

## BOARDS OF REVIEW (except Eagle)— for Parents and Board Members

<http://troop737.ocbsa.org/AboutBOR.html>

<http://www.geocities.com/troop764/boardsofreview.html>

### **Purpose of the Board of Review:**

The Board of Review (BoR) is the final step in a Scout's rank advancement. It is designed to ensure that the Scout has completed all of the requirements for that rank, determine the quality of his troop experience, discuss the impact of the Scouting program on him how he lives the Scout Oath and Law, and encourage him to advance to the next rank.

Boards of Review are also an important component of one of the missions of Scouting – association with adults. In boards of review (as in Scoutmaster conferences), Scouts are treated responsibly with adults in a non-threatening meeting format; are viewed as equals, not as kids; and are asked questions by adults who value their answers. Most of the interactions that teens have with adults put them in a decidedly subordinate role – not so with Scoutmaster conferences or boards of review, where Scouts are expected to show leadership and speak their mind. With each successive Scoutmaster conference and BoR, the Scout builds his confidence around adults.

The members of the BoR team should have the following objectives in mind:

- To make sure the Scout has completed the requirements for the rank
- To see how good an experience the Scout is having in the unit.
- To encourage the Scout to progress further.

Additionally, the BoR provides “quality control” on advancement within the unit. It provides an opportunity for the Scout to develop and practice those skills needed in an interview situation, and serves as an opportunity for the Scout to review his accomplishments.

The BoR is NOT a retest; the Scout has already been tested on the skills and activities required for the rank. By allowing the Scout to appear before the BoR, the Scoutmaster has certified that the Scout has met all of the requirements for the new rank. If the Scoutmaster is not satisfied that the Scout is ready for the rank, he/she should not allow the Scout to appear before the BoR. Rarely should a BoR disapprove a Scout for the rank, for this would mean that the Scoutmaster is not doing his/her job. In this way the BoR is a check on the Scoutmaster and the troop program. The BoR chairperson should ensure that all the requirements have been “signed off” in the Scout's handbook and that leadership and merit badge records are consistent with the requirements for the rank.

The BoR is an opportunity to review the Scout's attitudes, accomplishments, and his acceptance of Scouting ideals. This is a time to:

- Openly talk about the Scout's progress in the troop.
- Ask how the Scout has demonstrated leadership in the troop and his patrol.
- Ask how he defines Scout spirit and lives according to the Scout Oath and Law.

- See how much fun he's having.
- Determine whether he's having any problems.
- Ask for suggestions to make the troop better.
- Ask about non-Scouting areas of the boy's life (school, sports, extracurricular activities).

### **Composition of a Board of Review:**

For all ranks (except Eagle) the BoR consists of three to six members of the Troop Committee or Scouters. The Troop Advancement Chairperson typically acts as the chairperson of the BoR. Relatives or guardians may not serve as members of a Scout's BoR.

### **Mechanics of a Board of Review:**

The BoR Chairperson introduces the Scout to the Board.

#### **The Scout should be in full (Class A) uniform.**

The BoR Chairperson should ask the Scout to come to attention, and recite one or more of the following:

- The Scout Law
- The Scout Oath
- The Scout Motto
- The Scout Slogan
- The Outdoor Code

For the lower ranks, one or two (usually the Law and the Oath) should be sufficient. For the higher ranks, more may be expected. One or two re-tries are appropriate, especially for younger Scouts, or if the Scout appears nervous.

The BoR membership is invited to ask questions of the Scout. The questions should be open ended, offering an opportunity for the Scout to speak about his opinions, experiences, activities, and accomplishments. Avoid questions, which only require a simple one or two word answer. If an answer is too brief, follow-up with a "Why?" or "How can that be done?" to expand the answer. The questions need not be restricted to scouting. Questions covering topics such as home, place of worship, school, work, and athletics are appropriate. Prior to the BoR, the Chairperson should be made aware of any "out of bounds" areas (e.g., if a Scout is experiencing family difficulties due to a divorce, it would be prudent to avoid family issues.)

The time for a BoR should be from 15 to 30 minutes, with the shorter time for the lower ranks. When all members have had an opportunity to ask their questions, the Scout is excused from the room. The BoR membership then considers whether the Scout is ready for the next rank; the BoR's decision must be unanimous. Once the decision is made, the Scout is invited back into the room, and the Chairperson informs the Scout of the BoR's decision. If the Scout is approved for the next rank, there are general congratulations and handshakes all around, and the Scout is encouraged to continue advancing. If there are issues, which prevent the Scout from advancing to the next rank, the Board must detail the precise nature of the deficiencies. The Scout must be told specifically what must be done in order to be successful at the next BoR. Typically, an

agreement is reached as to when the Scout may return for his subsequent BoR. The BoR Chairperson must send a written follow up to both the Scout and Scoutmaster, regarding the deficiencies and the course of action needed to correct them.

<http://www.gpc-bsa.org/Programs/Venturing/BoyScoutAdvancement.asp>

### **Boy Scout Advancement as a Venturer:**

There are some important differences for advancing in Scout rank as a Venturer. Since there is no Scoutmaster in a Venturing Crew or Sea Scout Ship, the requirement for a Scoutmaster Conference becomes the Advisor Conference (or Skipper's Conference). The positions of responsibility for Star, Life, and Eagle are changed to include the following positions in the crew/ship:

President		Boatswain
Vice President	or	Boatswain's mate
Secretary		Yeoman
Treasurer		Purser
		Storekeeper

Boards of Review for Star, Life, and Eagle Palms are made up of 3 to 6 members of the Crew/Ship Committee (Troop Committee). The prohibition against Scoutmasters and Assistants serving on the Boards of Review also prevent Advisors/Associate Advisors and Skippers/Mates from serving there. Youth members do not serve on these Boards of Review.

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[http://www.buckskin.org/Resources/Boy\\_Scouts/Tenderfoot.htm](http://www.buckskin.org/Resources/Boy_Scouts/Tenderfoot.htm)

### **TENDERFOOT**

This is the Scout's first experience with a BoR. The process may require some explanation on the part of the BoR Chairperson.

The first few questions in the BoR should be simple. The BoR should try to gain a sense of how the Scout is fitting in to the Troop, and the Scout's level of enjoyment of the Troop and Patrol activities.

Encourage advancement to 2nd Class. Point out that the Scout may have already completed many of the requirements for 2nd Class.

The approximate time for the BoR should be 15-20 minutes.

### **Sample Questions:**

1. When did you join our Troop?
2. How many Troop meetings have you attended in the last two months?
3. What did you do at your last patrol meeting?
4. Tell us about your last Troop campout.

5. How would the first aid skills you must know for Tenderfoot help on a campout?
6. Where did you learn how to fold the American flag? Tell us about your first experience with this skill.
7. How would you avoid poison oak (poison ivy, sumac)?
8. Where did you go on your hike? How did you choose the location?
9. If you were on a hike and got lost, what would you do?
10. Why do we whip or fuse the ends of a rope?
11. What is the "Buddy System" that we use in Scouting? When do we use it?
12. Why do you think there are physical fitness requirements (push-ups, pull-ups, etc.), and a retest after 30 days, for the Tenderfoot rank?
13. What does it mean to a Tenderfoot Scout to "Be Prepared"?
14. Do you feel that you have done your best to complete the requirements for Tenderfoot? Why?
15. What "good turn" have you done today?
16. Please give us an example of how you obey the Scout Law at home (school, place of worship)?
17. What do you like best about our Troop?
18. What does it mean for a Scout to be "Kind"?
19. Do you have any special plans for this summer? The Holidays?
20. When do you plan to have the requirements completed for 2nd Class?

### **Another View to Conduct a Tenderfoot BoR**

#### **Personal Data**

1. When did you join the Troop?
2. What grade are you in? What school?
3. What hobbies do you have?
4. Why did you join boy Scouts?

#### **What Do You Think**

1. How do you live the Scout Oath and Law in your daily life? If you find it a challenge how do you overcome it?
2. What is a good turn? What good turns have you done lately?
3. What troop outings have you attended? What do you think of them?
4. What does "On My Honor" mean to you?
5. What do you think people expect from you as a Boy Scout?

