

# The Unit Performance Guide

Orientation Module



Learning Delivery Team  
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# Table of Contents

Introduction and Course Objectives

Notes for the Instructor

What is the Unit Performance Guide?

The Four Pillars

How to Get Started With the Unit Performance Guide

Closing

## Introduction

This course is intended for volunteers and professionals interested in learning more about the role of the *Unit Performance Guide*.

Keep in mind that it is an overview designed to create awareness - and hopefully curiosity. It is not a detailed training. More details are in the training courses for the individual positions.

This course is designed to be instructor led and takes 50 minutes. It can be done as a stand-alone session or as a session of a “day of training” course.

## Objectives

The Overall Objectives of this course are to be sure participants:

- Are acquainted with the content of the *Unit Performance Guide*
- Understand the value of the *Unit Performance Guide* in the organization of High-Performing Units
- Have ideas to promote the use of the *Unit Performance Guide* in their service area

## Notes for Instructor

A presentation graphics slide deck is available to support the content, but the trainer can easily conduct the course without the deck or can use a whiteboard or flipchart.

This syllabus is not necessarily designed to be read. Trainers should be familiar with the content and able to present it without reading. Experienced trainers can use their own words *but must be sure to cover the content and meet the objectives of the session*. One of the keys to success is that the trainers observe participants and ask questions during the sessions to be sure the participants learned the topic.

If possible, contact with the participants in advance is beneficial. Encourage them to acquire or download a copy of the *Unit Performance Guide* and bring it to the training.

### Resources

- Easel and Blank flip charts or Whiteboard
- Computer and Projector if presentation graphics are used
- Roll of 1-inch blue painters tape (does not harm painted walls)
- Note cards
- Dry-erase markers (black and blue are best; ensure they have sufficient ink)
- Scouting Posters to decorate the room

## What is the *Unit Performance Guide*?

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Time            You have 10 minutes for this presentation

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Objectives     Participants will:

- Become acquainted with the *Unit Performance Guide*
- Know the steps in organizing a new unit

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Method         Brainstorming  
                    Discussion

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Resources     *Unit Performance Guide*

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Begin this session by welcoming participants and thanking them for wanting to learn more about this important tool in building high-performing Scouting units.

Ask:

“How many steps are there in organizing a new Scouting unit?”

List all the answers you get on a white-board or flip chart. Be sure to follow the most important rule of brainstorming and accept *all* answers without comment or evaluation. That will come later. Do not let participants evaluate answers either!

This will help you determine the knowledge level of your audience as you move ahead. Since there have been many processes over the years you may get Scouters who know the *Unit Performance Guide* process well and/or you may get Scouters who are familiar with an older process.

Say:

“When a new unit is organized the BSA has made a promise to those families that their sons (or daughters in Venturing) would have a top quality Scouting experience that they cannot get anywhere else. It is a promise that really needs to be kept!

The business model for the Boy Scouts of America for many years was to create more units, which would provide for more youth in Scouting. Over time, that model resulted in the creation of units without a solid foundation for sustainment and an undesirable unit dissolution rate, necessitating a new approach to the challenges of unit creation and retention.

Only one out of every three new units makes it to their third re-charter. Units are starting, but they are also dropping as fast, if not faster, than we can start them. So the

plan is to give new units extra attention so they become high-performing units.

The Unit Performance Guide has evolved from earlier manuals and unit organization steps to include results from a 2012 application of novel retention processes in 30 pilot councils.

The process of building sustainable units requires purposeful thought, study, and investment in time and people for success. In four chapters, the Unit Performance Guide presents unit development and growth as four pillars of building high-performing units.”

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## The Four Pillars

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Time            You have 20 minutes for this presentation

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Objectives     Participants will be able to:

- Know the “Four Pillars” of building high-performing units

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Method         Group Discussion

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Resources     *Unit Performance Guide*

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Begin this session by asking:

“Does anyone know what the first pillar is?”

