**Camp Commissioner Orientation**

**Facilitators Guide**





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Document Revision

Revision Date:

Learning Objectives

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| Description: Highlight Content Block Icon | 1. ***Module 1 – Role of the Camp Commissioner***    1. Describe the typical Camp Staff and their duties    2. Understand the duties of the Camp Commissioner    3. Identify how the Camp Commissioner interfaces with Units and Camp Staff 2. ***Module 2 – Skills for working with Units***    1. Describe the aspects and importance of key skills:       1. good listening       2. customer service       3. decision making    2. Recall the process for communicating to camp management 3. ***Module 3 – Unit Issues, Health and Safety***    1. Describe types of unit issues requiring Camp Commissioner assistance    2. Recall general camp health and safety concerns |

| Training Aids and Equipment Required | |
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|  | Flipcharts/markers  Paper and Markers for each table  Projector/Computer/Screen  PowerPoint  ***3X5 Cards/Post-It Notes for Parking Lot Questions*** |

| Material for Distribution | | | |
| --- | --- | --- | --- |
| Description: Participant Workbook Content Block Icon | Materials to be handed out during training:  Camp Staff Job Descriptions and Commissioner Duties Handout | | |
| Class Size | | Time Frame  3 Hours Maximum |

Symbol Key

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| \\NTL-FILESTORE3\Shared1\Scouting U\Instructional Design Team Super Fantastic\Graphics Photos Icons Merit Badges\ICONS\Say.tif | Content to state or share with participants |
|  | Question to ask participants and start conversation |
|  | Instructor notes and explanations |
|  | Flipchart Activity |
|  | Handouts |
| W:\Instructional Design Team Super Fantastic\ICONS\2 group.png | Partner Activity |
|  | Test/Assessment |
| W:\Instructional Design Team Super Fantastic\ICONS\Time Frame.png | Time Frame |
| W:\Instructional Design Team Super Fantastic\ICONS\Star.tif | Objectives |
|  | Reminder to have participants record or refer to their Learning Journal |
|  | Group Activity |
|  | Break |
|  | Lunch or Dinner Break |
| C:\Users\melbaile\AppData\Local\Temp\SNAGHTML10975c1a.PNG | Video |
| ***C:\Users\lledewig\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q9ZUCZLC\MC900338882[1].WMF*** | Role Play |

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|  | Instructor Preparation  Materials  Prepare the Camp Staff Relationships flipchart diagram for Module 1 using the Venn diagram below:    Copies of Handouts:   * Camp Staff Job Descriptions * Commissioner Duties * Facts about Customer Service |

