Training the Chartered Organization Representative

BOY SCOUTS OF AMERICA®

Training the Chartered Organization Representative

Course Outline*

Time	Session	Assigned to
10 minutes	1. Welcome and Introduction	_____
20 minutes	2. Overview of the BSA • Overview of Scouting • Mission • Purposes • Organization of the BSA • Whole Family • Questions	_____
20 minutes	3. Charter Concept • Types of Charters • Local Councils • Local Organizations • Chartered Organization Responsibilities • Local Council Responsibilities • Questions	_____
10 minutes	Break	
30 minutes	4. Your Job as a COR • Your Responsibilities Are Important • Unit Committee • Communication With the Council • Tasks • Resources for Help	_____
15 minutes	5. When You Need Unit Leadership • Leadership Is Key to Success • Step 1—Gather a Selection Committee • Step 2—List the Qualifications • Step 3—List the Candidates • Step 4—Organization Approval • Step 5—Call on the Prospect • Step 6—Approach the Prospect • Prospect Says Yes; Now What?	_____
20 minutes	6. Other Opportunities/Questions/Graduation • District Committee • Council Training • Philmont Training Center • Roundtable • Final Questions • Inspiration/Graduation	_____
10 minutes	Questions/Training Certificates	_____

*New Leader Essentials should be completed prior to this course.

Session 1. Welcome and Introduction

Time: 10 minutes

Objectives: At the end of this session, participants will
- Be familiar with the staff and participants.
- Be familiar with a course overview.

Training aids: Various Scouting posters and pictures, flip chart, and markers

Lesson Plan/Opening Session

Welcome

Welcome participants and discuss physical arrangements such as layout of room, restrooms, refreshment area, special restrictions, and any other issues important to the group.

Introduction

As a means of getting to know staff and participants, have staff and participants introduce themselves:

- Name
- Where they are from
- The chartered organization they represent
- How many years in Scouting as youth and adult

List on a flip chart the topics each participant would like to have covered.

Overview of Schedule

Briefly review the topics to be covered in the course.

Questions

Answer any questions, then move to the next session.

Session 2. Overview of the BSA

Time: 20 minutes

Objectives: At the end of this session, participants will be able to
- Understand the mission of the BSA.
- Be familiar with the purpose of BSA.
- Understand the structure of the BSA.
- Know what programs and what ages are involved.
- Understand the "whole Scouting family."

Training aids: Flip chart and markers

Material for distribution: *The Chartered Organization Representative,* No. 33118C

Lesson Plan

Overview of Scouting

Some chartered organization representatives (CORs) may not be familiar with the Scouting program. This presentation is to orient the new CORs and serve as a review for those with Scouting experience.

Mission

Write on a flip chart the BSA Mission Statement: "The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law."

Ask: "What word or words stand out to you?" Underline words as mentioned.

Purposes

Write the purposes of the Boy Scouts of America on a flip chart:

