

**THE ROLE OF THE COMMISSIONER/EXPLORER SERVICE TEAM IN
THE TRANSITION FROM BOY SCOUT TO EXPLORER**

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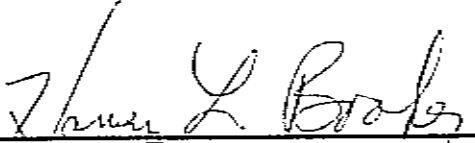
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Advisor Approval

To the Graduate Council:

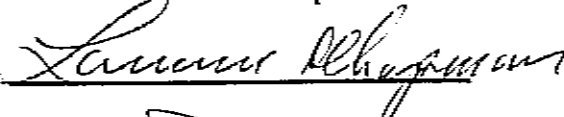
I am submitting herewith a thesis written by Gary Lynn Webb entitled "The Role Of The Commissioner/Explorer Service Team In The Transition From Boy Scout To Explorer". I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Commissioner Science.



Dr. Robert T. (Tom) Ladd

We have read this thesis

and recommend its acceptance:







Accepted for the Council: Dean of the Doctoral Program



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Preface Page/Thesis Statement

A meager number of Boy Scouts make the progression into Exploring after they have earned their Eagle Scout Rank or as they become "older" scouts, the Boy Scout program does not retain them. Keeping boys active in Scouting as they become "older" or "teenagers" has always been difficult. Exploring addresses this issue by having a program of activities that helps our young people in a community by matching their interests to a specific Explorer Post that has the people and program resources to help our youth grow, develop, and pursue their special interests.

Introduction

Extensive research by the national office of the Boy Scouts of America (BSA) has revealed that Exploring age youth are interested and want the following major items in any youth program (Exploring, 1993):

- The majority want to belong to a coed organization.
- Eighty-three percent have a hobby or career interest.
- Ninety-four percent want to work with an adult who has their same hobby or interest.
- They want to participate in leadership, planning, and show what they can do on their own.
- They appreciate and expect the support and advice of adults.
- They want hands-on experiences, not movies and lectures.
- A program must be worthwhile, challenging, exciting, and fun.
- Interest is high in person-to-person competition and team sports.

Boy Scout Program

The mission of the Boy Scouts of America (BSA) is to serve others by helping to instill values in young people and, in other ways, to prepare them to make ethical choices during their lifetime in achieving their full potential. To fulfill this mission, the Boy Scouts of America has designed three phases: for boys 6 to 10 years, Cub Scouting; for young men 11 (who have completed the fifth grade or have earned the Arrow of Light Award) to 18 years old, Boy Scouting; and for young men and women ages 14 (who have completed the eighth grade) through age 20, Exploring(Explorer Leader, 1995).

If a young man is active in a Boy Scout troop and serving as a junior leader, advancing, and gaining from the experience, he might never even consider leaving the traditional Boy Scout program. He can stay registered in a troop as a Boy Scout until he turns eighteen. In addition, he can participate in an Explorer Post having a hobby or career program that meets his interests. In this case, he would pay only one membership fee and he would also be registered as a participant in both programs at no extra cost. However, there is no alternate Explorer advancement route to earn and qualify for the Eagle Award. Nevertheless, a male Explorer who has achieved the First Class rank as a Boy Scout in a troop or as a Varsity Scout in a team may continue working for the Star, Life, and Eagle ranks and Eagle Palms while registered as an Explorer until his 18th birthday. As the Explorer meets the rank requirements as prescribed in the

current Boy Scout Requirements book, a board of review is conducted by the Explorer post or Sea Explorer committee (1996, pg.2). The Explorer Advisor and Sea Explorer Skipper who are the adult unit leaders will conduct the Scoutmaster conference. The Eagle board of review follows the procedure established by the local council. In like manner, the Explorer meets his position of responsibility requirements serving as secretary, treasurer, vice-president or president in his post, or as storekeeper, purser, yeoman, boatswain's mate or as boatswain in his ship. If the Explorer Post or Ship needs any help at any time, the Exploring Service Team, District Commissioner Staff, and District Executive can provide guidance and unit support (Advancement, 1993).

Having an exciting and meaningful experience are functions of the Scouting movement and they must be the basis of an advancement program. In the Scouting program, advancement is the process by which youth members progress from rank to rank as a result of unit participation. In addition, recognition is also gained through attending and participating in activities which includes leadership in the unit; and developing a proficiency in useful skills, outdoor life, and career exploration. When a youth's experience and preparation mesh properly, the Boy Scout program is able to give him the full benefit of the program and retain him.

Exploring Program

Exploring is the Boy Scouts of America's youth development program for young men and women ages 14 (who have completed the eighth grade) through age 20. Exploring was designed by the Exploring Division of the Boy Scouts of America to meet the desires, needs, and concerns of young adults. All participants in the Exploring program, including youth and adult leaders, must be registered with the Boy Scouts of America.

Exploring is based on dynamic and unique relationship between youth and the organizations in their communities such as churches, businesses, or community organizations. In Exploring, local organizations initiate a specific Explorer post by matching their adult resources and expertise to the interests of young people in the community. Then, these local businesses or organizations team up with a local Boy Scout Council and agree to become chartered organizations and sponsor a post or posts. A Post may specialize in any area of expertise such as computers, law enforcement, fireman, medical careers, engineering, architecture, science, and radio broadcasting.

Exploring History

- Exploring began as an older boy or senior program in early Boy Scout troops. These older boys gave leadership to young Scouts, carried out service projects, and pursued high-adventure projects.
- In 1912, Sea Scouting was founded on the traditions of the sea and flourished as a program for older Scouts.
- In 1935, senior Scouts were called Explorers. Using a senior Scout program, many older boys were organized into Explorer crews in troops.
- In 1938, a wealthy oil man, Mr. Waite Phillips gave the Boy Scouts of America 35,857 acres which is located in northeast New Mexico. This large tract of land became Philmont Scout Ranch and Explorer Base.
- In 1942, Air Scouting was created for boys 15 and older in cooperation with the United States Army Air Corps. Air Scouting was discontinued in 1965 but a cooperative program with the United States Air Force still exists.
- In May 1949, senior Scouting was revised by the National Executive Board of the BSA to recognize as Explorers all young men in Sea Scout Ships, Air Scout Squadrons, and all Boy Scouts over 14 in troops.

