

# BCS 105

## Resolving Common Unit Problems



<b>Time allotted</b>	50 minutes
<b>Teaching format</b>	Instructor-led discussion with PowerPoint support, Group case study, Group activity

### Resources

<b>Handouts</b>	<ul style="list-style-type: none"><li>• BCS 105 - Why Use Commissioner Tools -1 per participant</li><li>• BCS 105 - Early Warning Signals gameboard and pieces -1 set per group</li><li>• BCS 105 - Unit Assessment Scenarios, <b>Pack</b> -1 per participant of the breakout group</li><li>• BCS 105 - Unit Assessment Scenarios <b>Troop</b>-1 per participant of breakout group</li><li>• BCS 105 - Unit Assessment Scenarios, <b>Crew</b>-1 per participant of breakout group</li><li>• Current Detailed Assessment form with Unit Service Plan for each group, if desired</li></ul>
<b>Equipment and materials</b>	<ul style="list-style-type: none"><li>• BCS 105 – Resolving Common Unit Problems course plan</li><li>• BCS 105 – Resolving Common Unit Problems PowerPoint presentation</li><li>• Computer and projector</li><li>• Game and discussion group materials prepared for distribution to groups</li><li>• Copy of current Journey to Excellence Scoresheets for each type of unit used in 2nd activity, for reference, if needed</li></ul>
<b>Resources for additional participant learning</b>	<ul style="list-style-type: none"><li>• <a href="https://www.scouting.org/commissioners/">https://www.scouting.org/commissioners/</a></li></ul>

### Course Connections

<b>Connections to other CCS courses</b>	<ul style="list-style-type: none"><li>• BCS 107 - Journey to Excellence</li><li>• BCS 116 - Collaborative Assessment</li><li>• MCS 305 - Resolving Critical Unit Issues</li></ul>
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### Presentation Outline - 5 minutes

#### Introduction and Course Objectives - 5 minutes

## Instructor Introduction

This course will build the commissioner's knowledge of the early warning signs of a unit in danger of failing as well as group discussions about how to support problem-solving of some common issues.

At the end of this training a commissioner will be able to:

1. **Identify** unit strengths and needs
2. **Understand** early warning signals of unit issues
3. **Identify focus** areas for observing specific unit needs during regular contacts

## Unit Service Objectives – 5 minutes

*PowerPoint, Instructor-led d for discussion (may include a short discussion of different types of Detailed Assessments, if needed)*

*Refer to the five key unit service objectives and identify the content of this course applies primarily to focus areas 2 and 3.*

- 2 - Contact units and capture their strengths, needs, and create a service plan in *Commissioner Tools*, if needed
- 3 - Link unit needs to district operating committee resources

The unit commissioner's goal of unit support is to learn its strengths and needs, and to help the unit create a plan for addressing its needs. As the relationship with the unit develops, a commissioner checks continually for those aspects of unit operation that signal the unit may be facing problems. Some issues are common and can be resolved readily.

*Commissioner Tools* provides a framework for assessing unit strengths and needs.

*(If participants have not yet completed BCS 116 – Collaborative Assessment, share unit detailed assessment forms so that they are familiar with the tool. They will be used in an activity later in the course.)*

For virtual presentation, consider whether the handout should be sent (a) prior to class, (b) during class via the chat line, if available, or email, (c) after class, or (d) a combination.

An experienced commissioner has seen common issues before and can sometimes offer simple solutions for unit consideration. More complex issues will need to be addressed through a unit service plan that connects the unit with additional resources and helps the unit set improvement goals.

The unit leaders need to feel the commitment of the commissioner for the relationship to grow and allow collaborative problem solving.

## Early Warning Signals– 15 minutes (including a 10-minute activity)

Airplanes and police cars have built-in radar systems to alert or warn of danger. Even most of today's cars have a built-in warning – backup cameras – to warn of possible danger. Commissioners also have built-in radar that recognize both good and bad conditions in every unit. Unit commissioners should check these indicators constantly – using them to head off problems if the signals are bad and to commend unit if the signals are good

### **Early Warning Signals Matching Game – Instructor Led Discussion – Slide 5**

*This game will be used for commissioners to be aware of early warning signals of unit problems and actions that build effective relationships between commissioners and unit leaders.*

**Participant Activity - Divide the class into two or more teams. Print the game cards on cardstock and have them organized for distribution. Match gameboard spaces with positive observations of game cards.**

**Game #1- UC (Unit Commissioner) Early Warning Signals Game: Danger Signals game board and Good Signals game cards**

**Game #2-Unit Leader/Commissioner Relationship Game: Unit Leader-Commissioner Relationship Danger Signals game board, Good Signals game cards**

**Note: Instructor should have some open-ended questions prepared to facilitate comments, if none are forthcoming from the group.**

- What is this an early signal of?
- What would you do/say and to whom?
- Should this happen more than once to be concerned?

**Be aware of the time limit during the exercise. The next exercise takes these concepts a step further.**

For virtual presentation, the following alternatives:

- Use breakout rooms with pre-assigned moderators to lead the discussions and report back to the larger class.
- Allow discussion to happen among the full class. To keep order, you might want to require people to raise their hands and be called on.
- Use the chat feature to have people submit their ideas. The Facilitator can read the answers, and the instructor can react.
- Create a game in [www.kahoot.com](https://www.kahoot.com).

## Small Group Discussions – 20 minutes (including 15-minute activity)

This next activity involves working with unit case studies. You will need to identify several concerns and determine the next step and the person responsible.

Each group will follow the directions provided on the scenario given and share their findings. *Unit Scenarios provided (pack, troop, or crew). Have each group identify several early warning signals of unit issues and suggest possible remedial steps and person responsible. Groups report back to the class.*

### ***Group Activity – 15 minutes (Slide 5)***

***1 minute-Instructions with written instructions posted***

***5 minutes to complete task***

***6 minutes to complete discussion***

***3 minutes to wrap up or address a question/concern***

***Unit Scenarios provided (pack, troop, or crew). Have each group identify several early warning signals of unit issues and suggest possible remedial steps and person responsible. Groups report back to the class.***

***Consider breaking down the questions in the activity so each member deals with one and reports to the whole group. Monitor time during this activity.***

For virtual presentation, consider the following alternatives:

- Use breakout rooms with pre-assigned moderator to lead the discussion and report out.
- Run the discussion with the entire class.

Unit commissioner provides support to units as they build. Commissioners follow the Assess-Plan-Act model through each stage to ensure that every member of the BSA has a great Scouting experience.

The commissioner engages the unit in determining its goals. The assessment should be collaborative as a unit discerns their strengths and weaknesses. Together with the Key 3, prioritize needs. The commissioner can then mentor the unit to solve some on their own or connect the unit with the district resources. A goal is created with a due date and designated unit member who is responsible for action.

Together the unit commissioner and the unit leaders work collaboratively to make changes. During contacts with the unit, the commissioner notes progress, records in Commissioner Tools and celebrates with the unit on their success or revises goal when needed.

These observations and the actions to take might become part of a unit service plan.

## **Summary/Conclusion – 2 minutes**

- The detailed assessment forms in Commissioners Tools provide a framework for evaluation of unit strengths and needs, but first-hand observations recorded in Commissioner Tools are essential to fully understand how well the unit functions.
- Early warning signals can hint of underlying issues. Regular contact with the unit helps the commissioner identify these needs before they become bigger problems.
- Observations are only helpful if they lead to action. A unit service plan documents the needed action, who is responsible for each action, and when you will follow up.

## **Questions? – 3 minutes**