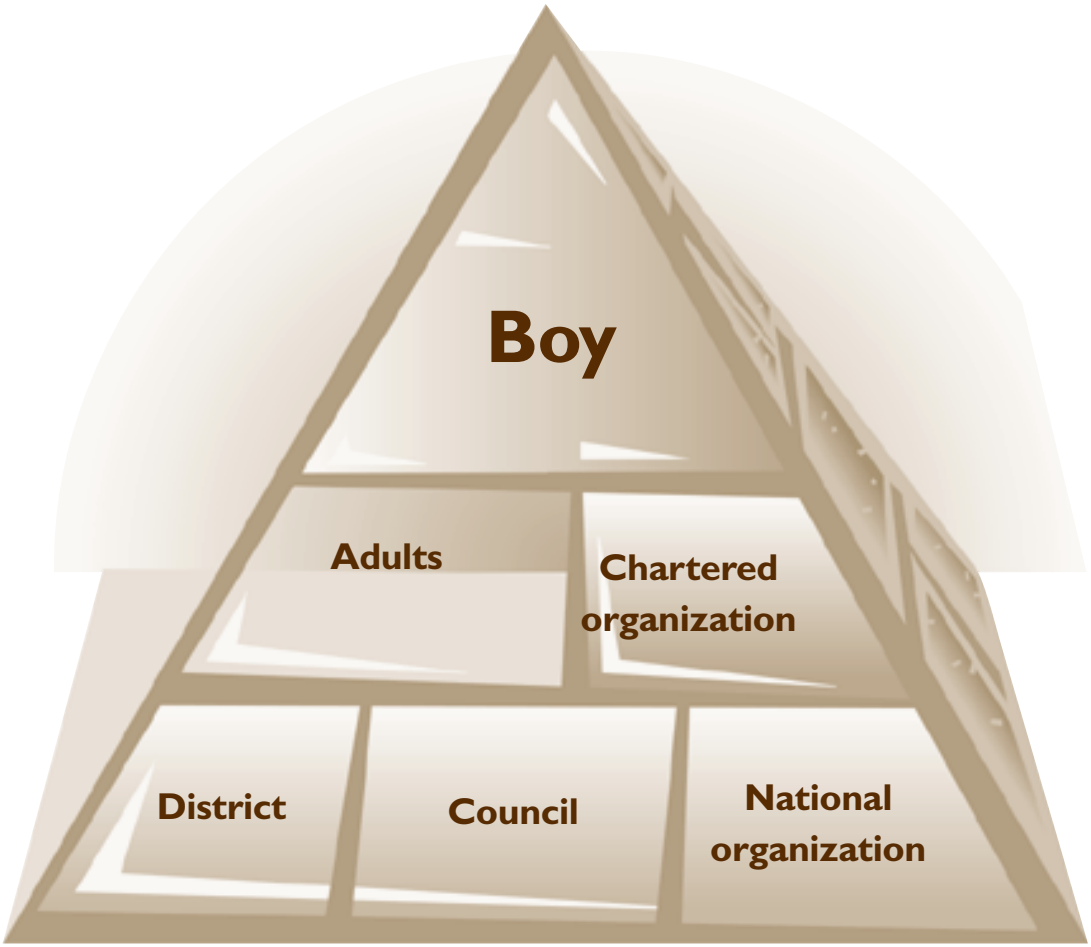
- Citizenship training
- Character development
- Personal fitness

Ask: "From your knowledge, what Scouting activities address these purposes?" (Examples: pinewood derbies, campouts, electing troop and crew officers, community service projects, etc.)

Be aware that activities tend to be program-specific, and different methods are used in different programs.

The BSA accomplishes its purpose by making its program available to existing organizations that have compatible goals. These groups include religious, educational, civic fraternal, business, labor, and governmental bodies.

Organization of the BSA



Whole Family

First-graders are Tiger Cubs.

Second- and third-graders are Cub Scouts.

