

How can a Commissioner (or any other Scout Leader)
Motivate Scouters

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fulfillment of the requirements for the Doctorate of
Commissioner Science Degree.

by

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Introduction

“Motivating volunteers is one of the most important jobs facing people who manage volunteer programs.

Organizational effectiveness is directly affected by the morale of volunteers and staff.” 1

In a program like the Boy Scouts of America that is ‘volunteer led and professionally guided,’ maintaining a corps of motivated Scouters is essential to smooth operations and, indeed, to any effectiveness at all in delivering the promise of Scouting to the young people who make up the Scouting movement. It’s hard to pin down or even define motivation. It is one of those ‘I-know-it-when-I-see-it’ kind of things. It’s impossible to create in another but it can be managed and encouraged. We all know when someone is motivated to be an effective Scouter. We can

see it; we can see the results of the motivated leadership; we can see the effectiveness of the program a motivated Scouter helps deliver. But it is another question indeed to be able to describe it other than by its results. Motivation lives in the individual Scouter's heart and head and can be measured by records of performance, production and retention – which are the presumed effects of motivation.

Even though it cannot be defined, those in charge of an enterprise, be it staffed as a 'for profit' business or an activity like the Boy Scouts, need to be able to manage it, influence it, keep the level of motivation high so that the program may fulfill its mission and succeed.

In this paper, I propose to examine the classic theories of motivation as well as the more contemporary ones in an effort to understand how we, as Commissioners (as well as Professionals and Unit Scouters), can help maintain and

manage the enthusiasm and motivation of Scouters over the long haul. I will seek to apply classic motivational and organizational behavior theories to a volunteer led, professionally guided enterprise and try to show what we can do to encourage continued motivation among the ranks of those Scouters we are in contact with.

The thrust of this paper is motivation but motivation does not exist apart from recruitment and training. One must have the motivation to be a Scouter before he can be recruited.

Without training, motivation will wither and die because without training, a motivated volunteer will find he is less effective than he wants to be; the Scouting experience will not fulfill his needs or expectations and he will become dissatisfied and disillusioned with the program and eventually drop out. While this is bad in and of itself, a Scouter's dissatisfaction will be communicated to the Scouts, resulting in a program that does not deliver the promise of

Scouting, and they too will become dissatisfied and drop out. Everyone will lose. Finally, the ultimate goal of motivation is retention of the experienced leader.

Theories of Motivation

Motivation is one of the most often discussed concepts among organization leaders today. It has been researched for over a century but remains a very elusive idea. Those in charge of a business – whether a for profit business or a service organization like the Boy Scouts of America – want to be able to motivate both their employees and, in the BSA’s case, their volunteers, to produce the results that will make the organization grow, prosper, be profitable and deliver the promised product to those who seek its services.

In the 1960s Frederick Herzberg wrote an article for the Harvard Business Review called: “One More Time: How do

We Motivate Employees?” In this article (republished in 2003), he defined motivation in terms of KITA or “Kick in the Pants.” KITA, he wrote, is what causes a person to want to perform his job. Ideally, KITA is “self” KITA or a kick that comes from within the person, something in the job that gives him some intrinsic reward. It may be a feeling of achievement, of satisfaction in doing the job, in seeing something concrete from his efforts, etc. This is true motivation. All too often, however, the KITA is negative KITA – a figurative (or actual) kick in the pants. This is something that is imposed on the person by a supervisor or some authority and must be reapplied at various intervals in order to get anything accomplished. Negative KITA is a form of motivation but rather than the person being motivated to perform, it is the supervisor who is motivated. Negative KITA really does not work in any organization but in the BSA, it is deadly and will result in the loss of the volunteer. ²

So motivation, in its simplest form is that quality that a person finds in his job, volunteer or paid, that keeps him doing the job with enthusiasm. It is something the person finds in the doing of the job itself rather than something extrinsic to the job.

