

The Value of a Commissioner Training Program Coupled with a Coordinated Scouting Awards Program



by

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ABSTRACT

There is a rich body of knowledge concerning the value of awarding people for performance, and of providing training to ensure that people understand what their roles and responsibilities are for a given task. The Scouting program provides both experiences for its adult leadership (and of course for Scouts); and does so in a way that ties the learning to a very rich and rewarding program to keep adult leadership engaged with Scouting. This paper will provide a clinical perspective on the value of training and awarding people. While the goal of such training and awarding is very different than in, say, the corporate or government sectors, the results can be very similar. Heightened performance and pride in accomplishment can be attributed to program such as these.

This paper will also demonstrate the value of the awards program in Scouting, and how it is inextricably tied to the training programs that are available. This paper will focus on the awards that are typically earned by Commissioners in some depth and provide a deeper understanding of what the award do and why they enhance the growth of adults in the Scouting program.

Additionally, this paper will discuss the training programs that are available, and how they enhance both the individual scouter, and the program that they support. The programs that are available to adult leadership can help any adult improve their value to the Scouting program, through a better understanding of how the Scouting program operates. More to the point, these programs also ensure that adults understand the depth of the Scouting program, and where they fit in that program.

Ultimately, this paper will attempt to demonstrate the synergy of the two programs, awards and training, and how they significantly enhance not only the value of the adult to the Scouting program, but how they enhance the experience for adults. To limit the scope of the paper, this paper will focus on the Commissioner Service at the Council level and below. The Scouting programs are very broad, and to attempt to address all training and awards for all programs at all levels would be infeasible.

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DEDICATION

I wish to dedicate this paper to two people who have left an indelible mark on my life, for dramatically different reasons.

First, the Scoutmaster of Troop 405, Mr. Galatian “Tiny” Yeomans, who passed away in 1991, was the textbook version of what a Scoutmaster should be. He ensured that the program was really run as a boy-led troop. While adults were always present, the boys were the real leadership. From meetings through campouts, the Troop adult leadership was always there to keep us moving in the right direction, but ultimately Tiny made sure that the boys were the backbone of the organization. I made the decision to move to Troop 405 as a Tenderfoot, and I can’t image that anybody could have made my scouting experience more fun, educational, interesting, and foundational for me than Tiny Yeomans. I credit him with my growth in Scouting, and ultimately earning my Eagle. It’s a genuine shame that he passed so early, but he certainly left his mark on my life, and the lives of countless others.

The second person is my wonderful wife, Lauren. For the 30+ years we’ve been together, she has been nothing short of amazing. She keeps *me* on track, and she’s also the glue that holds our family together. She loves and takes care of the entire family, even when we’re not there, and makes sure that we’re well cared for. She has been the strength in our relationship, even when it has been tough. I can’t image anybody caring more for a family and making sure that we’re all safe. Lauren has the strength to take care of us, and I have no doubt that my life is richer and better for having known her, and for being her partner in life. I really cannot image that my life could possibly be as happy, as satisfying, or as fulfilling as it is without her in it. I’m truly blessed.

THESIS

Introduction

Background

Robert Stephenson Smyth Baden-Powell, 1st Baron Baden-Powell (1857-1941), a British general (and a Peer of the Realm), was a nearly life-long product of the British military system. His upbringing and experiences in the British military provided an indelible set of experiences that affected his strategies for the Scouting program. Baden-Powell served in the British army from 1876-1910 (Pettinger, 2019). As a senior leader in the military, he had ample opportunity to learn what motivated people, and learned how that could be implemented in an engaging manner. In Baden-Powell's *Lessons of a Lifetime*, he addressed the training of boys, and how boys could be encouraged. When speaking of boys, Baden-Powell noted that, "Give him a uniform to wear, with badges to be won and worn on it for proficiency in Scouting—and you got him." It is this understanding of the value of recognition for proficiency that will be addressed in this paper.

You will note that for the pictures of Baden-Powell, which are invariably in a military uniform, or military style uniform as a Scout, that he has numerous awards and decorations from the military (Jeal, 1990) (See Appendix A, Lord Baden-Powell's Medals, Decorations, and Orders), as well as Scouting awards. It seems likely that his military experience, in which there was a highly structured system of training experiences and awards, was foundational in his understanding of what might prove to be a motivator for adults. Baden-Powell himself, in his *Lessons of a Lifetime*, expressed the surprise and pleasure when he received a baronetcy from the King of England. While Baden-Powell did not feel he had earned it, per se, he acknowledged that the recognition was to mark the King's appreciation for his work in the Scouting program.

This picture of Baden-Powell was painted by David Jagger (1929) and was presented to Baden-Powell at the III World Jamboree at Arrowe Park, Birkenhead, England (Orans, 2004).



Figure 1, Baden-Powell Painting, 1929

Baden-Powell learned his presentation from the military. He was subsequently photographed as a Lieutenant-General. While not an unusual image for a British Lieutenant-General in full, formal military dress, Baden-Powell does understand awards, and wears his with pride. This photograph was presented by the British Scout Association, date unknown.