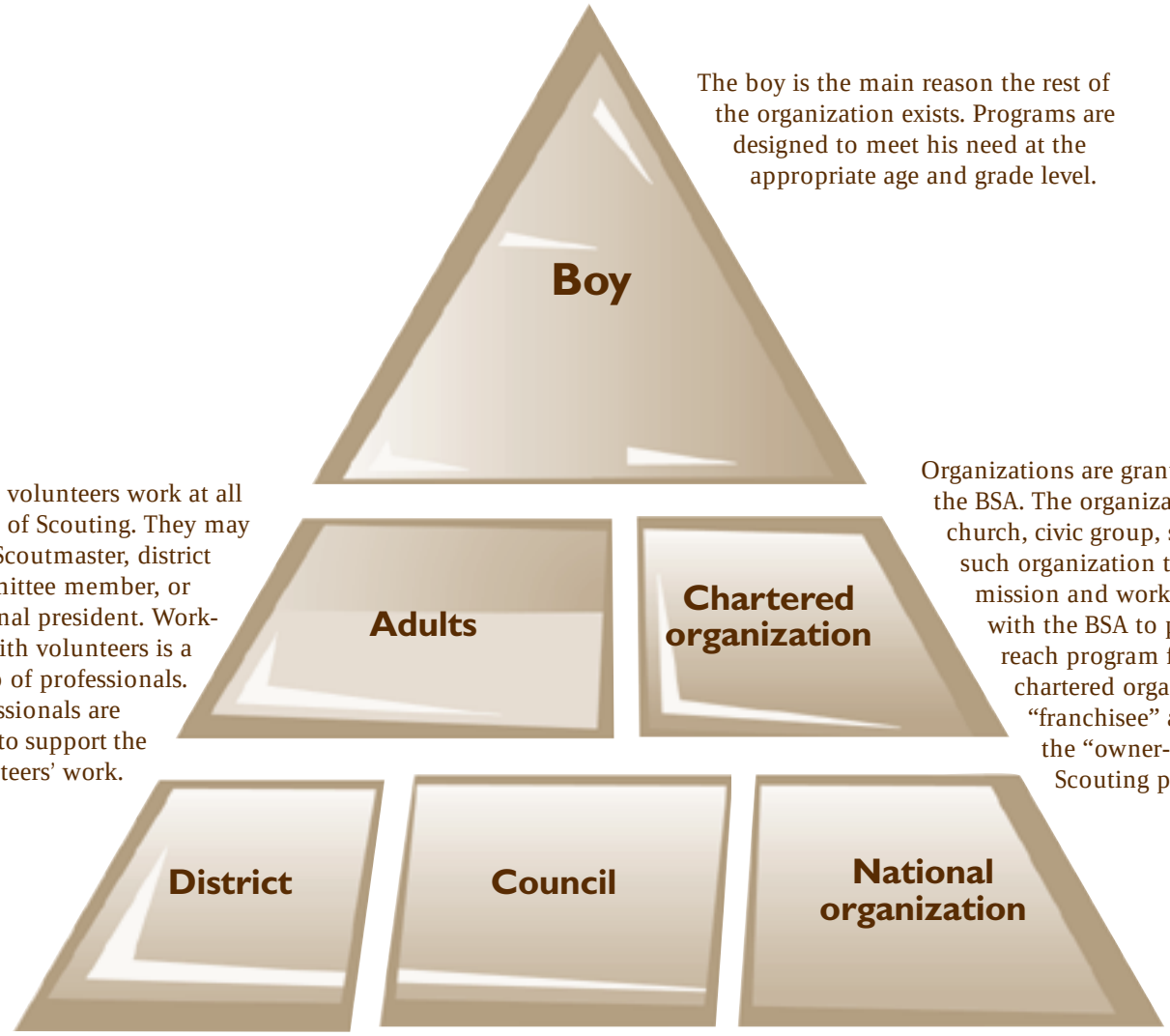
Fourth- and fifth-graders are Webelos Scouts.

Eleven- to 18-year-olds are Boy Scouts.

Fourteen- to 21-year-olds may be Venturers (coed).

A chartering organization that has Cub Scouting, Boy Scouting, and Venturing has the "whole Scouting family." This is the optimal situation in that it allows a boy a seamless transition from program to program.

The boy is the main reason the rest of the organization exists. Programs are designed to meet his need at the appropriate age and grade level.



Adult volunteers work at all levels of Scouting. They may be a Scoutmaster, district committee member, or national president. Working with volunteers is a group of professionals. Professionals are there to support the volunteers' work.

Organizations are granted a charter by the BSA. The organization may be a church, civic group, school, or other such organization that seeks permission and works in conjunction with the BSA to provide an outreach program for youth. The chartered organization is the "franchisee" and as such is the "owner-operator" of the Scouting program.

A district is a geographic area designed to support Scouting in an area through training, program planning, and support. A district committee is composed of volunteers who deal with specific tasks, including membership, program, and finance. The district also has a commissioner staff. A unit commissioner is assigned to coach your unit adults, help solve problems, and provide other guidance as needed.

A council is a geographic area composed of districts. Each council has an executive board of volunteers and a staff of professionals. The council supports chartered organizations by providing materials and certain facilities, such as camps. There are approximately 300 councils in the BSA.

