



# EURO SCOUT.DOC

## Motivation in Scouting

*'If there is a will, there is a way.'*  
 (Baden-Powell)

### Introduction

Have you ever had an idea but you couldn't convince others that it was a good one? Have you ever had to do something that you didn't find interesting or attractive? Have you ever been involved in or heard about a good project that failed because people were not enthusiastic enough to see it through?

Then this paper is written for you and for all Scout Leaders who want to know more about motivation; and more specifically, about motivation in Scouting. You may be working at national level in your Association; you could also be a trainer; or perhaps you're working at district or group level. Whatever your position, understanding motivation and knowing how to motivate is vitally important.

### What do we mean by motivation?

There are many definitions of motivation. These are two that are particularly relevant:

*'Motivation is the energiser of behaviour and mother of all action.'*  
 (Source: <http://www.businessdictionary.com/definition/motivation.html>).

*'In psychology, motivation is the intention of achieving a goal, leading to goal-directed behaviour.'*  
 (Source: <http://www.reference.com/browse/columbia/motivation>).

In Scouting, motivation is the energiser that achieves the goal of creating an environment in which you, our Leaders, are challenged, supported, enthused, rewarded and given the opportunity to progress to your full potential. Motivated Leaders are happy Leaders who contribute to the Scouting family.

### Why is it important?

We need to understand why people volunteer. If we have a better understanding of what drives our Leaders and what their needs are, we will be better able to motivate them. Everyone is different. There are general motivators, of course; but we must focus on the needs of the individual.



#### Motivated Leaders:

- Are creative in reaching their goals.
- Perform to a higher standard.
- Carry projects successfully through to completion.
- Spread their motivation to others.

And remember, happy Leaders mean happy members!

Motivation is an integral part of life-long learning. We need to remember to motivate at all times. For example, in meetings, during projects and while training. Motivation is not something we do before or after a task; it is part of everything we do.

### Inspiration versus motivation

Are inspiration and motivation the same thing? It could be said that nothing happens without inspiration. If that's true, then the key to motivating others and ourselves lies in finding out what inspires us. In the simplest terms and at its root, to inspire is to be the cause of something. The literal meaning of inspire is 'to breathe life into'.

On one level, motivation and inspiration are the same. On another level, we don't necessarily need to feel inspired to be motivated. Try this out and see what you think. How motivated would you be to get away if you came face to face with a lion? You don't really need to feel inspired to start running. Do you?



Inspiration is lasting; motivation is short term and it comes in cycles. As Leaders, we are inspired to help young people grow into responsible citizens. This means being motivated to attend our weekly meetings, to organise activities for our group, to continue to learn for ourselves and to keep going when things are less than perfect... and to do this again and again and again.

**Once a Scout, always a Scout.** Scouting is an eternal inspiration; motivation keeps that inspiration alive.

### Motivation at different levels in Scouting

Each of us has a role to play in Scouting and each role is important. Understanding the part each one of us plays in the bigger picture is a huge motivating factor. We are constantly motivating ourselves and others, in Scouting and in general. We should be more aware of what these motivation factors are and remember to consider both internal and external motivation. We need to be creative, to be open and imaginative, and to think outside the box.

So, how can we integrate motivation into our everyday Scouting lives? By keeping it simple:

- We can work with others and use existing materials.
- We can make it an issue, something we are constantly aware of.
- We should be aware of different levels of motivation in different target groups; for example, Rovers, jamboree teams, district training teams.

## Analysing motivation factors

What motivates people to join Scouts and to stay involved?

- Social networks – the sense of belonging to a group.
- Achievement – completing concrete tasks and reaching goals.
- Experience – discovering new ways of doing things, and learning new skills.
- Knowledge – finding out information and sharing what you know by teaching others.
- Influence – when your behaviour has a positive effect on others.
- Commitment – to the values of Scouting, to our vision of a better world.
- Contribution – being part of and perpetuating the life of the Movement.
- Enjoyment – simply having fun, opportunity to travel.
- Personal interest – as a parent, productive use of free time.
- Personal development – for life-long learning, developing 'soft' skills.