One of the earliest (and best known) researchers into the idea of how and why people are motivated to perform a task was Abraham Maslow. A clinical psychologist and a former president of the American Psychological Association, Maslow looked at healthy well-adjusted people in a work setting but his theory of motivation, like all those that came later, is as useful in understanding a volunteer's motivation as it is in understanding the motivation of someone working for his livelihood. Maslow drew the conclusion that each one of us have various levels of need and as we satisfy one need level, we move up to the next level. He categorized these needs in a hierarchy from high level needs to lower level

needs, hence his theory is termed the “Hierarchy of Need” theory.

Maslow theorized: a.) Man is a wanting creature and as soon as one level of need is satisfied, he moves on to the next higher level. b.) If a basic need is suddenly no longer met; all other needs become unimportant until that need is again met. He regresses in the hierarchy. c.) A met need is no longer a motivator. 3 The lowest most basic need and the first that a person must satisfy is that of food and water. 4 Once he has secured these needs, “[w]hen there is plenty of bread and one’s belly is chronically filled, other, higher needs emerge and these needs, not physical needs dominate.”⁵ The next higher level of need – which is safety – is a home or a place he can be safe from harm. 6 Persons are driven or motivated to secure these basic needs as a means of survival. Not until after these needs are secure can one turn to higher level needs like the social need, the

need to have friends and relationships; the esteem need or the need to be recognized as a person of value and respect; 7 and the highest need – self -actualization. This means that a person is doing what he is best fitted for. 8

It is only after the two lowest need levels are satisfied that a person may want to volunteer. It is at these levels that he begins to satisfy his need for relationships, to be respected and rewarded for his accomplishments and to be doing what he is supposed to be doing or to make life worthwhile for others. 9 Satisfaction of these needs, especially the esteem need, leads to feelings of self-confidence, worth, and adequacy. It also engenders a feeling of being useful and necessary in what one does. 10 While these needs can be met in a paying job, they are also some of the main motivations to volunteer.

It is fashionable today among some scholars to look down on Maslow 11 as outdated and unsophisticated but his theory makes common sense. It may explain, for example, why the BSA (as well as all volunteer programs) finds it hard to obtain minority and low-income volunteers. Maslow may be telling us that these persons have more crucial and personal needs that need attention, such as having enough food or safe and adequate housing and these needs take precedence over the BSA's needs for volunteers at the moment. 12 They simply may not have the time (or money) to be volunteer Scouters.

Another theory and something of a refinement of Maslow was developed in the 1950s and 1960s by researchers working at IBM headed by Frederick Herzberg. Herzberg separates factors affecting people at work into two categories: Hygiene and Motivators. Hygiene factors relate to the work environment. These are things like policies,

administration, relationships, status and money. 13 These things, in themselves, do not motivate people as they are assumed to be present but their absence serves as a demotivator. 14 A new desk or a new insurance plan will not motivate someone to work harder but their absence or deterioration to an unacceptable level may cause them to quit. 15

Motivators are elements that are intrinsic to a job and include such things as: achievement, recognition for accomplishment, challenge, responsibility, and personal growth. 16 It is the responsibility of a leader in any organization, i.e. a Committee Chair, Scout or Cubmaster, Commissioner or District Executive to know those Scouters he or she works with and to know which of these motivators they respond to. Once she knows this, her job is to ensure that the Scouters she works with are rewarded in accord with their needs.

David McClelland and John Atkinson present a third theory of motivation that some find helpful. Termed the Achievement/Power/Affiliation model, McClelland visualizes a huge cauldron of energy called motivation. The cauldron has three valves (Achievement, Power, and Affiliation) through which motivation is released. Everyone has all three valves but they vary in size and in how much they are used. The larger the valve (i.e. the greater that quality means to the person), the easier it opens and the more motivation can flow through. Motives that flow through each valve lead to different kinds of behavior. An Achievement motivated person strives to accomplish something and measures his success by how well he performs. A Power motivated person strives to impact the group's decisions and to influence others. He strives to change other people's behavior to conform to his vision. There is nothing inherently wrong with a Power motivated person. They can be very good Scouters

but they should be used in positions of top leadership, carefully trained and offered the opportunity to move to District/Council/Area positions. An Affiliation motivated person enjoys the social interaction of a job and enjoys helping others to accomplish their goals and meet their needs. 17