- On January 1, 1959, as a result of a national study in 1954 that revealed the concerns, needs, and desires of boys age 14 to 16, a new Explorer program was developed which included methods, activities, and recognitions that were separate from, but similar to, the Boy Scout program.
- After almost 10 years of limited progress, a study was made of the special Posts being organized by a California businessman, William H. Spurgeon III, and the newly completed research project of the BSA by Daniel Yankelovich. This study indicated that 94 percent of the youth surveyed wanted adult associations and 83 percent wanted more information on careers than they were getting in school or at home. Sports, adult-life recognition, and coed participation were found necessary to attract young adults to Exploring. As a result, the present Exploring program was developed and special-interest Explorer Posts were organized by businesses and professional and trade organizations. Consequently, large numbers of young adults joined Exploring. Therefore, Exploring nationally and locally became a separate division of the Boy Scouts of America designated to serve young men who were never Scouts or who had dropped out of Boy Scouting. Furthermore, the career interest survey of high school students was developed to identify and to recruit Explorers.
- In April 1971, the upper age limit in Exploring was increased to age 21 and young women were eligible for full membership in Exploring. A series of new national activities were designed and conducted to strengthen the local Explorer Post and Ship.

- By 1981, Exploring's rapid growth led to the development of national specialty programs such as skilled trades, social service, and career education. In addition, an Explorer Presidents' Association Congress was designed to train national and local youth leaders (Explorer Leader, 1988).
- In 1994, a National Exploring Conference was implemented on a biennial basis.
- As of December 31, 1995, there were 22,499 special interest Explorer Posts with 401,020 youth members (Explorer Membership, 1995).

Exploring's Purposes

The purposes of Exploring are the purposes of the Boy Scouts of America - to provide young adults through community organizations, an effective Exploring program designed to build desirable character, promote good citizenship, and develop personal and mental fitness (Adult Explorer Leader, 1993). By providing experiences to help young people mature, Exploring prepares them to become caring and responsible adults. This is achieved through a planned program of action that brings young people voluntarily into association with adults. These adults are carefully selected and trained to become responsible leaders and, hopefully, a positive force in the lives of our youth.

Exploring's Methods

The methods of Exploring have been carefully chosen to attract and meet the needs of young adults. The following methods are necessary to satisfy what young adults want from Exploring:

- **Exploring is coed.** Research indicates that Explorer age young adults want to be involved in coed organizations. Most special group Posts are coed and tend to have more successful programs and larger memberships.
- **Voluntary association between youth and adults.** Youth are more responsive to new ideas, relationships, and experiences because Exploring is voluntary.
- **A wide variety of organizations can charter Explorer Posts.** For example, churches, business, industries, professional groups, that might not charter the younger scout programs, are often willing to sponsor a specialty Post.
- **Democratic process.** Explorer Posts provide exposure to democratic ideas. The Post officers are elected by their peers. These elected officers meet with the Post Advisor to plan the program and work as a leadership team.
- **Ethical Decision Making.** Exploring provides numerous opportunities for making ethical choices and decisions. For example, empowering young people to be responsible for themselves, for other people, and for a program of experiences and activities, youth learn to make ethical and effective decisions.

- **Group activities.** Success is dependent on the cooperation of all because Exploring activities are interdependent group experiences.
- **Recognition of achievement.** This is achieved through the acknowledgment of a young adult's abilities and competence by peers and adults. In addition, recognition can come through formal awards.
- **Adventure, Exploration, and Curiosity.** This happens through new experiences that provide opportunities for participating in action-oriented activities and in acquiring new skills (Adult Explorer Leader, 1993).

Exploring's Six Experience Areas

The following are the specific goals each Post should achieve as a result of planning the program around six experience areas to encourage the development of the whole person.

1. Career

- A better appreciation and understanding of America's economic, social, and governmental systems.
- Some practical experience and insight in careers.

2. Leadership

- Encouraging a sense of pride in our American heritage.
- Preparing to give leadership and fulfill our responsibility to American society and community, and to the people of the world.

3. Service

- Encouraging the desire and skill to help others.
- Gaining a keen respect for the basic rights of others.
- Empathy for others.

4. Social

- Instilling stable personal values firmly based on religious concepts.
- Encouraging a sense of family and community responsibility.

- Developing skills in dealing with all people.

5. Fitness

- Enhancing an appreciation for physical fitness and sports.
- Improving emotional and mental fitness.

6. Outdoor

- Understanding and appreciating the wise use of resources and the protection of our environment.
- Developing a degree of self-reliance based on initiative, resourcefulness, and courage
(Adult Explorer Leader, 1993).

Explorer Post Specialties

Every Explorer Post “specializes” in a specific hobby, sport, career, or outdoor program area. More than 100 different specialties Posts have been organized, ranging from accounting to zoology. Some specialty programs have grown to include a national activities, committee, and staff support. These include the following:

- **Aviation.** Aviation Explorer Posts, similar to the one located at McGhee Tyson Airport, provides activities and programs for youth interested in aerospace careers or hobbies. For example, aviation specialty encompasses a range of programs, including airport management, construction, flight attendants, gliders, and flight operations. The Federal Aviation Association (FAA) supports this program along with aviation industries, organizations, and unions.
- **Law Enforcement.** This specialty is endorsed by local, state, and federal law enforcement agencies, the National Sheriff’s Association, and the International Association of Chiefs of Police. More than 2700 sheriff and police departments have organized and chartered law enforcement Explorer Posts. These specialty Posts provide assistance in traffic control and crime prevention, and as aides to patrol officers.
- **Law and Government.** The American Bar Association and other organizations support the high interest of young people in government or law participation through Exploring.

Mock trials, Law Day activities, and other law related activities provide firsthand experience in America's legal and court system.

