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Boy Scouts of America: Training Leaders for Tomorrow

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Abstract

The Boy Scouts of America (BSA) is an organization long known for making a positive impact on America's youth since its inception in 1910. The definitive answer to the question of what that impact is and its lasting effects, in terms of leadership development, has been sought and pondered in recent years. This capstone study has built on past work and investigated how the BSA train today's youth to be successful leaders for tomorrow. Understanding what defines leadership success in today's diverse and multi-generational labor force which operates in a complex global environment has been first defined. This research then illustrates the training and experience that members of the BSA receive and how this knowledge directly relates to the practice of successful leadership. The relationship has been drawn between the BSA experience and successful leaders in numerous professional fields that were members of the Scouts as youth and attribute their adult success in leadership to the BSA. The results indicate that the Boy Scouts of America, through the practice of servant leadership and the experience they receive in leadership roles, do in fact train and prepare America's youth for the leadership challenges in today's world. As a former member of the organization, and in light of the gradual decline in membership in recent years, it is intended that the results of this investigation may raise awareness of the many benefits that the BSA has to offer our youth and our future leadership.

Keywords: Boy Scouts of America, servant leadership, transformational leadership, emotional intelligence

Boy Scouts of America: Training Leaders for Tomorrow

What it means to be a successful leader in today's complicated and ever-transforming world is not the same as it was decades ago. Success in leadership today has moved away from the authoritative and heroic styles of past years. In today's environment, where the workforce is constructed of teams of diverse, multi-generational, and often global employees, leaders must understand how to influence, inspire, and coach their co-workers to push their potential, while meeting both the individual and the organization's needs. Leaders must be authentic, compassionate, moral, and modest servants to their followers, who understand the benefits of mentoring their employees to become better selves. The problem lies in what Greenleaf (as cited in Russell & Stone, 2002) called "the leadership crisis", where he argued that universities, colleges, and seminaries have failed in their responsibility to prepare young adults for leadership roles in society. Bennis and Nanus (as cited in Russell & Stone, 2002, p.145) state that, "the need for leadership was never so great. A chronic crisis of governance – that is, the pervasive incapacity of organizations to cope with the expectations of the constituents – is now an overwhelming factor worldwide". Keshavan Nair (as cited in Russell & Stone, 2002, p.145) summed up the idea of what our world needs in leadership best when he explained, "as long as power dominates our thinking about leadership, we cannot move toward a higher standard of leadership... we must place service at the core; for even though power will always be associated with leadership, it has only one legitimate use: service."

As we observe some of the most positive and influential leaders of recent years, we find a common thread that connects many of them: their involvement in the Boy Scouts of America. The BSA is an organization that has been around for over a century and the way that they train leaders today has not changed since it was founded in 1910. Youth involved in the Scouts learn

service before self, they learn how to mentor their fellow Scouts, they are afforded opportunities to lead others in progressively increasing levels of responsibility, and they learn how to achieve their goals through their own accomplishment and efforts. If leadership is not taught at home, if it is not a focus in our schools and universities, then where and when will our youth gain the requisite skills and experience to positively influence their leadership as adults. Leading as adults is not limited to confines of the office cubicle; it reaches far beyond to the leading of our communities, our nation, and our world.

A personal passion for this topic has a foundation in my own experiences as a Boy Scout, as one who found his path to Eagle and the Order of the Arrow. When I needed a positive influence in my life, someone to guide me down a path of helping others and helping myself, the Boy Scouts of America served this purpose. The benefits of serving something much greater than myself, a key aspect of Scouting, carried over into my adult life – as I gratefully served the United States for over 20 years in the Marines Corps. In the six years since military retirement, and working for three different organizations, I have observed an absolute need for positive leadership in the workplace. I witnessed similar findings in the military, and while admittedly they were on a smaller scale, I begin to contemplate where the foundation to positive leadership and character building begins. It is my hypothesis that, for me and likely many others, it began in youth organizations, like the Boy Scouts of America, where our youth find positive adult figures who provide a nurturing environment, infused with challenges, successes, and camaraderie.

If it is in fact concluded that the Boy Scouts of America is an organization that trains its youth members to be successful leaders as adults, then numerous implications may result. Primarily, organizations who currently train leaders (i.e. corporate leadership programs, independent companies that conduct leadership seminars, and even government organizations)

could adopt some of the approaches of the BSA's leadership training philosophy as their own. Secondly, as awareness and recognition for the benefits of the BSA increases, increased parental support and membership may result. Lastly, by communicating the benefits of their leadership training program to youth organizations (like the BSA) and the government agencies and non-profit organizations who provide support to them, increased funding and other support for programs, such as Scoutreach, may be procured. Scoutreach, a division of the BSA, emphasizes service to rural and urban areas and to minority populations (Scoutreach, n.d.). The ultimate goal of this research is to bring awareness and provide insight to how we can ensure that tomorrow's world is provided with the leaders they need – one of those answers may certainly be the Boy Scouts of America.

Literature Review

The Boy Scouts of America (BSA) is one of the nation's largest and most prominent values-based youth development organizations, providing programs for young people that build character. The mission of the BSA is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law (Boy Scouts America, n.d.). Its vision statement is that the BSA will prepare every eligible youth in America to become a responsible, participating citizen and leader who is guided by the Scout Oath and Law (Boy Scouts America, n.d.). It is widely recognized that the Boy Scouts has a positive effect on youth and prepares them for the many challenges that will face them in adult life; but to what extent and in what areas does the organization make an impact on the boys and girls that are members of the BSA?

The purpose of this literature review is to examine and evaluate bodies of knowledge that have been compiled on the topic of leadership and the Boy Scouts of America to address the

following research question: How does the Boy Scouts of America train today's youth to be successful leaders for tomorrow? This paper is organized to first provide a brief history of the Boy Scouts of America in order to bring some context to the reader in preparation for further exploration on the subject. Next, to address the research question, we must examine some popular theories on what it means to be a successful leader. Once an examination on prevalent ideas of successful leadership has been explored, we must then travel down the path of how the BSA trains its members in leadership and if that methodology correlates to what research defines successful leadership to be. The importance in this topic lies in the realization that if a link can be made between successful leadership and how the BSA trains its youth, then not only is the value and importance of youth programs, like the BSA, validated, but a potential model for training leaders in other organizations can be made.