A fourth theory that seems to be popular is termed Expectancy Theory. In this model, motivation is a 'process governing choices among forms of voluntary activity.' 18 Expectancy is a 'belief concerning the likelihood that a particular act will be followed by a particular outcome. 19 In other words, our goals influence our efforts. The outcome we expect from our effort combined with the likelihood that we will be able to obtain that outcome determines whether we will attempt to gain the outcome. 20

There are other models but they seem variants of these main models. They include Equity theory, Goal Setting, Power Theory and many more. 21

The Boy Scouts of America is concerned with the motivation of its volunteers. They know that a Scouter who is not motivated will either not do his assigned job or, worse, will quit abruptly. Either action will damage both the program Scouting is trying to deliver to the youth in a community and the image of Scouting in general. Generally speaking, the BSA does not try to formulate any theories of motivation. However, in the publication, Selecting District People, 2011 Printing, there is a discussion of motivation to be a Scouter. Reasons to volunteer include both Altruistic Motives and Self Interest Motives and the two may overlap. The former includes such ideals as helping youth grow into useful citizens, improve society, or doing something for a cause. These motives align well with Maslow's idea of satisfying a

need for self-actualization. Self Interest motives include: belonging to a group, improving personal skills, making new friends, fun and fellowship, recognition, supporting a son or daughter interests. These motives seem to satisfy Maslow's social and esteem needs. There are also clear connections with Herzberg's motivators and McClelland's achievement and affiliation motivators. 22

Selecting District People contains reasons why volunteers stay in Scouting and why they might leave. Those who stay are trained; they receive recognition for their efforts; they enjoy the social contacts they make; they are contributing to the community. All these are consistent with Herzberg, Maslow and McClelland's ideas of motivation. People leave because of no training, no responsibility, no specific assignments, no recognition, and poor communication with the volunteer chair. All these fall into what Herzberg calls hygiene or dissatisfiers. If enough dissatisfiers accumulate,

the person leaves. And usually he leaves with a bad taste for the Scouting program. 23

The Place of Recruiting and Training in Motivation

Motivation begins with recruiting. Actually before the recruiting begins, there must be a particular job to be filled. The recruiting must be aimed at that particular job. There must be a job description for that particular job in that unit because each unit has its own special needs in a Scouter. The job description should be more than the very general one published by the BSA. Those job descriptions are excellent but really too vague and general to be useful. They need to be supplemented and made more specific to the needs of the unit or group within Scouting seeking a volunteer. For example: if a Commissioner Corps needs to be revitalized, shaken up and made more efficient, the interviewer needs to look for someone who will be able to

move the deadwood into a Scouting slot more suited to their current needs and fill the Commissioner slot(s) with enthusiastic Commissioners who want to provide unit service.

The most frequent mistake in recruiting a volunteer is to look in the wrong place for the right people. This is why a job description for each job separate and apart from the official job description is essential. You must know what skills you need in a Scouter for that job and then target your search accordingly. It is self-defeating to recruit a busy graduate student to be a Cubmaster. He may be willing to help with the pack but generally has too little spare time to devote the required hours to planning and executing a program for a group of active boys. An active retired grandfather, on the other hand, may be ideal. 24 Another mistake too often made is to disparage or denigrate the job and its importance. This is often done in ignorance in an effort to convince

someone to take on the job. To tell someone that the job you want them to fill and perform can be done in one hour per week indicates that the job is not important and not highly thought of and neither the BSA nor the unit is serious about the job or about the volunteer's contribution. 25