- **Medical and Health Careers.** The American Medical Association and other national health organizations support the organization of Posts in clinics, hospitals, medical centers, schools and other health-care organizations.
- **Outdoor Adventure.** Fishing, hiking, camping, and mountaineering are but a few of the many high-adventure or outdoor related Posts. All Posts include outdoor activities, but some Posts specialize in them.
- **Sea Exploring.** This oldest specialty program was originally started in 1912 as Sea Scouts. This is a structured program of nautical tradition, instruction, and activities. Sail and power boats, oceanography, safety, and other maritime activities offer worthwhile and exciting programs for young men and women interested in the sea.
- **Sports.** In cooperation with many national sports organizations and the U. S. Olympic Committee, Exploring serves as a youth development program for them. Some Posts plan a variety of fitness and sports programs, while other Posts concentrate only on a single sport such as volleyball or gymnastics.
- **Others.** In addition to the above, other popular Explorer Post specialties include arts and hobbies, business, career education, communications, fire/emergency service, religion, skilled trades, engineering, social service, and science.

Post Activities

Activities are the heart of Exploring and should be the majority of a Post's program. The best definition for an activity is a hands-on experience in which all members do something. The activity chairman, selected by the Post President and Advisor, is responsible for planning, staging, and promoting the activity. Depending upon the activity, he or she may recruit a committee and should receive help from the Post Advisor, Committee, and Consultants such as the Exploring Service Team or Commissioner Staff.

The Exploring Service Team is an excellent source of what is going on in Scouting in your district, council, and region. For example, they would have the current information on camporees, scout shows, lock-in's, scouting for food, recognition banquets, roundtables or huddle meetings and events. In like manner, the Exploring Service Team would have the dates, costs, time limits for each event and they would be available to help as needed.

The highlight of the Post's activity year will be a long range goal called a **SUPERACTIVITY** which is a major trip or project requiring extensive planning and preparation. Select a superactivity that all Post members want to do and then make the commitment to do it! The following items should be considered: **Dates**, schedule the activity in advance; **Location**, make the necessary reservations in advance; **Adult Leaders**, all adult leaders must be 21 years of age and an adult female must accompany female explorers; **Equipment**, decide what is needed; **Food**, plan a menu that includes where you will eat,

purchase food, and cook; **Lodging**, decide on where you will stay and the costs; and finally, the **Budget**, figure out what all the preparations will cost and how much will each member pay.

In any event, the Exploring Service Team will be more than glad to set down with the Post membership and discuss setting a budget and money-earning projects to help finance and support the Post's activities.

Ethics In Action

An important goal in Exploring is to help young adults be caring and responsible persons. Exploring uses controversies to help young adults develop the ability to make responsible choices because an ethical controversy is a problem-solving situation. Leaders expect young adults to employ invention, selection, and empathy when they think through their position and decide on the choices that reflect their caring for what's at risk and for the people involved. Sample ethical issues and instructions can be found in the Explorer Leader Handbook(1995). Also this activity can be a full Post meeting, or be an ongoing experience. In addition, the professional district executive and the volunteer service team are available for any supplemental activities and/or program helps.

Program Support

Extensive literature, audiovisuals, training, awards, liability insurance and various other activities has been designed by the Boy Scouts of America to support Explorer Posts.

Literature and Audiovisuals. The Explorer Leader Handbook, No. 34637, (1995) supports planning and leadership. A variety of pamphlets, books, and videos are available on program, organization, leadership, and activities.

Training. The BSA local district or council provides fast start, basic and youth protection training sessions along with quarterly Advisor meetings, roundtables and/or huddles, Post leader workshops, and activities. Advanced leader training such as Seabadge is provided on a Regional level. Commissioners should encourage all Post leadership (male, female, adult, and youth) to be trained to insure quality units.

Awards. In Exploring, a variety of recognitions, awards, and/or scholarships are available to both youth and adults who distinguish themselves.

Insurance Coverage. The BSA only carries liability insurance that covers leaders and organizations which charter Explorer Posts. However, accident and medical insurance coverage are available through local councils at a reasonable cost.

Activities. BSA regions and/or local councils plan ski trips, sports tournaments, and other events just for Explorers. In like manner, Explorers may attend the biennial National Explorer

Leadership conference and the National Law Enforcement Conference. In addition, Explorers may attend the BSA national high-adventure bases in New Mexico, Minnesota, and Florida.

Magazines. (1.) Exploring magazine is a publication which is mailed four times a year to all registered Explorers. (2.) All registered adult leaders will receive Scouting magazine which has stories pertaining to scouts and updates on all BSA programs with the magazine Exploring inserted in each issue.

BSA Councils. There are some 340 BSA Councils that operate camps, service centers, conduct training and activities with the support of professional staff and trained volunteers.

Council/District Exploring Service Team

The success of the BSA in Exploring depends on the council's Service Team support of each Post Advisor in providing a quality program in each Post or Ship. Each BSA council recruits a volunteer Exploring committee or Exploring Service Teams and assigns a staff to provide the following services for each chartered post (Exploring Service Team, 1989).

Membership

- Help each Post recruit, register, and retain members.
- Guide the annual process of renewing the Post's charter or re-chartering the Post.
- Help an interested business or organization obtain a charter from the BSA.
- To organize new Posts upon request.
- To reorganize existing Posts when needed.
- Visit assigned Posts (normally, 1 to 3 Posts) frequently to insure that each Post is functioning properly.

Leadership

- Make sure the Post Advisor, Associate Advisors, Post Committee and any other adult leaders are trained in Youth Protection, Fast Start, and Leader Basic Training.
- Insure each Post has one active Post Advisor and at least one Associate Advisor. Also any Post that is coed must have at least one registered female leader present for each activity.

- Help the Post's chartered organization replace leaders when necessary.
- Make sure the Exploring Service Team is highly trained and competent.
- Help coach the Post Advisor on the election, training, and guidance of the Post's Officers.

Program

- Help the Post in conducting and updating the program capability inventory and youth interests.
- See to it that Post leadership is informed about national, regional, and council resources and programs which can strengthen the Post's program.
- Guide the Post Leadership in the use of resources, tools, and techniques for planning a quality Post program.
- Encourage the Post Advisor to attend quarterly Advisors' meetings and other Explorer program conferences to share ideas.
- Encourage the Post leadership to get involved in local district activities such as District committee, Roundtables, Camporees, Field Days, Lock-Ins, Scout Shows and Day Camps.

