides a program of unit service through adult Scouters commissioned to help chartered organizations to achieve the goals of Scouting (Bowman, 1997).

Chartered Organizations

All Scout troops, Varsity Scout teams, Venturing crews, Exploring posts, and Cub Scout packs are operated by an organization granted a charter by the National Council of the Boy Scouts of America. (BSA, 1998b). The chartered organization may be a community organization (such as Lions Club) or a religious group that wishes to use Scouting as part of their service to their own members, as well as to the community at large. The chartered organization agrees (BSA, 1998b):

1. To conduct the Scouting program according to its own policies and guidelines as well as those of the Boy Scouts of America.
2. To include Scouting as part of its overall program for youth and families.
3. To appoint a chartered organization representative who is a member of the organization and will represent it to the Scouting district and serve as a voting member of the local council. The chartered organization head or chartered organization representative must approve all leader applications.
4. To select a unit committee of parents and members of the chartered organization (minimum of three people) who will screen and select unit leaders who meet the organization's standards as well as the leadership standards of the Boy Scouts of America. The committee chairman must sign all leadership applications.
5. To provide adequate facilities for the scouting unit(s) to meet on a regular schedule.
6. To encourage the units to participate in outdoor experiences.

The key person on Scouting side of the relationship is the commissioner, while the key person in the chartered organization is the chartered organization's representative. They work together in selecting, training, supporting, and encouraging unit leaders. For example, when selecting a Scoutmaster for a unit, the chartered organization representative and unit committee personnel meet with council representatives, usually the unit commissioner and a professional staff member. Together they make the contacts necessary for recruiting the best-qualified person (BSA, 1989a).

A "Guide for Selecting a Scoutmaster" (No. 3072A) should be used by the chartered organization representative and unit committee to help determine the qualities of troop leadership. Similar guides should be used for other units, also, such as for packs and posts. Such guides are available from the council offices of the Boy Scouts of America and from catalogues for ordering such supplies from the national office.

The unit committee has two key jobs:

1. To select the best qualified person to be the unit leader.
2. To help him provide a sound Scouting program.

Some activities that the leader, specifically a Scoutmaster, needs help with include, but are not limited to:

1. Developing community service projects.
2. Arranging transportation for outings.
3. Planning and assisting in fund-raising.
4. Providing for special needs and assistance for individual scouts.
5. Serving on boards of review and at courts of honor.
6. Maintaining records of troop finances and advancement.
7. Assisting in the charter renewal process.
8. Helping with the annual Friends of Scouting campaign.

The chartered organization and the unit committee provide leadership in a variety of ways. The commissioner staff also provides a link from the volunteers to the Scout units and on to the professional workers on the district and council levels of Scouting.

Commissioner Staff

On the national level, the Boy Scouts of America have a national commissioner. Each council has a council commissioner and assistant council commissioner. At the district level, commissioners include a district commissioner, assistant district commissioner (if needed), roundtable commissioner, and unit commissioners. The literature related to each of the three types of commissioners in each Scouting district will be discussed.

Administrative/Management Commissioners

The administrative commissioners include the district commissioners and assistant district commissioners. According to the Boy Scouts of America, their primary responsibilities are "recruiting, training, guiding, and evaluating the commissioner staff" (BSA, 1989a, p.3). The district commissioner, the district executive, and the district chairman compose the Key 3 and should meet on a regular basis to coordinate and plan activities within the district.

Assistant district commissioners are often needed to help in the service to units within the district. One assistant district commissioner is needed for each five unit commissioners.

Unit Commissioners

The unit commissioners serve and counsel one or more units to which they are assigned. According to the Boy Scouts of America's Commissioner Administration of Unit Service (1989a), one unit commissioner is needed for every three units. The Commissioner Fieldbook (BSA, 1990a) proposes that the units might be all of one type (such as all troops) or a mixture of units (a Boy Scout troop, a Cub Scout pack,

and an Explorer post). Adequate training and meetings make a more successful operation of the unit commissioners.

One expectation of the unit commissioner is to help recruit and select unit leaders. The unit commissioner plays a key role in the process by seeing that proper techniques are used to locate and enlist the best leaders. The actual appointment is then approved by the chartered organization, with help and action on the part of the chartered organization representative and the unit committee (BSA, 1979).

Roundtable Commissioners

Roundtable commissioners help provide resources such as program skills and activities for unit personnel at regularly scheduled meetings (called roundtables or huddles). Each district needs the services of a Cub Scout roundtable commissioner and a Boy Scout roundtable commissioner. In addition, these commissioners might want the services of assistants and other staff.

