

**Commissioner College of Science: PhD**

**Sponsor: Joe Black**

## **Dissertation**

**Enhanced Commissioner Training**

**Thursday, August 26, 2004**

**Randall A. Bishop**

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**Project Concept Draft**  
**Enhanced Commissioner Training**  
**Thursday, July 08, 2004**  
**Randall A. Bishop**

## **SCOPE**

My project will be to write and conduct a training class for the Commissioner Staff in the Boy Scouts of America, Denver Area Council. The course will be called Enhanced Commissioner Training. The Course will be conducted on June 9, 2004 and a second course will be taught on October 9<sup>th</sup>, 2004.

Since there is no Enhanced course program, I will write a program for future use by others. The course will be offered twice annually to the Boy Scout Commissioners who have taken a more extensive 8-hour Basic course. The Enhanced course will be geared to the Assistant District Commissioners throughout the Denver Area Council.

I will focus on six objectives of the Assistant District commissioner job function.

- Responsibilities
- The ADC's Six Major Tasks
- Commissioner Recruiting and Recognition
- Understanding Our Role with the Charter Partners
- Conflict Management in the Unit
- The Unit Visit and our Accountability

The course will be scheduled for 4-hours and will have a casual business format. A Power Point presentation will be prepared for the class to follow the instructors. A handout of the entire presentation will be made available to each individual attendee. Course evaluations will be standard BSA issue, and the property of the Boy Scouts of America.

The June course will be a beta test, and as a result of attendee evaluations, I will modify the October course. The October course will be the official handoff to the local Scouting Council to use in the future at their will. Council Commissioner Jim Blair will sign off on the course for use Council wide.

**Project Proposal**  
**Enhanced Commissioner Training**  
**Thursday, July 22, 2004**  
**Randall A. Bishop**

## **PROJECT DETAILS**

In May of 2004, the Boy Scouts of America, Denver Area Council, requested my help in presenting an Enhanced course to its Basic-Trained Commissioner staff. The staff consisted of Assistant District Commissioners (ADC's), who are Managers of the Scouting Units in their respective districts. Being a District Commissioner, I have managed 8 ADC's in my district for the past three year's. I was asked to manage this project because of my experience and knowledge of the Scouting organization.

I completed the presentation and taught the first course on June 9, 2002 (appendix A). Seven commissioners attended the class, and out of the seven attendees (appendix A), four evaluations (appendix A) were returned following the completion of the course. There were no specific reasons given, why the remaining three attendees did not complete an evaluation form. Following the preliminary presentation, evaluations were received, and my Project can begin to focus on completing a revised presentation for the future Enhanced course scheduled in the Fall of 2004.

There will be a need to secure a location for the course, as well as financing for the facilities. I will solicit local businesses for the full amount of the facilities and I will also find a Hotel chain that might discount a price for two classrooms. The course has a \$7 cost to the participants, which covers handouts and course material only.

The Fall course will also have to be advertised, this will require a flyer modification and an aggressive distribution. The BSA has strict standards on any publication distributed

with their name and logo attached, so I will follow their protocol for simplicity. I will develop a communications plan that will utilize existing resources and new untapped resources that will get the word out to potential attendees.

### **Objectives**

**Revise Preliminary presentation** – Revise existing document according to feedback evaluations from previous course attendees and instructors. Also revise the document from personal observations I made during the June presentation.

Reduce segments of the presentation – Reduce or compress sections in the presentation that prove to be long and drawn out with too much information.

Revise power point slides to reflect more open-space by using the 4v6 rule.

Capture previous course evaluations to implement specific modifications to improve the presentation.

Place personal examples of presented material in presentation into Slide Show notes area.

**Develop a major communications plan** to draw Commissioners to the training in the future (flyer by mail with cover letter, flyer distribution at local activities, website posting, ect.).

**Secure date and location for the Fall '04 Course** – Locations must have facilities that have two rooms for classes where the Basic and the Enhanced courses can be taught. The facilities must be easily accessible and free; otherwise donations will have to be solicited.