#### **Teamwork**

1. Have you been able to make it to most of the troop meetings so far?
2. What is the name of your patrol? Do you have a flag?
3. Do you feel that you and your patrol are getting along?
4. Is there anything you would like to see changed in the patrol or troop meetings?

## **The Big Picture**

1. What do you like best about Scouting?
2. How (or how not) has Scouting been what you thought it would be?
3. Have you taken part in any recent service projects? Which ones?
4. What are your long term plans in scouting?
5. What are your plans for 2nd Class?

**Do you have any questions or concerns of us, your board?**

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[http://www.buckskin.org/Resources/Boy\\_Scouts/second\\_class.htm](http://www.buckskin.org/Resources/Boy_Scouts/second_class.htm)

## **SECOND CLASS**

This is the Scout's second experience with a BoR. The process should be familiar, unless it has been some time since the BoR for Tenderfoot.

Questions should focus on the use of the Scout skills learned for this rank, without retesting these skills. The BoR should try to perceive how the Scout's patrol is functioning, and how this Scout is functioning within his patrol.

Encourage work on the remaining requirements for 1st Class; many of the easier ones may have already been completed.

The approximate time for the BoR should be 15-20 minutes.

### **Sample Questions:**

1. How many patrol meeting have you attended in the last 3 months?
2. What did your patrol do at its last meeting?
3. Tell us about a service project in which you participated.
4. Where did you go on your last Troop campout? Did you have a good time? Why?
5. Why is it important to be able to identify animals found in your community?
6. Tell us about the flag ceremony in which you participated.
7. What is in your personal first aid kit?
8. What have you learned about handling woods tools (axes, saws, etc.)?
9. How are a map of the area and a compass useful on a campout?
10. Have you eve done more than one "good turn" in a day? Ask for details.
11. Have you earned any merit badges?

If "Yes": Which ones? Why did you choose them? Who was your counselor?

If "No": Encourage getting started, and suggest one or two of the easier ones.

12. Did you attend summer camp with our Troop last summer?

If "Yes": What was your best (worst) experience at summer camp?

If "No": Why not?

13. Do you plan to attend summer camp with our Troop next summer?  
If "Yes": What are you looking forward to doing at summer camp?  
If "No": Why not?
14. What suggestions do you have for improving our Troop?
15. How do you help out at home, place of worship, school?
16. What class in school is most challenging for you? Why?
17. One of the requirements for Tenderfoot is to participate in a program regarding drug, alcohol and tobacco abuse. Tell us about the program in which you participated.
18. How is it possible to live the Scout Oath and Law in your daily life?
19. What does it mean to say, "A Scout is Trustworthy"?
20. When do you expect to complete the requirements for 1st Class?

### **Another View to Conduct a Second Class BoR**

#### **Personal Data**

1. How old are you?
2. Do your friends at school know you're in Scouts?
3. Do you ever take the time and just talk with member of your family? If so, who?
4. Do you have a hero? If so, who and why?

#### **What Do You Think**

1. In the Scout Oath, what does "I will do my best" mean to you?
2. Do you ever do more than one Good Turn Daily? What kinds?
3. What point of the Scout Law is the most important to you? Why?
4. Do you have a favorite youth or adult leader? If so, what makes that person a good leader?
5. The Scout Motto is "Be Prepared." What does it mean to you?
6. What do you think it means to be a 2nd Class Scout? What should people expect of you?

#### **Teamwork**

1. What did you do for you one (1) hour of service required for 2nd Class? What did you think of the project? What other service have you done?
2. What type of service projects would you like to work on?
3. Does your patrol have patrol meetings? Do you find them helpful? Is there something the troop can do to help your patrol have productive patrol meetings?
4. Is there any part of the patrol program that you like changed? How would you make these changes? What is the benefit of these changes?

#### **Your Progress**

1. What requirement for this rank was the hardest? Easiest?
2. Have you started earning any merit badges? Which ones interest you, and why?
3. Do you have any difficulty setting goals for yourself?
4. Have you had a chance to cook outdoors? What did you like about it?
5. What outdoor skills do you like best?

## **The Big Picture**

1. What are your plans for 1st Class?
2. Is there anything the troop can do to help you?
3. What is your long term plans in scouting?
4. What part of scouting interests you the most?
5. Are you enjoying Scouting? Why or Why not?
6. What is the first Patrol Leadership position you plan to run for?

**Do you have any questions or concerns of us, your board?**

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[http://www.buckskin.org/Resources/Boy\\_Scouts/first\\_class.htm](http://www.buckskin.org/Resources/Boy_Scouts/first_class.htm)

### **FIRST CLASS**

By this point the Scout should be comfortable with the BoR process.

The Scout should be praised for his accomplishment in achieving 1st Class (particularly if he joined Boy Scouts less than a year ago). In achieving the rank of 1st Class, the Scout should feel an additional sense of responsibility to the troop and to his patrol.

The 1st Class rank will produce additional opportunities for the Scout (Order of the Arrow, leadership, etc.).

Merit badges will begin to play a role in future advancement to the Star and Life ranks. Encourage merit badge work if it has not already begun.

The approximate time for this BoR should be 20 minutes.

#### **Sample Questions:**

1. On average, how many Troop meetings do you attend each month?
2. What part of Troop meetings are most rewarding to you?
3. What is the Scout Slogan? What does it mean for a 1st Class Scout?
4. Tell us about your last campout with the Troop. Where did you go? How did you help with meal preparation? Did you have a good time? (If "No," why not?)
5. If you were in charge of planning and preparing a dinner for your next campout, what would you select?
6. As a 1st Class Scout, what do you think the Star, Life, and Eagle Scouts will expect from you on an outing?
7. Does your family do any camping? What have you learned in Scouts, that you have been able to share with your family to improve their camping experiences?
8. Why do you think that swimming is emphasized in Scouting?
9. Why is it important for you to know how to transport a person who has a broken leg?
10. Why is it important for you to be able to recognize local plant life?
11. What did you learn about using a compass while completing the orienteering requirement?

12. What does it mean to say, "A Scout is Courteous"?
13. Why are merit badges a part of Scouting?
14. How frequently do you attend religious services? Does your whole family attend?
15. What is your most favorite part of Scouting? Least favorite?
16. How does a Scout fulfill his "Duty to Country"?
17. How do you define "Scout Spirit"?
18. What is the Order of the Arrow? What is the primary function of OA?
19. Who was Lord Baden-Powell?
20. When do you think you might be ready for Star Scout?

### **Another View to Conduct a First Class BoR**

#### **Personal Data**

1. What grade are you in?
2. What do you like about school? What is your favorite subject?
3. What do you tell your friends about the things you learn and do in Scouts?

#### **What Do You Think**

1. To you, what does it mean to "Do my duty to God"?
2. What point of the Scout Law is the hardest for you to live up to?
3. What more does "Be Prepared" mean to a 1st Class Scout, than to a 2nd Class Scout?
4. What does "On My Honor" mean to you?

#### **Teamwork**

1. How does your Patrol function as a team? What part do you take in helping your Patrol?
2. What was the last project your patrol worked on as a unit?
3. How do you apply teamwork in your home? With friends?
4. Have you had a chance to teach the younger Scouts any of your recently earned scout skills? What did you teach?
5. What do you think Shared Leadership is?

#### **Your Progress**

1. What merit badges do you have?
2. Which merit badge was the most valuable to you? Why?
3. For this rank you met with a civil employee and discussed your constitutional rights and obligations. Who did you meet with, and what (if anything) did you get from your talk?
4. What was the most challenging requirement (rank or merit badge)?
5. Do you think that your first aid knowledge will actually help you? How? Have you had an opportunity to use any of it?

#### **The Big Picture**

1. What are your plans for your progress toward Star? Do you have a goal date when you would like to make Star by?
2. If you had the opportunity to add or delete one (1) requirement for this rank, what would it be and why?

