

**DEVELOPING A HIGH LEVEL OF SPIRIT IN THE
COUNCIL COMMISSIONER STAFF**

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Blue Ridge Council
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June 2012

Piedmont-Appalachian College of Commissioner Science

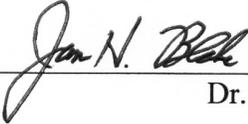
Ridgecrest Conference Center

Ridgecrest, NC

Dr. James H. Blake, Advisor

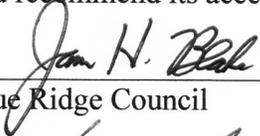
To the Doctoral Candidate Review Board:

I am submitting herewith a Dissertation written by Fred Hyslop, Jr., entitled "Developing a High Level of Spirit in the Council Commissioner Staff". 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.

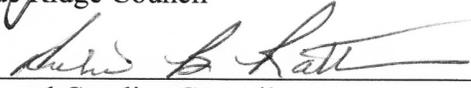


Dr. James H. Blake

We have read this Dissertation
and recommend its acceptance:



Blue Ridge Council



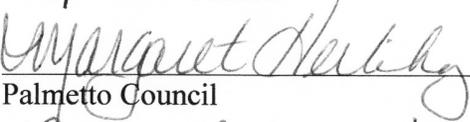
Coastal Carolina Council



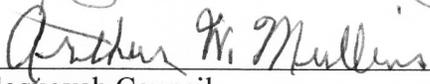
Great Smoky Mountain Council



Indian Waters Council



Palmetto Council



Sequoyah Council

Accepted for the Piedmont-Appalachian College of
Commissioner Science:



Chairman
Doctoral Candidate Review Board
and Daniel Boone Council

ACKNOWLEDGEMENTS

There are many people I want to thank who supported my project. First of all I want to thank those who participated. This was a new event for the Blue Ridge Council and the Commissioners. Having enough commitment to make the event a success and gauge its ability to accomplish the stated objectives was critical to my project. Second, I want to thank my staff. I have the good fortune to have volunteers who are willing to support my efforts as Council Commissioner. Third and mostly, I can't express enough thanks to my advisor, Dr. James Blake. He is always willing to help with Council Commissioner events and has also been extremely helpful in this project as well as an excellent staff member.

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ABSTRACT

The purpose of this project was to plan and hold a Commissioner training course that would provide both an educational opportunity for Commissioners while at the same time increasing the spirit within the Council Commissioner corps. Having been involved in all levels of Scouting training for many years and seeing first hand the benefit and spirit that training courses provide, especially the higher level courses such as Wood Badge, Commissioner College, etc., my hope was that developing and delivering a high-level Commissioner training course would bring an increased level of spirit to the Commissioner corps.

On February 3 and 4, 2012, I held the first Council level advanced Commissioner training and team building course. I called it Commissioner Camp. The course was a combination of training sessions that I felt were pertinent to the needs of the Commissioners in the Blue Ridge Council along with several opportunities to participate in team building activities. Building a strong Commissioner corps is critical to the success of the Council.

The course development and delivery process consisted of five major steps. The first step was establishing the course, which consisted of determining when to hold the course and developing a course advertisement and registration form. Second was developing the course content. There was no preexisting course of this type. The third step was recruiting a staff and providing enough guidance to allow the staff to be supportive of the course objectives. Fourth was the actual delivery of the course. And the fifth step was to reflect on the course and the comments solicited in the course review session to determine the potential benefit of the course.

Determining when to hold the course was quite simple. It needed to be held in a time period that allowed for enough time to prepare the dissertation but allow maximum time for recruiting participants and course preparation. February 3 and 4 became the only logical date. Developing the course content was not complex once I established the course criteria. The session layout in the Wood Badge Training Manual was used as a guide to develop the Commissioner Camp training sessions. Experienced trainers were recruited as presenters for the course. The smaller than desired participation was not a factor in the delivery or outcome of the course. Course feedback from the participants was very positive. The course, in my opinion was a success and I plan to offer another Commissioner Camp in 2013.

CHAPTER I

INTRODUCTION

Having recently become the Council Commissioner of the Blue Ridge Council, it was a little disappointing to learn that many Unit Commissioners were no longer actively fulfilling their duties. Unit Commissioners play a key role in the success of units and it is critical that those serving as Unit Commissioners are excited to be Commissioners and enjoy serving in that capacity. After several months of hearing how hard it is to recruit Unit Commissioners and then have them enjoy being a Commissioner and fulfilling their role, I began thinking about how to make a change in the philosophy of what it is to be a Commissioner.

It is my belief that Unit Commissioners are individuals who are willing to support one or two units in several key areas that make a unit successful. I believe that if a Commissioner can work effectively with a Cub Scout Pack and a Boy Scout Troop, the effort can create a synergism that is beneficial to both the Cub Scout Pack and the Boy Scout Troop. This synergism can lead to opportunities for each unit to be involved with the other. The end result is that more Cub Scout-aged boys, especially Webelos, will see Boy Scouting as their next logical step in Scouting and stay in the program long enough to become a Boy Scout. The relationship will also allow for additional leadership opportunities for Boy Scouts and help keep them involved in their Troops.

The first step in creating a synergistic relationship is to have Unit Commissioners be a resource to their units(s). As a resource there are three key functions that are important. The first function is to be around and involved enough with the unit(s) to understand how they are functioning and report the unit visits and contacts in the Unit Visit Tracking System (UVTS).

The second function is to assist the unit(s) in their efforts to achieve one of the levels in the Journey to Excellence. The third function is to be a source of information for their unit(s). Commissioners must keep up with what is going on in the Council and District and make sure their units are informed.

The second step is for Commissioners to grow in their ability to serve as a Unit Commissioner. This is primarily accomplished through training. Commissioners should take as much training as possible to learn as much as possible about all facets of Scouting from Cub Scouts through Boy Scouts and Venturing.

The third step is to become a part of the Commissioner corps and to feel like one is a part of a group that makes a difference in the success of Scouting in the Blue Ridge Council. I like to think of this as having spirit.

I am a believer that if spirit can be generated within the Commissioner corps, that spirit would bring about a new commitment to Commissioner service. Having been involved in training for many years, especially Wood Badge, my goal was to generate a higher level of Commissioner spirit by developing a Commissioner training course that will not only provide a great training opportunity but help increase the level of spirit within the Commissioner corps. The long-term hope is that this training course will become an annual event. Based on the success of this course it could potentially serve as a model for expansion into other councils, or perhaps even a model for a national training course.