A Brief History of the BSA

The genesis of Scouting began in India during the 1890's, where Robert Baden-Powell, a British army colonel, designed a new system of military training for some poorly prepared men under his command (Elam, 2017). He wrote a book about his training ideas in 1899, which he called *Aids to Scouting*. He endured a 217-day siege during the Boer War at the turn of the century, during which time boys who were too young to be soldiers stood guard, carried messages, and otherwise helped out, which impressed Baden-Powell. According to Scheidlinger (as cited in Elam, 2017, p.3), "the boys' troop distinguished itself with such excellent performances that Baden-Powell conceived the idea of using the scout training system for boys in time of peace". He found upon his return to England that his book *Aids to Scouting* was being used by teachers in their education of youth, and 1906 the tentative scout program was enthusiastically received by the leaders of the boys' welfare movements of the Church, State,

Army, and Navy (Elam, 2017). Baden-Powell put his ideas to the test with the formal beginning of Scouting in England during 1907. Soon following the establishment of the Scouting program in England, William D. Boyce, a Chicago newspaper publisher, was visiting London and lost his way in the city's famous fog. One of Baden-Powell's young Scouts offered to help Boyce find his way, and Boyce, after inquiring more about the Scouting, was so impressed that he brought the idea and its trainings back to the United States (Elam, 2017). The Boy Scouts of America was founded on February 8, 1910 and incorporated as a non-profit organization in Illinois and in the District of Columbia. To combat the legal issues with having to incorporate separately in every state, President Woodrow Wilson signed an unanimously-approved and ratified Congressional charter, on June 15, 1916, allowing the Boy Scouts of America to be recognized under Title 36, according to Latson (as cited in Elam, 2017). Title 36 is a special legal standing that recognizes patriotic and national organizations, rather than having to seek incorporation state-by-state (U.S. Code, n.d.).

At the time, the statement of scouting's purpose describes how the Boy Scouts of America will prepare American men for the future. It continues that the purpose of the BSA is to provide for boys an effective program designed to build desirable qualities of character, to train in the responsibilities of participating citizenship, and to develop in them personal fitness, thus to help in the development of American citizens (Nevin, 1985). According to Sanford McDonnell, former chairman of McDonnell Douglas and National President of the BSA from 1984-1986, "What we're selling is character building; we have to figure out how to market and deliver it" (Nevin, 1985, p.20). As written in the *Scout Master's Handbook* (as cited in Nevin, 1985), delivery is accomplished by seven basic methods: scouting ideals, patrols, advancement, adult male association, outdoor program, leadership development, and personal growth. The methods

of scouting ideals are set forth in four basic elements: the Scout Oath, the Scout Law, the Scout Motto, and the Scout Slogan (Nevin, 1985). The Boy Scouts of America's membership and advancement requirements have changed over the years, but its core ideals that focus on the positive development of its youth members have remained constant. Figure 1 depicts the rank structure of the Boy Scouts of America (commonly referred to as the Trail to Eagle), beginning with Scout and culminating with Eagle. Figure 2 is a visual representation of merit badges that Scouts can earn on their trail to Eagle Scout. The merit badges offered are ever-changing, so Figure 2 may not be an all-inclusive list of badges currently available. Merit badges encourage the Scout to (1) increase their skill in things they like to do, and (2) to challenge a Scout to try new activities (*The Boy Scout Handbook* (11th Ed.), 1998). Figure 3 is a display of skill awards that Scouts achieve during the more junior ranks. These 12 skill awards fall into one of the following groups: outdoor skills, health, people, or family / community / country.



Figure 1. Boy Scouts of America Rank Structure (Trail to Eagle, n.d.)



Figure 2. BSA Merit Badges
(The Merits of Scouting, n.d.)



Figure 3. BSA Skill Awards
(BSA Skill Awards Display, n.d.)

In the course of describing the history of the Boy Scouts of America, it would be remiss to not mention recent developments and changes in the organization that has brought national and global attention to the organization. The first major policy shift in recent years has been the abolishment of the long-standing ban on homosexual youth in the program. On May 23, 2013, the BSA's national governing body voted to rescind the ban, stating that effective January 1, 2014, "No youth may be denied membership in the Boy Scouts of America on the basis of sexual orientation or preference alone" (Boy Scouts of America, 2018). The next issue that received high visibility across the nation was the end of the ban on gay adults in the Boy Scouts. In May 2015, BSA President Robert Gates told the national meeting of the BSA in Atlanta, GA that he believe the current policy of excluding openly gay adults from leadership positions is "unsustainable" and should be changed at an early date. On July 27, 2015, the BSA Executive Committee agreed with Gates and voted unanimously to approve a policy change that would end the national ban on gay adults (Boy Scouts of America, 2018). On January 30, 2017, the Boy

Scouts of America announced that, effective immediately, transgender boys would be allowed to enroll in boy-only programs. The last major change within the Boy Scouts of America came as recently as October 11, 2017 when the BSA announced that girls would be welcomed into Cub Scouts beginning in the fall of 2018 (Boy Scouts of America, 2018). This change is part of the larger transition to allow girls into the Boy Scouts, and beginning February 2019, the organization will be serving girls, as well as boys, in the age groups of 11-17 years old. The overall organization will keep its name, Boy Scouts of America, but the program that caters to youth ages 11-17 (currently Boy Scouts) will be renamed “Scouts BSA”. This program will continue to offer single-gendered troops, but will allow girls to work to earn the Eagle Scout rank. Figure 4 illustrates the upcoming changes to the organization and its new structure (Domonoske, 2018).

BOY SCOUTS OF AMERICA	
The organization name is NOT changing. The Boy Scouts of America will continue to provide leadership and character development programs for boys and girls ages 5-20.	
CURRENT	NEW
 Cub Scouts - Boys Only - Ages 5-10	Cub Scouts - Boys and Girls* (separate dens) - Ages 5-10 <i>Launch date June 2018</i>
 Boy Scouts - Boys Only - Ages 11-17	Scouts BSA - Boys and Girls* (separate troops) - Ages 11-17 <i>Launch date February 2019</i>
 Venturing - All Boys, All Girls, or Co-Ed - Ages 14-20	No Change
 Sea Scouts - All Boys, All Girls, or Co-Ed - Ages 14-20	No Change
 Exploring - All Boys, All Girls, or Co-Ed - Ages 10-20	No Change

To find out more, visit Scouting.org/familyscouting

Figure 4. Boy Scouts of America Organization Restructure (BSA Organization, n.d.)