## **Methodology & Research**

**Revision of Presentation** – I will focus heavily on revising the Conflict Management section of the current presentation. Specifically, I will draw from two courses that I have Completed at Regis University; Conflict Management and Organizational Behavior. These courses required a presentation of me and I will incorporate bits and pieces of each into the final product. I will also be utilizing to the Course texts for reference purposes.

I will also research the publications offered by the National Boy Scouts of America that are provided as education booklets for new leaders. These booklets are specific to titles and position within the BSA organization. These booklets set precedence to what we should teach adult volunteers.

**Develop Communications Plan** – Although the plan will be original, the resources will not be original. I will use BSA standard flyer forms and modify them as per protocol from the National Boy Scouts of America. I will also make use of already established distribution of flyers and already established mailing list provided by the Denver Area Council in order to reach the seven individual Districts for advertisement. The responsibility to meet deadlines will be mine.

**Secure a location for the Fall '04 Class** – I will secure the location by using my contacts in the Adams County area to assist me in finding a Hotel that will sponsor two classrooms at no charge or at a discounted rate. If the rates are discounted then I will solicit funds from BSA supporters in the Adams County area. These would be the

businessmen who are supporting members of the Valley District, Denver Area Council. Once the funds are secured, I will sign a contract with the Hotel and provide the location information to the person who will modify the flyers for publication.

**Outcome**

Most importantly, I want to continue to strive in helping my community become a better place for all. I hope that by completing this project that I contribute to adult education that will help our community develop qualified leaders who in turn will lead our boys by example. This in turn will help the youth in our community to see that there are good moral leaders who have strong character who can be quality mentors.

### **Timeline, Prior to Project**

May 14<sup>th</sup>, 2004 – Receive and review existing incomplete presentation.

May 17<sup>th</sup>, 2004 – Recruit two staff members to assist with presentation that is already scheduled for June 9<sup>th</sup>, 2004.

May 21<sup>st</sup>, 2004 – Have presentation completed with new section on Conflict Management.

May 22, 2004 – Meet with staff to go over and practice presentation.

June 9<sup>th</sup>, 2004 – Give presentation, receive feedback and write personal observations.

### **Timeline During Project**

July 10<sup>th</sup>, 2004 – Review feedback and schedule follow-up interviews if necessary.

July 11<sup>th</sup>, 2004 – Complete baseline communications plan to get the word out for the upcoming class, October 9<sup>th</sup>, 2004.

July 12<sup>th</sup>, 2004 – Find location for course presentation with two classrooms.

July 13<sup>th</sup>, 2004 – Solicit funding for the class facilities.

July 15<sup>th</sup>, 2004 – Revise Flyer and Form Letters for Commissioners mailing list.

July 16<sup>th</sup>, 2004 – Conduct follow-up interviews with attendees or Instructors.

July 26<sup>th</sup>, 2004 – Final edit of flyer emailed to printer (by early morning).

July 27<sup>th</sup>, 2004 – Flyers picked up from printers (by late afternoon).

July 28<sup>th</sup>, 2004 – Flyers distributed to all District Roundtable Staff for distribution in August, September, and October.

July 29<sup>th</sup>, 2004 – Begin to revise presentation

August 2<sup>nd</sup>, 2004 – select and invite instructors for presentation in October.

August 6<sup>th</sup>, 2004 – Get flyer on Denver Area Council Web Page under training icon.

August 10<sup>th</sup>, 2004 – Sign contract and pay Facilities for October 9<sup>th</sup> class.

August 16<sup>th</sup>, 2004 – Complete Project Paper and presentation.

**Timeline Following Project**

October 7<sup>th</sup>, 2004 – Meet with staff to go over and practice presentation.

October 9<sup>th</sup>, 2004 – Class presentation, followed by evaluations.

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**Project Summary**  
**Enhanced Commissioner Training**  
**Thursday, August 26, 2004**  
**Randall A. Bishop**

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## **PROJECT DEFINITION**

The Commissioners Enhanced Training project has three basic objectives. The first objective is to revise an existing presentation for training based on feedback from the Pilot course on June 5th, 2004 along with researching additional material for the Conflict Management section of the course.

The second objective is to create a communications plan to notify the Denver Area Council adult volunteers of the upcoming training in advance to insure a good well represented attendance of the course.