There were five major steps involved in this project. The first was to establish the course (dates, cost, etc.) and begin publicizing it. The second was to develop the course content. The

third was to recruit and train a staff. The fourth step was to deliver the course and the fifth was to evaluate its effectiveness.

CHAPTER II

ESTABLISHING THE COURSE

For this to be an effective course it must be scheduled at a time that does not conflict with other planned Scouting activities. It must be of a sufficient duration to accomplish the stated objectives, have a reasonable cost and be well publicized. After consulting the Blue Ridge Council calendar it was determined that the Friday evening and Saturday before Scout Sunday were open dates. For this first Commissioner Camp it was also important that the activity be held in a timeframe that would allow sufficient time to prepare a project report and dissertation in time to meet the requirements of the 2012 Commissioners College.

Planning for a Friday night arrival along with a full day on Saturday would allow sufficient time for the course. Friday evening would be a time of team bonding. Saturday would be used for training and team building and the Saturday dinner would be a time of celebration and ceremony. The Blue Ridge Council board agreed to the dates for the activity. Commissioner Camp was scheduled for Friday, February 3 and Saturday, February 4, 2012. The dates were entered on both the Commissioner calendar as well as the Blue Ridge Council calendar. Camp Old Indian was reserved and the cooking crew was confirmed for the event prior to August 2011. Each participant would receive a recognition indicating they had participated in Commissioner Camp. Special Commissioner hats were obtained to be used as the recognition of course participation. See Appendix A for the Commissioner Camp Recruitment Flyer.

CHAPTER III

DEVELOPING THE COURSE

My intent for this course was to be a type of training that was not part of the currently available Commissioner training opportunities. The following Commissioner-specific trainings already exist:

Unit Commissioner Fast Start

Commissioner Basic Training

Commissioner College

Bachelor of Commissioner Science (BCS)

Master of Commissioner Science (MCS)

Candidate for Doctor of Commissioner Science (CDCS)

Doctor of Commissioner Science (DCS)

I searched the Piedmont-Appalachian College of Commissioner Science (PACCS) dissertations captured on the Palmetto Council website to see if any would serve as a resource for this project. Although there were several dissertations related to training and Commissioner training, none were applicable to this project.

Having no specific guidelines, I needed to develop the course using a proven format. Also critical to the success of the course was to be able to convey the tone/intent of the course to those I selected as instructors. I selected the Wood Badge Training Manual course outline as my model. Wood Badge training has been around for many years and is a proven format. It is well suited for advanced level training course development. I made several slight modifications to the format to simplify the development of the course content. These modifications were for

developing the structure of each session in a format I felt more suitable to the objectives of the Commissioner training course.

There were some specific requirements I felt were important in the development and delivery of the course. They are as follows:

- The participants must have fun.

Fun can occur in many ways. Fun at Commissioner Camp should be a result of team activities that all Commissioners can participate in. If possible the team activities should also be educational. Education could occur either through a debriefing process or during the activity.

- The participants must have some opportunities for education.

Every training course should have some element of education. I selected three key educational elements for this course. The first element was understanding the different types of Commissioner meetings. The second was understanding various scenarios that might be encountered during a visit to a unit meeting. The third was understanding how leaders of various ages think. Educational opportunities can vary based on the needs of the Commissioner corps.

- The food served must be good and plentiful.

Quality food is a key element in participants having a great time. I also made sure coffee and other drinks were always available.

- Have an excellent staff.

A quality staff means quality presentations. I also considered diversity and involved both genders on my staff.

- Allow opportunities for group interaction.

Allowing time for Commissioners to interact with each other is critical in building a cohesive Commissioner corps. Having opportunities to allow spontaneous, controlled interaction helps in building team spirit.

With the above considerations in mind, I developed the course outline and content. I also believed that my unique background in Scouting was beneficial in the development of this particular course. Over the last 30+ years, I have worked with Scout leader training at the Unit, District, Council, and Area levels. I have been responsible for all facets of Cub Scout leader training (Leader Specific, Webelos Leader), Boy Scout leader training (Indoor and Outdoor Leader), Wood Badge courses, and Commissioner training. This background allowed me to develop the Commissioner Camp Staff Guide. See Appendix B for the complete course guide.

CHAPTER IV

RECRUITING A STAFF

Having an excellent staff is important for any type of training course. I decided that I wanted all my Unit Commissioners, Roundtable Commissioners and District Commissioners to have the opportunity to participate in Commissioner Camp. I asked specific experienced trainers to serve on my staff. I got 100% agreement from those I asked. Staff should be well respected Scouters that are also excellent presenters. As part of recruiting my staff, I explained the concept of Commissioner Camp as well as the key objectives I was searching for. I allowed maximum flexibility in the presentations as long as they accomplished the objectives I set forth.

My staff consisted of the following individuals:

Dr. James Blake	-	Assistant Council Commissioner
Sonny Eppes	-	Council Training Team
Virginia Shuler	-	Palmetto Council Volunteer
Steve Morrison	-	Assistant Council Commissioner
Scott Crandall	-	Council Trainer/Asst. Chef
Robert Johnson	-	Director of Field Service
Trey Moran	-	Chef
Tom Moran	-	Chef

CHAPTER V

CONDUCTING THE COURSE

The course was conducted starting at 6:00 PM on Friday, February 3, 2012. The following summarizes the implementation of the course along with commentary about each of the activities/events. Because this was a new activity for the Blue Ridge Council there was no benchmark on the expected number of participants. Planning and preparation was done with an expected participant count of around 40. The food purchase was not made until 3 days before the course. The actual attendance was 8 participants. This proved not to be a problem as is evidenced by some of the following course write-up and evaluation.

Friday Evening

Pre-Arrival

The staff arrived approximately one hour prior to the participants. This allowed time for them to settle in and prepare for arrival of the participants. We made a decision to not include dinner in the Friday schedule. This would allow more flexibility in participant arrival time. One option for staff could be to have them arrive in time for dinner prior to arrival of the participants. However, the cooking staff would need to arrive even earlier. This may depend on the experience and availability of your staff.

Arrival and Check-in

Arrival and check-in went smoothly. Due to the small number of participants we were able to sleep in indoor accommodations. Sleeping accommodations can be a factor in the level of participation. Not all Commissioners are avid campers. For this particular course I was limited in the available time periods. If sleeping accommodations are relatively primitive consider a warmer time of year.