A Review of the Core Conversation

In the coming section, an analysis of the literature that has been compiled on successful leadership and how the BSA trains the American youth will be examined. I am interested in determining if a link exists to between the two by first defining successful leadership in today's world. This journey has led to the unveiling of literature that expands to what scholars claim to be the most effective approaches to leadership today and for the future. Next, an exploration of research into how the Boy Scouts of America trains their youth to meet their organization's vision and mission will be addressed. The third element of the core conversation will survey the literature that entails successful leaders of industry, government, military and other professions. While the preponderance of these leaders were former members of the Boy Scouts, many reaching the pinnacle of Boy Scout achievement – the rank of Eagle Scout, not all attribute their experience in the Boy Scouts to their leadership success. It is the goal of this section of the literature review to scrutinize and evaluate all pieces of work, draw both similarities and differences in the findings of the literature, evaluate for shortcomings or gaps in the research, and to finally synthesize the outcomes of this evaluation to assist in drawing conclusions later during the main research of this topic.

What Does Successful Leadership Look Like? Success in leadership today has numerous gauges by which to measure against. While some may weigh heavily on profit margins, others may look to employee satisfaction and retention as a better metric for leadership proficiency. For success today and in coming years, leaders need to influence their organizations to be effective with an increasingly diverse workforce who operates in a complex global environment. Leading these boundaryless organizations requires leadership who recognize that people are not just a means to an organizational outcome, but are also an end in, and of,

themselves (Latham, 2014). As Gordon and Yuki (as cited in Latham, 2014) attest to, “while there is no shortage of concepts comprising the many leadership theories, there is little consensus on what constitutes effective leadership” (p.12). While John Latham’s (2014) research concedes that the most investigated leadership theories over the past 30 years have been the complementary transformational and transactional leadership theories, and despite the positive effects of both of these theories on quality improvement and organizational performance, transformational leadership appears to be incomplete for the challenges facing current leaders, allows for the ends to justify the means, and does not thwart abuses of power. To level set the upcoming discussion, the definitions for transformational and transactional leadership that will be used originate from Rafferty and Griffin’s (2004) research stating, transformational leadership motivates followers to achieve performance beyond expectations by altering the follower’s attitudes, beliefs, and values. In contrast, the transactional leadership theory involves an exchange relationship between the leader and the follower encompassing contingent reward in exchange for complying with the leader’s wishes, or punishment for non-compliance. An emerging alternative to the transformational and transactional approaches lies in servant leadership, and much of the work to synthesize the competing servant leadership concepts and to validate this leadership theory has been done by van Dierendonck and Nuijten (as cited in Latham, 2014). Russell and Stone’s (2002) definition of servant leadership theory is leading that occurs when people assume the position of servant in their relationships with fellow workers; highlighting that self-interest should not motivate leaders, rather it should ascend to a higher plane of motivation that focus on the needs of others.

Servant leadership. Rohm and Osula’s (2013) research into servant leadership coincides with Latham’s (2014) in that both concur in the positive outcomes for both their followers and

the organization. Sendjaya, Sarros, and Santora (as cited in Rohm & Osula, 2013) explain that the representation of leaders as servants has existed for several millennia. Debatably, the ideologies underpinning servant leadership theories transcend all major world religions: Buddhism, Christianity, Hinduism, Islam, and Judaism. Servant leadership formally entered academic and management circles through Greenleaf during the 1970's declaring that a servant leader is first and foremost a servant and helps his or her followers become "...healthier, wiser, freer, more autonomous, and more likely themselves to become servant leaders" (Rohm & Osula, 2013, p.27).

The inability for researchers to converge on a universal answer may be an indication that there is not a universal answer to leadership. Part of the issue with leadership study is that researchers may be using incorrect or short-sighted assumptions. To discover and validate a universal answer, the phenomenon needs to be one that operates within an environment free of context and contains quantifiable variables and predictable relationships. The difficulty here is that organizations are human-created constructs occupied by individuals with free will who do not always conform the unchallengeable natural laws of science. Additionally, people come in an extensive assortment of personalities, motivations, capabilities, and when introduced to groups of other people, the permutations are immeasurable. Yet, according to Glynn and Raffaelli (as cited in Latham, 2014), 88 percent of leadership studies in the past have been quantitative. This fact alone illustrates that many former research outcomes that relied solely on quantifiable data may be shortsighted and incomplete.

Latham's (2014) research concludes that through a process of synthesis, elimination, and refinement, researchers need to converge on a smaller set of theories that explains effective leadership. He is hopeful that there appears to be a high degree of intersection between some

leadership theories, providing opportunities for synthesis. To further demonstrate this point, many facets of servant and transformational leadership theories were acknowledged as consistent with the components and framework for leading the transformation to performance excellence, particularly leadership behaviors and activities, organizational culture, and individual leader characteristics (Latham, 2014). This statement solidifies the earlier statement that there may be no one universal solution to leadership. In addition, there needs to be more research and analysis on how existing leadership theories are influenced by context: what works, what does not work, and under what conditions. Zimmerer (as cited in Latham, 2014) indicates that servant leadership is considered to be an effective leadership approach by the multiple generations in today's professional environment, thus relieving leaders of the need to alter their approach for each generation of followers.

Transformational leadership. Bottomley, Burgess, and Fox (2014) performed a study on the behaviors required to be an effective leader and identified those who were able to be vision-builders, standard-bearers, integrators, and developers as those who would serve the transformational leadership model well. A vision-builder is effective in manifesting the vision because they create specific, achievable goals, initiates action and enlists the participation of others (Bottomley, Burgess, & Fox III, 2014). The researchers further define the standard-bearer's role as one who must comprehend the significance of developing ethical standards and accountability, proper execution of ethical behaviors, and how to establish a climate where followers believe in the established culture. Next, the integrator is one who communicates more openly and freely, building trust and creating opportunity for inclusion and collaboration (Bottomley, Burgess, & Fox III, 2014). Finally, the developer, as described by Bottomley, Burgess, & Fox III (2014), must create environments that foster life-long learning while helping

others develop through teaching, training and coaching. Teaching, training and coaching accelerates the ability for followers to make decisions and are focal points for creating change at all levels in the organization.