Figure 2, Colonel of the 13th Hussars, circa 1930

Baden-Powell founded the world-wide Scouting movement. (Pettinger, 2019). While the military and Scouting experiences are dramatically different, there appear to be parallels upon which Baden-Powell capitalized. As Pettinger (2019) observes, "...he learnt more advanced scouting skills, especially during his time in South Africa where knowledge of the countryside was vital for gaining information and avoiding the enemy. In 1884 he published *Reconnaissance and Scouting...*," again showing the connectivity between the two programs. Baden-Powell's experiences also included the training that he received over his career, beginning when he was first posted to India.

As Reynolds explains in his biography of Baden-Powell, while Baden-Powell was excused from training at Sandhurst [authors note: British military school] as a result of his placement on the examination for an army commission, he nevertheless still had to attend training for his job. On joining his regiment in India, "...he went through eight months' garrison training at Lucknow in place of the Sandhurst course which he had been excused" (1943). This experience was not his only opportunity, and besides learning he also taught his troops as well. This had to have made an impression, and one which the author believes favorably inclined Baden-Powell from early in his military career that training was key.

Pettinger (Undated) provides this picture of Baden-Powell (photographer unknown) conducting an inspection of Scouts demonstrates some of the military-type background or experiences that were used in Scouting. Uniform inspections are still considered important and are codified in a Boy Scout/Varsity Scout Uniform Inspection Sheet (Scouting BSA, undated). See Appendix B, Boy Scout/Varsity Scout Uniform Inspection Sheet.)



Figure 3, Baden-Powell Inspection

Baden-Powell took some of his experience forward in many of the facets of the Scouting program. One significant element of the Scouting training program, Wood Badge, was first held at Gilwell Park, outside of London, England (Orans, 2004). According to Orans, “When they had finished their training together, Baden-Powell gave each man a simple wooden bead from a necklace he had found in a Zulu chieftain’s deserted hut when on campaign in South Africa in 1888” (2004). The recognition for completing the training, a bead on a leather thong, was not significant in size or flashiness, but rather it simply stood for an accomplishment. It could be argued that this model is carried forward today, as a simple recognition for a significant step forward in Scout training. Note that the size or the expense of the award is not significant—it is solely the meaning associated with the accomplishment.

Purpose

This paper will show the value of how a strong awards program that is connected to performance can be of real value when used to encourage growth in people. It will also show the value of a strong training program, and how it not only motivates growth and momentum in adults but can also be a motivator. This momentum and motivation are not just at the unit level, e.g., troops, but is across the Scouting program. Unit Commissioners, for example, while operating at the District level, are greatly enhanced by the same programs. They advance and grow in their ability to support the individual unit leaders—again, building motivation for the youth. The same can be said for Roundtable Commissioners, and all other elements of the District support staff that help enhance the growth of units.

Ultimately, this paper will address the synergy of these two facets of the adult Scouting program, and how they grow strong adult leaders, with the ultimate goal of enhancing the

Scouting program for youth. The value of these programs, especially when working in tandem, helps build the adult leaders into stronger adults that both understand the fundamentals of the Scouting program, and can help impart those fundamentals to the youth. For those youth in the Scouting program who are at the Troop level and higher, this also adds value to their growth, and helps them build a stronger program in a bottom-up manner. The value of this effort cannot be overestimated.

Problem Discussion

The value of rewarding training has been well documented in a number of environments. As Khan, Khan, and Khan (2011) observe, “Results show that Training and Development, On the Job Training, Training Design and Delivery style have significant affect (sic) on Organizational Performance and all these have positively affect[ed] the Organizational Performance.” The focus here is that the training design and delivery styles are key, and significantly affect the program. The same can be said for training within Scouting, which is well designed, and is provided in a delivery that tends to be entertaining and interesting. Training presented in this manner will have a strong impact on how the recipients of the training respond, and ultimately how the organization is affected. A significant advantage of training within the Scouting program is that it is conducted in the model of what Scouting is. It is frequently by patrol, it engages Scout skills, and is meant to be both fun and instructive at the same time.

Coupled with the how the training is presented, and its perceived value, is the value associated with positive reinforcement. Wei and Yazdanifard (2014) address positive reinforcement and its effect on the organization. They note that awards can either be intrinsic or

extrinsic. “Intrinsic reward refers to something intangible such as praise and acknowledgement while extrinsic reward is salary, promotion, freedom in office and job security” (2014).

While these are not the end goals in the Scouting program, it is easy to see how they can be mapped to what is offered to adults in Scouting. Intrinsic awards are the typical awards that we see offered in Scouting and include the number of awards such as the Training Awards, and service awards such as the District Award of Merit. These recognize successful performance to the Scouter that have earned these awards. While extrinsic awards suggested here, such as salary, are not necessarily related, the ability to be more valuable to Scouting after completing a program such as Wood Badge cannot be underestimated.