Group Game

A game of bingo was used to generate interaction among the participants. The bingo squares were Scouting accomplishments. The intent was to help the participants learn something about each other as well as the staff. Having the participants do a self bingo demonstrated the opportunities available to each participant. Also consider a small prize for this activity. Prizes do not have to be anything fancy but they provide an extra incentive for the participants to take the effort seriously and also add a little fun.

Creation of Groups (Districts) – select a District Commissioner

The plan was to create groups with as much diversity as possible. We were able to create two groups. Each group was to function as a District Commissioner team. The groups made up District names and did fairly well functioning as a group throughout the event. Each group selected a District Commissioner for purposes of the upcoming events.

Council Commissioner Cabinet Meeting

This session was developed to provide insight for all participants on the importance of the Council Commissioner Cabinet Meeting. The District Commissioners selected by the groups were meeting participants. The remaining course participants were observers. This session actually worked better with the smaller groups. Future camps will see this session done as part of a round-robin session. Having all Commissioners understand the planned flow of information within the entire Commissioner corps is important.

Cracker Barrel

A simple, nutritious snack worked great for this particular course.

District Commissioner Meeting

This session allowed each District team to hold a simulated District Commissioner meeting. A lack of District Commissioner meetings is a weakness in some of the Districts in the Council. I wanted to have the participants understand that there is information that flows from the Council Commissioner Cabinet Meeting that needs to be communicated to all Unit and Roundtable Commissioners. This session was well received.

Free Time

The formal portion of Friday was complete at this time. We chose to watch a Scouting-themed movie. “Down and Derby” was my choice. This was a great example for those that are not aware of what Pinewood Derbies can be like.

Although a little extreme, it is not too far away from reality. Other options might be “Follow Me, Boys” or other inspirational movies. Be considerate of the time of evening. Don’t show a movie that is too long.

Saturday

Breakfast

A nice breakfast got everyone started off in a great mood. This breakfast should be nutritious but also a “great” breakfast. We served eggs, biscuits, gravy, bacon, grits, coffee, and juice. This meal sets the tone for the day.

Assembly

We used a typical Cub Scout Blue and Gold opening for our assembly. I took this opportunity to demonstrate what a good Cub Scout Pack meeting opening should look like. Commissioners attending a Pack meeting should look for a good opening.

Wag the Dog

This game had a lot of subtle education in it. Trust, leadership, and fun were just a few. This was a great team-building game and will be used again. It requires minimal set-up and minimal supplies.

Break

An easy nutritious snack worked great here. Always have coffee and other beverages available.

Dealing with Issues – Role-play

This session was developed by Ginger Shuler. The intent of the session was to have the participants be a part of role-play scenarios that they might encounter when making a Pack or Troop meeting visit. Ginger did an excellent job.

Lunch

A substantial and great tasting lunch was served. I can't repeat enough that great food helps make a great training experience.

Leadership Training Opportunity

This session is one that can change from year to year. The intent is to provide some training that helps Commissioners do their job. I elected to have a session dealing with understanding leaders from different generations. Each training session needs to be relevant to Commissioners and their role in Scouting.

Break

A simple snack was sufficient.

Round-Robin Activities

This period of time was devoted to fun team-building activities. These can be almost anything. The 30-minute time block seemed appropriate. The Wood Badge Training Manual is an excellent source of round-robin activities.

Participant Share

This time period was included to allow for participant feedback. It was also a great time to share thoughts and Commissioner concerns. I also used this as an opportunity to get feedback on Commissioner Camp for this dissertation. This is a great opportunity for all to reflect on their camp experience.

Vision and Implementation

This was my time to share my vision of what being a Commissioner in the Blue Ridge Council is all about. I attempted to reinforce my vision of what a Commissioner is every chance I get. I also challenged each participant to come up with one thing they can take back to work on in their Commissioner role. I also allowed time for those that wanted to share their challenge item with the group.

Pack Up

Time to pack-up and get ready for a great dinner. Having this task complete allows for a more relaxed dinner environment.

Dinner

Dinner was a time of fellowship, celebration and recognition. This was a great meal. Make this dinner be the highlight of the event.

CHAPTER VI

RESULTS AND DISCUSSION

How does one evaluate the success of something like Commissioner Camp? What must happen to determine that the camp was a success? Success cannot be judged by the number of participants alone.

One type of evaluation is to have all participants fill out an evaluation form which provides feedback on the quality of the presentations, food, etc. but that only provides feedback on what I believe is already a given. The presenters are high quality. The activities are well planned and achieve their objectives. The food was great and the weekend was fun and successful. The ultimate determination of the success of Commissioner Camp is does it make a difference with the Commissioners. Does spirit increase? Are Commissioners more engaged in their role as a Commissioner?

A review session was held at the end of the camp in an attempt to learn anything that suggested the camp was successful. Some of the comments from the participants included:

1. Participants felt that we were all here for the same purpose.
2. That there was an emphasis on encouragement.
3. The camp allowed for a good exchange of ideas.
4. They were able to use teamwork to solve issues.
5. They learned how to trust people they didn't know well.

After completing the summary session I felt the camp was a success and will become a regular part of the Commissioner activities in the Blue Ridge Council.

Planning for the next camp will begin soon. One of the disappointments of the first camp was the number of participants. What the smaller number of participants did demonstrate was the benefit of smaller groups in some of the sessions. This along with several other observations listed below will be incorporated into the next Commissioner Camp.

1. I had planned on the sessions explaining how Commissioner meetings work to be a large group session. After seeing how the session went with the smaller group I plan to have a selection of concurrent sessions with smaller groups using a round-robin process. Session topics could be Commissioner Meetings, Roundtable Planning, What is Commissioner College?, UVTS Reporting, and District Operations.
2. The round-robin game worked well. Games that force the group to work together as a team are the main focus. In the future I will exert a little more control on what activities are used and on using the time allowed.
3. Quality food and constant beverage availability are essential. I was very pleased with the quality and quantity of food that was prepared. Blue Ridge Council is blessed with some excellent and devoted leaders that are willing to provide quality food for many of the council activities.
4. Time of year. I was forced to hold Commissioner Camp in February. This is ok if the training area is heated. In the future, I will choose a time of the year when temperature is not an issue. Not all Commissioners are avid campers, especially during the winter months.

5. Use multiple presenters. The participants appreciate having different people to listen to and learn from.

These observations along with ongoing reflection and planning will make the next Commissioner Camp an even better experience.