Hopefully you will get - Know the Market

Say:

“When you begin a journey, you must first plan the trip. It is the same when you’re planning to start a new unit. First, you must decide where you are going, and then you do research to determine the best way to get to your final destination.

You need to know the best places to start new units.”

Share (perhaps list on a chart as you name them) and *briefly* define the elements in the *Guide* related to knowing the market:

- Council Market Analysis Report
- BSA Membership Reports
- Identify Potential Chartered Organizations
- The Scouting Family
- New-Unit Commissioners
- Know Our Chartered Organizations
- Vision Statements

Ask:

“What is the second pillar?” - Make the Call

Say:

“Now that the organizing team has completed its research and developed a strategic and realistic list of new-unit prospects, it is time to start implementing

the new-unit plan.”

Share and *briefly* define the elements in the *Guide* related to Make the Call:

- Preparation
- Structured Sales Calls
- Building Blocks of Scouting
- Program Benefits
- Chartered Organization Relationships
- Chartered Organization Representatives
- Chartered Organization Checklist

Ask:

“What is the third pillar?” - Build the Team

Say:

“The most important task of the organizing team is selecting unit leaders. Before the selection process begins, it is important that the team learn about the Scouting organization and how the program functions in a unit.”

Share and *briefly* define the elements in the *Guide* related to Build the Team:

- Organizing Team
- Selecting Quality Leaders
- Training Unit Leadership
- Unit Program Planning
- Recognitions
- Tools of the Trade:
  - Online: Forms, Training, and Events
  - Unit Development and Youth Recruitment
  - Program: Ready to Use
  - Religious Emblems and Cultural Markets
  - Webelos to Scout

Ask:

“The final pillar?” - Grow the Unit

Say:

“This involves focusing on important elements the unit must possess in order to stay in operation. Elements like a unit leader succession plan with capable adult volunteers and an Orientation Training for new leaders are important for a great start. Other elements like monthly advancement and outdoor programs like day camp and summer camp will add to the sustainability of the new unit.”

Share and *briefly* define the elements in the *Guide* related to Grow the Unit:



- Unit Key 3
  - Unit Reporting Tools
  - Recruiting Youth Members
  - Successful Unit Meetings
  - Unit Performance
  - Commissioner Service
    - Unit Self-Assessments
    - Annual Service Plan
    - Unit Visit Tracking System (UVTS)
    - Charter Presentations
    - First Charter Renewal
    - Second Charter Renewal
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## How to Get Started With the Unit Performance Guide

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Time                      You have 10 minutes for this presentation

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Objectives              Participants will:

- Have ideas to promote the use of the *Unit Performance Guide* in their service area

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Method                    Group Discussion

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Resources                *Unit Performance Guide*

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Say:

“We hope that by now you have an idea as to how the *Unit Performance Guide* can be beneficial in your service area!”

Ask:

“Let us brainstorm some ideas how we can begin to use the *Unit Performance Guide*.”

List all the answers you get on a white-board or flip chart. Some ideas might include:

- Try it with one new unit and see if it works
  - Provide an orientation for the membership and commissioner teams
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## Closing

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Time            You have 10 minutes for this presentation

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Objectives            

- Inspire participants
- Recognize Scouters for completing training

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Ask:

“This was just a brief overview of the role and the other resources will provide more answers, but are there any questions you have that did not get answered?”

Answer or direct them to a resource.

Conclude by saying:

“For over 100 years Scouting has made a difference in the lives of boys, young women, families, communities, local organizations, our nation, and the world

Scouts have saved lives, changed lives, and grown up to be leaders in every field of human endeavor.

In every case someone - someone like you - led the process to start a Scouting unit where those Scouts learned the skills that helped lift them to those heights.

The rewards for organizing and sustaining are numerous, and lasting. The first meeting, the first campout, the first summer camp, the first service project. But few things will rival the day when a unit a you helped to organize and flourish produces its first Arrow of Light, Eagle Scout, Denali, Quartermaster, or Summit Award.

Thank you for attending this session and for all you do for youth.”

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