Commissioner Service

The goals of commissioner service were found to be (Bowman, 1997):

1. To help see that the objectives of Scouting are carried out.
2. To assure that each unit has strong, competent leadership.
3. To promote regular meetings of unit committees.
4. To encourage growth in youth membership.
5. To help assure that Scouts and units take an active part in District and Council activities.
6. To foster a positive relationship between the chartered organization and its unit leaders.

There may be situations when the existing unit has no leader. If the unit leader has quit or leaves for any reason, the commissioner staff should see that the leader is replaced quickly. The unit commissioner should call the committee chairman of the chartered organization and help the committee select and recruit a suitable replacement. The unit commissioner should ask the committee chairman to assign a registered adult to continue troop meetings until a unit leader has begun his duties (BSA, 1990a).

Two excellent videos explain the purposes and duties of the commissioner staff. "The Unit Commissioner: Helping Units Succeed" (BSA, 1990b) gives an excellent overview for those just getting started in commissioner service. This video emphasizes that Scouting units belong to the chartered organization, which has the responsibility of securing a safe meeting place, selecting adult leadership, and following the guidelines of the Boy Scouts of America.

The second video, "Unit Problem Solving for Commissioners," (BSA, 1997) is an excellent training tool. Examples of units in trouble are given, with instructions to stop the tape and discuss possible solutions for the problems. Then recommended steps for improvement from an expert's perspective are provided.

Finally, the commissioner staff needs to know if they are successful. The rule of thumb is that a commissioner staff is successful when a district's youth membership grows and when its units succeed in providing a quality program for youth. The growing number of units that recharter and meet the requirements for being a Quality Unit can determine progress (BSA, 1989b).

Qualitative Research

Selected topics were studied in detail and in depth, using qualitative, rather than quantitative, methods. According to Patton (1990), a researcher begins early to decide the meanings of certain data and processes, explores further, making note of irregularities, peculiarities, and possible explanations, and maintains a questioning awareness of activities in the field of study.

Miles & Huberman (1984) provided great insight into the methods used in gathering and analyzing the data. Even though the amount of data in this study is relatively small, the process proved to be similar to larger studies. By collecting the data, looking closely at three districts, and talking to the Scout leaders who were selected, much valuable information was gained.

Summary

The review of literature indicated that the members of the Commissioner staff play a vital role in the selection of unit leaders. The unit commissioner should work with the chartered organization representative and unit committee in making contacts and recruiting the unit leaders. If this occurs, then the unit will get off to a good start and be a healthy and successful unit. Therefore, the youth of our country will benefit from this wise and prudent decision.

Chapter Two has given several sources of literature appropriate for use in Scouting, whether by the commissioners, chartered organizations, or other staff members. References related to the use of qualitative research methodology are also included. Chapter Three will give further description of the methodology of the research project.

Chapter 3

Methods and Procedures

Chapter Three contains a description of the design of the study, the population and sample. The instrumentation, data collection procedure, and a report on the data are included in this chapter.

Design of the Study

This study was designed as a qualitative research. Miles & Huberman (1984) stated that qualitative data is in the form of words rather than numbers. This type of research has recently been utilized in organizational studies and program evaluation. With this type of study, analysis consists of data reduction, data display, and conclusion drawing. In other words, select "raw" data and by the process of simplifying it, one should "display" an organized assembly of information that permits reaching conclusions and recommending actions.

Respondents to the questionnaire were asked to describe their position in Scouting: district executive, district commissioner, or chartered organization representative. The respondents were also asked to give the number of years in their present position and other Scouting positions held.

The following four questions/statements were presented to the participants for their response:

1. Are there guidelines/procedures presently used to select unit leaders such as Cub Masters, Scout Masters, Post Leaders, or other designated leaders?
Yes or No? (Circle)

2. Please select one (your) Boy Scout Unit and describe the guidelines used (Booklets from BSA, Guidelines of your charter organization, whoever will take the position, etc.). Please include information on the district commissioner, the district executive, the parents, the charter organization, etc.
3. Would you like to see more input from the district commissioner? Yes or No? (Circle) In what manner?
4. Are there areas of support that you feel will be helpful to you in the future? If so, please describe.