Remember, a volunteer will come with some level of motivation to be a Scouter or he will not even be willing to listen to the recruiter. 26 This is true whether you are recruiting a top unit leader or Commissioner using the BSA approved process or making a pitch to a group of Cub Scout parents at a School Night presentation. There is some level of expectancy or motivation for them even to be at the meeting. This person has Maslow's basic needs firmly in control and is attempting (whether they know it or not) to satisfy a higher level need – either social or esteem. His motivation will be because he has a child in Scouting, because he enjoyed being a Scout himself, a desire to help

youth grow into useful citizens, etc. There may be some who will volunteer because they 'like' the idea of being a Scout leader or whose company is sponsoring a unit but have no real idea of what is involved. These people can be excellent Scouters or complete disasters depending on how their motivation is managed and how they are trained.

BSA literature is full of how one should recruit a volunteer. Almost every manual contains a recruiting model that the BSA encourages everyone to use. The following is abridged from Administration of Commissioner Service (Chapter 9)

1. Determine which positions are needed
2. Determine the best prospects for the position
3. Research the prospects at the top of your list

Learn their interests and motivations

4. Make an appointment.

Ask for an appointment to discuss a community matter.

Try not to give too much information about what it is.

Determine the best time and the most appropriate place.

If possible, avoid office pressures. Try for a lunch or other time away from daily distractions.

Make sure that someone the prospect respects or who has influence with the prospect goes with you. Never recruit alone.

5. Make the sale.

Sell the sizzle. Deliver an exciting, enthusiastic, and brief pitch on commissioner service and youth. Don't dwell on details. Talk about the purposes in serving units that will most interest the prospect.

Describe the role you want the prospect to fill, its importance to youth, and to the community. Be specific.

5. Ask for questions. Be prepared to overcome objections.

Answer the prospect's questions briefly and positively.

Know when to close the sale.

This is a good model. It needs some tinkering to use it effectively. It also needs a special type person to use it. Most of us cannot use it effectively unless we work in direct sales and are comfortable with making a cold call. In almost 30 years as a Scouter, I have never met anyone who has been recruited by this method.

The BSA model emphasizes the need for a personal interview. The interview with the volunteer is crucial. Too often those of us in Scouting feel that just because someone wants to volunteer to join us as a Scouter, we are under an obligation to accept him without question. This is wrong and may result in an incorrect placement and destroy the motivation the volunteer comes with. Conduct the interview in a serious manner because it is a serious matter. Give complete information about what you want the volunteer to do in Scouting. If the volunteer is to retain his initial motivation and build on it, there must be no unexpected (aka

unpleasant) surprises once the volunteer is accepted. Ask questions such as: What sort of things do you like to do and why? Describe what you dislike in a job? What about Scouting interests you? What do you hope to get from being a Scouter? This type of question is crucial in placing a volunteer in an appropriate position. 27 Is the prospective Scouter an affiliation person or a power person? Either is acceptable but there is no point in placing a power motivated person in an Assistant Den Leader slot or an affiliation motivated person in a position keeping unit records on the computer. In each case, we will be building hygiene and dissatisfaction into the Scouter's experience. Far better to place the affiliation motivated person as a merit badge instructor and the power person as an Assistant Scoutmaster where he can learn and use his motivation to better Scouting. To do otherwise would be to set the volunteer up for failure and the result would be the loss of a good Scouter if he could be placed appropriately.

As part of the interview, the interviewer should determine what type recognition the volunteer would respond to – what type reward motivates the volunteer. Some people, for example, respond to a certificate for their office wall or a write-up in the Council newsletter or local paper. Others respond to a Square Knot or a ‘promotion.’ I have heard it said that a Scouter would do anything for a patch.

Motivation continues with training. A new Scouter is usually unsure of himself and what he has gotten himself into; what he is to do; and how he will do it. If given training early in his tenure as a Scouter, the volunteer will gain confidence to do his job. With time, his confidence will increase and the motivation he brought into the program will grow along with the confidence. Confidence will stimulate his motivation as he sees his unit begin to work smoothly, and earn JTE honors. He will meet other Scouters – many with the same

problems he has had. His confidence will increase as he helps other Scouters with their problems and he may consider becoming a part of the district Training team.