Wei and Yazdanifard (2014) go on to say, “positive reinforcement is seen to be the most effective way of motivating staffs to perform better in organizations. Employees are encouraged to do better as they know when each desired behavior is shown, they will be rewarded.” While clinical when viewed through the lens of the Scouting program, it can certainly be used to encourage Scouters to perform if used judiciously. Maharjan (2018) observes that, “recognition encourages employees to repeat good performances.” Maharjan (2018) also provides some thoughts concerning intrinsic awards, noting that when tasks are rewarded extrinsically, the people receiving the awards tend to run out of motivation. This would suggest that intrinsic awards provide a longer sense of satisfaction to the recipient.

Heathfield (2019) make similar observations, but also adds, “People who feel appreciated end up experiencing more self-worth and their ability to contribute to the company increases as a result. You then experience a happier and more productive employee.” This can be a critical piece as to why Scouters enjoy a sense that they are contributing. That does not take away from

the self-worth that comes with Scouting—it simply shows the Scouter that he or she is appreciated. In another paper, Frendo observes,

All humans need to be recognized in a meaningful way for their efforts. This helps to build self-esteem and confidence. Recognition is an important component of volunteer retention. When volunteers feel appreciated and important, they are more likely to feel connected to the program and continue their involvement (2012).

This comes right to the heart of the matter. Recognition is key to making people feel connected to a program. It is through the awards program in Scouting that many people feel that their hard work has been acknowledged. This can make a world of difference to how they perceive their connection to the program.

To provide a set of data points concerning why recognition is important, the following from Lipman (2013) is provided. It gives a perspective on both the value of reward, but also praise. Lipman writes, concerning a study,

A key finding was that 70% of survey respondents reported their most meaningful recognition “had no dollar value” – a substantial increase from 57% in a similar survey 2007.

The study, funded by Make Their Day, an employee motivation firm, and Badgeville, a gamification company, surveyed 1,200 U.S. employees from a broad cross-section of industries. Among the study’s highlights:

- 83% of respondents said recognition for contributions was more fulfilling than any rewards or gifts;
- 76% found peer praise very or extremely motivating;
- 88% found praise from managers very or extremely motivating;
- 90% said a “fun work environment” was very or extremely motivating.

“Workers of all ages, *especially the rising Millennial population* [emphasis added],” concluded Ken Comee, Badgeville CEO, “are motivated by real-time feedback, fun, engaging work environments, and status-based recognition over tangible rewards.”

The highlights from the survey are illuminating and bear consideration when reviewing how to reward Scouters. The last item, quoted by Comee, is critical. It notes that this is important

to the Millennial population. If Scouting is to be successful in the years ahead, understanding the motivators for that population—the up-and-coming leadership in Scouting—will serve the program well.

Potential Inhibitors

Anecdotally, there appears to be two separate but interrelated issues with both the awards and training programs that act as an inhibitor to their use. Although a significant number of adult leaders have taken, or will take, advantage of these programs, not all will. It could be argued that time is the first major issue, as any of the training efforts in Scouting require a significant personal investment of time. For busy people, adding another weekend camping trip, or even a day of training to an otherwise packed schedule, can be daunting. When more advanced training like Wood Badge comes up for discussion, which can take a considerable amount of time. The investment of time can be overwhelming for some people.

The second issue, which is perhaps more problematic, is that not everybody sees the value of the training or is interested in the awards program. It might be suggested that this is due to a lack of understanding of the value associated with both. If the programs are not promoted within Councils, Districts, and down to the unit level, the overall understanding of the value of the programs may be seriously diminished. In this scenario, it is the example that is set—or not set—by more seasoned adult leaders that can have the most positive or negative effect. However, as discussed elsewhere in this paper, the author has supported the value of training and the encouragement derived from motivation.

Scouting.org (undated) provides a path for training in what might be called a textbook case of how Commissioners are trained. This would include Commissioner Basic Training,

followed by the College of Commissioner Science. (Note that not all Councils have a College of Commissioner Science, but that does not stop Commissioners from attending at other Councils.) For those with the desire, there are National Level Training Events, such as at the Florida Sea Base and Philmont Training Center, which provide a more unique level of training. For many Scouters, the Continuing Education route is the one that will provide a wealth of information and experience.

The following table provides information concerning the path a Commissioner might follow in terms of training and awards. This path is not significantly different from what other Scouters follow, with several exceptions that are strictly tied to the Commission Service. This is not an absolute path by any means. Some Commissioners choose to not avail themselves of *all* training opportunities, and they do not feel that the awards are significant enough to complete them.

All text is quoted from the Scouting.org website (with explanatory text and edits for relevancy by the author), as are images (except where identified as being from other sources). The Wood Badge paraphernalia image is from the Voice of Scouting website.