The third and final objective is to secure a date, location, and staff for the future presentation of the revised presentation. Along with this objective comes the financing of the location, should any funds be required for the rent of classrooms, and to also provide any refreshment or lunch as needed to the staff and participants.

The project was kicked off by a June 5<sup>th</sup>, 2004 pilot training with a draft presentation that was not only incomplete, but also needed editing so that I could present it. Attendees were then asked for feedback, which was later enhanced by follow-up interviews. Certain requested changes were made to the presentation accord to this feedback.

The Conflict Management section of the course was derived from a paper that I presented to a Regis University faculty and class as a final paper. It was well prepared and a resource readily available to me in such short notice. I specifically requested feedback on

this area of the course and I will incorporate the feedback into the final presentation. I will elaborate on this subject in the **Research** Section of this paper.

A simple communication plan was to draw up a cover letter and send out a mailing of a flyer announcing the course. This was to give an invitation type of setting to all of the Denver Area Commissioners. I would follow up with advertising the course on the official Denver Area Council Web Site and also present the flyers at the 7 District Round Tables for the months of August, September and October. We would include registration material in the flyer. This process was expected to be the simplest part of the project, but indeed presented several challenges. I will touch on those challenges in the **Problems** section of this paper.

Securing a date, location and Staff was somewhat effortless until a third party stepped in and made some additional request of me following the agreement made with a local hotel chain. I thought I was set and finished with this simple task when complications set in, late in the game. I will touch lightly on the inconveniences of these requests in the **Problems** Section also.

The project unleashed several surprises and unpredictable events. These occurrences were beyond my control and constantly involved critical thinking. As I overcame tasks one by one, I soon realized that even the simplest projects can be overrun by difficulty, and try one's patience. Due to the skills and experience from my background, I was able to overcome many obstacles. I will conclude this paper with a **Results** section that will

help to define my experience with this capstone project and tying the Regis experience with my learning and contributions to the Boy Scout Community.

### **PROBLEMS & OBJECTIVES**

**Objective one: Revising the current presentation.** The first problem that arose was the organization of slides within the presentation for consistency and easy flow. Many of the slides did not demonstrate the professional logic of 5 bullets per slide and no more than 10 words per bullet. Commonly known as the 5x10 rule. Some professional presentations vary with this rule and specify a 4x6 rule. In training, the goal is to keep the slides to a minimum and to keep the slides brief and easy to read.

Another problem that stood out was the repetitive Q & A slide at the end of each major objective. These slides served no purpose other than to notify the instructor that they were finished. These slides added to the length of the presentation unnecessarily as the participants were asked for input as we presented the material.

A final problem revealed to me by the feedback from the pilot presentation, was that the participants felt that the Conflict Management section was too short and did not identify the participants of a conflict well enough for the Commissioners to resolve issues according to personalities. Three of seven attendees mentioned this during follow-up interviews.



**Objective two: The Communications Plan.** The form letter and Flyer were developed and routed for approval, but looking for errors was not specified. The First couple of printings revealed several errors and a major change in fee's and what was inclusive caused a third printing of the Flyer before distribution. A major lesson here, proofread, proofread and then proofread again. Also do not go to print until all routing is completed.

**Objective three: the Facility and its contract.** After the Hotel was contracted for two rooms for the Basic course and the Enhanced course, the Boy Scouts asked if I could secure a third room for Round Table training. At the same time they requested lunch be served at the hotel for the full day classes. This posed a problem due to the fact that a new contract would have to be drawn up with the hotel. The hotel also has catering exclusions forcing us to use their caterer for lunch. This put the Boy Scouts over budget by \$12 per participant.

### **ACTIONS TAKEN**

**Objective one: Revising the current presentation.** The first action taken was to go through each slide and use the 5x10 rule where I could. This process alone took about 40 hours. During the process I also eliminated slides that duplicated effort. My goal was to reduce the size of the presentation slides by 50%. I also wanted to make each slide more readable with fewer words and bullets.

To improve the flow of the slides, I listed the Six Major Objectives of the Assistant District Commissioner as a beginning guide for attendees to track where we are in the

entire course. I also inserted slides strategically throughout the presentation to bookmark the start of a new objective as we completed each objective. I eliminated the Question and Answer slides, and made the start of a new objective more noticeable. I did leave one Q & A slide at the very end of the presentation.