3. What effect has Scouting had on your life?
4. Do you have a long term goal for your Scouting career?

**Do you have any questions or concerns of us, your board?**

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[http://www.buckskin.org/Resources/Boy\\_Scouts/star.htm](http://www.buckskin.org/Resources/Boy_Scouts/star.htm)

### **STAR CLASS**

With this Star rank, emphasis is placed upon service to others, merit badges, and leadership. Scout skills remain an important element for the Star Scout; however, the emphasis should be on teaching other Scouts these skills.

Explore how the Star Scout can assist with leading his patrol and troop. Attempt to understand how the Scouting philosophy is becoming part of the Scout's life.

Often the Star rank is a place where Scouts "stall out." Encourage the Scout to remain active, and participate fully in his patrol and troop. If the Scout appears to be looking for additional opportunities, suggest leadership positions such as Den Chief or Troop Guide.

The approximate time for this BoR should be 20 minutes.

#### **Sample Questions:**

1. How many Troop outings have you attended in the last three months?
2. Tell us about the last service project in which you participated.
3. What does it mean for a Star Scout to "Be Prepared" on a daily basis?
4. How have the Scout skills that you have learned helped you in a non-Scouting activity?
5. How many merit badges have you earned? What was the most difficult (fun, challenging, expensive, etc.)?
6. Which is more important: Becoming a Star Scout, or learning the skills prescribed for a Star Scout?
7. Why do you think a Scoutmaster's Conference is required for advancement rank?
8. What is the most important part of a Troop Court of Honor? Why?
9. What leadership positions have you held outside of your patrol? What challenges did they present? What are your personal leadership goals and objectives?
10. How would you get a Scout to do an unpleasant task?
11. What extracurricular activities do you participate in at school?
12. What responsibilities do you have at home?
13. What is our "Duty to God"?
14. What does it mean to say "A Scout is Loyal"?
15. How are the Scout oath and law part of your daily life?
16. What is the Outdoor Code? Why is it important?
17. If the Scout is a member of the Order of the Arrow:

If "Yes": What are you looking forward to doing at summer camp?

If "No": Why not?

18. Have you received any special awards or accomplishments in school, athletics, or place of worship?
19. Baden-Powell's first Scout outing was located on an island off the coast of Great Britain; what was the name of that island/ [Answer: Brownsea Island]
20. When do you plan on achieving the Life Rank?

### **Another View to Conduct a Star BoR**

#### **Personal Data**

1. What do you do with your spare time?
2. What other activities do you participate in? (i.e., sports, music, social/religious groups, etc.)
3. How many younger siblings do you have? What sort of impression do you think you give them and others about Scouting?
4. Do you keep a small sewing kit in your backpack? Have you ever had a need to use it while on an outing (i.e., tent zipper, clothes rip, massive wound, etc.)?
5. Who makes sure your uniform is clean and the patches are all sewn on for you to wear?
6. How do you help out at home? Do you do it to "chip in" or earn money?

#### **What Do You Think**

1. What should the statement, "A Scout is Trustworthy" mean to a Star Scout?
2. What do you think the role of a Star Scout is in relationship to younger scouts?
3. How does the Scout Oath affect the life of a Star Scout differently than it would the life of a Tenderfoot Scout?
4. What do others have a right to expect of a Star Scout?
5. What point of the Scout Law is the most important to you? Why?
6. How do you feel that you live the Scout Oath and Law in your daily life?
7. What is the Scout Slogan? [Answer: "Do a Good Turn Daily"] What type of "Good Turns" do you do?

#### **Teamwork**

1. What part do you take in the Troop Meetings? Are you a leader or a follower?
2. Do you hold a leadership position in the Troop now? If so, which one and what are your responsibilities?
3. If no, which position(s) have you held? Tell me a short story about your time as a leader.
4. What service project did you work on to earn your required hours for this rank? What was your job on the project?
5. How do you feel your patrol functions as a team?
6. Have you ever tried to instill a change (long or short term) in your patrol? What was it? How? Did you get the results you wanted?

#### **Your Progress**

1. How would you describe the change in your thinking, actions, and performance since earning 1st Class? Were they through conscious effort?

2. Which six (6) merit badges did you earn for this rank? Which was the most important to you? Why?
3. What was the most interesting and/or unique requirement you have had in a merit badge?
4. While working toward your Star did you learn anything that you would like to pass on to the younger Scouts? What?
5. What have you learned that might help you as an adult?

### **The Big Picture**

1. What is your goal for reaching Life Scout?
2. What is your long term goal for Scouting?
3. What do you feel the Troop can do most to help the younger Scouts so they will make it to Star and beyond?
4. If you could make one (1) change in the merit badge program (i.e., structure, format, add a badge). What would you do?
5. What type of career interests you? Have you looked into earning a related merit badge?

**Do you have any questions or concerns of us, your board?**

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[http://www.buckskin.org/Resources/Boy\\_Scouts/life.htm](http://www.buckskin.org/Resources/Boy_Scouts/life.htm)

### **LIFE CLASS**

The Life rank is the final rank before Eagle. The Life Scout should be fully participating in the Troop, with emphasis being placed on leadership in the unit, as well as teaching skills and leadership to the younger Scouts.

Merit badge work should be a regular part of the Scout's career. Scouting values and concepts should be an integral part of the Scout's daily life.

At this point, the Scout is starting to "give back to Scouting" through leadership, training of other Scouts, recruiting, keeping Scouts active in the program, etc.

Explore suggestions for improving the program.

The approximate time for this BoR should be 20-30 minutes.

### **Sample Questions:**

1. What is the most ambitious pioneering project with which you have assisted? Where?
2. What has been your worst camping experience in Scouting?
3. How many patrol meetings has your patrol held in the last three months? How many of them have you attended?
4. Have any of the merit badges you have earned led to hobbies or possible careers?
5. What are your hobbies?
6. Of the merit badges you have earned, which one do you think will be of greatest value to you as an adult? Why?

7. Why do you think that the three "Citizenship" merit badges are required for the Eagle rank?
8. What is your current (most recent) leadership position within the Troop? How long have you held that position? What particular challenges does it present? What is Leadership?
9. Do you have any brothers or sisters who are in Scouts (any level)? What can you do to encourage them to continue with Scouts, and to move forward along the Scouting Trail?
10. How do you choose between a school activity, a Scout activity, and a family activity?
11. Why do you think that Star and Life Scouts are required to contribute so much time to service projects? What service projects are most rewarding to you? Why?
12. Why do you think that a BoR is required for rank advancement?
13. How has Scouting prepared you for the future?
14. What does it mean to say, "A Scout is Reverent"?
15. What does "Scout Spirit" mean to a Life Scout?
16. Why do you think that Scouting for Food is referred to as a "National Good Turn"?
17. The Scout Oath refers to "Duty to Self"; what duty do we have to ourselves?
18. If the Scout is a member of OA:

What role does OA play in Scouting?

What honor do you hold in OA?

What is the difference between Scout "ranks" and OA "honors"?

19. In what year was Boy Scouts of America founded? [Answer: February 8, 1910 – BSA Birthday]
20. Have you begun to think about an Eagle Service Project? What are you thinking about doing? When?

### **Another View to Conduct a Life BoR**

#### **Personal Data**

1. How are you doing in school? What do you like the most about it?
2. Do you feel it took you long time to get here?

#### **What Do You Think**

1. How does Scouting influence your interactions with people?
2. Have you ever felt you had to defend yourself because someone knew you are in Scouts?
3. Outside of Scouting, tell me about a time when you have had to be a leader. How did it make you feel afterward?
4. Other than your parents, who do you think has influenced your life the most? Why? Who's life do you think you have the most influence over? Why?
5. Name one thing you hate doing, but you do it anyway because you know it will please someone. How do you feel afterward?
6. What does "A Scout is Brave" mean to a Life Scout?
7. In this fast paced time of great stress, what should "Be Prepared" mean to a Life Scout?
8. How can you personally help keep up the Scout Spirit in the Troop?
9. What does "Duty to God" mean to a Life Scout? How do you fulfill your duty?
10. What should others be able to expect from you as a Life Scout?
11. What does "On My Honor" mean to you?