Recognition

- Be sure the Post Advisor feels his or her leadership is appreciated, important, and successful. Recognize the chartered organization, the Post, the adult, and the youth leadership by using whatever means are possible such as publicity, thank-you certificates, and the official BSA recognition plan for Exploring.

- **Service Team Members should follow the official BSA guidelines for recognition in their registered position such as the Arrowhead Honor, Training Award, Commissioner Key, Distinguished Commissioner Award, and SeaBadge.**

Conclusion

Many times boys become inactive in Scouting and drop out of the program because of other interests such as gasoline (driving cars) and perfume (girls). Exploring is designed to reach young adults who drop out of Scouting or never were Boy Scouts. The majority of Exploring Posts are coed while a few Posts are all male or female as determined by the members themselves or their chartered organizations. In like manner, about 40 percent of all Explorers are female and have all the same responsibilities and rights as male members. Many Explorers can drive, own cars, have jobs, and make their own decisions, and those over 18 can vote. Explorers are not kids, boys, or girls; but, they are young adults. Therefore, the Explorer program is adult-like and the young adults who join must be treated as adults or they will not stay in the program.

Often, there is lack of communication between Scoutmasters and Explorer Advisors. For example, Scoutmasters might not want to lose their older scouts or junior leaders to Exploring; but, they should be informed about nearby career or special interest Explorer Posts or Ships so that they can encourage those 14-year-old boys who might plan to drop out of the troop to join or transfer to an Explorer Post. In like manner, Explorers need to know some of the basic Scouting skills such as camping, knot tying, and first-aid.

The opportunities for both of these Scouting divisions to work together and help each other can be immensely facilitated by the involvement of the District Key Three (District Chairman, District Commissioner, and District Executive) and the Council Key Three (Council

Chairman, Council Commissioner, and Council Scout Executive). These Key individuals need to encourage their staff of professionals and volunteers such as Exploring Service Teams, Commissioners, and District Executives to include by phone, mail, and personal contact, invitations to all Scout events to all to all Scouting Divisions. For instance, when planning a Scout Show, Lock-In, or Camporee, instead of just including Packs and/or Troops, be sure to invite the Exploring Posts in your District for a rewarding experience to be shared by all. In fact, this involvement of all the Scout Units in a District or Council is a perfect chance for each unit to observe other units doing their activities such as cooking, setting up campsites, and engaging in competitive events. Indeed, at these events, friendships are made, ideals are exchanged, and mutual resources, experiences, and knowledge can be shared with other units that may be in need of advice or help. For example, at a camporee, a law enforcement Post can provide traffic control and security, or a rescue squad Post can provide a First-Aid facility with emergency rescue equipment; but, both Explorer Posts may not have any camping or outdoor skills. In like manner, the Boy Scout Troops can help the Explorer Posts with their outdoor or camping skills and each unit can benefit from the other units' knowledge. As a result, this teamwork insures a spirit of camaraderie.

One of the most important and necessary roles in Exploring are committed Service Team Members or in some districts they are referred to as commissioners. These Service Team members provide the vital communications link of person-to-person contact that is necessary for continuing success in Exploring and other related Scouting programs such as a transition from

Boy Scouting to Exploring. Knowing that there is help out there eases the insecurities that people often face when assuming a different role or trying something new. This is a key element in meeting and surmounting any problem. What would appeal to one boy about staying in Boy Scouting might not appeal to another boy, especially, to an older boy. If they are not comfortable with a Scout Troop, they will leave the Troop or quit Scouting. However, the idea of belonging to a coed organization while, at the same time learning about a future career, or interest are certainly a calling card in favor of a continuation or transition in Scouting as an Explorer.

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Appendices

SUGGESTED PROGRAM ACTIVITIES

The following are specific elements that your Explorer post leaders might use when planning a well-balanced program around Exploring's six experience areas.



CAREER: Gain insight and practical experience in careers. Develop a better understanding of America's social, economic, and governmental systems.

Plan programs that can be used in government, research, the stock market, news media, libraries, employment agencies, branch banks, corporate services, and other related fields. Discuss the education necessary for systems and data careers, banking and secretarial careers, fashion design/manufacturing, and advertising. Investigate the career possibilities in advertising to include artwork, layout, newspapers, magazines, corporations, government agencies, radio and television markets, and major design corporations which could incorporate any other business career-related subjects. Discuss training with local corporations or businesses for apprentice positions or after school/summer work. Florist, local industry, mortuary, jeweler, radio station, newspaper, sporting goods store, photographer, or doctor.



LEADERSHIP: Prepare to give leadership and to fulfill our responsibility to American society and to the peoples of the world. Create opportunities for decision making and goal setting, and for developing confidence and independence of judgment.

Use the Ethical Controversies to develop and plan monthly Ethical Forums for both youth and adults. Plan discussion groups that would involve representatives of various banks, newspapers, advertising groups, and secretarial associations for a question-and-answer session. Study the effect of private enterprise on the community, state, and nation. Review taxation, political involvement, and regulation of business. Learn about federal and local programs to aid small businesses. Read and study world trade and the national economy. Town council meeting, court, judge, police, museum, National Guard, health institution, or community night watch.



SERVICE: Gain a respect for the basic rights of others. Develop the skills and desire to help others and set goals for a life of service.

Provide personal assistance to charities, community organizations, the disadvantaged, elderly, and disabled. Support

community projects planned by professional business organizations, and assist public service groups with programming projects. Learn to use other types of equipment such as a Braille typewriter and to transcribe books or letters for those with sight disabilities. Landscape public property, clean up a cemetery, conservation work, paint, repair, or assist a charity.



OUTDOOR: Develop a degree of self-reliance based on courage, initiative, and resourcefulness. Understand and appreciate the wise use of resources and the protection of our environment.

The Exploring High Adventure Guide provides detailed plans for preparing for activities such as hiking, backpacking, rappelling, rock climbing, sailing, caving, and camping. Plan camps and weekend activities in winter and summer. Plan a bicycling outing using computers to detail the route, schedule of events, and competition scores. Have an outdoor equipment outfitter demonstrate the use of equipment and clothing. Orienteering, road rally, swimming, canoeing, golfing, or ice-skating.