REFERENCES

1. Wood Badge Training Manual. Boy Scouts of America (BSA), 2011.
2. Administration of Commissioner Service. Boy Scouts of America (BSA), 2010.
3. E-Learning Course Management System. Boy Scouts of America (BSA), 2011.
<https://myscouting.scouting.org/Pages/eLearning.aspx>.
4. Palmetto Council Website. Piedmont-Appalachian College of Commissioner Science (PACCS) Dissertations. <http://www.palmettocouncil.org/york/Resources/Commissioners/DoctoralDissertations/tabid/372/Default.aspx>

APPENDIX A

COMMISSIONER CAMP RECRUITMENT FLYER



COMMISSIONER CAMP

What: An opportunity to increase your knowledge about Commissioner Service as well as better know your fellow Commissioners

When: Friday, February 3, 2012 thru Saturday, February 4, 2012
Plan to arrive between 6:00 PM and 7:00 PM on Friday, February 3, 2012
Departure is planned for 8:00 PM on Saturday, February 4, 2012

Where: Camp Old Indian

Cost: \$40

Meals: Friday night cracker barrel, Saturday breakfast, lunch and dinner. (food by Robbie Hill, et al.)

Dress: Class A uniform, but dress appropriate for weather

Please send the form below along with payment of \$40 by January 23, 2012 to

Blue Ridge Council
1 Park Plaza
Greenville, SC 29607

Please bring a current medical form. Only Parts A and B are required.

If you have any questions please contact:

Fred Hyslop
Council Commissioner
864-879-3163
FHyslopJr@gmail.com

BLUE RIDGE COUNCIL COMMISSIONER CAMP – FEBRUARY 3 – 4, 2012

Name _____

Address _____

Phone _____ Email _____

District _____ Current Commissioner Role _____

Dietary restrictions, allergies, etc. _____

APPENDIX B
COMMISSIONER CAMP STAFF GUIDE



COMMISSIONER CAMP STAFF GUIDE

Foreword

Welcome to Commissioner Camp. Commissioner Camp is intended to be both an educational and a team building experience. It is designed specifically for commissioners. It includes education related to both unit commissioners and roundtable commissioners. Participants in Commissioner Camp are expected to get some practical commissioner experience through role-playing and hands-on activities as well as become a more cohesive unit within their district and council.



COMMISSIONER CAMP

Contents

Agenda

Arrival and Check-in

Group Game

Creation of Groups (districts)

Council Commissioner Meeting

Cracker Barrel

District Commissioner Meeting

Breakfast/Get Ready

Assembly

Team Building Game – Wag the Dog

Dealing with Issues

Lunch

Understanding Leaders – Different Generations

Round Robin of Activities

Camp Success Evaluation

Participant Share – share one thing they enjoyed, one thing they didn't enjoy

Vision and Implementation (commissioner take-home item)

Pack Up

Dinner/Ceremony

COMMISSIONER CAMP

Agenda

Friday Night

- | | |
|---------------|--|
| 6:00 – 7:00 | Arrival and Check-in – Fred, James |
| 7:00 – 8:00 | Group Game – Sonny |
| 8:00 – 8:30 | Creation of Groups (districts) – select a district commissioner – Fred |
| 8:30 – 9:00 | Council Commissioner Meeting – unit commissioners watch – Fred |
| | Need schedule for Saturday |
| | Need Council Cabinet meeting agenda |
| 9:00 – 9:15 | Cracker Barrel – Trey |
| 9:15 – 10:00 | District Commissioner Meeting |
| | Need schedule for Saturday |
| | Need District Commissioner meeting agenda |
| 10:00 – 11:00 | Free Time – Down and Derby movie |

COMMISSIONER CAMP

Agenda

Saturday

- 8:00 – 8:45 Breakfast/Get Ready – Trey
- 8:45 – 9:00 Assembly – Steve
- 9:00 – 10:30 Wag the Dog – Scott
- 10:30 – 10:45 Break – Trey
- 10:45 – 12:00 Dealing with Issues – Role-play – Ginger
- 12:00 – 12:45 Lunch – Trey
- 12:45 – 2:15 Understanding Leaders – Different Generations – Sonny
- 2:15 – 2:30 Break – Trey
- 2:30 – 5:00 Round Robin of Activities – James to coordinate Sonny, Ginger, Steve, Robert, Scott
- 5:00 – 5:30 Participant Share – share one thing they enjoyed, one thing they didn't enjoy – James
- 5:30 – 6:30 Vision and Implementation – Fred
- Each individual come up with one idea to take home and implement.
- 6:30 – 7:00 Pack Up
- 7:00 – 8:00 Dinner
- Mike Butler (council executive) and King Dixon (council president) have been invited.

COMMISSIONER CAMP

Arrival and Check-in

Time Allowed – 60 minutes

Learning Objectives

After participating in this activity each participant will have checked in, provided a medical form, moved their gear to where they will sleep and gather in the dining hall.

Materials Needed

Check-in list

Name tags

Recommended Layout/Location

Camp Office used for check-in

Dining Hall used for gathering

At check-in – Checker-inner, council commissioner and professional adviser

At Dining Hall – remainder of staff

Available at the Dining Hall is coffee, tea, water

Presentation

This activity is designed to allow all participants to meet the staff and also meet each other. There is no specific agenda or outcome.

Staff should be cordial, encourage conversation and perhaps some form(s) of spontaneous activity that commissioners can use when visiting unit meetings.

Summary

Everyone is checked in and ready to begin.

COMMISSIONER CAMP

Group Game

Time Allowed – 60 minutes

Learning Objectives

After participating in this activity each participant will have potentially interacted with all other participants.

Materials Needed

Commissioner bingo sheets and pens

Recommended Layout/Location

Located at Dining Hall

Presentation

This activity will be in the format of a game. Each participant will have the opportunity to interact with each other.

Explain the game and pass out supplies.

Answer any questions.

Round 1

Play regular bingo.

Allow winner to review their card.

Round 2

Play complete the card.

Allow winner to review their card.

Round 3

Have each person do a card for themselves.

Debrief on opportunities available.

Learn about resources in their district/unit.

Summary

The game ends when time is up.

COMMISSIONER CAMP

Creation of Groups

Time Allowed – 30 minutes

Learning Objectives

After participating in this activity each participant will be in a group. Once the group is formed they should elect a leader (district commissioner).

Materials Needed

Based on criteria for establishing groups

Recommended Layout/Location

Located at Dining Hall

Presentation

Groups are selected in an attempt to create as much diversity as possible.

Summary

District commissioner groups are formed.

COMMISSIONER CAMP

Council Cabinet Meeting

Time Allowed – 30 minutes

Learning Objectives

Show to all participants what takes place at a council cabinet meeting.