12. What is the most difficult part of the Scout Oath and Law for you to live up to in your daily life? How do you overcome it?

### **Teamwork**

1. How many outings have you been on in the last year? Which did you like the most and why?
2. What have you done since becoming a Star Scout, in carrying out additional responsibilities in the Troop? Patrol?
3. Which service projects did you work on for the rank of Life? What did you do?
4. What do you like most about the Patrol Method? Least?
5. What role do you play in your Patrol?
6. What is "Shared Leadership"? How do you see it in your Patrol and in the Troop?
7. What do you think is the most important skill for a leadership? Why?

### **Your Progress**

1. What additional merit badges did you earn for Life?
2. What was the most difficult merit badge for you to earn? How often did you meet with your counselor on that one?
3. Which merit badge did you enjoy the most? Why?
4. What was the most important thing you learned while working toward Life Scout?
5. Who helps you or coaches you in preparing for merit badges?
6. Which merit badges are you working on now?
7. Have you found any merit badges that you think are too hard for scouts to earn? Which ones? What makes them so difficult?
8. What leadership position did you hold for this rank? What was your biggest challenge? How did you handle it? What, if any, leadership position would you be most interested in holding?

### **The Big Picture**

1. Have you thought about what you will need to do for Eagle?
2. What do you think you can do to help younger Scouts?
3. Which scouting skill do you like the most? Why? Least? Why?
4. What do you think about the Order of the Arrow program?
5. Is the Troop's Outdoor Program adequate to develop skills and maintain the interest of the Scouts? What changes would you make?

**Do you have any questions or concerns of us, your board?**

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[http://www.buckskin.org/Resources/Boy\\_Scouts/eagle\\_palms.htm](http://www.buckskin.org/Resources/Boy_Scouts/eagle_palms.htm)

### **EAGLE PALMS**

Eagle Palms are awarded for continued leadership and skills development (merit badges) after the Eagle rank has been earned. The purpose of this BoR is to ensure that the Eagle Scout

remains active within the unit, contributes to the leadership of the unit, and assists with the growth of the other Scouts within the unit.

The approximate time for the BoR should be 15 minutes.

**Sample Questions:**

1. As an Eagle, have the Scout Oath and Law gained new meaning for you? How?
2. Why is it important to developing and identify leadership? How do you do this?
3. Since earning your Eagle, what merit badges have you earned?
4. Since earning your Eagle (last Palm), in what service projects have you participated?
5. How do you plan to continue your involvement with Scouting?
6. What would you say to a Life Scout who is only minimally active within his unit, and who does not seem motivated to continue along the Scouting Trail?
7. If a Life Scout was having difficulty selecting an Eagle Service Project, what would you suggest to him?
8. What is the primary role of the Scoutmaster?
9. How have you begun to "... give back to Scouting more than Scouting has given to you"?
10. In what year was the first World Jamboree held? [Answer: 1920]

## BOARDS OF REVIEW FOR THOSE SCOUTS WHO ARE NOT ADVANCING (Marin Council, BSA, Nov. 1999)

The BoR should show interest in these Scouts' rank progress. Ask the kind of questions that may reveal why they are not advancing:

- Do you enjoy the outings/troop meetings?
- Which of the requirements are most difficult for you?
- What improvements/changes would you suggest for the troop?
- Do you find that school activities are taking more of your time? Which ones?

Let the scout know that he has the support of the BoR members and that there is no doubt that he can achieve the next rank. The BoR's concern and supportive manner will both help the Scout's confidence and impress upon him the importance of advancement in his Scouting experience.

## WHAT IS MEANT BY "ACTIVELY SERVE" IN A POSITION OF RESPONSIBILITY (Circle Ten Council; Eagle Requirement #4)

If a Scout serves actively in one or more of the listed positions for six months as a Life Scout without being removed from the position, the troop must give the Scout credit for fulfilling the requirement, even if the Scout was not effective in the position. Fulfilling this requirement is not dependent on how effective the boy is as a leader, only that he served actively in the position.

The traditional way that this requirement is fulfilled is by serving in one position for the entire six months. A Scout may also fulfill this requirement by serving in more than one position; however, he must serve in the position(s) during six different months after earning the Life rank [i.e., not concurrent].

([www.troop121.com/overview.htm](http://www.troop121.com/overview.htm))

The first year of Scouting should involve working toward the first three ranks: Tenderfoot, Second Class, and First Class. They all involve learning basic Scouting skills. Attaining Star and Life ranks should be the goals of the second and/or third year. These ranks require earning various merit badges in addition to exhibiting leadership qualities. In the third through fifth year, boys should begin earning the remaining required merit badges, perform their special community project and refine their leadership skills to earn the coveted rank of Eagle Scout.

The Boy Scout advancement program invites boys to master a challenging series of skills that prepare them to enjoy the outdoor action that Scouting offers.

([www.seattlebsa.org/sbsa\\_volunteers/VolunteersandScouts/Eagleadvancement.htm](http://www.seattlebsa.org/sbsa_volunteers/VolunteersandScouts/Eagleadvancement.htm))

E1.3 What must the Scout actually do or accomplish in his "position of responsibility" in order for it to count? He must "serve actively." *Boy Scout Handbook*. The Scoutmaster decides and the BoR reviews what service is sufficient, but they are not allowed to add to the requirements

nor to reduce them. ... The requirement is not "leadership," but rather "responsibility." (He shows leadership in his [Eagle] project.

### **SCOUT SPIRIT**

(Circle Ten Council; Eagle Requirement #2)

When an Eagle candidate is told that he fails to demonstrate Scout spirit in his everyday life, it is commonly found that **the troop should have dealt with the issue earlier – usually several ranks earlier.** A Scout who is not trustworthy or obedient usually doesn't develop this problem just prior to the Eagle BoR. To postpone dealing with the problem until it becomes imperative to do so at Eagle advancement time is a disservice to the boy. However, the fact that it wasn't dealt with does not exempt the Scout from fulfilling this requirement for Eagle.

([www.geocities.com/Yosemite/Trails/7919/bor\\_ques.htm](http://www.geocities.com/Yosemite/Trails/7919/bor_ques.htm))

Advancement accommodates three aims in Scouting:

- Participating citizenship
- Growth in moral strength and character; and,
- Mental and physical development.

(Ed Schuman, Grand Canyon Council, Advancement Comm., May 2003)

"During [Scoutmaster's Conferences] and other discussions, you are often looking for the intangible "Scout Spirit" in a boy, that can convince you he can move up or come to grips with his problems. The Advancement Conference should not be held until you have verified that all other requirements for the next rank have been met.

### **STALLING A SCOUT FOR EAGLE**

(Circle Ten Council; advancement guidance)

It is unacceptable for a troop to delay a Scout's work toward his Eagle rank for any reason as long as he is meeting the requirements.

### **ADVANCEMENT REQUIREMENTS**

(Nat'l BSA Policies Related to rank Advancement; [www.meritbadge.com/info/policy2.htm](http://www.meritbadge.com/info/policy2.htm))

No council, district, unit, or individual has the authority to add or to subtract for any advancement requirement. A Boy Scout badge recognizes what a young man is able to do; it is not a reward for what he has done.

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When a badge and certificate are awarded to a Boy Scout to recognize that he has achieved a rank, they represent that a young man has:

- Been an active participant in his troop and patrol.

- Demonstrated living the Scout Oath (Promise) and Law in his daily life.
- Met the other requirements and/or earned the merit badges for the rank
- Participated in a Scoutmaster conference.
- Satisfactorily appeared before a board of review.

In the advanced ranks (Star, Life, and Eagle), the badge represents that the young has also:

- Served in a position of responsibility in the troop.
- Performed service to others.