FITNESS: Improve mental and emotional fitness. Enhance physical fitness and an appreciation for recreation, and prepare for a lifetime of fitness.

Plan programs on self-defense, nutrition, and exercise. Learn aerobic exercises for use by office workers, study first aid, CPR, review working conditions, lighting, noise and stress challenges. Offer fitness programs to community centers. Team handball, flag football, Explorer olympics sport, minimarathon, field hockey, or softball.



SOCIAL: Instill stable personal values firmly based on religious concepts. Develop skills in dealing with all people and encourage a sense of family and community responsibility.

Plan parents' night programs, open houses, and family activities to include tours of Exploring chartered organizations. Plan parent/Explorer activities, hold a fashion show with elementary school children and senior citizens. Have a year-theme party for a community social activity or a senior citizens center. Scavenger hunt, entertainment, party, recognition night, campfire program, family picnic, or mall shopping.

EXPLORER ACTIVITY INTEREST SURVEY

Complete the following. Your responses will be used to help develop the program of activities throughout the year, so it is very important that you provide complete responses.

Name: _____

Date: _____

1. What specific interests do you have that you would like to see our post pursue during this year? _____

2. Do you have any ideas or suggestions for activities that would address these interests? _____

3. Consider for a moment the six experience areas (career, service, leadership, social, outdoor, and fitness). How would your interests fit into any of these areas? _____

EXPLORER ACTIVITY INTEREST SURVEY—ALPHA LIST

Please check those activities, tours, projects, and seminars that you would like the post to plan as part of its program for the year.

- | | | |
|---|--|---|
| <input type="checkbox"/> Airport tour | <input type="checkbox"/> Hair styling | <input type="checkbox"/> Recognition dinner |
| <input type="checkbox"/> Auto mechanics | <input type="checkbox"/> Halloween party | <input type="checkbox"/> Recycling center |
| <input type="checkbox"/> Automobile plant/dealership | <input type="checkbox"/> Ham radio | <input type="checkbox"/> Rifle marksmanship meet |
| <input type="checkbox"/> Backpacking | <input type="checkbox"/> Hiking trail cleanup | <input type="checkbox"/> River rafting |
| <input type="checkbox"/> Barbecue party | <input type="checkbox"/> History, study the town's | <input type="checkbox"/> Road rally |
| <input type="checkbox"/> Beach party | <input type="checkbox"/> History, trace family | <input type="checkbox"/> Rock climbing/rappelling |
| <input type="checkbox"/> Bike hike | <input type="checkbox"/> Hobby smorgasbord | <input type="checkbox"/> Roller skating |
| <input type="checkbox"/> Block party | <input type="checkbox"/> Horseback riding | <input type="checkbox"/> Sailing lessons |
| <input type="checkbox"/> Bowling | <input type="checkbox"/> Hospital volunteer | <input type="checkbox"/> Saving money |
| <input type="checkbox"/> Buy a car, how to | <input type="checkbox"/> Hunter safety | <input type="checkbox"/> Scholarships |
| <input type="checkbox"/> Camping trip | <input type="checkbox"/> Ice-skating party | <input type="checkbox"/> Senior citizens, assistance to |
| <input type="checkbox"/> Canoeing | <input type="checkbox"/> Industry, local | <input type="checkbox"/> Ski weekend |
| <input type="checkbox"/> Car wash | <input type="checkbox"/> Interpost activities | <input type="checkbox"/> Slide show, plan a |
| <input type="checkbox"/> Career clinic | <input type="checkbox"/> Job interviewing skills | <input type="checkbox"/> Snorkeling/scuba diving |
| <input type="checkbox"/> Child care | <input type="checkbox"/> Law mock trial | <input type="checkbox"/> Spaghetti dinner |
| <input type="checkbox"/> Christmas party | <input type="checkbox"/> Leadership skills | <input type="checkbox"/> Sports medicine |
| <input type="checkbox"/> Civil defense | <input type="checkbox"/> Lifesaving, swimming | <input type="checkbox"/> Sports safety |
| <input type="checkbox"/> College or university visit | <input type="checkbox"/> Military base trip | <input type="checkbox"/> Sports tournament |
| <input type="checkbox"/> College panel discussion | <input type="checkbox"/> Morality, ethics | <input type="checkbox"/> State capitol, visit |
| <input type="checkbox"/> Community cleanup activity | <input type="checkbox"/> Movies | <input type="checkbox"/> Summer jobs clinic |
| <input type="checkbox"/> Conservation project | <input type="checkbox"/> Music listening | <input type="checkbox"/> Swim meet |
| <input type="checkbox"/> Court session | <input type="checkbox"/> National Explorer conferences | <input type="checkbox"/> Swimming party |
| <input type="checkbox"/> Cruise, sailing | <input type="checkbox"/> Newsletter writing | <input type="checkbox"/> Television station |
| <input type="checkbox"/> Dance | <input type="checkbox"/> Orientation flight | <input type="checkbox"/> Tennis clinic |
| <input type="checkbox"/> Diet and nutrition | <input type="checkbox"/> Orienteering | <input type="checkbox"/> Train trip |
| <input type="checkbox"/> Disabled citizens, assistance to | <input type="checkbox"/> Pancake breakfast/supper | <input type="checkbox"/> United Way, support the |
| <input type="checkbox"/> Drug abuse/alcoholism | <input type="checkbox"/> Parents' night | <input type="checkbox"/> Waterskiing |
| <input type="checkbox"/> Easter egg hunt for children | <input type="checkbox"/> Part-time jobs clinic | <input type="checkbox"/> Weather bureau |
| <input type="checkbox"/> Emergency preparedness | <input type="checkbox"/> Photography | <input type="checkbox"/> Winter camping trip |
| <input type="checkbox"/> Family picnic | <input type="checkbox"/> Planetarium | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Family sports day | <input type="checkbox"/> Play, produce a | _____ |
| <input type="checkbox"/> Fashion show | <input type="checkbox"/> Police station | _____ |
| <input type="checkbox"/> Fire safety | <input type="checkbox"/> Post reunion party | _____ |
| <input type="checkbox"/> First aid training | <input type="checkbox"/> Power station | _____ |
| <input type="checkbox"/> Fishing | <input type="checkbox"/> President's Physical Fitness Test | _____ |
| <input type="checkbox"/> Gourmet cooking | <input type="checkbox"/> Progressive dinner | _____ |
| <input type="checkbox"/> Government official | <input type="checkbox"/> Public speaking | _____ |