As leaders continue to take on a dual role in both management and leadership, it becomes increasingly imperative for leaders to possess the competencies to move seamlessly between these roles. Leaders are judged by their actions, their character, and their behaviors. Transformational leaders inspire others within their organization and in the greater community through their behaviors (Bottomley, Burgess, & Fox III, 2014). Fine (as cited in Bottomley, Burgess, & Fox III, 2014) states that historically, leaders have often led with two approaches, the command-and-control approach and the knowledge-based approach. The knowledge-based approach assumes that if people have information they will perform, while in contrast, the command-and-control method allows leaders to train their people well enough to control them. The authors of this work have conceptualized that leaders need to do more. They must exhibit certain behaviors that inspire their followers to perform well. These behaviors necessitate that an effective leader act as a vision-builder, a standard-bearer, an integrator, and a developer. Bottomley, Burgess, and Fox's (2014) research is yet another example of a pro-transformational leadership style that equates to success in leading in today's society.

When asked the question, "What do leaders do?", many professionals will respond that the leader's singular job is to "get results". Daniel Goleman (2000), in his article "Leadership That Gets Results", expresses that virtually no quantitative research has demonstrated which precise leadership behaviors yield positive results. He continues that literally thousands of "leadership experts" have made careers of evaluating and coaching executives, all in pursuit of

producing businesspeople who can transform turn bold objectives into reality - be they strategic, financial, or organizational.

Emotional intelligence's impact on leadership. Goleman (2000) references new research done by the consulting firm Hay/McBer which draws on a random sample of 3,871 executives and linked six distinct leadership styles. Perhaps most important, the research indicates that leaders with the best results do not rely on only one leadership style but will make use of multiple combinations of these seamlessly and in different measure, depending on the situation. A key aspect of these six styles is that all spring from different components of Emotional Intelligence (EI). EI encompasses an aptitude to accurately recognize, evaluate, and express emotion; the ability to access and generate feelings when they facilitate thought; the ability to understand emotion and its impact; and the ability to regulate emotions to further emotional and intellectual growth (Prati, Douglas, Ferris, Ammeter & Buckley, 2003). Goleman (2000) describes EI as the ability to manage ourselves and our relationships effectively and consists of four fundamental competences: self-awareness, self-management, social awareness, and social skill. The following is a list of Goleman's (2000) six mentioned leadership styles from the Hay/McBer study and a brief description of each: coercive leaders demand immediate compliance; authoritative leaders mobilize people toward a vision; affiliative leaders create emotional bonds and harmony; democratic leaders build consensus through participation; pacesetter leaders expect excellence and self-direction; and lastly, coaching leaders develop people for the future.

The late David McClelland, a noted Harvard University psychologist, found that leaders with strengths in emotional intelligence competencies were far more effective than peers who lacked such strengths (Goleman, 2000). Additionally, the author also found that all six leadership

styles have a measurable effect on organizational climate. McClelland (as cited in Goleman, 2000) defines key factors that influence an organization's work environment or climate as: (1) its flexibility—that is, how free employees feel to innovate unencumbered by red tape; (2) their sense of responsibility to the organization; (3) the level of standards that people set; (4) the sense of accuracy about performance feedback and aptness of rewards; (5) the clarity people have about mission and values; and (6) the level of commitment to a common purpose. Goleman (2000) openly admits that his research findings reveal that organizational climate is not the only driver of performance (e.g. economic conditions and competitive dynamics matter enormously), but his analysis strongly suggests that climate accounts for nearly a third of results. Those executives who lacked emotional intelligence were rarely rated as outstanding in their annual performance. The Hay/McBer (as cited in Goleman, 2000) study finds that executives frequently use the six leadership styles, but only four of the six consistently have a positive effect on climate and results, with coercive and pacesetter showing negative effect. In conclusion, Goleman's research illustrates a direct correlation between organizational climate and financial results, in terms of return on sales, revenue growth, efficiency, and profitability, suggesting that leaders who create an amiable work environment, through the practice of emotional intelligence and a mix of the six styles of leadership previously mentioned, have better performing organizations.

To reinforce the importance that the role of emotional intelligence plays in effective leadership, particularly the transformational leadership style, a study was performed by Palmer, Walls, Burgess, and Stough (2001) where their findings linked EI to effective leadership. Their research highlight the view that, in recent years, interpersonal skills have become more essential to effective leadership and, where leaders were once expected to plan and control the overall

operation of an organization, today's more service-oriented industries need leaders to inspire and motivate their employees, to foster positive attitudes, and build a sense of contribution and importance among workers (Palmer, Walls, Burgess, & Stough, 2001). Lowe and Kroeck (as cited in Palmer, Walls, Burgess, & Stough, 2001) found that, in organizational contexts, transformational, as compared to transactional leadership, is considered a more effective leadership style and is consistently found to promote greater organizational performance. Palmer, Walls, Burgess, and Stough (2001) identify that, through their research, transformational leadership is an approach more emotion-based, as compared to transactional leadership and, in turn, requires heightened emotional levels, so the correlation and validity of successful leaders' possession of EI can be drawn.

Synthesizing the leadership concepts. Several common threads emerge from the core literature which can be drawn upon to define successful leadership. While Latham's (2014) work, similar to the research of Palmer, Walls, Burgess, and Stough (2001), admit to the benefits of transformational leadership, as does the research of Bottomley, Burgess, and Fox (2014); Latham (2014) concedes transformational leadership does not completely meet the needs of today's complex environment and workforce. Instead, Latham (2104) supports the concept of servant leadership, much as Rohm and Osula's (2013) research concludes, stating that servant leadership appeals to the needs of a multi-generation labor force. The research findings of multiple works agree that there is no singular answer to a leadership approach, but instead settle on the realization that multiple approaches, used at the appropriate times, are more apt to render positive outcomes. Bottomley, Burgess, and Fox's (2014) findings regarding the positive effects that transformational leadership has in serving the multi-layered role of today's leader echo the concept that leading with character and inspiring behavior will serve organizations and their

people best. These leadership attributes overlap in many areas with the authentic qualities of servant leadership. Goleman's (2001) research, much like the findings of Palmer, Walls, Burgess, and Stough (2001), bring a leader's emotional intelligence into the solution of leadership success. Only Goleman's (2001) literature does not directly mention the transformational approach to leadership but does reinforce his findings by the support of effective coaching, democratic, affiliative, and authoritative styles. In some academic circles, authoritative leadership may have a negative connotation, however, the other researchers agree that a situational mix of leadership styles is necessary depending on the situation and follower that the leader is engaged with. Affiliative leadership, or "people come first" style, is closely related to servant leadership, and democratic and coaching are both widely recognized as positive approaches that develop subordinates and allow for employees to share in the leadership experience. In conclusion, the idea of successful leadership, which may never be captured in one neat and concise definition, can encompass pieces of each of these four research pieces where leaders are defined as people who can positively influence their followers, create a mutually beneficial and nurturing work environment, while supporting the accomplishment of organizational goals and missions.