Table 1, Commissioner Training and Associated Awards

Training Opportunity	Associated Award
<p>Commissioner Basic Training</p> <p>Assuming you have completed Youth Protection Training and are a registered Commissioner, Basic Training courses are available for all Commissioner roles and are available in the BSA Learn Center. A learning plan will consist of a number of modules that should be completed before your first meeting, within 30 days and 90 days. These courses provide the foundation for the Adult Leader's role as a Commissioner.</p>	<p>Trained Leader Emblem</p> 
<p>Prerequisites for the Unit Commissioner/ Dedicated Commissioner Arrowhead Honor include:</p> <ul style="list-style-type: none"> • A current Youth Protection Training Certificate • Unit Commissioner Orientation • Unit Commissioner Basic Training <p>Note that there are multiple sets of requirements for the Arrowhead Award based on the role of the Commissioner, from Unit Commissioner through a Regional Commissioner.</p>	<p>Commissioner's Arrowhead Award</p> 

Table 1, Commissioner Training and Associated Awards

Training Opportunity	Associated Award
<p>Participate in at least two of the following continuing education/supplemental training events:</p> <ul style="list-style-type: none"> • College of Commissioner Science • Commissioner Conference • Commissioner Workshop • Commissioner Retreat • National training conference for commissioners <p>These may include one continuing education/supplemental training event used to satisfy an Arrowhead Honor requirement.</p>	<p>Commissioner's Key</p>  

Table 1, Commissioner Training and Associated Awards

Training Opportunity	Associated Award
<p>Commissioner Colleges offer multiple levels of training, received over a period several years, to include Continuing Education. These include:</p> <ul style="list-style-type: none"> • Bachelor of Commissioner Science • Master of Commissioner Science • Doctorate of Commissioner Science (see below) • Commissioner Science Continuing Education <p>The degrees earned from the Commissioner College culminate with the Doctorate of Commissioner Science Award, detailed below, which requires that the candidate have completed all the programs in the Commissioner College to that level.</p> <ol style="list-style-type: none"> 1. Bachelor of Commissioner Science Degree <ol style="list-style-type: none"> a. Course Requirements <p>Complete a minimum of seven courses, at least five of which are Bachelor level as listed in the national College of Commissioner Science syllabus on the Commissioner Training page on the Commissioners website.</p> 2. Master of Commissioner Science Degree <ol style="list-style-type: none"> a. Prerequisites <ol style="list-style-type: none"> i. Completion of Bachelor of Commissioner Science Degree ii. Earn Arrowhead Honor b. Course Requirements <p>Complete a minimum of seven additional courses (and a total of at least 14), at least seven of which are Master level as listed in the national College of Commissioner Science syllabus on the Commissioner Training page on the Commissioners website.</p> 	<p>Commissioner College Certificates</p>  <p>The Boy Scouts of America on recommendation of the</p> <p>hereby awards the degree of BACHELOR OF COMMISSIONER SCIENCE to</p> <p>for having satisfactorily completed the program of studies prescribed by this College of Commissioner Science</p> <p>City/State Date Commencement Prepared For Life! BOY SCOUTS OF AMERICA</p> <p>The Boy Scouts of America on recommendation of the</p> <p>hereby awards the degree of MASTER OF COMMISSIONER SCIENCE to</p> <p>for having satisfactorily completed the program of studies prescribed by this College of Commissioner Science</p> <p>City/State Date Commencement Prepared For Life! BOY SCOUTS OF AMERICA</p> <p>The Boy Scouts of America on recommendation of the</p> <p>hereby awards this certificate in recognition of COMMISSIONER SCIENCE CONTINUING EDUCATION to</p> <p>for having satisfactorily completed additional studies prescribed by this College of Commissioner Science</p> <p>City/State Date Commencement Prepared For Life! BOY SCOUTS OF AMERICA</p>

Table 1, Commissioner Training and Associated Awards

Training Opportunity	Associated Award
<p>Doctorate of Commissioner Science</p> <p>a. Prerequisites</p> <ol style="list-style-type: none"> i. Completion of Master's Degree ii. Earn Commissioner's Key <p>b. Course Requirements</p> <p>Complete a minimum of 10 additional courses (and a total of at least 24), at least 5 of which are Doctorate level as listed in the national College of Commissioner Science syllabus on the Commissioner Training page on the Commissioners website.</p> <p>c. Thesis or Project</p> <p>Complete a thesis or project on any topic of value to Commissioner Service in the local council. The topic and thesis or project must be approved by the council commissioner (or designee).</p>	<p>Doctorate of Commissioner Science Award</p>  
<p>The commissioner will attend a minimum of one continuing education event each year while working toward this award. The continuing education events can include: District, Council, Area or Regional Colleges of Commissioner Sciences or Commissioner Conferences; Philmont, Florida Sea Base, or Summit Training. Additionally, such training may include: Wood Badge, University of Scouting, or other significant Scout related training.</p>	<p>Commissioner's Award of Excellence in Unit Service</p> 

Table 1, Commissioner Training and Associated Awards

Training Opportunity	Associated Award
<p>The Distinguished Commissioner Service Award is the highest recognition that can be given to a commissioner. It recognizes an individual who has consistently engaged in distinguished and exceptional commissioner service resulting in significant, positive impact on youth, units, and a district and/or council.</p> <ol style="list-style-type: none"> 1. Be currently registered as a commissioner or have served as a commissioner within the last five years. When nominating a former commissioner, the nomination must be based on the nominee's performance while a registered commissioner. 2. Possess the Commissioner Key (possession of the Commissioner Key automatically includes possession of the Arrowhead Honor). 	<p>Distinguished Commissioner Service Award</p> 

While the table above addresses awards in Scouting that are specifically oriented toward those that service in the Commissioner Service, other awards are also available to Scouters while they are performing in these roles. These awards can be earned by any Scouter; however, this paper is focused on Commissioners. Note that the awards addressed are those that can be presented as the Council and District levels. While National level Scouters can certainly be awarded, those are beyond the scope of this paper.