American Veterinary Medical Association Awards Program
A \$500 cash award and plaque are presented by the AVMA to individual Explorers making a significant contribution to the veterinary medicine field. (AVMA Explorer Award application, No. 23-251)



Sea Exploring

The traditional Sea Exploring program offers an advancement program and awards related to seamanship. (*Sea Exploring Manual*, No. 33239)



Law Enforcement Explorer Proficiency Awards Program

The Law Enforcement Explorer Proficiency Awards program provides an opportunity for posts and Explorers to earn a series of recognition items that incorporate their law enforcement Exploring experience, including community service, crime prevention; law enforcement service, law enforcement training, firearms training, emergency preparedness, tenure, and Explorer of the Year. (Proficiency Awards flier, No. 23-213)



J. Edgar Hoover Foundation Explorer Scholarships

Six \$1,000 scholarships (one per region) are available to law enforcement Explorers to support their education toward a career in police work. (Hoover Foundation Explorer Scholarship, No. 23-106)*



U.S. Customs Service Law Enforcement Explorer Scholarship

U.S. Customs Service law enforcement Explorer scholarships will be presented annually to law enforcement Explorers whose achievements reflect the high degree of motivation, commitment, and community concern that epitomize the law enforcement profession. (U.S. Customs Service Law Enforcement Explorer Scholarship, No. 23-136)*



Law Enforcement Assistance Explorer Award

A medal, plaque, and \$1,000 scholarship are presented by the U.S. Secret Service to an Explorer who has performed an outstanding deed in the area of law enforcement. (Law Enforcement Assistance Explorer Award, No. 23-238)*



ISCPP Explorer Post Crime Prevention Award

The International Society of Crime Prevention Practitioners presents a plaque and certificate in recognition of outstanding local crime prevention programs developed by law enforcement Explorer posts. (Application, No. 23-263)*



DEA Law Enforcement Explorer Post

Drug Prevention Service Award

An engraved plaque given by the Drug Enforcement Administration of the United States Department of Justice, this award recognizes outstanding service displayed by law enforcement Explorer posts in commu-



Law Enforcement Explorer Ride-Along Certification

Ride-along programs are developed and sponsored by the International Association of Chiefs of Police to assist and certify law enforcement Explorer posts. (Certification application, No. 23-460; Program Guide, No. 23-457)



NRA/Law Enforcement Explorer Pistol Shooting Qualification

Pistol shooting competitions are conducted by the National Rifle Association to support orientation, safety, and qualification of law enforcement Explorer post pistol shooting programs. (Flier, No. 23-464)

National Awards and Scholarships



Explorer Achievement Award

This award, based on tenure, leadership, and projects agreed upon with the post Advisor, recognizes an Explorer's accomplishments. (Explorer Achievement Award application, No. 23-877, award pin, No. 04159; certificate, No. 33143; BSA uniform square knot, No. 05526) The knot is also worn by a Scouter who has earned the Explorer Silver Award, Ranger, Air Explorer Ace, or Young American Award while a youth member.



Explorer Leadership Award

This award is given to deserving Explorer youth leaders by the local council. (Explorer Leadership Award application, No. 23-203; Award, No. 04114; certificate, No. 23-203A)



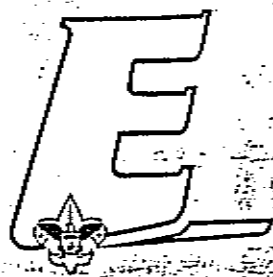
Young American Awards

These *local* awards recognize exceptional young adults between the ages of 15 and 22 who have achieved excellence in the fields of science, religion, service, government, business, athletics, art, music, or literature. Recipients need not be members of the BSA. Contact the BSA local council for information. (Award, No. 17668; suggested council application, No. 23-102) The *national* awards include five unrestricted grants of \$5,000, which are presented to five outstanding young Americans during the annual National Council meeting in May.



William H. Spurgeon III Award

The Spurgeon Award recognizes outstanding contributions to Exploring on a council and national basis. The award is presented to individuals, churches, service organizations, businesses, trades, industries, and professions. William H. Spurgeon III, an Orange County, Calif., business leader, is regarded as one of the principal founders of special-interest Exploring. (Spurgeon Award flier, No. 23-262; plaque, No. 17654; lapel pin, No. 04157; BSA uniform square knot, No. 05021)



UNIT COMMISSIONER WORKSHEET (POST)

(Also for use by Exploring Service Teams)

FOR USE AFTER VISITING A MEETING OF POST NO.

Under each heading (bottom half of this page and reverse), circle the number of the statement that most closely resembles the post's situation.

- 1 = Nearly an ideal situation
- 2 = Typical unit, could be improved
- 3 = Weak situation, needs action

To profile these statements, place a dot in the Unit Profile next to the heading and under the number that corresponds to the number you circled under that statement below and on reverse. Form the profile by connecting the dots with a line.

For example, in the category titled "Adult leadership," a nearly ideal situation would be indicated by circling the "1" next to "Activity has at least two adults involved who train, guide, and coach youth with a minimum of directing or ordering"; and placing a dot in column 1 on the "Adult leadership" line of the Unit Profile.

Check the ways you intend to help by dating the appropriate boxes (bottom half of this page and reverse).

Keep this form with the unit roster.

UNIT PROFILE			
	1	2	3
Adult leadership			
Elected officers			
Planned program			
Adult assistance			
Membership			
Meeting operation			
Post specialty			
Six experience areas			
Program capability inventory			

ADULT LEADERSHIP

1. Activity has at least two adults involved who train, guide, and coach youth with a minimum of directing or ordering.
2. Adults give a lot of direction with elected officers only moderately involved.
3. No adults are present, or adults dominate the meeting with little youth involvement.