Population and Sample

The Sequoyah Council of the Boy Scouts of America is comprised of an area of eight counties in East Tennessee and seven and one-half counties in Southwest Virginia. (See Appendix B) The three Scouting districts in Southwest Virginia were selected for this study. Those districts are Breaks, Lonesome Pine, and Pellissippi.

To gather information for the study, a copy of the questionnaire was sent to the district executive in each district to be completed by himself. He was also to select two chartered organization representatives from his district (his choice) and ask them to respond to the questionnaire. A questionnaire was given to the three district commissioners for their responses. This made a total of twelve questionnaires that were distributed. (See the Appendix for a copy of the questionnaire.)

Data Collection and Analysis

All surveys were conducted by mail and sent to the home of each respondent with the exception of the chartered organization representatives. These questionnaires

were sent to the district executives for delivery. Each evaluation packet included an explanatory letter and a questionnaire to be completed by the respondent.

The questionnaire was to be completed and returned to the researcher. A return self-addressed, stamped envelope was provided. A telephone call was made to each district executive and district commissioner to make sure that there was good communication between the researcher and the respondents. If the instructions were not clear or more information was needed, the researcher's phone number and e-mail address were also provided.

Using qualitative techniques, an analysis of the data looked for answers to the questions presented in Chapter One. The answers to each of these questions were analyzed to determine if there was a consistent answer. The sample was adequate in number for the researcher to be able to do an in-depth study of local districts and the types of assistance needed from the Commissioners by those involved in the sample.

Summary

Chapter Three has reviewed the methods and procedures used in the study, including the design of the study, the descriptions of the population and the instrument. Chapter Four presents the findings and results from the analysis of the data. Chapter Five will include the conclusions and recommendations.

Chapter 4

Presentation and Analysis of the Data

It is the purpose of the Boy Scouts of America to provide for boys an effective program designed to build desirable qualities of character, to train in the responsibilities of citizenship, and to develop in them personal fitness. Therefore it is imperative that the best-qualified leaders be selected to help the youth of our nation obtain these goals to their fullest potential.

This study was initiated to determine the guidelines and procedures that are presently used by the chartered partners in selecting unit leaders for the Boy Scouts of America. Additionally, the study questioned if this partnership can be improved and if there is adequate input from the district staff, such as the district commissioner. Chapter Four presents the findings of the study by first giving a description of the sample, followed by the outcomes which were evident in the data.

Description of the Sample

The participants were selected from three districts from Southwest Virginia, the Sequoyah Council of the Boy Scouts of America. The districts represented were Breaks, Lonesome Pine, and Pellissippi. Letters were sent to three district executives, six chartered organization representatives and two district commissioners.

Responses Related to the Research Questions

Question 1. Are there guidelines/procedures presently used to select unit leaders such as Cub Masters, Scout Masters, Post Leaders, or other designated leaders?

According to the respondents there are guidelines and procedures presently used in the selection process. Booklets from the Boy Scouts of America were

obtained from the Sequoyah Council office. The greatest help has come from the district executive who helped obtain these materials.

As part of the procedures that look at the needs of the district, the district executive meets with the district commissioner and the district chairman, forming the Key 3. Periodic meetings are also held with the district committees in planning the activities for the district as a whole. The results and recommendations of these meetings are then related to the unit leaders (including chartered organization representatives) as suggestions and resources for the units.

Question 2. What type of guidelines and procedures are utilized?

Especially during yearly recruitment for youth, assistance is given to the chartered partners when they select unit leaders. A variety of booklets are available:

"Securing a Scoutmaster," No. 3072A

The Scoutmaster Handbook, No. 33009

"Guide to Safe Scouting," No. LP34416

Troop Committee Guidebook, No. 34505

Additional resources are found on the Internet, for selecting unit leaders, for information on commissioner service, and for Boy Scouts in general.

The sponsoring organizations also have guidelines for sponsoring youth organizations. Local churches, Lions Clubs, American Legion Posts, and Volunteer Fire Departments are some of the organizations that sponsor Scouting units in the Sequoyah Council. The ministers of the churches, the American Legion Post Commanders, and others are provided with policies from their organizations as part

of their mission statements and objectives. The Presbyterian Church was mentioned as a specific chartered organization with such guidelines.

The survey respondents indicated that future unit leaders probably could best be found in the present staff of a unit, from assistant leaders and parents of younger Scouts. They are aware of the program, the responsibilities, and future needs of a specific location. One chartered organization's representative with less than a year's experience at the present position mentioned a required training course. Quick Start training is this type of training.