Materials Needed

Agenda

Schedule as a handout

UVTS report

Recommended Layout/Location

Located at Dining Hall

Presentation

This will be a simulation of a council cabinet meeting. All participants will observe.

Summary

Everyone will understand what a commissioner cabinet meeting is like.

COMMISSIONER CAMP

Cracker Barrel

Time Allowed – 15 minutes

Learning Objectives

Chance to mingle

Materials Needed

Food and beverage

Recommended Layout/Location

Located at Dining Hall

Presentation

N/A

Summary

N/A

COMMISSIONER CAMP

District Commissioner Meeting

Time Allowed – 45 minutes

Learning Objectives

Allow each district to have a simulated district commissioner meeting.

Materials Needed

District commissioner meeting agenda

Recommended Layout/Location

Allow each district to choose its own location.

Presentation

District commissioner will lead

Simulated district commissioner meeting agenda

Summary

Complete meeting

COMMISSIONER CAMP

Free Time

Time Allowed – 60 minutes

Learning Objectives

N/A

Materials Needed

N/A

Recommended Layout/Location

Camp sites

Presentation

N/A

Summary

N/A

COMMISSIONER CAMP

Breakfast

Time Allowed – 45 minutes

Learning Objective

N/A

Materials Needed

Food and beverage

Recommended Layout/Location

Located at Dining Hall

Presentation

N/A

Summary

N/A

COMMISSIONER CAMP

Assembly

Time Allowed – 15 minutes

Learning Objectives

Demonstrate a Cub Scout pack meeting opening.

Materials Needed

American flag and stand

Pack flag and stand

Opening materials

Recommended Layout/Location

Located at Dining Hall

Presentation

Staff will demonstrate a real Pack meeting opening.

Use a Blue and Gold format.

Summary

Have an understanding of a Pack opening ceremony.

COMMISSIONER CAMP

Game – Wag the Dog

Time Allowed – 90 minutes

Learning Objectives

Chance to build team spirit and trust.

Materials Needed

Blindfolds

Prizes

Recommended Layout/Location

Meadow with planned route

Presentation

Determine an appropriate course. Start districts approximately 15 minutes apart.
Combination of time and staying on course.

Blindfold all participants.

Rules:

Driver is the only one that can see.

Tap on left shoulder to turn left.

Tap on right shoulder to turn right.

Tap both shoulders to start.

Double tap both shoulders to stop.

Score based on time plus penalty points.

Penalty points for not passing over a specific spot. (5 minutes)

Penalty points earned by talking. (2 minutes per incident)

Summary

After completion have a debrief.

COMMISSIONER CAMP

Break

Time Allowed – 15 minutes

Learning Objectives

N/A

Materials Needed

Snack

Recommended Layout/Location

Located at Dining Hall

Presentation

N/A

Summary

N/A

COMMISSIONER CAMP

Dealing with Issues – Role Play

Time Allowed – 75 minutes

Learning Objectives

After participating in this activity each participant will have been exposed to various issues they may encounter while making a unit visit.

Materials Needed

Scenarios

Recommended Layout/Location

Located at Dining Hall

Presentation

Developed by Ginger Shuler. See Appendix D.

Summary

Everyone has been exposed to possible visitation issues.

COMMISSIONER CAMP

Lunch

Time Allowed – 45 minutes

Learning Objectives

N/A

Materials Needed

Food

Recommended Layout/Location

Located at Dining Hall

Presentation

N/A

Summary

N/A

COMMISSIONER CAMP

Understanding Leaders

Time Allowed – 90 minutes (Sonny Eppes)

Learning Objectives

After participating in this activity participants will have been exposed to various types of leaders with respect to age and how they think. This can be extremely beneficial when making visits and understanding what various leaders might be thinking as well as increase the effectiveness of interacting with different leaders.

Materials Needed

Participants will need paper and pencil

LCD projector and screen, flip chart or white board

Recommended Layout/Location

Located at Dining Hall

Presentation

Presenter-led discussion with PowerPoint

Present information and engage participants for feedback, examples and personal situations they have experienced.

Summary

For the first time in our history we have four generations working together. This brings a multitude of problems, challenges and opportunities. This class is designed to present the good, bad and ugly of each generation. The goal is to deepen our understanding of each generation allowing us to make better leadership decisions (if the Boomers have to continue working due to the economy we may soon have five generations working together).

COMMISSIONER CAMP

Break

Time allowed – 15 minutes

Learning Objectives

N/A

Materials Needed

Food

Recommended Layout/Location

Located at Dining Hall

Presentation

N/A

Summary

N/A

COMMISSIONER CAMP

Team Building Activities

Time Allowed – 150 minutes

Learning Objectives

Fun and team building

Materials Needed

As needed per activity

Recommended Layout/Location

Located at various sites

Presentation

Based on activity. Score events to increase competition.

Summary

Everyone has competed and had a good time.

COMMISSIONER CAMP

Sharing Time

Time Allowed – 30 minutes

Learning Objectives

This activity is designed to allow the participants to give feedback on the camp. This feedback will be used to make improvements, changes, etc. to future activities.

Materials Needed

Flip chart and writing utensil

Recommended Layout/Location

Located at Dining Hall

Presentation

Leader led discussion with participant remarks.

Ask participant groups (districts) to develop a list of positives and negatives about the camp. After approximately 10 minutes ask for a report from each district. Allow one comment from each district until all comments are recorded. Good and bad can be alternated.

Summary

Feedback will be used for subsequent Commissioner Camps.

COMMISSIONER CAMP

Vision and Implementation

Time Allowed – 60 minutes (Fred)

Learning Objectives

Allow participants an opportunity to develop an activity or objective they can take with them and implement in the commissioner role.

Materials Needed

Flip chart

Participants will need paper and pencil.

Recommended Layout/Location

Located at Dining Hall

Presentation

Present the concept of a personal commissioner challenge. Allow approximately 10 minutes for each participant to think up a possible project, etc. Ask for volunteers to share their project or planned activity. This can include doing something outside of commissioning. Record ideas, etc.

Summary

Review benefit of commissioners being involved.

COMMISSIONER CAMP

Pack Up

Time Allowed – 30 minutes

Learning Objectives

Allow participants a chance to pack so they can relax and enjoy dinner.

Materials Needed

N/A

Recommended Layout/Location

N/A

Presentation

N/A

Summary

Everyone is packed and back in the dining hall.

COMMISSIONER CAMP

Dinner and Recognitions (Fred)

Time Allowed – 60 minutes

Learning Objectives

Enjoy some companionship. Make recognitions.