How Does the BSA Train Leadership? Harris Interactive (2005), a market research company, conducted a study for the Boy Scouts of America titled "Values of Scouts: A Study of Ethics and Character". In the introduction of this study, Harris Interactive (2005) cites that the Scouting Program has instilled in youth the values found in the Scout Oath and Law, helping youth develop academic skills, self-confidence, ethics, leadership skills, and citizenship skills that influence their adult lives. Scouting provides youth with an opportunity to build self-confidence, provide service to others, try new things, and strengthen ethical standards. These

experiences and opportunities not only benefit them in their youth, but carry forward into their adult lives, improving their relationships, their professional existence, their family lives, and the values by which they live (Harris Interactive, 2005). In the coming section of this review, studies that describe how the BSA trains young boys and girls in leadership will be reviewed. Since leadership and the successful application of it may reach beyond the mere mention of the word “leadership”, this review will also address concepts such as ethical development, goal setting, relationship building, service to others, and the ability to working on teams, as a part of the overall discussion of successful leadership principles taught by the BSA. As a precursor for the upcoming discussion, Table 1 outlines the foundational concepts for Boy Scout conduct: the Motto, the Slogan, the Oath, and the Law.

Table 1. BSA motto, slogan, oath, and law.

Motto Be Prepared	Slogan Do a good turn daily
Oath On my honor I will do my best To do my duty to God and my country And to obey the Scout Law; To help other people at all times; To keep myself physically strong, Mentally awake, and morally straight.	Law A Scout is: Trustworthy Obedient Loyal Cheerful Helpful Thrifty Friendly Brave Courteous Clean Kind Reverent

Adapted from *The Boy Scout Handbook* (11th Ed.), 1998

Learning the Scout Law. Scouts are taught to live by a code of conduct exemplified in the 12 points of the Scout Law, concepts that influence behavior well into in adulthood. The elements of the Scout Law can be found in Table 1, and though many of these have direct ties to positive character traits found in leaders, only the elements that coincide to the aspects of the previously discussed successful leadership concepts will be mentioned here. A Scout is

trustworthy, meaning, he tells the truth. Three-fourths of youth who are or have been in scouting say that scouting teaches them to always be honest, as well as scouting has taught them to be a leader (Harris Interactive, 2005). The Harris Interactive (2005) study, using 945 participants of both scouts and non-scouts, found that men who were Scouts, especially those with five or more years' tenure, agree that Scouting has taught them to always be honest and that scouting has helped them develop dependability in following through on tasks they set or that others set for them. A Scout is loyal. Men with scouting backgrounds also say scouting has had a positive impact on their ability to work as a team. A Scout is helpful and concerned about other people, so they are willing to do things for others without pay or reward. Harris Interactive (2005) found that 8 of 10 youth who are Scouts believe that helping others should come before one's own self-interest. Scouts show their commitment to helping others through their actions and scouting activities teach youth the patrol method of working as a team. Men continue to use the skills they learned through the patrol method in their adult life and because of this, men say Scouting helped them develop the ability to work with others and the ability to help others accomplish their goals (Harris Interactive, 2005). These concepts are the foundation of servant leadership and foster team-based work environments that produce leaders who attract loyal followers.

A Scout is kind and understands there is strength in being gentle. He treats others as he wants to be treated. A Scout is obedient and because he values the rules and laws of his community and country, Scouts are instilled with respect for laws and doing what is ethically and morally right. A large percentage of men with scouting experience indicate that unethical behaviors are absolutely wrong under all circumstances (Harris Interactive, 2005). A Scout is brave, so scouts are practiced in facing circumstances, including ethical and moral dilemmas that challenge their inner strength and self-confidence. Most Scouts, especially those with five or

more years tenure, rate themselves as having excellent self-confidence. Now that an explanation of the Scout Law, one of the driving forces behind training Scouts to develop key leadership principles, has been examined, additional applications of leadership training in the Boy Scouts will be surveyed.

The Patrol Method. Captain Benjamin Nevin (1985) authored a thesis on the relationship between the Boy Scout experience and the commissioned Air Force Officer. One of the primary goals of his research was to link experience in the BSA with the success of leadership in the U.S. Air Force. While many of his findings will be revealed in the following section, where I will link the teachings of the BSA to success in leadership, I find it valuable to use some of facts in how the scouts prepare youth for leadership roles, in this section. Nevin (1985) states that the “patrol method” that the scouts use gives the boy a chance to work with a small group of five to ten boys with one of the boys being elected to a leadership position. The boys learn that a person must be a good follower before he can be a good leader. This leadership method is extremely significant because boys learn that leadership is a set of skills that can be learned, and one style may not be successful in all situations. This is a key point in linking scout training in leadership to the concepts of successful leadership that focuses on the use of multiple styles depending on the situation.

Besides the on-hands experience that a Scout will receive while hold leadership positions within the troop, the BSA offers formal leadership instruction for those who accept these positions. The courses are organized and administered by the Scout Master and the Senior Patrol Leader (a Scout), ideally conducted over a three day period. The leadership course is organized into three modules and covers the following curriculum:

- Module One: Troop Organization includes a description of each leadership position in

the troop, including roles and responsibilities, troop organization, and introductions to vision and servant leadership (BSA, 2011).

- Module Two: *Tools of the Trade* covers some core skill sets to help the Scout lead, including communicating, planning, and teaching (BSA, 2011).
- Module Three: *Leadership and Teamwork* incorporates additional leadership tools for the Scout, including discussions of teams and team characteristics, the stages of team development and leadership, inclusion/using your team, ethics and values of a leader, and a more in-depth review of vision (BSA, 2011).