I researched the subject matter on Conflict Management and found a course that specifically described personalities in a conflict. There were basically four identified personalities that most experts use when evaluating conflicts. I will incorporate this research into the presentation and attempt to give an example of each. The added, personality recognition, section will then be followed by my existing Conflict Management section that outlines a process to resolving conflicts.

**Objective two: The Communications Plan.** I drafted a Flyer and had an associate at the Scout headquarters route the flyer for final approval. I then drafted and asked for an invitation letter to be approved and signed by the Council Commissioner. I arranged for a mailing to go out in the first week of September to every Commissioner in the Denver Area Council. Along with this letter, I asked that a Flyer be stuffed in the envelope with registration material.

Also as part of the communications plan I asked that the Flyer be posted on the Council Website. I also asked the Flyer to be posted on the Valley District Web Site for our local Scouters. A final distribution of the Flyers was arranged by sending them out to

each of seven Districts for Round Table distribution for the months of August, September and October.

**Objective three: secure the date and the Facility.** Early in the planning process it looked as if the date and facility posed no problem, and a contract was drawn up for two rooms. A problem occurred when the Council made a couple of decisions without consulting me creating a contractual problem with the Hotel.

The first decision they made was to offer a third course called Round Table Commissioner Training. This would also be an all day class and would require a third classroom. At the same time I was told that about 30 participants would be provided lunch. The action that I took was to re-negotiate with the Hotel for a third room and an in house lunch for 30 participants.

The Hotel came back with an offer to provide the third room free if we paid \$6 per person for a continental Hot Dog Lunch. The lunch would consist of hot dogs, chips and a soft drink for each person. I negotiated either an apple or a cookie with the lunch. Council came back and said that I would have to fund the extra \$3 per person through my own resources. I am in the process of locating an additional \$90 for the entire third room and lunch deal.

Along with the food issue is the fact that Entenmann's Bakery offered to supply the pastry for breaks and morning coffee. I asked the Hotel if they would accept a shipment

of pastry from the delivery truck without any concern. The Sales Manager for the Hotel agreed to accept shipment since it was from one of his vendors.

### **RESEARCH CONDUCTED**

The only research needed was for the additional section on Conflict Management. Research was needed because I wanted a proven and privately accepted description of personality types within the professional field of conflict management. I searched the Internet for subject matter only to be exhausted with a variety of opinionated results and web pages. I did learn to focus on professional courses offered by companies that dealt with Conflicts within large corporations. The problem here was that we had to purchase the course for rights to present the information. This was not possible with limited funds.

I did however find one company that sold its turnkey package to Xcel Energy for use however seen fit, as the purchase included ownership to the course. Xcel Energy in turn allowed me to pull excerpts from the course contents to use in my presentation to the Boy Scouts of America, as long as the source is cited. I agreed to cite the course excerpts, and I will incorporate this resource in my presentation.

### **RESULTS**

As a result of taking action and resolving problems that presented themselves along the way, I am well on my way to presenting the second course of Enhanced Commissioner Training. The Pilot course allowed relevant feedback, while additional research on conflict management improved the quality of the presentation. The editing of the existing

presentation improved the flow or learning process to help keep the students interested in the subject.

By adding a few personal experiences to the presentation, I hope to reach common ground with the attendee's. I also hope to create an experience where class participation and stimulation is present. The object of this course is to provide a valuable learning experience to the Commissioner staff, and I think I have achieved that.

The communications plan had some rough areas that eventually were resolved, and I am confident that the course will be advertised to the fullest for a great turnout. The Hotel has been very cooperative in aiding me with extraordinary circumstances and they quickly became a working partner in this project.

**Project Self Assessment**  
**Enhanced Commissioner Training**  
**Thursday, August 26, 2004**  
**Randall A. Bishop**

## **Commissioner Enhanced Training**

### **SELF ASSESMENT**

The training presentation has improved from the pilot course with a simple edit. I further improved the course by adding an additional section on conflict management. The Boy Scouts of America are in need of more specific guidelines for handling conflict in today's sensitive society. Corporations have been constantly trying to reduce conflict in the workplace by educating its employee on dealing with conflict in the workforce. The Boy Scouts have a need to follow Corporate America, as conflict is becoming a greater issue in its volunteer organization also.