Some Ways to Help

- Be sure Advisors get training—Introduction to Leadership session immediately following selection and Explorer Leader Basic Training as soon as possible.
- Counsel Advisors and post committee members on the values of having elected officers run the post.
- Review the job of the post Advisor.
- Congratulate the Advisor as you see elected officers taking more initiative in running the post.

Literature Reference

Explorer Leader Handbook

ELECTED OFFICERS

1. Elected youth officers are involved in decision making and share with adult Advisors in planning program.
2. Youth officers have been elected but adults do much of the post program planning.
3. No youth officers and/or adults run the show.

Some Ways to Help

- Convince the Advisor to have a monthly post officers' meeting chaired by the post president.
- Point out places in the *Explorer Leader Handbook* that refer to elected youth officers.
- Help the Advisor plan an elected officers' seminar.
- Discuss the advantages of elected officers as a key method of Exploring.

Literature Reference

Explorer Leader Handbook

PLANNED PROGRAM

1. Post has a year's program outline based on both the program capability inventory (PCI) and Explorer interest survey, planned at the elected officers' seminar with activity details planned in advance.
2. Specific meetings and activities are planned on a month-by-month basis.
3. There is little or no advance planning.

Some Ways to Help

- Help the Advisor plan an annual elected officers' seminar.
- Help the Advisor use the Explorer interest survey and PCI.
- Review with Advisors the steps in good program planning.
- Congratulate officers on planning steps they have taken.

Literature Reference

Explorer Leader Handbook

ADULT ASSISTANCE

1. The Advisor, associate Advisor, post committee, and consultants are involved with the post.
2. The post has only an Advisor and associate Advisor.
3. The post has only one adult leader.

Some Ways to Help

- Help develop specific assignments for adults.
- Suggest appropriate ways for adults to help youth leaders.
- Encourage the use of consultants on a one-time basis to provide special skills for activities.
- Be sure coed posts have both men and women as Advisors or associate Advisors.
- Help recruit additional adults.

Literature Reference

Explorer Leader Handbook

MEMBERSHIP

1. Systematic recruiting is evident, including a fall "firstnighter."
2. Recruiting seems hit or miss.
3. No new youth have joined recently.

Some Ways to Help

- Show Advisors how to conduct an open house, called a "first-nighter."
- Suggest that the Advisor have elected officers devise a recruiting plan.
- Help Advisor chart age groupings to show potential vacancies.
- Encourage leaders to have post members recruit their friends.
- Talk with your professional staff about the council career interest survey.

Literature Reference

Explorer Leader Handbook

MEETING OPERATION

1. Post meetings are run by elected officers, business items are handled quickly, and a major portion of meetings is devoted to a well-planned activity.
2. Business items take much time and the activity is weak.
3. Meetings lack planning and seem poorly run.

Some Ways to Help

- Visit monthly post officers' meeting to review the steps in good program planning.
- Help the Advisor determine the interests of post members and plan hands-on activities.
- Encourage post officers to plan details so post meetings have a minimum of business and a maximum of activities.
- Take the Advisor and post president to visit a good meeting in another post.

Literature Reference

Explorer Leader Handbook

POST SPECIALTY

1. Post develops program around a specific career, hobby, sport, or other special interest related to the interests of youth and the resources of the chartered organization.
2. The post is considering an appropriate specialty.
3. There is no interest in a post specialty.

Some Ways to Help

- Choose a specialty in which the post has expressed interest and brainstorm with elected officers and Advisors possible related activity ideas, projects, tours, field trips, and service projects.
- Provide the Advisor with program resources on a specialty in which the post has expressed interest.
- Take the Advisor to a quarterly Advisors' meeting to see how other posts use post specialties.
- Spotlight the post's specialty in the community and link it to other aspects of community life.

SIX EXPERIENCE AREAS

1. The current quarter's program shows evidence of five or six experience areas.
2. The current quarter's program includes three or four experience areas.
3. Only one or two experience areas are included.

Some Ways to Help

- Discuss with Advisors and post committee how each of the six experience areas fits the needs of young adults.
- Have post brainstorm program ideas that relate to experience areas not included in post program.
- Involve post officers in an exercise to code every item on the Explorer interest survey to one of the six experience areas.
- Commend the Advisor when an additional experience area is added to post program.

Literature References

Explorer Leader Handbook
Explorer Post Program Helps

PROGRAM CAPABILITY INVENTORY

1. The post has a program capability inventory (PCI) and uses it for planning meetings and activities.
2. The post has a PCI but seldom uses it.
3. The post does not have a PCI.

Some Ways to Help

- Supply PCI forms and encourage the chartered organization to use them.
- Explain to post officers how the PCI brings together adults and youth with similar interests.
- Show the Advisor and post committee how to screen and organize the items on the completed PCI for use in program planning.
- Congratulate the Advisor when you see ideas from the PCI being put to use.

Literature Reference

Explorer Leader Handbook



EXPLORER POST / SHIP

1996 NATIONAL QUALITY UNIT AWARD

- REPORT OF ACHIEVEMENT FOR PAST CHARTER YEAR—(A)
- COMMITMENT FOR THE COMING CHARTER YEAR—(B)

Unit must achieve six of ten objectives to qualify as a National Quality Post/Ship.
(Five starred [*] items are required, plus an additional one = six total.)

Post/Ship no. _____ Chartered organization _____

City _____ State _____ Recharter month _____

District/Exploring division _____ Council _____

(A)	(B)
Past	Coming
Year	Year

Mark yes (Y) or no (N) in the box for each item.