The significance of the Senior Patrol Leader's role in the leadership development of his fellow scouts, exemplifies the ideals of servant leadership and role he/she plays as a coach within the troop.

Moral and character development. Wang, Ferris, Hershberg, and Lerner (2015), remark that youth development programs, such as the Boy Scouts of America, aim to develop positive attributes in youth (e.g., character virtues, prosocial behaviors, and positive civic actions). The explicit aim of the Boy Scouts of America programs is to “instill youth with the character attributes and life skills needed to thrive personally, and to develop into adults of character and responsible citizens who contribute positively to American democracy” (Wang, Ferris, Hershberg, & Lerner, 2015, p.2361). Their discoveries revealed the distinct character developmental trajectories of Scouts and non-Scout boys are congruent with past research on adolescents, indicating that diverse activities expose youth to distinct institutional structures, goals, skills, and relationships, so that specific developmental outcomes derive from different

types of involvement in youth development programs. As Hershberg et al. (as cited in Wang, Ferris, Hershberg, & Lerner, 2015) claim some of the contributing factors that lead to this trajectory of positive youth character development in scouts is by engaging participants in themed meetings and activities around a variety of character virtues, forming sustained positive relationship between Scouts and adults in the program, and empowering Scouts to practice and apply their learned skills in different settings. Just as the authors of this research attest that character development and leadership skills are built upon from the activities and experiences that scouts are exposed to, so do the findings of Lynch, Ferris, Burkhard, Wang, Hershberg, and Lerner (2016), however, this research takes these conclusions to another level of details by associating the individual and pack level of engagement that scouts have, to correlate the impact on their moral and character development.

Lynch et al. (2016) concluded that the effects of individual-level engagement were moderated by pack-level engagement, suggesting that the significant increases in moral and performance character transpired among highly engaged youth who were enrolled in highly engaged packs. Intensity refers to the frequency of activity involvement within a certain time frame (i.e. a week or month), whereas duration denotes the length of time (in months or years) that a child has been enrolled in an activity. Engagement describes the degree of interest, effort, and enjoyment a child expresses regarding his/her experience within the activity. The authors explored intensity, duration, and engagement in a BSA Cub Scout program, and found that engagement was by far the most frequent predictor of increases in character. Although they additionally hypothesized that the overall levels of intensity, duration, and engagement within Scouting packs would predict additional changes in character above and beyond the effects of individual intensity, duration, and engagement, they found no support for this hypothesis (Lynch

et al., 2016). These findings would lead readers to conclude that changes in young boy or girl's character is influenced more by their own engagement more so than the frequency of attendance or the length of time that they are members. While this finding may conflict with some of the other literature in this review that claim the length of time a scout is a member in the organization will positively influence his character and leadership abilities, I do not find it as a definitive contradiction. While the personal influence of any activity is chiefly dependent on one's interest, effort, and enjoyment, and less from the frequency or duration one spends doing the activity, I would attest that impact of these two should not be understated.

Scouts and servant leadership. Frederick Rohm (2014) authored a study on Eagle Scouts and servant leadership. This qualitative case study explored whether Eagle Scouts are servant leaders. Eagle Scout is the highest rank in the Boy Scouts of America. Only five percent of all boys who join Scouting attain Eagle, a mere one tenth of one percent of all boys this age in the United States (Rohm, 2014). Regardless of this statistic, Eagle Scouts can be found in much higher percentages among astronauts, in the nation's military academies, and in Congress, adding value to argument that the scouting program promotes positive leadership in today's world.

The theory of servant leadership entered academic and management circles through the groundbreaking work of Robert Greenleaf, who states that a leader is first and foremost a servant and helps his or her followers become "...healthier, wiser, freer, more autonomous, and more likely themselves to become servant leaders" (as cited in Rohm, 2014, p. 71). Long-time associate, Larry Spears condenses Greenleaf's ideas into ten characteristics: Listening, Conceptualization, Empathy, Foresight, Healing, Stewardship, Awareness, Commitment to people's growth, Persuasion, Building community (Rohm, 2014). Rohm's (2014) research

unveiled, between Greenleaf's work and the other scholars, 20 different models of servant leadership with 16 associated survey instruments, many of them with overlapping concepts and possessing similarities to both transformational and authentic leadership theories seen in characteristics like authenticity, empowerment, and transformation. Rohm chose the model developed by Sendjaya, Sarros, and Santora (as cited in Rohm, 2014), which measures six characteristics of servant leadership, and compares it to the leadership philosophy of the Boy Scouts: (1) voluntary subordination, (2) authentic self, (3) covenantal relationship, (4) responsible morality, (5) transcendental spirituality, and (6) transforming influence.

Rohm (2014) restates, from *The Boy Scout Handbook* (11th ed.), that the guiding principles of the BSA are the motto, slogan, oath, and law (see Table 1). The motto, slogan, oath, and law articulate the leadership skills, traits, and values desired in all members of the BSA. It is a leadership philosophy and model in and of itself that parallels the aspects of servant leadership. Rohm (2014) further solidifies the correlation in Table 2, as he aligns the BSA leadership principles with Sendjaya, Sarros, and Santora's servant leadership model.

Table 2. Alignment of servant leadership characteristics with the BSA oath, law, motto, and slogan.

Servant Leadership Characteristics (Sendjaya, Sarros, and Santora's model)	Boy Scouts of America
<i>Voluntary Subordination</i> Willingness to serve Acts of service	Help other people at all times (oath) Helpful (law) Do a good turn daily (slogan)
<i>Authentic Self</i> Humility Integrity Accountability Security Vulnerability	Kind (law) Obedient (law) Thrifty (law)
<i>Covenantal Relationship</i> Acceptance	Friendly (law) Courteous (law)

Availability Equality Collaboration	Loyal (law)
<i>Responsible Morality</i> Moral reasoning Moral action	Clean - in thought, word and deed (law) Obey the Scout law (oath) Morally straight (oath)
<i>Transcendental Spirituality</i> Religiousness Interconnectedness Sense of mission Wholeness	Duty to God and my country (oath) Reverent (law) On my honor, I will do my best (oath)
<i>Transforming Influence</i> Vision Modeling Mentoring Trust Empowerment	Be Prepared (motto) Brave (law) Cheerful (law) Trustworthy (law)

A conclusion is drawn that, based on the literature review of servant leadership and Scouting principles, both empirical and qualitative studies show an emerging linkage between Scouting and servant leadership, in particular those who attain the rank of Eagle Scout (Rohm, 2014). In Rohm's early work with Osula (2013), they noted the Boy Scouts of America's recognition of servant leadership, and while the authors argue the ethos of servant leadership has been part of the scouting movement from its early origins in 1910, the 2007 edition of the *Scoutmaster Handbook* specifically mentions servant leadership in chapter 7, "Training Youth Leaders".