Additional responses also indicated that often the leaders are aware of guidelines, but, unfortunately, they are not followed. The checklists, guides, and training for selecting unit leaders are not the criteria used.

Question 3. Would the Scout leaders like to see more input from the district commissioner and staff?

The respondents would like to see more input from the commissioner's staff. Regular contact with the unit committees and the chartered organization representatives would be helpful. One respondent suggested that he would be more efficient as a district commissioner if he were provided more training. Another respondent indicated that she was not aware in the beginning of the importance of the process of charter renewal in a timely manner, but has since become more involved with the unit.

Summary

Chapter Four gave a presentation and analysis of the data and the findings that related to the research questions. The respondents indicated what resources they have

and what help they need in order to have a successful program in Scouting.

Suggestions were made for improvements. Chapter Five will give recommendations for the future.

Chapter 5

Summary, Conclusions, and Recommendations

The purpose of this study was to determine what assistance was given to the chartered organization representatives and unit committees in selecting a unit leader. If it was concluded that the chartered organization needed additional help in the process of unit leader selection, then district commissioners and staff could assist them. Necessary expertise could be provided in order to maintain a healthy Scouting program. Chapter Five will give a summary of the study, conclusions, and recommendations.

Summary of the Study

The following questions were investigated and answers provided:

1. Are there guidelines and procedures presently used by the chartered organizations in selecting Scout leaders?
2. What type of guidelines and procedures are utilized?
3. Would the Scout leaders like to see more input from the district commissioner and staff?

This study utilized questionnaires to determine the answers to these questions. The surveys were given to selected district commissioners, district executives, and chartered organization representatives. A follow-up call was made to the district commissioners and district executives to make sure of good communication with those involved. The study was limited to three Scouting districts in Virginia. The district Scout leaders were asked to give the number of years in their present positions

and other Scouting positions they have held. The data was then analyzed and the results given.

Conclusions

The interpretation of the findings of the aforementioned questions, as studied by the researcher, indicates that substantive conclusions can be drawn from this study. The chartered organizations are doing a good job in providing a successful Scouting program in their area. However, there needs to be more interactions with the district commissioner staff and the chartered organization, so the necessary assistance can be provided to the Scout selection leaders.

Recommendations

The following recommendations are stated, based on the findings of the study:

1. There should be a qualified district commissioner staff. There need to be trained unit commissioners that can serve all units in each of the districts. In addition, roundtable commissioners will assist the district commissioner in the delivery of quality programs to the youth that they serve.
2. There should be a better partnership between the district commissioner staff and the chartered organization.
3. The guidelines that are available should be more closely adhered to. The commissioners, district executives, and district committee members should try to take a more active part in the program functions.

When considering the purposes of the Boy Scouts of America and the youth that they serve, we can confidently believe that the future looks bright for the nation.

The key to the future is in the hands of these youth and the volunteers that strive to provide quality programs, interesting to the Scouts, challenging for their imagination, and containing dignity and usefulness for all involved.

The commissioner is the liaison between the local council and Scouting units. The commissioner's mission is to keep units operating at maximum efficiency, maintain regular contact with unit leaders, counsel leaders on where to find assistance, note weaknesses in programs and suggest remedies. The commissioner is successful when units effectively deliver the ideals of Scouting to their members.