When analysing motivation factors, we need to consider the differences, for example, between age groups, ethnic backgrounds, education levels, culture, etc. There are a number of established theories we can look at from the Scouting point of view. You can read more about these in Annex 1.

We also need to understand what de-motivates people in Scouting. If we can identify these factors, we can easily eliminate or control them. There are general de-motivators, of course; but we must focus on the needs of the individual.

## Sharing best practises

One of the strengths of Scouting is that there are so many people to learn from; so many different ways of doing things. Share your findings with others and listen to what they have to say, to what they think about it. Take a look outside Scouting as well. For example:

- Red Cross
- Voluntary Fire Brigade
- Citizens Patrols

Rather than simply copying an activity, try to understand what makes it work. Don't be afraid to try new things and new ways to do old things. Modify them to fit according to the people, place and time.

## Incorporate motivation into general training

In all levels of Leader training, there should be a module on motivation. This should include both theory and practical tips on how to apply this theory to different situations and different Leaders. Keep the topic alive in trainings. Start with discussions about what motivates participants. Analyse this to understand their needs and use this information in further training and work. If motivation is to become an integral part of everything we do, however, it should not be restricted to formal training. We should learn by doing and be aware of it in everything we do.

## Make motivation part of managing our human capital

So, how can we motivate Adults in Scouting? A simple 'thank you, well done...' is a good start. Be interested in the results of their work. Show that you are there for backup and help if they need it. Perhaps an acknowledgement card once a year, as is done in Finland. Maybe start a 'Volunteer of the month' programme. Remember them at Christmas. It might be easier to have a team in your Association that takes responsibility for this. These are just a few general examples. We need to think about the individual, too.

You can formalise motivation by giving awards and rewards, always checking to see how motivational they are for the individual. You need to consider what kind of behaviour you are rewarding and how easy it will be to achieve an award. Make motivation visible. Celebrate achievements and learn from them. Pay attention to the little things and you will be able to motivate your Leaders and yourself.

## Conclusion

Motivation is something that we need all the time. If we are motivated, we can bring our ideas to life for others and motivate them as well. If we find a way to recharge our ideas, then we can maintain our motivation and reach our goals. Of course goals are important, but maybe more important is the journey we take to reach them. Along the way, we need to stay motivated ourselves and motivate those around us. When motivation is an active part of an Association, it will naturally become part of everything that Association does.



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## Annex 1: Motivation theories

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No single theory can account for all aspects of motivation, but each of the major approaches contributes something to our understanding of motivation, so we need to understand their strengths and weaknesses.

### Adams' Equity Theory

The theory is built on the belief that people become de-motivated, in relation to their tasks in general, if they feel as though their inputs are greater than their outputs. People can be expected to respond to this in different ways, including becoming de-motivated (generally to the extent that the leader recognises that disparity exists between the inputs and the outputs), making less of an effort, becoming disgruntled or, in more extreme cases, perhaps even disruptive.

Consider the balance or imbalance that currently exists between your Scout Leaders inputs and outputs.

Inputs typically include: ability, adaptability, commitment, determination, effort, enthusiasm, flexibility, hard work, loyalty, personal sacrifice, skill, support of colleagues, tolerance and trust in superiors.

Outputs typically include: having more challenged Scouting tasks, praise, recognition, reputation, responsibility, sense of achievement, sense of advancement/growth and stimulus. And according to the theory, Leaders should be content where they perceive these to be in balance.

### Maslow's hierarchy of needs

Maslow has set up a hierarchy of five levels of basic needs. Beyond these needs, higher levels of needs exist. These include needs for understanding, esthetical appreciation and purely spiritual needs. In the levels of the five basic needs, the person does not feel the second need until the demands of the first have been satisfied, nor the third until the second has been satisfied, and so on. Maslow's basic needs are as follows:

#### Physiological needs

These are biological needs. They consist of needs for oxygen, food, water, and a relatively constant body temperature. They are the strongest needs because if a person were deprived of all needs, the physiological ones would come first in the person's search for satisfaction.