(U.S. Scouting Service Project, [www.usscouts.org/advance/docs/guideliens.html](http://www.usscouts.org/advance/docs/guideliens.html))

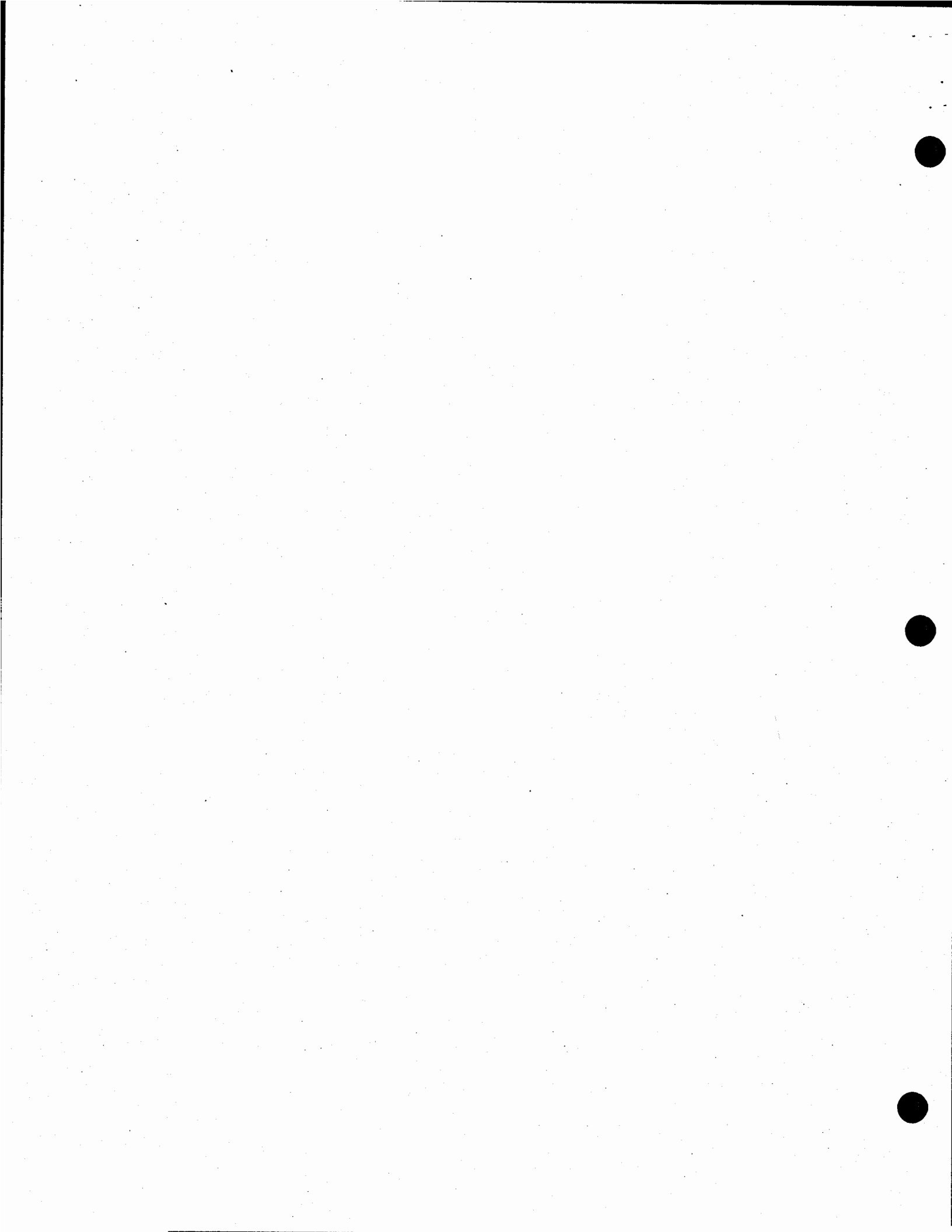
[Written, addressing scouts] Scout skills cannot be mastered by performing them just once. You will have many opportunities to practice each skill, and you will be thoroughly tested on each requirement before it is "signed off". In addition, expect to practice each skill repeatedly, even after it has been signed off. As you progress, you will also have opportunities to teach these skills to less experienced Scouts, which will further reinforce your knowledge and skill.

([www.geocities.com/Yosemite/Trails/7919/bor\\_ques.htm](http://www.geocities.com/Yosemite/Trails/7919/bor_ques.htm))

For the BoD: There is no right or wrong answer to any of the questions. They are a tool. The Troop's Committee's first responsibility is to make certain that the Scout UNDERSTANDS what he has achieved with his PENDING rank advancement and the additional responsibilities that the Scout will assume as he grows within the Troop.

(Middle Tennessee Council, [www.mtcbsa.org/html/boyscout.hym](http://www.mtcbsa.org/html/boyscout.hym))

The Scoutmaster must be in charge of advancement in the troop. It is necessary that the Scoutmaster understand the purpose of the advancement program and the importance it has in the development of the Scouts in the troop. The troop's program must provide advancement opportunities. By participating in the troop program, the Scout will meet requirements for rank advancement.



# ADVANCEMENT COMMITTEE GUIDE

## Policies and Procedures

BSA Pub. 33088E (2004)

(extract)

### **Boards of Review**

Periodic review of the progress of a Scout is vital in the evaluation of the effectiveness of the Scouting program in the unit. The unit committee can judge how well the Scout being reviewed is benefiting from the program. The unit leader can measure the effectiveness of his or her leadership. The Scout can sense that he is, or is not, advancing properly and can be encouraged to make the most of his Scouting experience.

Not only is it important to review those Scouts who have learned and been tested for a rank, but also to review those Scouts who have shown no progress in their advancement over the past few months.

The members of the board of review should have the following objectives in mind when they conduct the review.

- To make sure the Scout has done what he was supposed to do for the rank.
- To see how good an experience the Scout is having in the unit.
- To encourage the Scout to progress further.

The review is not an examination; the board does not retest the candidate. Rather, the board should attempt to determine the Scout's attitude and his acceptance of Scouting's ideals. Scout spirit is defined as living the Scout Oath (Promise) and Scout Law in a Scout's everyday life. The board should make sure that good standards have been met in all phases of the Scout's life. A discussion of the Scout Oath and Scout Law is in keeping with the purpose of the review, to make sure that the candidate recognizes and understands the value of Scouting in his home, unit, school, and community.

The decision of all boards of review is arrived at through discussion and must be unanimous.

When a boy satisfactorily completes his board of review for a rank or an Eagle Palm, tenure for his next rank or Eagle Palm begins immediately.

### **Scouts 18 or older. --- /// ---.**

For the composition of boards of review for Varsity Scout teams and Venturing crews, see "Varsity Scout Advancement," and "Venturing Advancement," page 24.

**Review for Tenderfoot Through Life Ranks and Eagle Palms.** After a Scout has completed all requirements for Tenderfoot, Second Class, First Class, Star, Life ranks, or an Eagle Palm, he appears before a board of review. This board of review is made up of at least three and not more than six members of the troop committee. One member serves as chair

[person], usually the committee member responsible for advancement. Unit leaders, assistant unit leaders, relatives, or guardians may not serve as members of a Scout's board of review.

The review should be conducted at a convenient time and location, such as a meeting, summer camp, or the home of a member of the troop committee.

The review has three purposes:

- To make sure that the work has been learned and completed.
- To check to see what kind of experience the boy is having in his patrol and troop.
- To encourage the Scout to advance to the next rank.

Because many boys are ill at ease when talking to adults, it is important that the board be held in a relaxed atmosphere. A certain amount of formality and meaningful questioning should be used during the review.

The Scout should be neat in his appearance and his uniform should be correct as possible, with the badges worn properly. It should be the desire of the board to encourage the Scout to talk so that the review can be a learning experience for the candidate and the members of the board.

The review is not an examination. The Scout has learned his skill and has been examined. This is a review. The Scout should be asked where he learned his skill, who taught him, and the value he gained from passing this requirement.

The Scout reviews what he did for his rank. From this review, it can be determined whether he did what he was supposed to do. The review also reveals what kind of an experience the Scout is having in the troop. With that knowledge, the troop leaders can shape the program to meet the needs and interests of the Scouts.

The board should attempt to determine the Scout's ideals and goals. The board should make sure that a good standard of performance has been met. A discussion of the Scout Oath and Scout Law is in keeping with the purpose of the review, to make sure the candidate recognizes and understands the value of Scouting in his home, unit, school, and community.