Table 2, Scouter Awards and Training

Requirements	Award
<p>This is the highest honor that a <i>District</i> may bestow on a Scouter. Leaders involved at any level of scouting or in a program are eligible for nomination. Recommendations are reviewed by a district committee to determine who should be granted the award. (This is Scouting BSA)</p>	<p>District Award of Merit</p> 
<p>The highest honor that a <i>Council</i> can bestow on a Scouter. Leaders at any level or any program are eligible. Nominations are submitted to the local council committee for consideration and approval. (This is Scouting BSA)</p> <p>(Silver Beaver image by San Gabriel District, undated)</p>	<p>Silver Beaver</p>  
<p>The Wood Badge training is not a Commissioner-specific course. However, it will provide a significant level of understanding of the Scouting program.</p>	<p>Wood Badge</p> 

Delimitation of Subject, and Method of Study

Delimitation of the Subject

The number of training opportunities available in the multiple Scouts BSA programs is huge. In some cases, there are significant variations between the types of training, or in the case of Wood Badge have been merged into a single capstone level training experience for Scouters from all programs (Scouting.org, undated, Wood Badge). In other situations, the experiences are very different, and much more focused on individual programs. According to Scouting.org, there is a very broad level of training available for all adult leaders in the Scouting program (Undated, Training for Adults).

Further, the number of options for types of awards in Scouting is equally broad, covering each of the programs. Some awards focus specific types of achievement, and are as varied as the BSA Lifeguard Award, the OA Vigil Honor, and the Lifesaving and Meritorious Action Award (Scouting.org, undated, Awards Central). All these awards are valuable and serve to recognize actions and service in specific areas. However, because of the breadth in types of awards, this paper will focus only on those awards that area associated with personal growth within the Scouting program rather than awards for exceptional service. And again, because of the breadth of such training available to Scouters, it would be extremely difficult to address the training available across all programs. To provide an example of the training available this paper will focus on the personal growth in the Commissioner service. While a narrow example, this selection will demonstrate how the training and awards programs tie together into a cohesive program.

Method of Study

The author approached the writing of this paper the same as any other tightly bounded, qualitative research effort. I started by establishing an argument for the paper, and then began the effort of gathering resources together that would support my argument. I also looked for information within Scouting fora that would meet my requirements, but also gathered information from the corporate sector. What was desired was to be able to demonstrate that these ideas crossed multiple boundaries and were not just relevant for Scouting, as an example. No attempt was made to interview other Scouters, as I did not feel that the scope of the paper could be successfully expanded to include interviews and the requisite reduction and analysis of those interviews.

I also wanted to provide something that might be interesting to a reader. To that end I wanted to make the paper more engaging by including images of the topics under discussion. I was of the opinion that would make reading the paper less clinical and might even provide a small resource.

After reading multiple papers and reviewing a number of websites with related information, I attempted to reduce the information I had gathered into digestible ideas. As the focus on the paper was narrow, it made the process more easily managed.

Analysis and Interpretation of Findings

This paper is a qualitative assessment of two tightly linked programs within Scouting BSA. It does not provide a quantitative component to present as part of the results. The primary reason is that to this author's knowledge, the BSA does not capture training in any national level

database, nor does any organization within Scouting tie such actions as performance or long-term growth to the receipt of awards and training. The lack of such statistics makes any sort of quantitative analysis of the value of the training and awards programs within Scouting all but impossible.

Conversely, the qualitative data suggests that the author's initial position concerning the value of training and non-monetary awards appeared to be borne out. A number of research papers and online articles support the value of well-presented training, and the value of awarding people. The author's argument that the two were tightly tied together, especially in the Scouting program where training is oftentimes accompanied by recognition, seems completely to be supported.

It must be acknowledged that the conclusions the author has drawn when making comparisons between Scouting and other organizations may not be completely aligned. Scouters are volunteers, and as such *may* be motivated differently than, say, an employee who may tie recognition to future advancements (although there are certainly opportunities for future advancement in Scouting). That does not negate the fact that within Scouting, a well-trained adult leader will almost always be more successful than an untrained leader. It also does not negate the fact that when people are motivated, as through the awards program in Scouting BSA, they are generally prone to more aggressively seek out those motivators. In the case of the awards that were highlighted in this paper, those are tied to growth within the program.