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| W:\Instructional Design Team Super Fantastic\ICONS\Time Frame.png  **60 minutes**  **Slide 2**      \\NTL-FILESTORE3\Shared1\Scouting U\Instructional Design Team Super Fantastic\Graphics Photos Icons Merit Badges\ICONS\Say.tif    **Slide 3**    **Slide 4**      **Slide 5**      **Slide 6**    \\NTL-FILESTORE3\Shared1\Scouting U\Instructional Design Team Super Fantastic\Graphics Photos Icons Merit Badges\ICONS\Say.tif  **Slide 7**    \\NTL-FILESTORE3\Shared1\Scouting U\Instructional Design Team Super Fantastic\Graphics Photos Icons Merit Badges\ICONS\Say.tif      **Slide 8**      **Slide 9**      **Slide 10**    \\NTL-FILESTORE3\Shared1\Scouting U\Instructional Design Team Super Fantastic\Graphics Photos Icons Merit Badges\ICONS\Say.tif  **Slide 11** | Module 1 - Role of the Camp Commissioner  TOPIC: Typical Camp Staff and Duties  Review the objectives of the module.  Display the Camp Staff Relationships Flip Chart.  BSA Say: The camp commissioner is the liaison and communications link among the camp director, program director, camp staff, and the visiting units. The commissioner is the “glue” between the camp staff and the units.  Let’s explore the responsibilities of the Camp and Program Director as well as those of the Camp Commissioner.  Go to blank Flip Chart Page and create 3 columns – one for each position. Request everyone provide ideas of the responsibilities for each position and write them in a list under each column.  Review the responsibilities of the Camp Director and compare to the Flip Chart. Point out that one person alone cannot carry out all of the camp director’s responsibilities. Some duties must be delegated. The camp’s program director and commissioner are key members of this leadership team.  Point out that a skilled manager delegates a great deal of authority to others, but responsibility for the final results cannot be delegated. When emergencies arise, the camp director is the one on the scene and in charge. This person must know the policies, practices, and procedures to be followed.  Review the responsibilities of the Program Director and compare to the Flip Chart.  Discuss how the program director relates to and works with the camp director, business manager, commissioners, section directors, and general staff.  TOPIC: Duties of the Camp Commissioner  Ask participants what they think the duties of the camp commissioner are and record their answers on the flip chart.  Review the responses you recorded to the slide and discuss the duties listed.  Pass out the Commissioner Duties Handout and review the listed duties against the list on the Flip Chart.  BSA Say: The camp commissioner’s mission is to help Scout units obtain the maximum benefit from their summer/resident camp experience, maintain regular contact with unit leaders, counsel leaders on where to find assistance, and suggest ways to fulfill program needs.  The camp commissioner is a member of the camp staff who serves the individual units.  BSA Say: In the past, the role of the commissioner has been aimed at being a skills instructor. With the changes in Boy Scout advancement, this role is no longer needed.  The role of the commissioner at camp is similar to the way a unit commissioner works with units on a district level as a troubleshooter/helper. He may detect some internal problems with a unit under his direction at camp, in which case he would contact the regular unit commissioner district executive.  The commissioner assists units in planning program activities and aiding in securing resource material a unit might need at camp.  He may interact with camp staff members to resolve problems that might arise with planning activities.  The commissioner can be the eyes and ears of the camp. He should encourage the leaders to attend roundtables and be there himself.    TOPIC: Interfacing with Units and Camp Staff  Pass out the Camp Staff Job Descriptions Handout and review it with the class.  Organize participants into small groups of three to six people. Ask the groups to take 5 minutes to develop a list of how the camp commissioner could help units in camp.  Have the groups write their lists on the Flip Chart and discuss their ideas.  Display slide and share this list as part of the discussion.  Divide participants into small groups of three to six people. Present the following problem. Let the groups determine how, as a commissioner, they would solve it.  **Problem:** A new troop of eight Scouts chartered two weeks ago is attending camp. None of the Scouts have been camping before. To compound the problem, the Scoutmaster has not taken basic training and has no idea how to plan a program. You also just found out that the Scoutmaster will not be there all week. As a commissioner, what would you do to ensure a good camping experience for this unit?  Allow the groups 10 minutes to discuss potential solutions to the problem, then reassemble to discuss the solutions from the groups.  List the solutions from the groups on a Flip Chart. Display slide and share this list as part of the discussion.  Divide participants into different small groups of three to six people. Present the following problem. Let the groups determine how, as a commissioner, they would solve it.  **Problem:** A Pack is actively involved in the camp activities, but during down time the boys are bored and their morale seems to be suffering. The Cubmaster does not seem to know what to do. As a commissioner, what would you do to ensure a good camping experience for this unit?  Allow the groups 10 minutes to discuss potential solutions to the problem, then reassemble to discuss the solutions from the groups.  List the solutions from the groups on a Flip Chart. Display slide and share this list as part of the discussion.  BSA Say: Camp commissioners can play a key role in operating a smooth camping season. Having good people skills and understanding the Scouting program are key attributes to the role.  The district commissioner is one of the Key 3. In the camp setting, the Key 3consists of the camp commissioner, camp director, and program director.  Summarize the module by reviewing the objectives covered. |