The national organization consists of four regions, 33 areas, and the national office in Irving, Texas. The national office develops program, policy training, literature, and videos, and maintains the standards for the organization. There is a national volunteer board that oversees the National Council.

Refer to "How Scouting Works" in *The Chartered Organization Representative* book, No. 33118C.

Questions

Answer any questions and move to Session 3.

Session 3. Charter Concept

Time: 20 minutes

Objectives: As a result of this session, participants will be familiar with
- Types of charters granted by BSA.
- The responsibilities of the chartered organization.
- The responsibilities of the BSA.

Training aids: Flip chart and markers

Material for distribution: Charter concept handout, council/chartered organization responsibilities handout

Lesson Plan

Types of Charters

One of the roles of the national organization of the Boy Scouts is to grant charters to use the Scouting program. There are two types of charters issued by the national organization.

Local Councils

Charters are granted to the local council for two purposes:

1. Extend an invitation to community groups/ organizations to use the Scouting program.
2. Provide supporting services to help community organizations/groups successfully carry out their Scouting programs.

List the following on a flip chart:
- Volunteer and professional counseling
- Leadership development
- Program resources
- Service center
- Camps and other outdoor facilities
- Liability insurance protection
- Assist in the selection of leaders

Local Organizations

Based upon the recommendation of the local council, the national organization grants charters to local organizations to use the Scouting program. The chartered organization uses Scouting
- Under its own leadership.
- To serve families and youth for which the organization is concerned (either within the organization, outside the organization, or both).
- To help the group or organization accomplish its objectives.

Chartered Organization Responsibilities

By receiving a charter from the Boy Scouts of America, the chartered organization agrees to (List the following on a flip chart.)
- Conduct Scouting in accordance with its own policies and guidelines as well as those of the BSA.
- Include Scouting as part of its overall program for youth and families.

- Appoint a chartered organization representative who is a member of the organization and will represent it to the Scouting district and council, serving as a voting member of each.
- Select a unit committee of parents and members of the organization who will screen and select unit leaders who meet the organization's leadership standards as well as the BSA's standards.
- Provide adequate and secure facilities for Scouting units to meet on a regular schedule with time and place reserved.
- Encourage the units to participate in outdoor experiences.

Post the above flip chart for later reference.

Local Council Responsibilities

Just as the local organization has responsibilities, the local council has responsibilities to the chartered organizations. By recommending that an organization receive a charter from the National Council, the local council agrees to (List the following on a flip chart.)

- Respect the aims and objectives of the organization and offer resources to help meet those aims and objectives.
- Provide year-round training, service, and support to the organization and units.
- Provide training and support for the chartered organization representative as the primary communication link.
- Provide techniques and methods for selecting quality unit leaders and ensuring those selected meet BSA leadership standards.
- Provide primary general liability insurance to cover the chartered organization and its board, officers, chartered organization representative, and employees against all personal liability judgments. This insurance includes attorney's fees and court costs as well as any judgment brought against the individual or organization. Unit leaders are covered in excess of any personal coverage they might have, or if there is no personal coverage, the BSA insurance immediately picks them up on a primary basis.
- Provide camping facilities, service centers, and a full-time professional staff to assist the organization in every possible way.

Post this flip chart for comparison with the local organization's responsibilities.

Questions

Address any final questions on the responsibilities of the chartered organization or the local council.

At this time take a 10-minute break. After the break, begin Session 4.

Session 4. Your Job as a COR

Time: 30 minutes

Objectives: As a result of this session, participants will be able to
- Understand their relationship to their unit, chartered organization, and council.
- Understand specific tasks of a COR.
- Be familiar with resources to do the task.

Training aids: Flip chart and markers

Material for distribution: Examples of national publications to help CORs do their jobs.