The board of review members should feel free to refer to the *Boy Scout Handbook*, *Scoutmaster Handbook*, or any other references during the review. The *Troop Committee Guidebook* contains examples of questions that could be asked during a review.

The review should take approximately 15 minutes. At the conclusion of the review, the board should know whether a boy is qualified for the rank or Palm. The Scout is asked to leave the room while the board members discuss his achievements. The decision of the board of review is arrived at through discussion and must be unanimous. If members are satisfied that the Scout is ready to advance, he is called in, congratulated, notified as to when he will receive his recognition, and encouraged to continue his advancement or earn the next Palm.

If the board decides that the Scout is not ready to advance, the candidate should be informed and told what he has not done satisfactorily. Most Scouts accept responsibility for not completing the requirements properly. The members of the board of review should specify what must be

done to rework the candidate's weaknesses and schedule another board or review for him. A follow-up letter must be sent to a Scout who is turned down for rank advancement, confirming the agreements reached on the actions necessary for advancement. Should the Scout disagree with the decision, the appeal procedures should be explained to him. (See "Appealing a Decision," page 22.)

After the board of review is completed, the Scoutmaster is informed of all the decisions that were made by the board of review.

Remember, after a Scout satisfactorily completes a board of review, he cannot be recognized until that action is reported to the council service center on an Advancement Report. A monthly report keeps units records current and is a good practice. The troop scribe should also keep a record in the Troop/Team Record Book for easy reference by the Scoutmaster and use by other boards of review.

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## **Appealing a Decision**

Two sets of circumstances may lead to the appeal of a decision.

First, if the unit leader or unit committee does not recommend the Scout for a board of review, ... , the Scout or other interested party may appeal the decision at the next level.

Second, if the appropriate board of review does not recommend the applicant for the rank advancement, the decision may be appealed to the next higher level. The Scout, his leader, or his parents may appeal the decision. With all appeal applications, the final decision rests with the national Boy Scout committee. In ascending order, levels are unit, district, local council, and national Boy Scout Committee.

On receipt of an appeal, the district or council committee responsible for advancement will provide for a prompt review to determine the facts. All parties must be interviewed either individually or as a group, but a confrontation should be avoided. A written report with all details must be prepared for the committee responsible for a decision or for forwarding to the national Boy Scout Committee, if necessary.

All appeals to the national Boy Scout Committee must be processed through the Scout's local council. ...

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## **Varsity Scout Advancement:**

Any young man from 14 to 18 years old may participate in this program for older Boy Scouts. Varsity Scouting offers five program fields of emphasis: Advancement, High Adventure, Personal Development, Service, and Special Programs and Events. Each of these programs is led by a member of the team called a program manager, who receives assistance from a member of the team committee.

Position of responsibility requirements for Star and Life ranks may be met by a Varsity Scout serving as a team captain, co-captain, program manager, squad leader, or in other leadership roles assigned by the Coach. The acceptable positions of responsibility for the Eagle Scout rank are listed on the Eagle Scout Rank Application.

The Varsity Scout Coach will conduct a Coach conference. (See "Scoutmaster Conferences")

As the Varsity Scout meets the requirements for each rank, a board of review is conducted by the team committee member responsible for advancement, the advancement program manager, and the Varsity Scout Coach for all ranks except Eagle Scout. The Eagle Scout board of review follows the procedure established by the local council.

### **Venturing Advancement:**

... Members who are simultaneously members of a Boy Scout troop may receive credit for work toward Boy Scout advancement and Venturing advancement. An example would be getting dual credit for hikes for the Backpacking merit badge and for the Ranger backpacking elective, or a conservation project required in Boy Scouts and Venturing.

Any male Venturer who has achieved the First Class rank as a Boy Scout in a troop or Varsity Scout in a team may continue working toward the Star, Life, and Eagle Scout ranks up to his 18th birthday. He must meet the requirements as prescribed in the *Boy Scout Handbook*, and the current *Boy Scout Requirements* book.

Position of responsibility requirements may be by the Venturer serving as president, vice president, secretary, or treasurer in his crew, or as boatswain, boatswain's mate, yeoman, purser, or storekeeper in his ship.

The Scoutmaster conference will be conducted by the Advisor or Skipper.

As the Venturer meets the requirements for the Star and Life ranks, a board of review is conducted by the crew or ship committee. The Eagle board of review follows the procedure established by the local council.

Sea Scout advancements are approved by the ship's quarterdeck. ...

## WHAT IS SCOUT SPIRIT?

(1959 Scout Handbook, pg. 364)

Your standing as a Scout does not depend so much on the skills of your hands or the badges on your merit badge sash, as on the spirit in your heart—on what you are willing to do for others, on whether you are doing your very best to live the Scout Oath and Law.

Your Scout leaders will know to what extent you live the Oath and Law in your patrol and troop. But that is not enough. Before they are satisfied, they will ask other people to tell them frankly whether they consider you a worthy Scout. Your attitude in your home shows your parents what Scouting has meant to you. Your teachers judge from your actions in school. Your religious leader estimates the influence Scouting has had on you. By weighing all the evidence your leaders will know what kind of Scout you are.

The way you help at home, in school, [place of worship], and community should be more and more effective the higher you climb in Scouting, your habits of taking care of your own things and of respecting the property of others firmer and firmer established.

You look ever wider in searching for opportunities to protect our country's natural resources. Your understanding of the importance of conservation deepens. You help in a conservation project to become a Star Scout, you undertake one of your own for Life, you earn a conservation merit badge for Eagle.

(1959 Scout Handbook, pg. 367)

### Eagle Requirement/Scout Spirit

While a Life Scout show to the satisfaction of your leaders that you—

1. Do your best, in your everyday life, to live up to the Scout Oath or Promise, the Scout Law, the Scout motto, [ ] the Scout slogan [and Outdoor Code].
2. Do your best to help in your home, school, [place of worship], and community.
3. Take care of things that belong to you and respect the property of others.

(1979 Scout Handbook, pg. 456)

Your standing as a Scout does not depend just on the skills of your hands or the badges on your uniform. It depends even more on the spirit in your heart; on the way you try to live the Scout Oath and Law.

Your Scout leaders will know how you live the Oath and Law in your patrol and troop. But that is not enough. Before they are sure that you are worthy of the higher Scout awards, they will ask other people. These people will tell what they think of you as a Scout. Your attitude in your home shows your parents what being a Scout means to you. Your teachers judge you by the way you act in school. Your religious leader will know the effect Scouting has had on you. By weighing all the evidence, your leaders will know what kind of Scout you are.

The way you help at home, in school, [place of worship], and in your community should be more and more effective the higher you climb in Scouting. Your Good Turn habit should be growing stronger. Going out of your way to help and comfort other people should have become natural for you.

You get better and better as you move upward in Scouting. You expect more and more of yourself as you follow the trail to Star, Life, and all the way up to Eagle. The kinds of service projects you take on and the leadership you give are clues. They will tell your Scout leaders what kind of boy you are. From these clues they will judge what kind of man you will become.

[side note] Doing a daily Good Turn is one of the best ways in which you can show your Scout spirit.

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(\_\_\_ Scout Handbook, pg. 549)

It is easy to join a Scout troop, but it is not easy to live up to the ideals of Scouting. For that, you need courage and determination. In some ways, Scouting is like a game with rules you must follow to be a member of the team. The rules of Scouting are found in the Scout Oath, Scout Law, Scout motto, [ ] Scout slogan, [and Outdoor Code]. It is by following these rules that you can become a true Scout.

## SCOUT SPIRIT

The Boy Scout Handbook, 11<sup>th</sup> Ed. (1998)

### SCOUT

Pg 9: Understand and Agree To Live By the Scout Oath or Promise, Law, Motto, and Slogan, and the Outdoor Code.

The statements are provided without explanation; however, cross-reference for explanations is pgs 45-55 (pages dedicated to Tenderfoot).

### TENDERFOOT

Pg 33: Requirement: Repeat from memory and explain in your own words the Scout Oath, Law, motto, and slogan.