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BSA Say: For a Camp Commissioner to be effective in their role it is important to possess these interpersonal skills. Let’s start with Communication and Listening.  BSA Say: Camp Commissioners must be skilled at understanding and providing feedback to unit leaders, Scouts, and camp staff. They should be able to present ideas and suggestions in a clear manner.  Many times communication fails because of barriers. Spend about 5 to 10 minutes and ask the group for ideas of factors that get in the way of effective two-way communication in a camp environment?  Review the flip chart answers to those in the slide and discuss these barriers as a group.  BSA Say: Listening is often a major barrier as many of us lack good active listening skills.  DISCUSSION :  What are some traits of active listening? Spend about 5 minutes and ask the group to provide their ideas and list on flipchart.  People will usually say the following and you can fill in those that they do not bring up. Leaning forward, nodding, eye contact, empathetic responses, paraphrasing, asking questions, silence.  BSA Say: Active listening involves giving your undivided attention, establishing a comfortable distance, facing the individual, and maintaining good eye contact. Let the person know you are willing to take time to hear him or her out.  From time to time, summarize what the individual has said. Include the facts you have you have picked up. The summary will ensure the person that you are listening and understand.  To put these principles successfully into operation, you must show that you are listening, that you are interested, and that you understand.  Through attentive listening and keen observation, a camp commissioner can learn a great deal about each unit, leader, and youth with whom contact is made.  The commissioner’s role is to serve as a facilitator in helping a unit fulfill its needs and desires and as a problem solver by communicating with the unit, staff, and visitors.  The commissioner is the key to the unit having a terrific camp experience.  **TOPIC: Customer Service**  Customer Service is another important skill as the Camp Commissioner as a first line of defense in interfacing with leaders, parents, and Scouts.  Adult leaders are often new to both Scouting and Scout camping. The commissioner has an opportunity to provide a helpful and perceptive public relations and customer service role at camp.  Regular visits by the camp commissioner to “take the pulse” of camp leaders will do much to identify concerns before they erupt into problems that would defy solution.  If leaders perceive that their Scouts had a great experience at camp and that as leaders, were also taken care of, you have done a tremendous service to Scouting in general and your own camp program specifically.  Camp commissioners serve an intermediary role providing effective customer service, ensuring that the program needs of units are met at camp, and serving as a liaison between the campers and the camp staff.  Using a flip chart, spend about 10 minutes to record responses and discuss them to the following question:  What sorts of program customer service concerns might you need to address?  Distribute the Facts about Customer Service Handout and lead a 10 minute discussion on the statements. Relate some of your personal experiences with good and bad customer experience to spur participants to share their own examples.  BSA Say: Customer focus is based on an awareness that each camp interaction with a customer is a moment of truth. We must understand the needs, wants, and expectations of the customer and fulfill those needs, wants, and expectations.  Have the group repeat from the slide in unison “The only thing people remember longer than good service is bad service.”  BSA Say: When dealing with irate individuals, it is really difficult to be mean to someone who is being nice. When dealing with an irate person, move them away from the crowd (especially the boys) and to a comfortable seating area.  Review the key points on the slide of dealing with irate individuals.  Ask two participants to role-play an irate Unit Leader and a Camp Commissioner with focus on dealing with the irate person (5 minutes).  It is Day 1 and the Unit Leader calls you over to his camp, angry and yelling about:   * One tent has collapsed. * Three other tents have visible holes. * All of his tent platforms are rocking. * There is no toilet paper in the latrine.   After the role-playing exercise, spend about 5 minutes discussing ways to interact in situations such as this.  BSA Say: Remember, Camp commissioners serve an intermediary role, providing effective customer service, ensuring that the program needs of units are met at camp, and serving as a liaison between the campers and the camp staff.  **TOPIC: Decision Making**  BSA Say: The camp commissioner must be able to absorb information and analyze what has been done when making a decision. You should be empowered to make decisions without question.  Decision making is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions. Using a step-by-step decision-making process can help you make more deliberate, thoughtful decisions by organizing relevant information and defining alternatives.  Review Slide 6.  Identify the problem   * The first step is to recognize a problem or to see opportunities that may be worthwhile.   Gather information   * What is relevant and what is not relevant to the decision? * What do you need to know before you can make a decision, or that will help you make the right one? * Who knows, who can help, who has the power and influence to make this happen (or to stop it)?     Analyze the situation   * What alternative courses of action may be available to you?   Develop Options   * Generate several possible options. * Be creative and positive. * Ask “what if” questions. * How would you like your situation to be?   Evaluate Alternatives   * Evaluate for feasibility, acceptability and desirability. * Which alternative will best achieve your objectives?   Select a preferred alternative   * What problems might it create? * What are the risks of making this decision?   Act on the decision   * Put a plan in place to implement the decision. * Ensure commitment to the decision.   Walk through the example on Slide 7 of applying those steps to being thirsty as well as exploring options/alternatives they may have related to the example.  Refer back to the irate Unit Leader issues:   * One tent has collapsed. * Three other tents have visible holes. * All of his tent platforms are rocking. * There is no toilet paper in the latrine.   Break the group into smaller groups and assign each group one of the issues to work through using the decision making process (5 minutes).  Be prepared to answer questions from each group in gathering information as related to your potential camp structure, resources and responsibilities.  Bring the group back together and spend 10 minutes discussing the process they went through for reaching their decision to act on. Make sure they discuss their options and alternatives.  **TOPIC: Process for Communicating to Camp Management**  BSA Say: The commissioner’s role is to serve as a facilitator in helping a unit fulfill its needs and desires and as a problem solver by communicating with the unit, staff, and visitors.  Review the defined process for your camp so the Camp Commissioner knows who to go to in solving and getting answers in helping units.  Summarize the module by reviewing the objectives covered. |