Learning by doing. Francis Griggs (2009), in his literature named, "Everything I Needed to Know about Leadership I Learned in the Boy Scouts", describes the Boy Scout program as one of the best leadership programs in the world. Commencing their leadership training as early as 11 years old, many leaders of government, education, and business have professed that the Boy Scout program was one of the most significant experiences in their lives and one that impacted their thinking and actions throughout their careers (Griggs, 2009). As he describes the

aim of the BSA program as still one that is focused on character training and helping boys become independent persons who are helpful to other people, Griggs (2009) has found that the Scout leadership training methodology is conducted by giving challenges, which a Scout learns to solve by himself. The emphasis on “learning by doing” offers hands-on experiences to enrich learning and confidence building. Small group activities foster unity and develop responsibility, character, self-reliance, self-confidence, reliability, and readiness (Griggs, 2009). In summary, a Scout is trained to be independent and show leadership using the Scout Oath and Scout Law to promote positive goals, all under the example of dedicated adult leaders. Griggs (2014) asserts that, to take young boys at age 11 and move them through the program to age 18 results is the most comprehensive leadership program in the country. His recognizes that Scouting is not the only way to become a good leader, but a boy who has integrated the Scouting values in his life has a greater likelihood of becoming a good leader as an adult - this is particularly true if the boy stays in Scouting and attains the Eagle rank.

Goal achievement. Elizabeth Elam’s (2017) research on what the Boy Scouts and Girl Scouts teach, discovered that older Boy Scouts are required to teach younger Boy Scouts specific behaviors and skill sets throughout their time as Boy Scouts using the “EDGE” method. EDGE is an acronym that stands for Explain (what is to be taught), Demonstrate (the skill to be taught), Guide (the other boy who is learning the skill), and Empower (praise the other boy as he practices and masters the new skill). When a scout learns and practices a new skill (i.e. folding the American flag), the boy who taught him can also sign off on the newer boy’s mastery of that skill. Consequently, teaching, mentoring, following up, and leadership skills are required and routinely reinforced in Boy Scouts (Elam, 2017). In addition, every Boy Scout meeting begins with an opening ceremony. Each week during the opening ceremony of that meeting, four

different boys participate in leading a particular portion of the ceremony: each one leading the Troop in either the Pledge of Allegiance, the Boy Scout Oath, and the Boy Scout Law - thus four boys get public speaking practice at every weekly meeting (Elam, 2017).

To further illustrate how the BSA provides opportunity to gain confidence and experience in leading their fellow scouts, Elam (2017) notes that every one of the Boy Scout ranks has a requirement to meet in discussion with the Troop's Scoutmaster, called a Scoutmaster's Conference. This gives the Scoutmaster regular opportunities to assess each boy's enthusiasm for and engagement in the troop, while affording each boy experience talking one-on-one with a respected adult about the boy's individual goals and interests. Later ranks also require that each boy have a Board of Review, a conference with at least three adult troop leaders who are not related to the boy. These conferences provide every boy with additional public speaking experience and conversing with adults with whom they may not normally engage (Elam, 2017). Griggs (as cited in Elam, 2017) notes, "This review requires the boy to orally interact with a group of adults and is one of the few times he will be evaluated on his ability to verbalize his thoughts and goals in front of adults" (p. 12).

Besides displaying Scout spirit - a means where scouts at every rank must reflect on and express through various activities and achievement of goals - service to the community is also a requirement of all ranks, which increases in the number of service hours required as the boy advances. Leadership is required for the four or six-month time requirement for each of the higher ranks (Star, Life, and Eagle) in one of the specific positions of responsibility. Some of these positions include: Patrol Leader, Senior Patrol Leader, Chaplain's Aide, Quarter Master, Scribe, and Troop Historian. In addition, the Boy Scouts has its own National Honor Society, a service arm called the Order of the Arrow (OA). The purpose of the OA is to, "Recognize those

who best exemplify the Scout Oath and Law in their daily lives and through that recognition cause others to conduct themselves in a way that warrants similar recognition.” (Elam, 2017). This last statement describes the foundational concepts of transformational leadership. Last, but certainly not least in breadth of commitment or dedication, is the Eagle project. The Eagle Scout project must be conducted prior to achieving the Eagle rank and requires that the Boy Scout demonstrates project planning ability and leadership competency. Each Boy Scout must recruit and direct other Boy Scouts to complete his project. It is not intended to be a project for a boy to accomplish alone, although the boy’s persistence and focus are certainly required for completion. In conclusion, as Elam has certainly illustrated in her research, the BSA has adopted a progressive, step-ladder approach to training Scouts to lead. From reciting the Oath in front of their peers, to mentoring their younger troop mates, to holding leadership positions in the organization, to finally leading a full-blown project from conception to completion, the BSA teaches young boys and girls to become leaders, while gaining skills and experience that will follow them into their adult lives.

The benefits at a glance. The Jang, Johnson, and Kim’s (2012) exploration titled, “Eagle Scouts: Merit Beyond the Badge”, examines if youth participating in Scouting receive character-building advantages over youth that have not participated in Scouting. The survey included subjects grouped within three main topics:

- (1) Well-being (e.g., with survey questions dedicated to recreational activities, emotional well-being, relational well-being, and physical well-being)

- (2) Civic engagement (e.g., with survey items focusing on membership in formal and informal groups, community donations, community volunteering, community problem-solving, environmental stewardship, political participation, and civic leadership)
- (3) Character development (e.g., survey statements asking about commitment to learning, goal orientation, planning/ preparedness, self-efficacy, activities with neighbors, accountability, moral attitudes, openness to diversity, civic attitudes, and spirituality)

While the 20-page compilation of results yielded some interesting but expected findings, some of the more relevant outcomes are outlined here (Jang, Johnson, and Kim, 2012):

- Eagle Scouts are roughly 39 percent more likely than other Scouts and approximately 55 percent more likely than non-Scouts to have held a leadership position at their workplace.
- Specifically, compared to Scouts, Eagle Scouts are about 53 percent more likely to have held leadership positions in the local community. Moreover, Eagle Scouts are around 76 percent more likely than non-Scouts to have held leadership positions in the local community.
- Eagle Scouts are roughly 29 percent more likely than non-Scouts to report they achieved a professional goal in the last year. However, Eagle Scouts and other Scouts are not significantly different in terms of achieving a professional goal.
- Eagle Scouts are 54 percent more likely than other Scouts to agree they always try to exceed expectations. Additionally, Eagle Scouts are 52 percent more likely than non-Scouts to agree they always try to exceed.
- Eagle Scouts are approximately 47 percent more likely than non-Scouts to agree they always do what is right, whereas Eagle and other Scouts are not significantly different.