As part of the interview, the interviewer should discuss training. He should cover computer-based training; classroom training, Round Tables, Universities of Scouting and required training such as Youth Protection training must be covered. The prospective Scouter must understand that training and long-term learning is a continuous process that a Scouter expects to continue so long as they are a part of Scouting. 28

The Place of Recognition in Motivation

Recognition is very important. Recognition is the reward for motivation. It satisfies a person's need for esteem, being considered a person of worth and rewarded. It places the person in the spotlight and lets everyone know he is valued.

Recognition satisfies a need for achievement. When a person is recognized for his achievement, it spurs him to accomplish more. It energizes him for further efforts. It makes him feel good about himself and that feeling alone may be worth more than any token, gift, or honor that can be bestowed on a person.

For long time Scouters it may come as a surprise to learn that not everyone is motivated by – or even values – the tokens and patches that seem to be part and parcel of Scout events. Nevertheless, these people need to be considered and a way found to recognize their accomplishments and encourage their continued motivation.

Recognition begins with a simple ‘Thank You.’ This may be in the form of a personal word from the unit leader, a hand written note of thanks, or a small gift related to an event or function the Scouter has worked on. It may be a formal BSA

Certificate of Appreciation signed by the Scout or District Executive or it may be acknowledging the presence of the Unit Commissioner at a Court of Honor. This is a small thing but it conveys the message: "I am glad you are a Scouter and I am glad you are working with this unit." 29

The Boy Scouts of America abounds with patches and trinkets for almost every activity and while no Scouter will really do anything for a patch, these souvenirs are always welcome, even if they are relegated to a box with other patches from years gone by. An underused type of recognition that costs virtually nothing is to publish a picture of the Scouter in the Council Newsletter or in a community newspaper. Perhaps a Council could list the names of those Scouters who took part in the latest Commissioner's College or training course, include a picture and list the certification they earned. The point is not what is given. The public

recognition and gratitude for service is what is important and leads to future effort by those recognized.

The BSA has an extensive recognition scheme of Square Knots, Arrowhead Honors, and other awards. These items are visible proof of accomplishments in Scouting. There is a Square Knot that can be earned for almost every position in Scouting and adults can wear three Square Knots earned as a Scout – the Eagle Knot, the Arrow of Light Knot and the Youth Religious Award Knot. Some Square Knots can be earned for multiple positions such as the Scouters Key. It can be earned for not only for being the Unit Leader, but also for being a Commissioner (all levels) or a member of the District Committee. There are specialized Knots such as the Unit Leader Award of Excellence and the Commissioner Award for Excellence. There is even a Square Knot for giving money to the BSA or for organizing a new unit.

There are Scouters who seem to scorn Square Knots feeling perhaps that awards in Scouting are for the Scouts, not the leaders. Adults, they feel, should not work for awards but be content with helping their Scouts earn their ranks. However, if the Scouter is trained (as he should be) and doing his job, then the Square Knot for his position should come naturally in the course of time. The Committee Chair, Commissioner, Unit Leader should know the Scouters who are in the unit, know their training status and know how they are doing in the job. They should keep track of the requirements for each leader's Square Knot and take the initiative to submit the application for their Scouters. The Square Knot could be awarded at a Court of Honor or a Pack Meeting and the Scouter could be recognized with the Certificate for the Award at a District event.

Commissioners and Unit Leaders should be aware of all potential awards a Scouter could be eligible for whether it is

the Scouters Key for the top leader in a unit, the Scouter's Training Award for the Assistant Scout and Cubmasters and Unit Committee members, and any remaining Cub Scout Leader Awards. The Committee Chairs and Commissioners should be familiar with the Unit Leader Award of Excellence and see to it that their Unit Leaders qualify for this award as soon as it can be awarded. Units (and Districts) annually can select and award a Scouter of the Year and a Scouting Family of the Year. The unit could present its award prior to the District Recognition Banquet and each unit's winner could be submitted for recognition as a District Scouter of the Year or District Scouting Family of the Year.