#### Safety needs

When all physiological needs are satisfied and are no longer controlling thoughts and behaviours, the needs for security can become active. Adults have little awareness of their security needs except in times of emergency or periods of disorganisation in the social structure (such as widespread rioting). Children often display the signs of insecurity and the need to be safe.

#### Needs of love, affection and belongingness

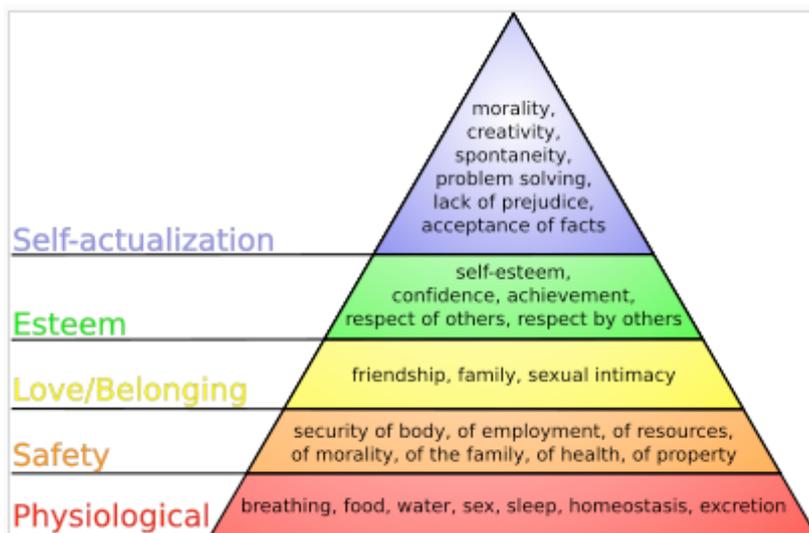
When the needs for safety and for physiological well-being are satisfied, the next class of needs for love, affection and belongingness can emerge. Maslow states that people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging.

### Needs for esteem

When the first three classes of needs are satisfied, the needs for esteem can become dominant. These involve needs for both self-esteem and for the esteem a person gets from others. Humans have a need for a stable, firmly based, high level of self-respect, and respect from others. If these needs are satisfied, the person feels self-confident and valuable as a person in the world. If these needs are frustrated, the person feels inferior, weak, helpless and worthless.

### Needs for self-actualisation

When all of the foregoing needs are satisfied, then and only then are the needs for self-actualisation activated. Maslow describes self-actualisation as a person's need to be and do that which the person was 'born to do'. 'A musician must make music, an artist must paint, and a poet must write'. These needs make themselves felt in signs of restlessness. The person feels on edge, tense, lacking something, in short, restless. If a person is hungry, unsafe, not loved or accepted, or lacking self-esteem, it is very easy to know what the person is restless about. It is not always clear what a person wants when there is a need for self-actualisation.



Source: [http://en.wikipedia.org/wiki/Maslow's\\_hierarchy\\_of\\_needs](http://en.wikipedia.org/wiki/Maslow's_hierarchy_of_needs)

### Clayton Alderfer's ERG -theory

After the original formulation of Maslow's Hierarchy of Needs, studies had shown that the middle levels of Maslow's hierarchy overlap. Alderfer addressed this issue by reducing the number of levels to three. The letters ERG represent these three levels of needs:

- **Existence** -> refers to our concern with basic material existence motivators.
- **Relatedness** -> refers to the motivation we have for maintaining interpersonal relationships.
- **Growth** -> refers to an intrinsic desire for personal development.

Contrarily to Maslow's idea that access to the higher levels of his pyramid required satisfaction in the lower level needs, according to Alderfer the three ERG areas are not stepped in any way.

ERG Theory recognises that the order of importance of the three Categories may vary for each individual. Leaders must recognise that Scouts have multiple needs to satisfy simultaneously. According to the ERG theory, focusing exclusively on one need at a time will not effectively motivate.

