

SELF-EVALUATION FOR UNIT COMMISSIONERS

Name _____ Date _____ Council _____

District _____

Units and chartered organizations served _____

Use this form to review your service as a commissioner and as a guideline for future performance. It can help you improve your quality of unit service.

Outstanding
Satisfactory
Needs Improvement

Instructions

1. Fill it out yourself.
2. Seek help from your staff leaders to improve problem areas.
3. Fill it out quarterly, semiannually, or annually as needed.



Evaluate your performance in each of the following areas:

SERVICE

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | • Interpret aims, methods, and program of the BSA. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | • Exceed units' expectations for service. |

To Chartered Organizations

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | • Establish and maintain contact with chartered organization leadership and chartered organization representative. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | • Understand goals of chartered organizations assigned. |

To Units

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | • Know unit conditions at all times—conduct visits and analysis. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | • Assure rechartering of all units assigned. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | • Promote commitment to Quality Unit achievement. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | • Identify and promote action on priority unit needs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | • Use district committee for specialized help for units. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | • Understand the procedure for proper unit leader selection, including approval of the unit leader by the head of the chartered organization. |

To Leaders

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | • Be accessible to unit leaders. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | • Assist in year-round membership recruiting and roundups for youth and adults. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | • Encourage attendance at roundtables/program forums, training events, and outdoor activities. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | • Aid in counseling and morale building. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | • Help ease the leader's burdens rather than leaving more burdens to carry. |

PERSONAL

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | • Attend and participate regularly in commissioner staff meetings. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | • Communicate effectively with others. Listen well. Be diplomatic. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | • Demonstrate proper uniforming consistently. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | • Complete orientation and basic commissioner training. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | • Participate in continuing education for commissioners. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | • Commissioner service is my principal Scouting responsibility. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | • Experience job satisfaction. |

List other areas of interest or concern:

16—SELF-EVALUATION FOR UNIT COMMISSIONERS

Unit commissioners may ask, “How will I know I’m doing a good job?” That’s an important question for all Scouters. There are several answers.

A unit commissioner is successful when the units the commissioner serves are successful. Are your assigned units providing a quality program for youth? Are your assigned units growing in membership? Did your units reregister on time? Did they meet the requirements for the national Centennial Quality Unit Award last year? Are your units progressing toward qualifying for the Centennial Quality Unit Award this year?

A good tangible “yardstick” that provides unit commissioners with specific checkpoints of their effectiveness is the Self-Evaluation for Unit Commissioners found on the next page. This one-page form has more than 20 areas to mark either “outstanding,” “satisfac-

tory,” or “needs improvement.” After you have filled it out, review it with your assistant district commissioner or district commissioner. Discuss with them how you might provide even better service to units.

We often say that a commissioner’s best work needs to be done with our weakest units. Therefore, the fairest use of unit data in a unit commissioner’s evaluation is to measure the improvement in the unit from the time the commissioner was first assigned to the unit, or by specific problems the commissioner helped that unit solve.

For information on the Distinguished Commissioner Service Award, see page 56.

A commissioner is a person who sets high goals and has high standards. America’s youth deserve no less!

4 COMMISSIONER MODELS

Which one are you?

Effective commissioners combine good Scouting information and good human relations.

Of course, there are many kinds of people with varying degrees of ability. Meet four commissioners.

“Super Scouter Scott”

Scott is the best informed commissioner in the district. He is always present to share his knowledge with unit people and is usually in uniform with as many badges as a person can earn.

However, he often overwhelms unit leaders with his experience, is somewhat insensitive to unit leader needs, and seems more interested in Scouting procedures than in people.

The message Scott conveys to unit folk is, “*You are a number. I am here to process you.*”

“Bad-News Bob”

Bob is poorly informed and disorganized about Scouting; is slow to respond to unit needs; and is often unsure how to help. He is also somewhat impersonal, aloof, uninterested, and insensitive to unit people.

The message Bob sends to units is, “*We don’t care.*”

“Exceptional Ed”

Ed is a friendly and tactful commissioner; is always sensitive to the needs of unit Scouters; and is interested in their potential to serve youth. Ed is also

well informed about Scouting, provides help in a timely manner, and is consistent in following through with appropriate guidance.

Ed convinces units that, “*We care and we deliver.*”

“Happy-Go-Lucky Harry”

Harry is a very personable commissioner who is inter-

ested in unit people and is tactful. Unit people love him. But, Harry is not sure how to help his units. He has weak Scouting program skills and is often slow in recognizing the need for unit operation changes.

Harry sends this message to unit leaders, “*We are trying hard, but we really don’t know what we’re doing here.*”