Lesson Plan

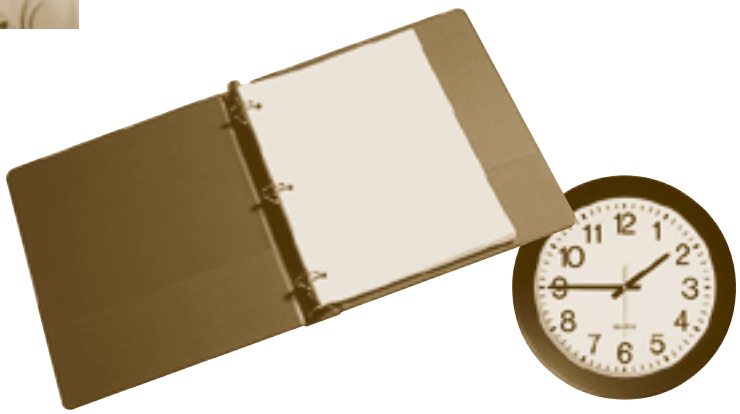
Your Responsibilities Are Important

As a chartered organization representative, you hold a key position in Scouting. While there is honor attached to this position, it is not an "honorary" one. Your primary function is to ensure that the chartered organization's Scouting program succeeds.

The COR is head of the "Scouting department" in the organization, and as such the responsibilities of the units and leadership is ultimately the COR's responsibility.

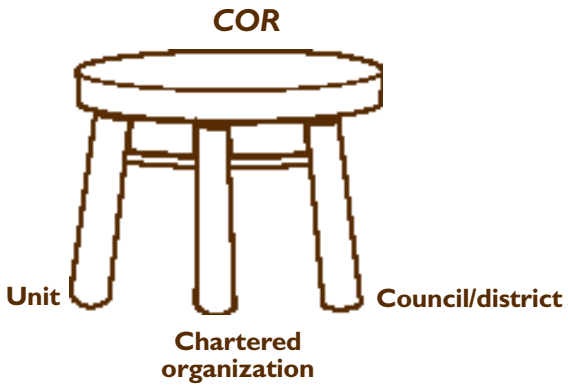
Unit Committee

Each Scouting unit (pack, troop, team, or crew) is managed by a group of adults approved by the organization who serve as the unit committee. The committee's principal responsibility is to select the best-qualified leaders for the unit and see that they are supported in carrying out the unit program. The COR maintains a close relationship with the unit committee chairman. The goal is for the COR to report to the organization programs, needs, and successes on a regular basis. The COR also shares with the unit the desires and needs of the chartering organization. Thus, communication between the organization and its Scouting program is through the chartered organization representative.



Communication With the Council

The Boy Scouts of America, in its relationship with chartered organizations, depends on the COR to be the liaison between the local council and the organization. As the representative of the organization, you have the responsibility to share information between the council and the organization and vice versa. In fact, you are a voting member of the district and council. The council is a grassroots organization in that there are more CORs than council members at large. So the control of the council belongs to the chartered organizations. (Draw a three-legged stool. Under each leg write one of the three groups a COR interacts with. See the diagram.)



In summary of your responsibilities, think of a three-legged stool. The legs represent the unit, the chartered organization, and the Boy Scout council and its districts. The COR is the piece that makes the stool work.

Tasks

Now that we have discussed your responsibilities, what are some particular tasks that fall into your responsibilities?

List key words of each task on a flip chart titled "Tasks."

"Let's list some tasks:"

- Encourage unit leaders to take training.
- Promote well-planned unit programs.
- Organize enough units to meet need.
- Promote recruiting new youth members.
- Encourage transition from one program to the next.
- Assist in annual unit charter renewal.
- Suggest Good Turns that benefit your organization and its community.
- Encourage regular unit committee meetings.
- Encourage active outdoor unit programs.

- Promote earning advancement, including religious awards, and recognition of leaders.
- Approve unit finance policies.
- Represent your organization to the district and council.

Point out this is not an all-inclusive list, but a starting point.

Resources for Help

To help a COR do the job, the BSA has several resources available. The first line of help would be the staff and volunteers of the local district and council. Each Scouting district has a team of volunteers called a commissioner staff and another team of volunteers called the district committee.

A unit commissioner will be assigned to help your units succeed. He or she will periodically visit your unit meetings as well as be available to you and your unit leaders and unit committees. Your district committee (where you are a voting member) has people who can provide specialized help with Scout advancement, camping, and adult training. These volunteers are ready to help you and your unit as the need arises.