By presenting personality types to the Commissioners, I am providing a valuable tool that will enable them to better assess a situation before they develop a process to resolve the conflict. By demonstrating a process of resolution, I am offering the commissioners a first look at professional conflict management. This alone will benefit the entire Council because there will be a standard process for the Commissioners to pull from.

I understand that the course is in its infancy, and it is possible that National Boy Scouts of America will eventually send down a professionally documented course, but until then we offer a new tool to help the Commissioners get by for now.

By offering a quality Facility, I hope that the Commissioner staff will feel well respected and catered to. Commissioners see a lot of unpleasant work; any luxurious atmosphere

that is presented to them should make them feel special. Moral will probably go up as a result.

### **Relationship of Project to Regis**

I would like to present my personal value of this project by defining what I think Regis University is expecting to produce from my education experience. Put simply, I understand the University wants to produce not only thinkers but also men and women of action. Critical Thinking and taking action were just words of wisdom to me when I started my education at Regis. As I experienced the shortcomings of planning and experience throughout my education experience as well as this project, I began to understand what critical thinking felt like. I soon learned that action means resolving issues objectively and quickly without losing sight of the end result.

Quality is important to me, as it is to most people, but I soon realized that my expectations of quality were higher than others. I attribute that raised bar of excellence to Regis University and its constant demand for my best writing and research. I keep an open mind now, and I find that I am a moderate thinker rather than an extreme thinker. Has Regis opened my eyes to opportunity? Yes, I very much think so, and I find myself being more positive in my receiving of new ideas. I also find myself listening to my peers more often, as well as seeking a more rounded solution to problems. As a result, I have raised the bar to excellence for myself, a bar that will be raised even higher as I continue my education.



This project was my confirmation that I have bettered myself from a few years ago. I have become proficient with Microsoft Power Point. I had no exposure to this presentation software prior to Regis. I also have developed a better presentation style while working through Regis and I have carried that skill to my every day life. My presentation skills are still improving and each time I present, my skills from Regis are evident.

Course work in my degree has related extremely well with my work and my community volunteerism. I would say that the Boy Scouts of America have benefited from my education experience also. The non-profit survives by professional volunteers such as myself. My contribution to the community has been of a more professional quality thanks to Regis preparation. I have organized a volunteer staff of 33 commissioners using the managing skills I have learned in the past few years. The Boy Scouts have been my proving grounds for the new me.

My Degree and project have made me more marketable in both my working life and my private life. I am not finished, as I am just starting to discover my future opportunities, and will need some time to sort it all out. I have put this project in my life as a milestone or marker to a longer far off goal. I must become proficient at this sort of project if I wish to accomplish those goals. In my eyes, this project sums it all up; look what I can do!

### **Reaction and Feedback**

The overall reaction to my project has been great from all entities involved. The Boy Scouts, Xcel Energy, the Vendors, and Regis University have all been supportive and willing to help. They helped to restore hope and faith in my belief that people care about the community and they do want to pitch in and help provide for outstanding youth programs.

Regis is a big supporter of giving back to the community and fellow man. I chose Regis for that reason. I just hope that I am well on my way to living up to the Regis tradition. I tried to use that tradition in my project. As I prepare to move on, I will take Regis wherever I go, because they know the value of human character and leadership, as I hope I demonstrated in my project.

## Resources

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**Appendix**

**Deliverable Presentation**


**Enhanced Commissioner Training**

**Thursday, August 26, 2004**


**Randall A. Bishop**



**Introductions (FUN is Mandatory)**



Randy Bishop, District Commissioner



Karen Balen, Asst Dist Commissioner

**ADC Course Objectives**

- Responsibilities
- The Six Major Tasks
- Commissioner Recruiting & Recognition
- Understand our role with the COR
- Conflict Management in the Unit
- The Unit Visit & our accountability

**ADC Responsibilities**

**ADC RESPONSIBILITIES**

- Develops A Working Relationship With The District Commissioner & District Executive.
- Develops a VISION of effective Scouting.
- Utilizes the Unit Commissioner to convey that VISION to the Unit Leaders.