If the unit is chartered to a church, Commissioners and unit leaders should be aware of any the church-related awards for adults and youth as well as those awards sponsored by PRAY. (Programs of Religious Activities for Youth) As an example, the United Methodist Church has two adult awards

– the Cross and Flame Award and the Torch Award – and one youth award that are separate from the adult and youth awards sponsored by PRAY.

What about those Scouters who genuinely are not interested in the BSA recognition scheme? There are those who are not motivated by Square Knots, who are different from those who feel awards are for boys only. These are people who find their motivation from things totally intrinsic to the Scouting job. They may find their motivation from knowing that young people are growing into useful adults and that they are playing a part in his development. They may treasure the sincere ‘Thank You’ they get from helping a young man advance to the next rank or from watching a young woman blossom into a competent leader on the trails of Philmont.

These people still need to be recognized and thanked. This is where the unit leader comes in. He must know what will appeal to that Scouter and what will continue to motivate him. Some people, particularly those who are the power motivated persons McClelland wrote about might be motivated by a 'promotion.' This person could be moved from the unit to the District Committee where he could help run the District, to the Commissioner Corps where he could be a friend to a unit, or placed on the training team, put in charge of membership for the District or coordinate the Friends of Scouting Campaign for either the District or Council. In any case he should be placed in a position where he could be looked to for advice, considered an expert or authority on Scouting or otherwise be made to feel important. 30

So. How does a Commissioner Motivate a Scouter?

Actually this section could equally be called 'How does a Commissioner, Committee Chair, Unit Leader, District Executive, etc. motivate a Scouter' because all these persons are involved in managing a Scouter's motivation. I say 'managing motivation' deliberately because no one can motivate another person. Herzberg (and McCune and Ortega) tells us that motivation must come from within the individual – Positive KITA. The individual must be able to give himself the kick in the pants. The individual must have the spark and the interest not only to become a Scouter but also to find in Scouting that 'kick' that will keep him coming back for more. There has been some research done on why a Scouter will continue to volunteer year after year and aside from the Scouting status of their son or daughter, the chief characteristic of those who become life-long Scouters is that they identify in some way with Scouting. 31 Their duration is

also linked to their motivation but the link with Scouting seems to provide its own motivation. Brandt suggests that a long term Scouter has merged her self-image with that of Scouting 32 and Helbling finds that a strong belief in the program and values offered by the Scouting movement contributes the motivation necessary to continue being a Scouter. 33

Since we cannot manufacture motivation nor can we motivate another person, what can we do? Simply this. We can manage the motivation that already exists. We can enable a motivated person to perform a task he or she wants to do already. People volunteer for many reasons. People volunteer for Scouting in the first place because their child has joined Cub Scouts but somewhere in their make-up is the motivation to be a Scouter, however flickering. Our job is to find that motivation and to nurture it. We have to get to know the person and to discover what it is that causes him

or her to be a Scouter. We must learn what kind of recognition they want and need.

This is something we can encourage and manage. Assuming that we can place a person in a Scouting slot that matches his needs and provides an outlet for the motivation he brings to Scouting (see McClelland), we can give him the recognition he wants and encourage his motivation to grow and thrive. Knowing the person is key to any success in encouraging motivation. Maslow teaches that people volunteer to meet an esteem need. We can ensure that our unit, our district, our council – apart from the Boy Scout movement – are organizations that a person can be proud to be a part of.