Teamed with the volunteers on a district and council level is a staff of professionals. These men and women devote their full time to working with volunteers and chartering organizations. The National Council also provides numerous books, pamphlets, and audiovisuals to help Scouting succeed.

Show a few examples.

Questions

Address any questions and move to the next session.

Session 5. When You Need Unit Leadership

Time: 15 minutes

Objective: Participants will be familiar with the steps of selecting and recruiting leaders.

Material needed: *Selecting Cub Scout Leadership,* No. 13-500; *Selecting Quality Leaders,* No. 18-981

Lesson Plan

Leadership Is Key to Success

The quality of any program, whether it's a Scouting program or any other program, is directly related to the leadership. The stronger the leader, the stronger the program. We have referred several times to the responsibility of the unit committee and chartered organization in leadership selection. The chartered organization may seek advice from the BSA local council about the process.

How does a committee or an organization actually go about selecting and recruiting the best person for the job?

Step 1— Gather a Selection Committee

The head of the organization or COR appoints a selection committee. In the case of an existing unit, the unit committee is the logical starting place. However, parents and others may be invited to participate in the process.

Step 2— List the Qualifications

After a committee is brought together, they then make a list of qualifications the candidate should possess. These traits should be listed on a flip chart for all to see.

Step 3— List the Candidates

With the qualifications agreed upon, the committee then brainstorms a list of all possible candidates. All candidates mentioned are placed on the list and no committee member may disqualify candidates at this time. With the candidate list developed, the committee then numerically prioritizes the list.

Step 4— Organization Approval

Since the leadership is the responsibility of the chartering organization, the institution head should provide his approval of the committee's selection.

Step 5— Call on the Prospect

Now the committee selects a visitation team (usually three people) to visit the number one prospect on the list.

The committee should consist of someone knowledgeable about the Scouting program, someone representing the organization, and someone who has influence with the prospect.

Step 6— Approach the Prospect

The interview should occur at the prospect's home. After a presentation is made to the prospect, the influential person should ask the prospect to serve. If the prospect is unable to serve, an alternate position should be offered.

If the number one prospect has declined, the number two prospect becomes the top prospect and the process begins again with the institution head.

Prospect Says Yes; Now What?

Once the prospect has said yes, three things need to occur. First, an application is completed. Second, immediate training should occur. This may be Fast Start or some sort of personal coaching. This needs to occur within 48 hours of his commitment to do the job. Third, an announcement should be made to the organization, other leaders of the unit, and parents as to the prospect's acceptance of the position.

Address questions about this process and distribute *Selecting Cub Scout Leaders,* No. 13-500; and *Selecting Quality Leaders,* No. 18-981.

Session 6. Other Opportunities/Questions/Graduation

Time: 20 minutes

Objective: Participants will know of other training and support opportunities.

Material needed: District/council calendars, certificates of completion

Lesson Plan

As you become comfortable with your role in helping your unit succeed, you may wish to share your expertise. You recall that as a COR you are a voting member of the district committee and council.

District Committee

By attending the district committee meeting to report on your unit, you will hear of projects and committees you may wish to become involved in. These committees and projects vary in the amount of time and effort required. Your involvement on the district committee will also expand your network for Scouting help and ideas.

Council Training

The local council conducts a variety of training courses to support your unit and its operation. (Talk specifically about local council training.)

Philmont Training Center

Beyond training offered on the local council level, the BSA offers training on a national level. Philmont Training Center in New Mexico provides "mountaintop" training experiences. Volunteers are exposed to national volunteers and staff.

Roundtable

Another opportunity to strengthen the local Scout unit is the roundtable. Unit leaders get ideas on monthly themes and outdoor ideas, as well as advancement information.

Distribute your district/council calendar.

Review the dates of district committee meetings and roundtables.

Final Questions

Conclude training with an opportunity for participants to ask any final questions.

Inspiration/Graduation

Share an inspirational thought with the group and distribute certificates of completion.

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