Pg 47: "*Scout spirit* refers to the effort you make to live up to the ideals of Scouting. The Oath, Law, motto, and slogan serve as everyday guidelines for a good life."

Pgs 45-55: Explanation of each element of the Scout Oath and Law, the motto, and slogan.

### SECOND CLASS

Pg 64-5: Requirements:

- Participate in an approved (minimum of one hour) service project.
- Demonstrate Scout spirit by living the Scout Oath (Promise) and Scout Law in your everyday life.

Pg 88: "A service project is a special Good Turn that allows you to put Scout spirit into action. ..."

Pg 108: ~

"Most requirements for Scout ranks can be measured by other people.

When you set out to swim 50 feet for the Second Class swimming requirement, anyone can see that you have covered the distance.

How well you live the Scout Oath and Scout Law in your life, though, is something you judge. You know when you are being kind, when you are helpful and a good friend. You know when you are trustworthy and reverent. You alone know how you act when no one is around to witness what you do.

Do the best you can to live each day by the Scout Oath and Law. You might look back on some of the decisions you've made and wish you had acted differently, but you can learn from those moments and promise yourself you will do better in the future."

## FIRST CLASS

Pg 113: Requirement: Demonstrate Scout spirit by living the Scout Oath (Promise) and Scout Law in your everyday life.

Pg 164:

“At troop and patrol gatherings you’ve recited the Scout Oath and the Scout Law dozens of times. The words come easily to you, but do you know what those words mean?”

The Scout Oath and Scout Law are not just for reciting at meetings. They are not just to be obeyed while you are wearing a uniform. The spirit of Scouting that they represent is every bit as important when you are at home, at school, and in your community.

The Scout Oath begins with the words, “On my honor ...” Your honor is your word, you are promising to be of good character and to keep your reputation untarnished.

Be trustworthy in all you say and do. Extend friendship to others. Be thrifty with your time and resources. Be tolerant of others, regardless of their differences, and celebrate the great diversity that enriches our nation and the world. Express reverence in accordance with your beliefs. Offer a helping hand because you want to, not because you expect a reward.

The standards set by the Scout Oath and Scout Law are very high. Strive to reach them every day, and you will find that they become as natural for you to live by as they are for you to say.”

## STAR, LIFE, EAGLE

Pgs 177, 178, 180: Requirement: Demonstrate Scout spirit by living the Scout Oath (Promise) and Scout Law in your everyday life.

Pg 170: Demonstrate Scout Spirit

By now, doing good turns should be a regular part of your day. You are always on the lookout for ways to help others.

By now, *Be Prepared* should describe your efforts to make the most of educational opportunities, get along with others, and take part in outdoor adventures.

By now, the Scout Oath and the twelve points of the Scout Law should be the guidelines by which you direct your actions in your family, community, church, school, and nation.

Living by these high standards is always a personal choice and something only you can fully measure. But by now, many other people should be seeing qualities in you that make it clear you are choosing wisely.

“Your standing as a Scout does not depend so much on the skills of your hands or the badges on your merit badge sash, as on the spirit in your heart—on what you willing to do for others, on whether you are doing your very best to live the Scout Oath and Law.” *Boy Scout Handbook*, 6<sup>th</sup> ed. 1959

PERSONAL DEVELOPMENT—Prepared for Life, Chap. 14, *Getting Along With Others*, pg 367+

## SCOUT SPIRIT

([http://www.310.yoll.net/resources/troop/handbook/bsa310\\_handbook.htm](http://www.310.yoll.net/resources/troop/handbook/bsa310_handbook.htm))

Scouts are expected to show *Scout Spirit*, that is, to live up to the ideals of scouting. **What is Scout Spirit?**

*Scout Spirit* is that something that shows in everything we do. It says that we care about God, our country, other people, and ourselves. (These are the parts of the Scout Oath.)

*Scout Spirit* says that we are trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent. (These are the parts of the Scout Law.)

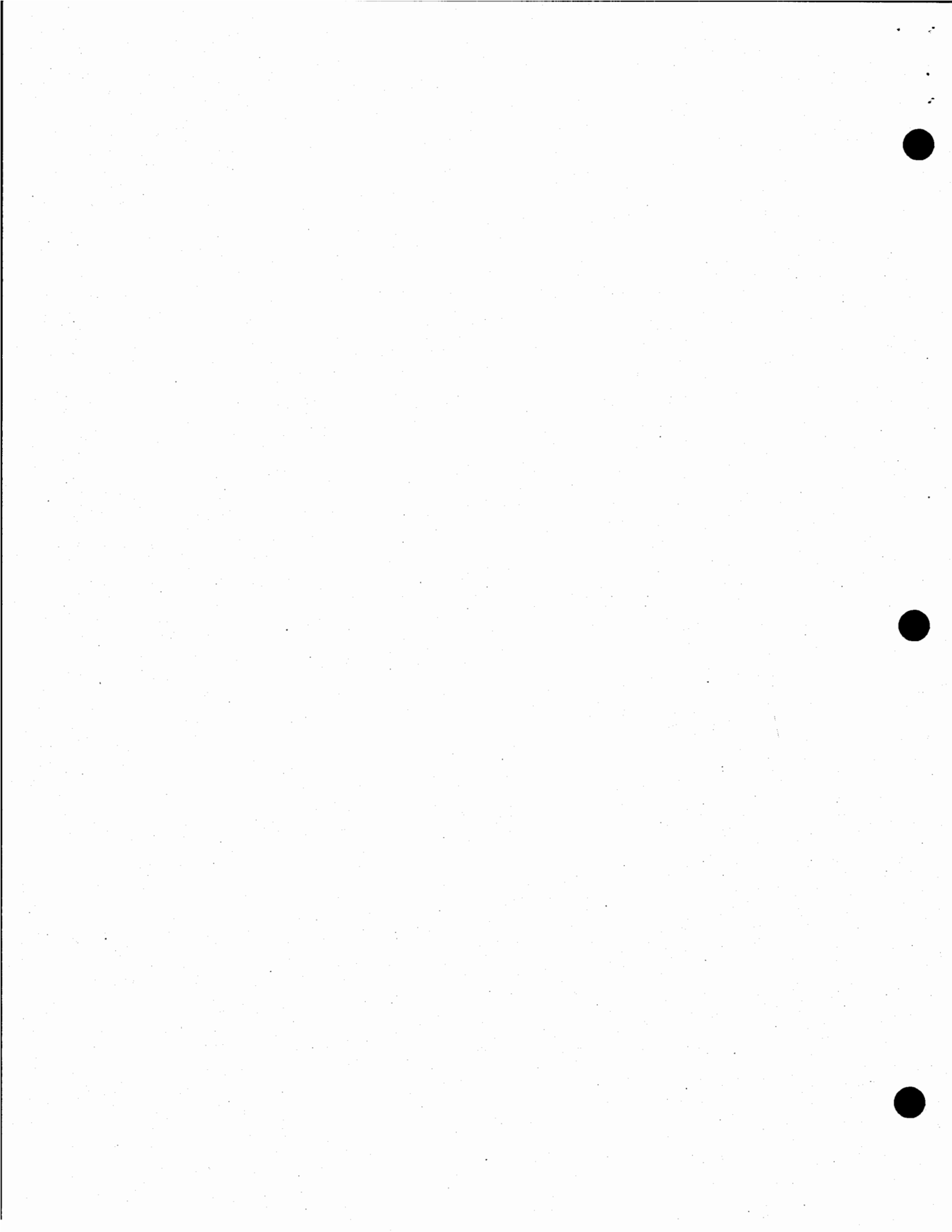
*Scout Spirit* sees that we know what needs to be done and keeps us prepared to do it. (This is the Scout Motto.)

*Scout Spirit* is a positive attitude. It is the willingness to give that little extra in the troop, home, religious institution, or community to assure success for those groups without regard for one's personal benefit. It is a caring attitude; a Scout cares for other people, resources, possessions, and one's self.

In the troop, *Scout Spirit* is working without complaint. It is full participation so that the troop is not held back. It is doing your assigned job to the best of your ability. It is seeing a job that needs doing and doing it. It is a smile and a "please" and a "thank you."