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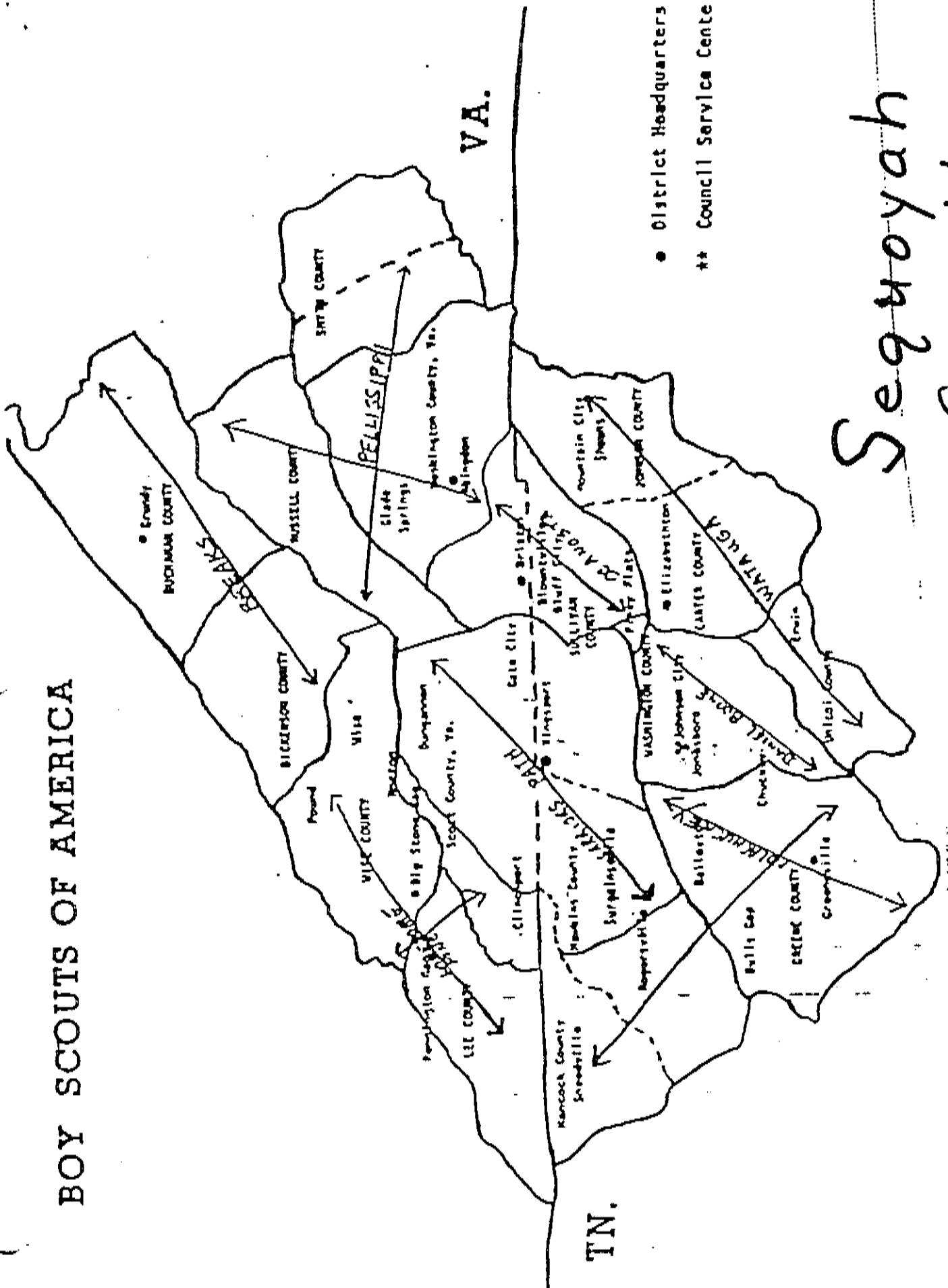
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APPENDICES

BOY SCOUTS OF AMERICA



Sequoyah Council

District Commissioner
--District, Boy Scouts of America
Box
City, VA

Dear Sir:

I am presently involved in the Piedmont-Appalachian College of Commissioner Science with the goal of writing a dissertation for this spring's meeting. The topic I have chosen is "Selecting Unit Leaders: A Guide for Chartered Partners." I would like help from you as a District Commissioner.

Please respond to the questions on the enclosed questionnaire concerning your position in your scout district. An envelope is enclosed for the return of this questionnaire. Feel free to call me collect at (540) 259-7431 or e-mail me at amullins@mtinter.net.

Thank you for your assistance.

Yours in Scouting,

Arthur W. Mullins, District Commissioner
Breaks District, BSA

QUESTIONNAIRE
"Selecting Unit Leaders"

Please respond to the following questions concerning your position in your Scouting District of the Sequoyah Council. All answers will be kept confidential and will be used to try to improve the Scouting Program of our area.

Please check One: District Executive _____ Charter Representative _____
 District Commissioner _____

Number of years in this position _____

Other Scouting positions held _____

1. Are there guidelines/procedures presently used to select unit leaders such as Cub Masters, Scout Masters, Post Leaders, or other designated leaders? Yes or No? (Circle)

2. Please select one (your) Boy Scout Unit and describe the guidelines used (Booklets from BSA, Guidelines of your Charter Organization, whoever will take the position, etc.). Please include information on the District Commissioner, the District Executive, the parents, the Charter Organization, etc.

3. Would you like to see more input from the District Commissioner? Yes or No? (Circle) In what manner? _____

4. Are there areas of support that you feel will be helpful to you in the future? If so, please describe.