- | | | | |
|------|--------------------------|--------------------------|---|
| *1. | <input type="checkbox"/> | <input type="checkbox"/> | Training. The Advisor will complete Explorer Leader Basic Training. |
| *2. | <input type="checkbox"/> | <input type="checkbox"/> | Two-Deep Leadership. We will have one or more associate Advisors registered, trained, and active, one of whom is responsible for Youth Protection training. Coed posts will have men and women registered as Advisors and/or associate Advisors. |
| *3. | <input type="checkbox"/> | <input type="checkbox"/> | Officers. The post will elect officers and the Advisor or associate Advisor will conduct a post officers' seminar. |
| *4. | <input type="checkbox"/> | <input type="checkbox"/> | Superactivity. The post/ship will conduct an annual superactivity, which is a major trip, activity or project requiring advanced planning and promotion. |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | Program. The post will conduct a minimum of two meetings or activities each month. |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | Service Project. We will conduct an annual service project, preferably for the chartered organization or the community. |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | Firstnighter. The post will conduct an annual firstnighter or other effort to recruit new members. |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | Membership. We will recharter with an increase in youth registered over a year ago.
_____ Explorers registered at the beginning of the current post charter year.
_____ Explorers who will register at the beginning of the next post charter year.
_____ Increase or decrease over a year ago. |
| 9. | <input type="checkbox"/> | <input type="checkbox"/> | Post Committee. An active post committee of at least three members must meet a minimum of four times a year. |
| *10. | <input type="checkbox"/> | <input type="checkbox"/> | On-Time Charter Renewal. The post will complete its charter renewal before its current charter expires. |

Achieved National Quality Unit Award past charter year Yes No

Date _____

Commissioner _____

Explorer Post Advisor/Supper _____

Instructions. Use ballpoint pen.

Top Sheet. Council copy. Attach to National Quality Unit Recognition Form, No. 14-238K, and submit to local council office vice center.

Major Features

- Recognitions and commitment goals are established for the post/ship charter year.
- Each post/ship signs up at the beginning of its charter year and qualifies for the award at the end of its charter year.
- During the month after charter renewal, a review is conducted by a council representative, usually a commissioner, or an Exploring service team member to determine if the post/ship qualifies as a National Quality Unit for the past year and to make commitments for the coming year.

Recognition

For posts/ships: Pennant streamer for flagpole or room display (no charge) and plaques for selected adults.

For individuals: All Explorers and adult members of a post or ship qualifying for the National Quality Unit Award are eligible to wear a recognition emblem on their uniform and a quality pin on civilian clothing. (Emblems, pins, plaques, and streamers can be ordered from the local council service center.)

INTERPRETATION OF COMMITMENTS FOR NATIONAL QUALITY POST/SHIP AWARD

Aim to achieve a "yes" on all nine commitments. You need six to qualify for the National Quality Post/Ship Award. This includes all of the five starred (*) items, plus a minimum of any one of the additional items.

- *1. **Training.** Trained leaders are an essential part of quality post/ship operation. The Advisor must have completed adult *Explorer Leader Basic Training*, No. 34633. If the unit had a trained Advisor during most of the charter year but a new Advisor was selected too late to complete basic training before charter renewal, the council may still approve this item.
- *2. **Two-Deep Leadership.** The post/ship must have two-deep leadership. A qualified associate Advisor must be active, registered, and have completed *Explorer Leader Basic Training*. If the post is coed, both men and women must be registered as Advisors or associate Advisors. An associate Advisor must be assigned responsibility to promote Youth Protection training and coordinate appropriate awareness for parents and youth members.
- *3. **Officers.** The newly elected officers are to complete their seminar within 90 days of their election.
- *4. **Superactivity.** This is a major trip, program highlight, or project requiring advanced preparation and planning.
5. **Program.** Two meetings or activities must take place each month of the charter year.
6. **Service Project.** Consider your chartered organization as your first preference. A community service program is another choice. Or, if you would like to help Scouting in other countries, you may raise money and forward those funds to your local council for the World Friendship Fund.
7. **Firstnighter.** This is a major effort to invite and recruit new youth members.
8. **Membership.** Set objectives for membership using the spaces on your commitment sheet.

Examples:

- 15 Explorers registered at the beginning of the current post charter year.
- 17 Explorers registered at the beginning of the next post charter year.
- +2 Increase over a year ago (commitment is met).
9. **Post Committee.** Post committee and Advisors will hold at least four meetings during the year (but preferably on a regular monthly basis).
- *10. **On-Time Charter Renewal.** See that the charter renewal application and fees reach the local council service center before midnight of the last day of the post's charter year. Most units will want to submit their renewal at least fifteen days before charter expiration to allow adequate time for processing and any unforeseen delays.

STEPS

1. Attach the council copies of both the achievement and commitment forms to the Quality Unit Recognition Order Form, No. 14-238K, and submit to the council service center.
2. Include National Quality Unit Award program on your post/ship committee agenda each month to check progress.

SELF-EVALUATION FOR UNIT COMMISSIONERS AND EXPLORING SERVICE TEAM MEMBERS

Name _____ Date _____ Council _____

Unit and chartered organization served _____

District/Exploring division _____

Use this form to review your service as a commissioner or Exploring service team member and as a guideline for future performance. The purpose is to help you improve your quality of service and performance.

Instructions

1. Use this form to help you improve and do a better job.
2. Fill it out yourself. Seek help from your staff leaders to improve problem areas.
3. Fill out quarterly, semi-annually, or annually as needed.

Evaluate your performance in each of the following areas:

SERVICE

- Interpret aims, methods, and program of the BSA
- Foster communication abilities at all levels

To Chartered Organization

- Establish and maintain contact with chartered organization leadership and Scouting coordinator
- Understand goals of chartered organizations assigned

To Unit

- Know unit condition at all times—conduct visits and analysis
- Assure rechartering of all units assigned
- Promote commitment to quality unit achievement
- Identify and promote action or priority needs
- Encourage use of district committee/Exploring division for specialized help
- Understand procedure for proper unit leader selection, including approval of unit leader by head of chartered organization

To Leaders

- Assist in year-round membership recruiting and roundups for youth and adults
- Encourage attendance at roundtables/huddles training events and outdoor activities
- Aid in counselling and morale building

PERSONAL

- Regular attendance and participation in commissioner/service team staff meetings
- Effective communication with others
- Regular and proper uniforming
- Subscribes to and promotes *Boys' Life*
- Completed orientation and basic commissioner/service team training
- Participation in supplemental training
- Job satisfaction
- Need for assistance
- List other areas of interest or concern:

OUTSTANDING	SATISFACTORY	NEEDS IMPROVEMENT
YES		NO