Conclusions and Recommendations Based on Data Presented

Conclusion

The original assessment presented at the beginning of the paper was that well-presented training, coupled with recognition, would enhance the experience for Scout leaders, and would ultimately result in not only a better trained Scouter, but one that felt appreciated for the work they perform.

The author believes that this paper has provided support for this argument. The paper details the advantages of training and demonstrates that recognition serves to generate not only happier, but more engaged Scouters.

The Scouting program provides both: a well-managed, engaging, and relevant training experience, with multiple varied opportunities. Further, the Scouting program also offers a pathway for recognition that is directly tied to the Scouter's role. It provides not only recognition, but a vehicle that demonstrates to others what the Scouter has done, which may act as an incentive for some Scouters.

In conclusion, it is this mix of training and recognition that offers a solid foundation for Scouters to progress in their role as adult leaders and be recognized for what they have accomplished. It appears that Baden-Powell's apparent understanding of these issues is still borne out today.

Recommendations

The first recommendation is to continue in the same direction as the program has established. This does not imply that both the training and opportunity for recognition may not change over time, but that the existing process of training leaders, and recognizing them for their accomplishments, should be continued. This recommendation recognizes that the nature of Scouting will change, and so will the nature of recognition. Both youth and adult members respond to different stimuli than they did a relatively few years ago.

As Scouting continues to grow and works to remain relevant in a changing world, so will the programs and processes associated with Scouting. Scouters will come from different backgrounds and experiences than they did even a decade ago (see the observation above concerning the Millennial generation). With the addition of young women to the Scouting program, we will see more females in adult leadership roles, which may encourage some shifts in focus for both training and recognition to be relevant to *all* adult leaders. As the United States changes and grows through its third century, so will Scouting. These changes will ultimately mean that there will be changes to the Scouting program to keep up with society.

The second recommendation is, as alluded to above, to keep updating the Scouting programs to keep them not only current, but relevant. However, and this is the key piece to the recommendation, Scouting cannot abandon the critical elements that have served Scouting so well for the past 110 years. Ensure that Scouting remains challenging and engaging for not only youth, but for its adult leaders.

This tenet of Scouting has kept the youth members plugged into Scouting for over a century, both in the United States and in Scouting programs worldwide. The author believes that

adult members need the same types of stimulation and encouragement. To do less will ultimately reduce the interest in the program, potentially reducing the desire of adults to participate.

The third recommendation is as much a caution as a recommendation. While the Scouting programs will change over time—and it should—Scouts BSA should not be tempted to make the program *too* technical. While skills in the digital sciences and other technologies are key in today’s world, the older, more seasoned “Scouting-oriented” skills should be maintained and expanded. Adults and youth both are in Scouting because of what Baden-Powell brought to the program—the skills and the opportunity to do Scout-like things. Outdoor-centric opportunities such as those mentioned above, e.g., training at Philmont, enhance the sense of Scouting. Scouts BSA should always keep that in mind while growing and updating the programs.

Appendix A, LORD BADEN-POWELL'S MEDALS, DECORATIONS, AND ORDERS

Lord Baden-Powell received several awards over his career. Note that some of the following awards were awards within the British system of Peerage and were not military awards.

Ashanti Star Medal	1895
Matabele Campaign Medal	1896-97
South African War Queen's Medal	1899
Companion, Order of the Bath.....	1900
South African War King's Medal.....	1901
Knight Commander of the Order of the Bath	1909
Knight Commander of the Victorian Order	1909
Chilean Order of Merit.....	1910
Coronation Medal (King George V).....	1911
Knight of Grace of St John of Jerusalem	1912
Knight Grand Cross of Alfonso XII (Spain).....	1919
Grand Commander of the Order of Christ (Portugal).....	1920
Grand Commander of the Order of the Redeemer (Greece).....	1920
Storkos of the Order of Dannebrog (Denmark)	1921
Order of the Commander of the Crown (Belgium).....	1921
Baronetcy	1922
Commander of the Legion of Honour (France)	1922
Grand Cross of the Victorian Order.....	1923
Order of Polonia Restituta (Poland).....	1927
Knight Grand Cross of Order of St Michael and St George.....	1927
Order of Amanullah (Afghanistan).....	1928
Order of Merit, First Class (Hungary)	1929
Order of the White Lion (Czechoslovakia).....	1929
Order of the Phoenix (Greece).....	1929
Peerage: Barony	1929

Grand Cross of the Order of Merit (Austria)	1931
Grand Cross of Gedirninus (Lithuania)	1932
Grand Cross of Orange of Nassau (Holland)	1932
Commander of the Order of the Oak of Luxembourg	1932
Red Cross of Estonia.....	1933
Grand Cross of the Order of the Sword (Sweden)	1933
Grand Cross of the Order of the Three Stars (Latvia)	1933
Jubilee Medal (George V).....	1935
Grand Cordon of Legion of Honour (France).....	1936
Order of Merit	1937
Coronation Medal (George VI).....	1937
Awarded Wateler Peace Prize.....	1937

Appendix B, BOY SCOUT/VARSITY SCOUT UNIFORM INSPECTION SHEET

The following is the inspection sheet. Note that there are very specific placements of all awards and identifying insignia. More important is the number of awards demonstrating training and personal advancement in the Scouting program. (BSA, undated)

BOY SCOUT/VARSITY SCOUT UNIFORM INSPECTION SHEET
OFFICIAL PLACEMENT OF INSIGNIA

SHOULDER EPAULETS AND LOOPS

RIGHT SLEEVE LEFT SLEEVE

RIGHT POCKET LEFT POCKET

Conduct uniform inspection with common sense; the basic rule is neatness.

