UNIT COMMISSIONER WORKSHEET (TROOP)

FOR USE AFTER VISITING A MEETING OF TROOP NO. ____

Please don't use this worksheet during the troop meeting. You are not grading the troop's performance. You are only looking for ways to help. The form suggests how you might address any deficiencies. Plan your strategy before discussing it with the Scoutmaster or others in the troop. **Remember you are the troop's friend and your job is to help them to be successful.**

Under each category, circle the number of the statement that most closely resembles the troop meeting.

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

To profile these statements on the Unit Profile, place a dot under the number you circled for each category. To form a profile, connect the dots with a line.

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**
Meeting operation			
Boy leadership			
Skills instruction presentation			
Skills instruction levels			
Membership			
Budget plan			
Attendance			
Patrol activity			
Adult assistance			
Outdoor program			

MEETING OPERATION

1. Orderly meeting ran without delays using planned program and good format.
2. Good meeting with planning, but some confusion.
3. Disorderly or confusing meeting—no planning evident.

Some Ways to Help

- ☐ Take leaders to next roundtable.
- ☐ Encourage the Scoutmaster to attend Basic Leader training.
- ☐ Review the Troop Program Planning chapter in the *Scoutmaster Handbook* with the Scoutmaster and set a date for the annual program planning conference.
- ☐ Help Scoutmaster set up monthly patrol leaders' council meeting.
- ☐ Review *Troop Program Features* with the Scoutmaster.

BOY LEADERSHIP

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

Some Ways to Help

- ☐ Convince Scoutmaster to set up a monthly patrol leaders' council meeting.
- ☐ Review the Scoutmaster's Junior Leader Training Kit with Scoutmaster.
- ☐ Review the *Patrol Leader Handbook* with the Scoutmaster.
- ☐ Point out sections of the *Scoutmaster Handbook* that refer to the role of youth leadership in the troop.
- ☐ Remind Scoutmaster that Scouting includes leadership development.

SKILLS INSTRUCTION PRESENTATION

1. Scouts "learned by doing"; lots of hands-on learning experiences were provided.
2. Skills were presented in a classroom setting with some hands-on learning opportunities.
3. Classroom presentation was the only method of skills instruction.

Some Ways to Help

- ☐ Review *Troop Program Features* with the Scoutmaster.
- ☐ Share Tenderfoot-to-First Class advancement requirements with Scoutmaster and explain that these are designed to be experienced, not taught.
- ☐ Review the portion of advancement video that deals with teaching skills.
- ☐ Suggest use of Troop Advancement Wall Chart at meetings.

SKILLS INSTRUCTION LEVELS

1. Skills were taught for new Scouts, for experienced Scouts, and for older Scouts.
2. Skills were taught for new and experienced Scouts.
3. Only one level of skills was taught.

Some Ways to Help

- ☐ Encourage the Scoutmaster to attend Basic Leader training.
- ☐ Help the Scoutmaster identify a troop guide and assistant Scoutmaster to work with the new-Scout patrol.
- ☐ Help the Scoutmaster and troop committee identify assistant Scoutmasters to work with experienced and older Scouts.
- ☐ Help the Scoutmaster identify youth instructors.
- ☐ Help the Scoutmaster identify community resources to assist with program presentations or to serve as consultants for a Venture patrol.

MEMBERSHIP

1. Systematic recruiting evident.
2. Recruiting seems hit or miss.
3. No boys have joined recently.

Some Ways to Help

- ☐ Conduct an inventory to show the need for recruiting.
- ☐ Suggest that Scoutmaster assign an assistant Scoutmaster with new Scout responsibility.
- ☐ Help the assistant Scoutmaster for new Scouts establish a relationship with a local Cub Scout pack.
- ☐ Conduct a boy-fact survey in local schools and help the troop develop a plan to contact prospective members.
- ☐ Explain to the Scoutmaster the reasons for having a new-Scout patrol.

BUDGET PLAN

1. Dues collected regularly. Equipment, supplies adequate.
2. Dues collection spotty. Need essential equipment, supplies.
3. No dues collected. Very little equipment.

Some Ways to Help

- ☐ Ask troop leaders to use *Troop/Team Record Book*.
- ☐ Encourage troop committee to build budget based on annual program.
- ☐ Convince troop treasurer to train patrol scribes.

ATTENDANCE

1. Eighty-five percent or better.
2. Seventy-five percent or better.
3. Sixty percent.

Some Ways to Help

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

PATROL ACTIVITY

1. Effective patrol operation with strong patrol spirit and a new-Scout patrol.
2. Patrols organized with little patrol activity.
3. No patrol operation.

Some Ways to Help

- ☐ Suggest that specific program assignments be given patrols before each meeting.
- ☐ Remind leaders that patrols under trained boy leaders are the key to troop success.
- ☐ Help Scoutmaster understand the junior leader training program.

ADULT ASSISTANCE

1. Each of the three skill levels (new Scout, experienced Scout, Venture) had an assigned assistant Scoutmaster.
2. Scoutmaster and assistant present.
3. Only Scoutmaster present at meeting.

Some Ways to Help

- ☐ Help conduct troop resources survey with parents of Scouts.
- ☐ Assist the Scoutmaster and troop committee in selecting and recruiting assistant Scoutmasters. Use the video and brochure *Selecting Quality Leaders*.
- ☐ Encourage using adults for short-term, task-specific assignments.
- ☐ Explain to the troop committee that two-deep leadership is required for all trips and outings.
- ☐ Train leaders in youth protection.

OUTDOOR PROGRAM

1. The program is planned to lead to outdoor activity.
2. Outdoor activity is scheduled, but the outdoor program is not planned.
3. No outdoor activity is scheduled.

Some Ways to Help

- ☐ Encourage the Scoutmaster to attend the next Basic Leader training.
- ☐ Review the Troop Program Planning chapter in the *Scoutmaster Handbook* with the Scoutmaster and set a date for an annual program planning conference.
- ☐ Seek help from the campmaster corps and district camping committee.
- ☐ Help the troop committee develop ways to secure camping equipment.
- ☐ Guide leaders in locating hiking and camping areas.

References

Boy Scout Advancement (video)
Boy Scout Handbook
Scoutmaster Handbook
Selecting Quality Leaders (brochure and video)
Troop Committee Guidebook

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BOY SCOUTS OF AMERICA

34126A
2005 Printing