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| W:\Instructional Design Team Super Fantastic\ICONS\Time Frame.png  **30 Min**  **Slide 2**      **Slide 3**    **Slide 4**        **Slide 5**      **Slides**  **6 – 9** | Unit Issues, Health and Safety  TOPIC: Unit Issues  Review the objectives of the module.  Hang up the flipchart used in the Role of the Commissioner that listed the ideas of how Camp Commissioners can assist units.  BSA Say: We already identified some of the ways we help Units in our duties as Camp Commissioners. But there are many other ways we can assist units.  Communication is a key. Camps often rely on oral tradition to relay information about customs, practices, and program delivery. Units and leaders who are new to a camp are at a disadvantage in this regard.  The camp commissioner has a role in ensuring that all camp and program information is communicated in an accurate and timely manner so that Scouts and Leaders can make the best use of the camp’s resources to meet their unit’s program needs.  “The troop should have known” is not an acceptable answer for anything that takes place at your camp.  Review the points on this slide on ways to help units.  Homesickness. The majority of campers never experience it. Keeping someone with homesickness busy is a good way to combat the issue.  Urging the Scout to cope one day at a time and reassuring them others have the same experience helps. Ensure the camp staff is supportive and encouraging and ensure there are activities for the Scout during free time.  Unit Plans. Discuss with the Unit their plans for the next day or two. Make sure they are aware of camp programs and activities and how to make use of program resources outside of merit badges as well as potential service projects to build a stronger unit.  Bullying. It takes many forms – verbal, social, physical and even criminal. Being around the Units you should be aware of any of these activities and ensure appropriate action is taken to stop it. Take bullying seriously; reinforce the message, using key points of the Scout Law, that bullying is not acceptable behavior.  Youth Protection. The barriers to abuse should be followed by Units. Ensure you are vigilant and report incidents as required. Observing the camping area of the units to ensure points such as separate accommodations, youth privacy, etc. will help units avoid potential issues.    Using the Flip Chart with the unit assist ideas, spend about 10 minutes soliciting and discussing other ideas for which units may need assistance.  TOPIC: Health and Safety  BSA Say: The primary workplace as a Camp Commissioner should be at campsites as this is the heart of the camp for units.  Campsite visits help to communicate camp activities and provide the opportunity to prevent potential health and safety issues.  Many camps require that the camp commissioner carry out a daily health and safety inspection. This can create a potential conflict in how the commissioner needs to be perceived (as a friend to the unit) and the customs present at the camp (as a health and safety inspector).  Ask participants “What ideas do you have to help inspections serve a more useful purpose?”  Take 5-10 minutes to record their answers.  Review the ideas presented in Slide 5 and discuss if not in the ones submitted by the participants.  BSA Say: Camp upkeep, safety, and improvement should always be kept in mind, but largely as a means to a better and more successful troop program than as an end in itself.  BSA Say: Every camp leader, volunteer, professional, or council employee has a responsibility for the promotion of health and the prevention of accidents.  Divide the participants into small groups and hand them index cards. Assign each group a health and safety subject and give them 5 to 10 minutes to list items related to each subject.  Subjects include:  Personal Health  Campsite Facilities  Cooking  Shelter Safety  Have each group discuss their answers one at a time. Review their ideas to the list in each slide and discuss.  BSA Say: Campsite Maintenance are often handled differently across camps. Some maintenance tasks may be your responsibility as defined by the camp director.  You need to ensure that you understand how your work may complement someone like a camp ranger or caretaker and how you interact with the staff on campsite maintenance issues.  Summarize the module by reviewing the objectives covered. |