**ADC RESPONSIBILITIES**

- Recruit, Manage and Support the needs of the Unit Commissioner.
- Temporarily Assumes vacant UC position until a replacement is found.

**ADC RESPONSIBILITIES**

- Have good People Skills.
- Provide your staff with CLEAR instructions.
- Provide your staff with Specific GOALS.
- Be RESULTS driven and TASK oriented.

**ADC RESPONSIBILITIES**

- Look, Learn, & Listen.
- Never play favorites.
- Coach UC through unit problem-solving situations.
- Praise your UC for specific achievements

**ADC RESPONSIBILITIES**

**OPTIMUM ADC STAFFING:**


- One ADC for every 15 Units
- One ADC for every 5 Unit commissioners

**MEASURE PROGRESS:**

- Not in number of meetings your staff attends
- Rather by how staff handles their responsibilities


**THE ADC's SIX MAJOR TASKS**

- I. Select and recruit the UC's.
- II. Define the UC's Responsibilities in person Face-To-Face.
- III. Orient and Train the UC's.
- IV. Coach the UC's as needed.
- V. Evaluate UC's performance.
- VI. Recognize the UC's Achievements.




The ADC's SIX Major Tasks

**I. Selection & Recruiting Strategy**



**COMMISSIONER RECRUITING STRATEGY**


- Determine what positions need to be filled
  - Job Description
  - Brief list of qualifications
- Find the best prospects for the job
  - Consider many sources
  - List possible prospects
  - Match qualities to job
  - Prioritize prospects



**COMMISSIONER RECRUITING STRATEGY**

Research prospects at the top of your list


- Screen applicants
- Refer to Selecting Quality Leaders #13-981
- Learn about interests, abilities, & motivations
- Shape your approach
- Anticipate questions & objections
- Be ready with information about the job



**COMMISSIONER RECRUITING STRATEGY**

Make an appointment


- Invite prospect to coffee or visit office or home
- Recruit with someone prospect is comfortable with



**COMMISSIONER RECRUITING STRATEGY**

Make the sale


- Introduce everyone, get comfortable
- Break the ice – discuss common interests
- Sell the strzle – give brief pitch on the job
- Know when to close the sale



**COMMISSIONER RECRUITING STRATEGY**


Ask for a commitment

- Tell person you need them
- Patiently wait for answer – don't leave without it
- If Candidate wants to call/think about position – this could be trouble.
- Don't wait for call-make another appointment




The ADC's SIX Major Tasks

**II. Define the UC's Responsibilities**




**Your Unit Commissioner Should:**

- Be Liaison between local Scouting Unit and the Council.
- Keep Units operating at high efficiency.
- Visit Unit Leader on a monthly basis.



**Your Unit Commissioner Should:**


- Counsel Unit Leaders and know where to find resources for them.
- Note weaknesses and find remedies.
- Promote the CRP.



The ADC's SIX Major Tasks


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**III. ORIENT AND TRAIN the UC's**



**Training Suggestions:**


- Commissioner Fast Start video (45 hours)
- Personal Coaching/Orientation (2 weeks)
- Commissioner Basic Training (2 months)
- Commissioner Enhanced Training
- Arrowhead Honor (1 year)
- Continuing Education (monthly/annually)
- Youth Protection Training



The ADC's SIX Major Tasks


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**IV. Coaching the UC's**



**Coach your UC's by:**


- Providing on-going coaching as needed.
- Building confidence and self-esteem.
- Keeping in touch at least once a month.
- Helping conserve time/energy.
- Personalizing to each individual UC.



The ADC's SIX Major Tasks


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**V. Evaluate Performance**




**Evaluation Questions that matter.**

- Are assigned tasks being completed?
- Are Unit visits being made?
- Do other Adult Leaders respond to UC's Leadership?



**Evaluation Questions that matter.**


- Does UC sit back and listen, or does UC try to run the show?
- Does UC know and use all available resources?
- Does UC participate in unit planning and promote the CRP?