Materials Needed

Dinner

Recognition items

Recommended Layout/Location

Located at Dining Hall

Presentation

Dinner

Prayer

Eat

Recognitions

Depart

APPENDIX C
COMMISSIONER BINGO FORM

2012 COMMISSIONER CAMP BINGO

Been to a World Jamboree	Is an Eagle Scout	Earned Doctorate in Commissioner Science	Been on a Wood Badge Staff	Attended a District Banquet
Earned a Religious Award	Made a FOS contribution in 2011	Attended a Council Banquet	Earned Wood Badge Beads	Spent a week at summer camp
More than 10 years in Scouting	Made 6 or more UVTS reports in 2011	FREE SPACE	Been to a National Jamboree	Member of the Order of the Arrow
Completed youth protection training	Received Silver Beaver	Knows 5 of the 10 Blue Ridge Council Commissioner Challenge Points	More than 20 years in Scouting	Been a Scoutmaster
Been to Commissioner College	Been a Cubmaster	Served on District Committee	Received District Award of Merit	Attended 6 or more Roundtables in 2011

APPENDIX D

DEALING WITH ISSUES – ROLE PLAY SCENARIOS

Learning Module

“What a Unit Commissioner Might Encounter During a Unit Visit”

Abstract

One aspect of a Unit Commissioner’s responsibilities is to physically visit his or her units a specified number of times during the year. Preparation for such visits is crucial and the Unit Commissioner’s demeanor during the visit determines, to an extent, the Commissioner’s effectiveness in being a resource for the unit. Because the unit visit plays an important role in the relationship between the unit and the Commissioner, it bears highlighting in order to bring the critical nature of the visit to the forefront of the Unit Commissioner’s consciousness.

Many leaders are trained to recognize various aspects of how a unit functions. They are looking for obvious signs indicative of a unit’s health such as: are the leaders and youth fulfilling their prescribed roles as defined by BSA; is forethought and planning evident in the flow of the meeting; is learning occurring; what is the attitude of leaders and youth; where is the unit in terms of team development and modeling of appropriate leadership styles; how does the unit perceive the Commissioner; and much more. It is unfortunate that the Commissioner is often so focused on WHAT they are to observe that they fail to recognize that HOW they observe and respond or react, as the case may be, is equally as critical in terms of relationship building and being an effective resource for the unit.

In preparing for a unit visit the Commissioner has many tools to guide the preparation. Checklists and suggestions are found in the Unit Commissioner’s Handbook. It is advisable to review these several times prior to interactions with a unit leader and the actual unit. The Commissioner should be equally concerned about the overt and covert messages he or she sends during the above cited interactions as these messages have direct bearing on the quality and effectiveness of the relationship established between the Commissioner and unit.

When leading Commissioners through this learning module it is also important to keep in mind that each aspect of the session is designed to highlight specific skills along with the potential for positive and negative impact on relationship building. Enabling Commissioners to connect the dots between the “whys” and “hows” of program administration and delivery are integral aspects of the EDGE methods which, in turn, have a direct impact on the Commissioner’s ability to coach and mentor unit leaders in the necessary skills for quality program delivery to the youth.

As a module instructor it is paramount that the instructor recognizes and embraces the fact that they are responsible for ensuring that participant learning takes place, just as it is the participant’s responsibility to be fully engaged in the session to ensure that they learn. Instructors must be aware of how their teaching style influences a participant’s reception of the material presented. Often instructors must step outside of their own comfort zone, just as participants are asked to do, to ensure that at some point in the session each participant is

afforded the opportunity to interact with the material presented via their primary learning modality.

This module will work best if each “District” is given a scenario and asked to present the information to the whole group via role-play. In a role-play situation most people are required to step outside of their comfort zone creating an “off balance” feeling for those in the role-play. Putting yourself in such a position allows for personal exploration of potentially challenging and delicate situations in a safe learning environment. Because this type of learning environment often necessitates a certain degree of ad lib, “actors” are forced to think on the fly and they often discover they have a heightened awareness of verbal, non-verbal, and situational cues. Those observing the role-play more often than not have the same emotional, mental, and physical reactions as do the “actors.” A role-play also provides an opportunity for all participants to be silly, have fun—in essence to enjoy a game, which serves to underscore Baden-Powell’s wisdom when he stated that “Scouting is a game with a purpose.”

The learning objective of this module is to cause the Unit Commissioner to understand that their ability to help or hinder a unit’s functioning is directly related to their ability to employ appropriate verbal and non-verbal skills to empower unit leaders to be effective leaders.

The skill objective is to enable Unit Commissioners to develop an awareness of their appropriate and inappropriate responses to situations encountered during unit visits.

The delivery methods include: role-play; small group discussion centered around each scenario; large group discussion of each scenario driven by points discussed during the small group discussion time; a debrief and summary of the session; and an application/reflection of what was learned during the presentation of the module.

Topics to ponder by the presenter and woven into the presentation include, but are not limited to, the following:

- What is appropriate/inappropriate behavior found in units?’
- What is the Commissioner’s responsibility during a unit visit?
- A review, preferably accomplished through the role-play and subsequent discussions, of verbal and non-verbal behaviors and how they are related to effective listening and communication. Note differences as each applies to youth and adults with an eye toward incorporation of EDGE methods, leadership styles, and generational differences.
- Checklist for verbal and non-verbal behaviors for the Commissioner, unit leaders, and youth—point out the lists that are in the Unit Commissioner’s Handbook
- Coaching and mentoring and how these activities on the part of the Commissioner help empower unit leaders to develop their units into a high performance team—include specific standards of measurement

- What new thing did you learn to apply? Did it surprise you? Why or why not? Will you employ this new knowledge and when? How will you measure successful growth on your part? It will be more effective to have participants actually write their answers to these questions. Writing the answers forces the participants to be more fully invested in their learning and helps them to create ownership in the skill which in turn has a direct correlation to application of the skill.

Venturing Crew 1772

Venturing Crew 1772 has recently been chartered by a local college. It grew out of an observation that many students, especially the women, had not a clue as to the natural world around them. When the Crew's chartering was announced many former Boy Scouts joined in addition to the women who were interested in learning about and being stretched with respect to the outdoors.

The Crew has both male and female adult leaders. The youth leaders are duly elected by the Crew and are about evenly split between males and females.

Crew members enjoy lively meetings and discussions on what they want to do for outdoor activities. They brainstorm skills needed and identify deficient areas. More often than not, the female members of the Crew dominate the discussions and planning sessions. They have even made up their own planning worksheets. The male members of the Crew are more than content to talk sports and let the girls do the planning work. Several of the Crew members have started dating each other.