*Scout Spirit* is all of this and more. It is something we all strive for and know when we have fleetingly attained it. It is all that is right with the world and ourselves. Without it we are of little value, but with it we can achieve great things.

Living the Scout Oath and Law also demonstrates **Scout Spirit**. Wearing the uniform properly, constant involvement in the program, and demonstration of and improving one's leadership skills is Scout Spirit. Showing leadership in the troop, at school, and at home shows Scout Spirit. Respect for others and love of country demonstrates Scout Spirit.



# **DUTIES OF YOUTH LEADERSHIP POSITIONS FOR A TROOP**

In addition to the specific duties listed for each position, a Scout is expected to:

- Set a good example.
- Wear the Scout uniform correctly.
- Live by the Scout Oath and Law.
- Show and help develop Scout spirit.

## **SENIOR PATROL LEADER**

Responsible to: Scoutmaster and troop members

Specific Duties:

- Preside at all troop meetings, events, activities, and annual program planning conference.
- Chair the patrol leaders' council.
- Appoint boy leaders with the advice and consent of the Scoutmaster.
- Assign duties and responsibilities to other junior leaders.

Expectations:

With the Scoutmaster's assistance, conduct "Introduction to Leadership" with the assistant senior patrol leader and patrol leaders.

Attend troop junior leader training (give dates).

Earn advancement.

Work with other troop leaders to make the troop go.

Attend the council junior leader training conference (a leadership growth opportunity).

Develop three attainable goals.

## **ASSISTANT SENIOR PATROL LEADER**

Responsible to: Senior Patrol Leader

Specific Duties:

- Be responsible for training and giving direct leadership to the following appointed junior leaders: historian, Order of the Arrow troop/team representative, scribe, librarian, instructor, quartermaster, and chaplain aide.
- Help lead meetings and activities as called upon by the senior patrol leader.
- Guide the troop in the senior patrol leader's absence.
- Perform tasks assigned by the senior patrol leader.
- Function as a member of the patrol leaders' council.

### Expectations:

Live by the Scout Oath and Law.

Attend troop junior leader training (give dates).

Earn advancement.

Be responsible for training and giving direct leadership to the appointed troop junior leaders: historian, Order of the Arrow troop/team representative, scribe, librarian, instructor, quarter-master, and chaplain aide.

Attend the council junior leader training conference.

List three attainable goals he will work toward in his new position.

## **PATROL LEADER**

Responsible to: Senior Patrol Leader

### Specific Duties:

- Plan and lead patrol meetings and activities.
- Keep patrol members informed.
- Assign each patrol member a task and help them succeed.
- Represent the patrol at all patrol leaders' council meetings and the annual program planning conference.
- Show and help develop patrol spirit.
- Prepare the patrol to take part in all troop activities.
- Work with other troop leaders to make the troop run well.
- Know what patrol members and other leaders can do.

## **VENTURE PATROL LEADER**

Responsible to: Senior Patrol Leader, through the assistant Scoutmaster for Venture patrols

### Specific Duties:

- Plan and lead Venture patrol meetings and activities.
- Keep Venture patrol members informed.
- Assign each Venture patrol member a task and help them succeed.
- Represent the Venture patrol at all patrol leaders' council meetings and the annual program planning conference.
- Prepare the Venture patrol to take part in all troop activities.
- Show and help develop patrol spirit.
- Work with other troop leaders to make the troop run well.
- Know what Venture patrol members and other leaders can do.

## **ASSISTANT PATROL LEADER**

Responsible to: Patrol Leader

Specific Duties:

- Plan and lead patrol meetings and activities.
- Keep patrol members informed.
- Prepare your patrol to take part in all troop activities.
- Lead the patrol in the patrol leader's absence.
- Represent the patrol at all patrol leaders' council meetings in the patrol leader's absence.
- Show and help develop patrol spirit.
- Work with other troop leaders to make the troop run well.

## **PATROL LEADER OF A NEW-SCOUT PATROL**

Responsible to: Senior Patrol Leader, through the Troop Guide

Specific Duties (with the troop guide's assistance):

- Plan and lead patrol meetings and activities.
- Prepare your patrol to take part in all troop activities.
- Show and help develop patrol spirit.
- Keep patrol members informed. As the main pipeline, convey decisions made by the patrol leaders' council and other important information.
- Assign each patrol member a task. (Share leadership by giving each patrol member an assignment and keeping each position filled. [ref: Patrol Leader Handbook])
- Represent the patrol at all patrol leaders' council meetings during your term of office.
- Know the strengths, limitations, and capabilities of patrol members and other leaders.
- Set a good example (e.g., take advancement seriously for self).

## **TROOP GUIDE**

Responsible to: Ass't Scoutmaster of New Scout Patrols and Senior patrol Leader

Specific Duties (with the troop guide's assistance):

- Attend troop junior leader training (give dates).
- Earn advancement.
- Work with other troop leaders to make the troop go.
- Understand the needs of his patrol members.
- Assist in training the patrol leader when he is elected.

## **HISTORIAN**

Responsible to: Ass't Senior Patrol Leader

### **Specific Duties:**

- Gather pictures and facts about past activities of the troop and keep them in scrapbooks, wall displays, or information files.
- Take care of troop trophies and keepsakes.
- Keep information about troop alumni.

## **ORDER OF ARROW TROOP/TEAM REPRESENTATIVE**

Responsible to: Ass't Senior Patrol Leader.

### **Specific Duties:**

- Serve as a communication link between the lodge or chapter and the troop/team.
- Encourage year-round and resident camping in the troop/team.
- Encourage older-Scout participation in high-adventure programs.
- Encourage Scouts to actively participate in community service projects.
- Assist with leadership skills training in the troop/team.
- Encourage Arrowmen to assume leadership positions in the troop/team.
- Encourage Arrowmen in the troop/team to be active participants in lodge and/or chapter activities and to seal their membership in the Order by becoming Brotherhood members.
- Live by the OA Obligation.

## **LIBRARIAN**

Responsible to: Ass't Senior Patrol Leader

### **Specific Duties:**

- Establish and maintain a troop library.
- Keep records on literature owned by the troop.
- Add new or replacement items as needed.
- Have literature available for borrowing at troop meetings.
- Maintain a system to check literature in and out.
- Follow-up on late returns.

## **QUARTERMASTER**

Responsible to: Ass't Senior Patrol Leader (and works with the troop committee equipment coordinator)

Specific Duties:

- Keeps records of patrol and troop equipment.
- Keep equipment in good repair.
- Keep equipment storage area neat and clean.
- Issue equipment and see that it is returned in good order.
- Suggest new or replacement items.
- Work with troop committee member responsible for equipment.

## **SCRIBE**

Responsible to: Ass't Senior Patrol Leader (and works with the troop committee treasurer)

Specific Duties:

- Attend and keep a log of patrol leaders' council meetings.
- Record attendance and dues payments of all troop members.
- Record advancement I troop records and on Troop/Team Advancement chart.
- Work with appropriate troop committee members responsible for finance, records, and advancement.
- Handle correspondence appropriate.

## **INSTRUCTOR**

Responsible to: Ass't Senior Patrol Leader

Specific Duties:

- Instruct Scouting skills as needed within the troop or patrols.
- Prepare well in advance for each teaching assignment.

## **CHAPLAIN AIDE**

Responsible to: Ass't Senior Patrol Leader (and works with the chaplain)

Specific Duties:

- Keep troop leaders apprised of religious holidays when planning activities.
- Assist the troop chaplain or religious coordinator in meeting the religious needs of troop members while on activities.
- Lead "Scouts own" services on campouts.
- Tell troop members about the religious emblems program for their faith.

## **DEN CHIEF**

Responsible to: Ass't Scoutmaster of a new-Scout patrol

### **Specific Duties:**

- Serve as the activities assistant at den meetings.
- Meet regularly with the den leader to review the den and pack meeting plans.
- If serving as a Webelos den chief, help prepare boys to join Boy Scouting.
- Project a positive image of Boy Scouting.