Merit Badge Sash. If worn, merit badges are attached to front (and back, if needed) of sash. Venture/Varsity letter is attached at bottom front corner. Temporary insignia may be worn on back.

Shoulder Epaulets. Red shoulder loops identify Boy Scouting (all members of a troop). Blaze (orange) loops identify Varsity Scouting.

Left Sleeve. Council patches, unit numeral, and badge of office are worn as shown snug up, and touching each other. Badge of office is centered below and touches unit numeral. The veteran unit bar (25, 50, 55, 60, 65, 70, 75, or 80 years) is positioned above and touching troop numeral and in turn touching council patch. Den chief cord is worn over the left shoulder and under epaulet.

Left Pocket. Service stars above the pocket. If a medal or embroidered knot for youth members is worn, service stars are raised. Embroidered square knots are worn centered above the pocket in rows of three. Not more than five medals may be worn, pinned centered immediately above the pocket (extending over knots if both are worn). The wearing sequence for knots or medals is at the wearer's discretion and lead color is to the wearer's right. Badges of rank are worn centered on the pocket above the Arrow of Light Award. Flap buttoned. The World Crest is worn centered horizontally over the left pocket and vertically between the left shoulder seam and the top of the pocket.

Right Sleeve. U.S. flag. Only the most recently earned Quality Unit Award may be worn below patrol emblem or below National Honor Patrol star. Musician badge, if in band or drum corps, is worn 1/4 inch below patrol emblem. Up to six merit badges may be worn on the long-sleeve shirt in two columns of three starting 3 inches above the bottom edge of the cuff.

Right Pocket. Jamboree insignia (only one) worn above BSA or interpreter strip. Order of the Arrow lodge insignia worn on pocket flap. Temporary insignia worn centered on the pocket. Flap buttoned. The Varsity or Venture strip is worn above the BSA strip or above the interpreter strip. Nameplate, if worn, is centered above the BSA strip, interpreter strip, and Venture or Varsity strip.

SHOULDER SEAM

Position above diagram on left sleeve to guide you on proper placement of insignia.

The Scouting Seal is Your Guarantee of Quality, Excellence, and Performance.

OVER

Figure 4, First Page, Inspection Sheet

BOY SCOUT/VARSITY SCOUT
UNIFORM INSPECTION SHEET

- General Appearance. Allow 4 points for each: (1) good posture, (2) clean face and hands, (3) hair combed, (4) neatly dressed, (5) clean fingernails.
- Headgear. Two styles: (1) visored cap; or (2) campaign hat. All troop members must wear one of the headgear chosen by vote of the troop/team. Varsity Scouts wear only the blaze and brown visored cap.
- Neckerchief and Slide. Insignia at back should be right side up and centered. Fold long edge over several flat folds to about 6 inches from tip of neckerchief. A tight fold prevents gathering around the neck and is more efficient than rolling or twisting. Draw neckerchief side over ends and adjust to fit snugly. By vote of troop, ends may be left hanging loose or tied in a slip-knot. The neckerchief is optional to the troop.
- Shirt. Official long- or short-sleeve tan shirt with red or blaze orange shoulder loops on epaulets. The troop/team may vote to wear a neckerchief, bolo tie, or no neckwear. In any case, the collar should be unbuttoned. The troop/team has the choice of wearing the neckerchief over the turned-under collar or under the open collar.
- Belt. Olive web with BSA insignia on brass buckle; or official leather with international-style buckle or buckle of your choice, worn only if voted by the troop/team. Members wear one of the belts chosen by vote of the troop/team.
- Pants/Shorts. Official olive, pressed; no cuffs.
- Socks. Official olive-colored mid-calf-length socks with red tops worn with official shorts or trousers. (Long socks are optional with shorts.)
- Shoes. Leather or canvas, neat and clean.
- Registration. Current membership card or temporary certificate on person.
- Insignia. Correct placement left pocket, 5 points; right pocket, 5 points; left sleeve, 5 points; right sleeve, 5 points.

UNIFORM POINTS	<input type="checkbox"/>
INSIGNIA POINTS	<input type="checkbox"/>
TOTAL POINTS	<input type="checkbox"/>
PERFECT SCORE 100 POINTS	



For more information about insignia, see Insignia Guide, No. 330658.

UNIFORM INSPECTION SCORE

Name _____ Troop/Team No. _____

#34283 Patrol/Squad _____



2483
2000 BOY SCOUTS OF AMERICA

Position diagram of insignia (see above); right-hand pocket to guide you on proper placement.