During meetings the adults can generally be found sitting in the back of the room grading papers. Each is a college professor with no Scouting background but a love of the outdoors.

Mike Mentor, the Crew's Commissioner, has contacted the Crew to arrange a time to visit a meeting. Prior to the meeting, Mike asks the Crew Advisors to join him for a cup of coffee. During this time, Mike is able to get to know the advisors in a neutral setting and it provides an opportunity for the advisors to ask him questions. They agree on a date for Mike's visit to the Crew.

After leaving the Crew visit, Mike makes notes on what he observed and heard. He notes things done well and those that could use improvement. He arranges a time to meet with the Crew Advisors and youth leaders to share his observations. Mike does this through open-ended and application questions which require those he is mentoring to discover better ways of handling situations.

Mike asks them to work on a specific item for improvement. He provides resource information, all of his contact information, and says he will check in with them on a regular basis. He assures the leaders he is a resource for them, not a judge, and he welcomes their questions at any point. Mike sincerely thanks them for what they are doing to better the lives of Crew members and they all depart feeling good about the results of the meeting.

Questions to Guide Discussion on Crew 1772

Do you think this Crew has the potential to survive long-term? Why or why not?

What observations do you think Mike noted during his unit visit?

How would you handle what he saw?

How do you think Mike handled what he observed?

Why do you think the women dominated the planning?

Read supplemental information

How do you think Mike approached the Crew leadership team?

What suggestions do you think he made?

Do you think the leaders—adult and youth, were receptive to Mike’s suggestions? Why or why not?

Supplemental Information on Mike Mentor

Mike is a long-time Scouter. He has served in numerous positions ranging from the unit to the council. He is fully trained on both the unit and Commissioner sides. Mike has served on numerous Wood Badge staffs, Commissioner College staffs, and has earned his Doctor of Commissioner Science.

Even though Mike is in his late 70s, he makes it a point to live the Scout Oath and Law—especially keeping himself physically strong and mentally alert. Mike watches his diet, walks four to six miles most days, and is an active member of a local cycling group. He has taken several courses at his local community college so that he is quite savvy with current technology. Mike maintains a FB page and employs a smart phone for making notes during meetings, research, and to dash off a text of encouragement to leaders of units he is coaching and mentoring. All of his units know that he is accessible via text, FB, and email and that he will provide timely and relevant responses.

Supplemental Information on Crew 1772

The two Crew Advisors accepted the positions as adult leaders because it would fulfill a faculty requirement for community volunteer service. It also enabled them to apply for a grant. One professor teaches humanities and the other science. Each loves outdoor activities and both are fairly accomplished hikers and whitewater kayakers.

The female crew members are all very outgoing and hold various leadership positions on campus. The male crew members have the attitude of “been there, done that” as they have all come up through the ranks of Scouting and have held leadership positions in their former Troops.

Pack 2037 Scenario

Pack 2037 is having its annual Blue and Gold Banquet on February 18th. All of the appropriate people have been invited to attend, including the Unit Commissioner, Eager Edwards. There was much discussion among the Pack leadership as to whether Eager had to be invited to the event. Many leaders were against inviting him, but the Cubmaster, Minnie Violet, insisted inviting him was the right thing to do.

When the Blue and Gold Banquet rolls around, Eager Edwards is among the first to arrive. He has made sure that his uniform is freshly cleaned—razor-sharp creases in his trousers, his shirt heavily starched and crisp, and all of his knots and patches sewn on “just so.” Eager’s personality is such that when he enters the room, he dominates it.

Pack 2037’s Cubmaster, Minnie Violet, spots Eager as he enters and waves. She stops organizing things for the program and makes her way through her pack of shrieking, high-energy boys as they run around the room and under the tables. It is obvious that the parents all get along very well; they are fully engaged in conversations with each other and totally oblivious to what is going on around them.

After welcoming Eager, Minnie makes her way back to the front of the room. She attempts to gain control of the boys and call the meeting to order. It is not until a den chief lets out a loud whistle and yells “Sign’s up so shut-up” that the room slowly comes to order.

Each Den sits together with their leader. The parents sit in the back of the room. They are still trying to complete conversations in whispered tones all the while smirking and looking at their watches.

Eager proceeds to take a seat in the front of the room where he can observe Minnie and the others in the room. Throughout the meeting he nods in agreement or disagreement, makes copious notes, and frequently arches an eyebrow or purses his mouth.

One by one the Dens file across the front of the room to receive their awards from the previous semester from Minnie. No enthusiasm is evident.

Twenty-eight minutes after the meeting began, Minnie dismisses the Pack and the meeting is adjourned.

Questions to Guide Discussion

How do you think Eager's presence made Minnie feel?

What led you to those conclusions?

How do you think the Scouts and parents viewed Eager? Why?

What conclusions could you draw about Eager based on his non-verbal cues? Link specific cues with specific behaviors.

How do you think Eager evaluated the Blue and Gold Banquet?

How do you think he shared feedback with Minnie? Which leadership style do you think he employed? How should he have handled the "debrief?"

How do you think he should have handled the entire situation? Why?

Share supplemental information about Minnie and Edgar. (What if I told you that Minnie...)

Based on this new information about Minnie and Eager, re-evaluate your responses—

Why do you think Minnie and Eager reacted and responded as each did?

What would have been a more appropriate way of handling the unit visit so that all concerned felt at ease?

Supplemental Information for Minnie Violet

Pack 2037 has had a very rocky few years. The Pack has experienced a decline in membership because the boys say the program is boring. Parents are reluctant to become involved because they don't know anything about Scouting and they are too busy.

Minnie Violet reluctantly volunteered to be the Cubmaster so the Pack would not fold. She has two boys—the older son is a First Class Scout and her younger son is a Bear. Minnie has just moved to the area and understands the positive impact Scouting can have on the boys. She has never been a leader prior to accepting the position of Cubmaster and she speaks English as a second language. She is a 26 year old single parent with two years of college.

Troop 777

Troop 777 just rocks. They have sixty youth in their unit and ten adult leaders, eight of whom attend the weekly meetings on a regular basis. All of the adults are Wood Badge trained and have earned their beads.

The Troop has eight patrols, including a New Scout patrol. This unit has one of the highest advancement rates in their district. Their meetings are facilitated by their SPL and PLs, when appropriate. The Program Guide forms the basis of their plan and they develop a full plan to meet the current needs of the Troop. Then, they follow the plan as they work it.