With every Scouter we can ensure he is trained and placed in the proper slot for him. We then need to trust him to make good decisions. Professional staff needs to be ‘worked out’

of a job. Scouting is termed a 'volunteer led, professionally guided' organization. Therefore the Scouters must lead and let the District Executive advise when necessary. 34

As encouragers and managers of motivation, we need to stress recognition. 35 We need to express our thanks frequently and single out everyone who enthusiastically, willingly and happily gives service. We must remember the old Dale Carnegie saying that the most pleasant sound to a man is his own name being called out. We need to call out Scouter's names frequently.

We also must notice when a person needs a change of position. If we perceive a person to be a power-motivated person, we need to look for ways to let him fulfill that need. Give him a chance to grow in his job. 36 Put him in charge of Friends of Scouting for his unit – or the District. Put him in a position where he can feel he is influential.

When it comes to recognition, we can use the BSA scheme of Square Knots to the fullest. This may mean that we, the Commissioner, take the responsibility to notice when a Scouter meets the requirements for a Square Knot, complete the paperwork and present the award to him at an appropriate time. We cannot limit ourselves just to the BSA knots. We must be aware of all possible awards a Scouter may qualify for. It is our responsibility to see that the Scouters are recognized just as it is our District Executive's responsibility to see that we are recognized for what we do.

Finally, we can never forget the one element that no researcher has ever mentioned. That is fun. Scouting should be fun for everyone involved – Scouts, Moms and Dads, and Scouters in all positions. When Scouting is fun, everyone will be motivated participants and will remain motivated. Remember the first instructions we received as Cub Scout

leaders: Keep it simple, make it fun or KISMIF. This may be the single most important adage we learn in Scouting and when we apply it, the Scouting program succeeds and so do we as Commissioners, District Scouters, Unit Scouters, parents and Scouts.

So how do we encourage and manage our Scouter's motivation? By being the best, most knowledgeable, caring leader we can be, paying attention to the needs and motivations of all those Scouters we work with and making Scouting fun for everyone.

Footnotes

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5. Maslow, p. 83.
6. Maslow, p. 84.
7. Maslow, p. 90.
8. Maslow, p. 91.
9. Effective Management, p. 44.
10. Maslow, p. 91.
11. See Generally, Miner, John, Organizational Behavior: Essential Theories of Motivation and Leadership. (Hereafter Miner)
12. Effective Management, p. 52.
13. Moore, Lacey F., Ed. Motivating Volunteers. p. 44; Herzberg, Frederick, The Motivation to Work, 2nd Ed. p. 63 (hereafter Herzberg)

14. Motivating Volunteers, p. 44, Herzberg, p. 63, 113.
15. Herzberg, p. 113.
16. Herzberg, p. 114 – 118; See also, McCune, Amy Sue; Coaching Equestrian Vaulting: The Motivation behind Voluntary Coaching and Ortega, Jose G., Motivation Theory in Factors that Motivate Voluntary Soccer Coaches.
17. Motivating Volunteers, p. 47 – 49.
18. Motivating Volunteers, p. 50.
19. Motivating Volunteers, p. 50.
20. Miner, p. 97 – 101
21. Miner, p. 135.
22. Selecting District Personnel, p. 6.
23. Selecting District Personnel, p. 7.
24. Effective Management, p. 52 -53.
25. Camp Fire, p. 64, 108.
26. Camp Fire, p. 128 -129.
27. Effective Management, p. 53.
28. Camp Fire, p. 109, Effective Management, p. 144.

29. Camp Fire, p. 178.
30. Effective Management, p. 54.
31. Rochester, Colin, et al., Volunteering and Society in the 21st Century. P. 144. (Hereafter V&S)
32. Brandt, Linda Ann, Girl Scout Leader Retention: Issue of Self-Role Merger. P. 124.
33. V&S. p. 131; See also Helbling, Elizabeth A., Descriptive Study to Identify the characteristics of Long Term Volunteers in a Youth Serving Organization.
34. Camp Fire, p. 129- 131.
35. Varner, Albert F., Jr., What Motivates the Volunteer. P. 15.
36. Camp Fire, p. 131.

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