OUR UNIT INSPECTION WILL BE HELD ON _____

BRING THIS FORM WITH YOU

OVER

Figure 5, Second Page, Inspection Sheet

Appendix C, CHART OF KNOTS THAT CAN BE AWARDED IN SCOUTING

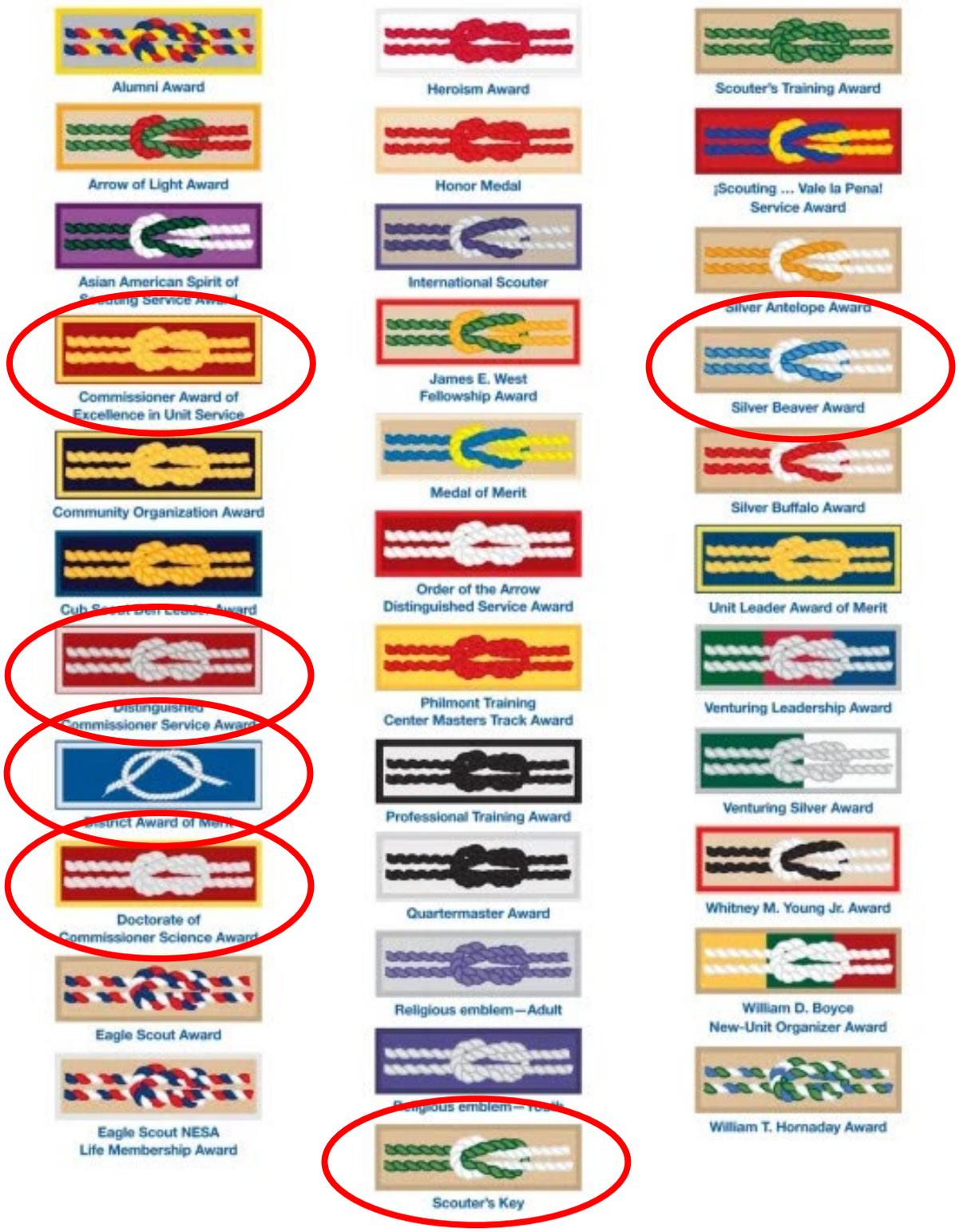


Figure 6, Chart of Square Knots

The above chart of available knots in the Scouting programs when it was produced in 2012. Note that these are not static, and knots have been added and deleted over the years, so there may be changes to this chart. This chart is only to represent the breadth of the personal award program and does not go into a detailed analysis. This chart was captured from Scouting Magazine and may be available through the Boy Scouts of America.

The knots that were circled were addressed specifically in the paper as part of the growth associated with members of the Commissioner Service. Other awards were also addressed in the paper, such as the Commissioner's Arrowhead Honor.

For a broader discussion of the awards, the author suggests visiting the website *This is Scouting BSA*. This site is no longer officially maintained; however, it provides an excellent overview of awards, how they are earned, and how they are worn. Note that because it is no longer maintained it may have errors or be out of date. It was last updated March 16, 2019. Other similar websites, many of which are not official in nature, are available on the internet for review.

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