Thirty minutes into a ninety minute Troop meeting, their Unit Commissioner, Adam Addled, rushes in. His abrupt entrance catches everyone by surprise. He is warmly welcomed by the SPL and adult leaders. The SPL quickly refocuses the Troop and dismisses them to their patrol rooms to make plans for the campout in two weeks and finish working on various merit badges.

While observing several patrols, Adam sees the PL showing the boys a new knot required for a camp gadget. After showing the knot to the boys, Adam sees the PL give each Scout a length of rope and they follow his lead to learn how to make the knot. After practicing the knot for several minutes, the PL determines the boys are ready to move to the next activity.

Adam observes similar activities going on within each patrol setting.

When the SPL reconvenes the Troop, each patrol respectfully listens as they each present their plans for the upcoming camping trip. They make a list of what needs to be covered during their next meeting so all details are addressed for the trip. Beside each item is the name of the Scout responsible for that item. Most of the Scouts are making notes on their smart phones, as is the SPL. The ASPL is putting the information on a whiteboard.

Once all the business is completed, the SPL turns the meeting over to the SM. The SM thanks the boys for their productive work, shares a Scoutmaster's minute, and dismisses the Troop.

Adam dashes out of the door quicker than the boys. He shouts to the SM—"Good meeting; catch you later...got to run."

Questions for Discussion

What is your initial reaction to this Troop scenario? How is it different from your reaction to the Pack scenario?

What did you observe about Adam's leadership style? Unit Leaders'?

How do you think Adam's arrival at the Troop meeting impacted the meeting?

How did the unit leaders react to Adam? Verbally? Non-Verbally?

How did Adam's demeanor affect his relationship with the troop?

Read Supplemental Information

In light of this new information, how could Adam use this unit as a "case study" to help him improve his own skills?

How might he approach the members of this unit when seeking information as to why they operate the way they do?

Other thoughts or observations?

Supplemental Information on Troop 777

Two-thirds of the adult leaders are seasoned leaders with at least eight years of active experience. The other third of the adult leaders are new to the Troop side of Scouting. Troop 777's philosophy is that leaders, like youth, must be grown. In order to grow leaders they always make sure that one-third of their leaders are continuing, one-third returning after a few years of doing other things in Scouting, and one-third are new. The Chartered Organization requires that each leader be fully trained.

This unit has a fully staffed and functioning Troop Committee, whose members are drawn from parents and others—all are trained for their positions. The Chartered Organization's Representative attends all committee meetings.

Youth Leaders in the Troop are required to attend and successfully complete NYLT in order to be considered for leadership. The SM and SPL have regular conversations around Troop activities, regular meetings, and feedback on where the Troop is with respect to team development and where styles of leadership need to be shifted or adjusted.

Supplemental Information on Adam Addled

Adam Addled wears many Scouting hats. He often pops into a unit meeting unannounced after the meeting has begun. Many units find this irritating and it is conveyed with sighs and half-hearted “helloes.”

Since Adam is often running from one meeting to the next, he keeps his unit checklist close at hand for evaluating units during visits. He likes to question the youth on Scout skills and often admonishes them to use a notebook for note taking not their smart phones. Adam is in his late 50s and finds the use of smart phones for anything other than making phone calls unacceptable.

After a unit visit, Adam avoids talking with the unit leaders. He much prefers to go home where he can have a few quiet moments to digest his notes. Then, he dashes off a letter to the SM delineating all of the negatives he observed and notes that they need to be fixed.

Adam has been a Commissioner for several years and has completed basic Commissioner training. He has not sought out other training nor is he Wood Badge trained.

Supplemental Information for Eager Edwards

Eager Edwards has been in Scouting since he was a youth. He is a 72 year-old who recently retired from a 40 year career teaching chemistry on the college level and is a former Scoutmaster. This is his second year in the role of Commissioner.

Eager loves being a Commissioner. He doesn't have the responsibility of running a unit on a weekly basis and he gets to remain active in Scouting. Eager looks forward to unit visits and feels honored to be included in special events in the life of a unit.

Giving 100% has always been important to Eager. He has seen first-hand over the years the positive impact Scouting can have on the lives of individual boys as well as on their families.

Eager has also recently had a hearing loss confirmed.

APPENDIX E
COMMISSIONER MEETING AGENDAS

Blue Ridge Council
Commissioner's Cabinet meeting agenda
February 3, 2012 8:30 PM to 9:00 PM

Opening – Boy Scout Oath

Prayer

Comments – It's a new year.

Commissioner Camp – The more the merrier.

Goals – Every unit has a commissioner. 2 units per commissioner

Janell will be collecting names and associating them with units

UVTS Reporting – cover goals – Janell can report when necessary

Stay on top of recharter. Key 3 should review. Get unit commissioners involved

Each month key 3 should include JTE update.

Change to recharter month for 2013. Move all February 2013 to Dec of 2012. This will affect recharter amount in 2012.

Opening up Internet Advancement ASAP.

Review year calendar for 2012

Commissioner Camp – February 3rd and 4th

Scout Sunday – February 5th or 12th

Cabinet meeting – February 6

Basic/Bachelor Training – March 3

Commissioner College – June 1-3

Asst. Council Commissioners Reports

UVTS – James Blake

Commissioner College – Fred

District Commissioner reports

Changes in District Commissioner Staff?

Update on UVTS

Progress towards one commissioner – two units (pack/troop/?)

Next District Commissioner Meetings

New Business

Be involved. Go to Roundtables. Great opportunity for unit contact.

Internet recharter. All commissioners should be involved – get training.

Closing – Boy Scout Law

Blue Ridge Council
District Commissioner's meeting agenda
February 3, 2012 9:15 PM to 10:00 PM

Opening – Boy Scout Oath

Prayer

Comments –

Goals – Every unit has a commissioner. 2 units per commissioner

UVTS Reporting – cover goals – Janell can report when necessary

Stay on top of recharterers. Key 3 should review. Get unit commissioners involved
Each month key 3 should include JTE update.

Change to recharter month for 2013. Move all February 2013 to Dec of 2012. This will
affect recharter amount in 2012.

Opening up Internet Advancement ASAP.

Review year calendar for 2012

Commissioner Camp – February 3rd and 4th

Scout Sunday – February 5th or 12th

Cabinet meeting – February 6

Basic/Bachelor Training – March 3

Commissioner College – June 1-3

Commissioner reports

Update on Units

New Business

Be involved. Go to Roundtables. Great opportunity for unit contact.

Internet recharter. All commissioners should be involved – get training.

Closing – Boy Scout Law