The ADC's SIX Major Tasks

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**VI. Recognize your Commissioners**




**Recognize your Commissioners**

**TO:**


- Increase Tenure and Quality of Service.
- Keep moral high.

**BY :**


- Giving BSA recognitions/Local Awards.
- Saying Thank You Often.
- Giving 'Praise in Public'.



**INTERMISSION**




**CHARTER ORGANIZATION AND ITS REP.**



**CHARTER ORGANIZATION & COR**

**WHAT IMPORTANCE DOES THE CHARTER ORGANIZATION HAVE?**


- Owns the scouting unit including all the property.
- Provides support and a place for the unit to meet.
- The scouting units exist only through a Charter Organization's sponsorship.



**CHARTER ORGANIZATION & COR**

The Charter Organization appoints a Charter Organization Representative


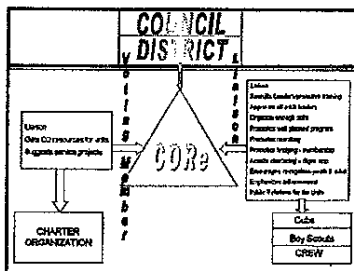
- COR knows Charter organization, as a member
- COR knows Scouting Unit, as a member
- COR knows District/Council Board, as a member (has 1 vote)
- COR approves all Unit Leaders, no exceptions!



**CHARTER ORGANIZATION & COR**

**THE 3 PHASES OF THE CHARTER ORGANIZATION REPRESENTATIVE.**


- Head of the Charter Organization's Scouting Department.
- Member of the Charter Organization.
- Voting Member of District Committee and Council.


**CHARTER ORGANIZATION & COR**

**DUTIES OF THE COR**

- Approves all Unit Adult Leaders
- Can remove any Unit Leader
- Helps recruit Unit leaders
- Encourages Unit leader training
- Promotes well planned indoor & outdoor programs
- Liaison for Scouting units to the Charter Organization & District



**Conflict Management**





**4 Types of Personalities in a conflict**

- Hostile-aggressive
- Withdrawn
- Egotistical
- Procrastinating

**How do I respond to each Personality?**

**Withdrawn**

- Usually withhold information for control.
- Do not use an aggressive approach.
- Anger affects their ability to concentrate on your message, they hold anger in.
- Motivate them by assigning them to a group activities.
- Update them in advance of any showstopper.

**How do I respond to each Personality?**

**Egotistical**

- Do not threaten or control their reputation. This angers them.
- Ask direct questions regarding their behavior. They will focus on problems.
- Allow them to help find practical solutions to their behavior.
- Let them demonstrate their creativity, this motivates them.

**How do I respond to each Personality?**

**Egotistical**

- Do not threaten or control their reputation. This angers them.
- Ask direct questions regarding their behavior. They will focus on problems.
- Allow them to help find practical solutions to their behavior.
- Let them demonstrate their creativity, this motivates them.

**How do I respond to each Personality?**

**Procrastinating**

- May often miss deadlines because of being overly detailed.
- Discuss the big picture, and how they relate to others.
- Do not place blame or criticize their actions, they will respect your authority.
- To motivate, assign a single task that needs detail in a low stress environment.

**CONFLICT MANAGEMENT IN THE UNIT**

**POWER**

**Turning It Around**

**Circle of Conflict**

- ◆ Focus on Conflict Goals
- ◆ Interest Rather Than Position
- ◆ Try Balance of Power
- ◆ Develop trade-offs to satisfy Different Strengths


**Tools for the Conflict**

**Tools for the Conflict**

Mediation


Shift from Positional

Find Common Ground




**Making Unit Visits Count and the UC's Accountable**

- Require your UC's to visit each Unit once a month.
- Require your UC's to promote the CRP frequently.
- Request monthly tally of unit visits from all UC's.





**Making Unit Visits Count and the UC's Accountable**

- Assign specific monthly tasks, then ask for the results.
- Request annual program calendars and financial statements.
- Spot visit units to verify that the Unit Leaders are satisfied.



**Thank you Commissioners!**

**Questions?**



**Enhanced Commissioner Training**

**COURSE EVALUATION  
& GRADUATION!**