## Golem effect (how negative feedback decreases motivation)

Researchers refer to three kinds of self-fulfilling prophecy, one of them negative. The Pygmalion effect is created when our belief helps our coaches to succeed. When they believe in themselves and succeed as a result, it's called the Galatea effect. The negative one is the Golem effect. It's what happens when they don't believe they can succeed. (The original Golem was an unpleasant character in a Polish fable. It's centuries old.)

Ideally, as leader, we should be spurred on by their belief in themselves (the Galatea effect) but the Pygmalion effect is a useful ally to develop them towards that stage. It doesn't work with everyone but should be a standard part of our training repertoire.

## Hertzberg's Motivation Hygiene Theory

Herzberg's findings revealed that certain characteristics of a leadership are consistently related to Scout assignment satisfaction, while different factors are associated with Scout assignment dissatisfaction. These are:

| Factors for Satisfaction | Factors for Dissatisfaction            |
|--------------------------|--|
| ▪ Achievement            | ▪ Values of Scouting                   |
| ▪ Recognition            | ▪ Leadership                           |
| ▪ Scouting               | ▪ Relationship with Scouts and Leaders |
| ▪ Responsibility         | ▪ Scouting environment                 |
| ▪ Advancement            | ▪ Challenges                           |
| ▪ Growth                 | ▪ Status                               |
|                          | ▪ Security                             |

The conclusion is that satisfaction and dissatisfaction are not opposites.

- The opposite of Satisfaction is *No Satisfaction*.
- The opposite of Dissatisfaction is *No Dissatisfaction*.

Remedying the causes of dissatisfaction will not create satisfaction. Nor will adding the factors of satisfaction eliminate dissatisfaction. If you have a hostile environment, giving someone a promotion will not make him or her satisfied. If you create a healthy environment but do not provide members of your team with any of the satisfaction factors, the work they're doing will still not be satisfying.

To apply Herzberg's theory, you need to adopt a two stage process to motivate people. Firstly, you need eliminate the dissatisfactions they're experiencing and, secondly, you need to help them find satisfaction.

### Step one: Eliminate dissatisfaction

Herzberg called the causes of dissatisfaction "hygiene factors". To get rid of them, you need to:

- Discuss the values of Scouting.
- Provide effective, supportive and non-intrusive leadership.
- Create and support a culture of respect and dignity for all team members.
- Ensure that challenges are competitive.
- Build status by providing meaningful tasks for all positions.
- Provide security.

All of these actions help you eliminate dissatisfaction in your organisation. And there's no point trying to motivate people until these issues are out of the way!

You can't stop there, though. Remember, just because someone is not dissatisfied, it doesn't mean he or she is satisfied either! Now you have to turn your attention to building satisfaction.

### **Step two: Create conditions for satisfaction**

To create satisfaction, Herzberg says you need to address the motivating factors associated with Scouting. He called this "enrichment". His premise was that every task should be examined to determine how it could be made better and more satisfying to the person doing the work. Things to consider include:

- Providing opportunities for achievement.
- Recognising Leader's contributions.
- Creating challenge that is rewarding and that matches the skills and abilities of the Leader.
- Giving as much responsibility to each team member as possible.

Providing opportunities to advance in the Movement through internal promotions. Offering training and development opportunities, so that people can pursue the positions they want within the Movement.

The relationship between motivation and satisfaction is not overly complex. The problem is that many Leaders look at the hygiene factors as ways to motivate when in fact, beyond the very short term, they do very little to motivate.



## Annex 2: Some motivation links

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### **Motivation hints**

<http://www.motivation123.com/>

### **Motivation videos**

<http://www.globalchange.com/motivation.htm>

### **What is your motivation style?**

<http://agelesslearner.com/assess/motivationstyle.html>

### **Motivation and leadership**

<http://www.nwlink.com/~donclark/leader/leadmot.html>

### **Elements of motivation**

<http://www.motivation-tools.com/elements/>

### **Seven rules of motivation**

[http://www.motivation-tools.com/elements/seven\\_rules.htm](http://www.motivation-tools.com/elements/seven_rules.htm)

### **Team motivation**

[http://www.teambuildinginc.com/article\\_teammotivation.htm](http://www.teambuildinginc.com/article_teammotivation.htm)