Jang, Johnson, and Kim (2012) conclude that for over a century, the Boy Scouts of America has sought to encourage and instill the values necessary to help young people make and continue making ethical and moral choices over the entire course of their life. Thus the objective of scouting is to stimulate the positive and prosocial development of youth that will continue into adulthood and influences all of society. This lasting influence - enhancing youth's values, ethics, decision making, relationships, and personal development - is even more significant for youth who attain the rank of Eagle Scout (Jang, Johnson, and Kim, 2012). In sum, when compared to Scouts and non-Scouts, Eagle Scouts exhibit significantly higher levels of health and recreation, connection, service and leadership, environmental stewardship, goal orientation, planning and preparedness, and character (Jang, Johnson, and Kim, 2012).

Bringing it all together. These eight core pieces of professional literature all seek to address the leadership question with respect to the Boy Scouts of America. Riddled throughout these works are mention, some more detailed and focused than others, of how the BSA trains leadership to its youth members. Some examine more direct results of its training and the Scouting experience, as it applies to both the present and experiences later in adult life, but all the research agrees that the Boy Scouts of America has a positive and lasting influence on the character development and ethical standards of their participants. The Harris Interactive (2005) piece, much like Rohm's (2014) and Griggs' (2009) research, agree that the Scout Oath and Law are central aspect to their training. Nevin's (1985) work on U.S. Air Force/BSA leadership research, Elam's (2017) investigation, and Griggs' (2009) research all attribute small group (patrol) organization to leadership development and experience. Frederick Rohm's (2014) research and the Harris Interactive (2005) study both draw correlations to the BSA philosophy on leadership and the servant leadership approach. While all these pieces of literature hold their own

value in furthering the discussion of the research question, Rohm's (2014) work on Eagle Scouts and servant leadership and Elam's (2017) extensive explanation on the intricacies on how scouts are trained in leadership are by far the most valuable to this core discussion. In conclusion, the quest for how the Boy Scouts of America trains its youth in leadership and the effect that this training has in adult life has been addressed in the preceding section; therefore, the focus turns to an exploration of the final linkage between what the BSA teaches and successful leadership.

Linking How the BSA Trains Leaders to Leadership Success for the Future? The previous two sections of this literature review addressed: (1) what does successful leadership look like? and (2) how does the Boy Scouts of America train leadership? Now that the literature that discusses these topics have been examined and compared, we need to take a step backward and analyze the overall research question: How does the Boy Scouts of America train today's youth to be successful leaders for tomorrow? The next logical step to take will be to search for a link within the literature to draw similarities between BSA leadership training and successful leadership. The examination will involve previous discussed works that link actual testimony from leaders in industry, government, public service, and the military that are well-known, respected, and some even revered. Additional accounts are given by not-so-well known leaders but serve their purpose nonetheless – to illustrate the scouting experience to future success in leadership. In support of personal testimony, organizations that seek out outstanding leadership potential, like our military academies and the National Aeronautics and Space Administration (NASA) will be referenced on how they screen their applicants based on scouting experience and achievement. In the end, an attempt to explore this literature for its relevance and comparison to competing works, in relation to the core conversation, will be made.

Using the Harris Interactive study (2005) on the “Value of Scouts”, more than two-thirds of participants say there have been real-life situations where having been a Scout helped them be a better leader, and half of men who were Scouts say their Scouting experience had a positive effect on their career development and advancement. In the same research group, 83 percent of men who were Scouts agree that the values they learned in Scouting continue to be very important to them today (Harris Interactive, 2005).

Success in the armed services. In Captain Nevin’s (1985) research on relevance of the scouting experience to being a commissioned officer in the U.S. Air Force, he concluded that USAF cadets with scouting experience, especially Eagle scouts, more often graduated from the Air Force Academy than those without. His examination of data revealed a 1982 survey of U.S. Air Force officers in the rank of general, which lists the Chief of Staff of the U.S. Air Force, Gen. Lew Allen, Jr., as an Eagle Scout. Of the 236 generals who responded to the survey 156, or 66 percent, of the general officers were involved in the Boy Scout Program with 80 percent of the four-star generals being involved (Nevin, 1985). This fact alone draws strong connections to scouting experience and success in the executive-level military ranks. In the U.S. Air Force’s Academy application forms, scouting experience is valued to the extent that the questions asked include the person’s scouting involvement, scout rank, and leadership positions (Nevin, 1985). The USAF’s interest extends to the Academy tracking matriculated cadets based on their scouting experience and Eagle Scout rank. The composite statistics for all the graduating classes at the Air Force Academy list 56.3 percent as former scouts and 13.3 percent as Eagle Scouts. The non-scout attrition rate for cadets is 40.2 percent while scouts have a lesser rate of 37.1 percent, and those scouts who achieved the highest rank in Scouting, the Eagle rank, had an attrition rate of 31.9 percent (Nevin, 1985).

In the course of Nevin's (1985) research, he noted that Brig. Gen. Charles D. Metcalf, Deputy Chief of Staff/Comptroller Air Force Logistics Command (AFLC), and one of the senior officers advocating scouting at Wright-Patterson AFB, expanded upon the Air Force Academy statistics and expressed his philosophy of the Boy Scout program. During an interview held in March 1985, he stated that the Boy Scout program provides discipline to a young man and allows him to set and achieve goals for himself. Brigadier General Metcalf went on to state that if the boy is successful early in life, he learns how to be an achiever. This quality stays with him throughout his life (Nevin, 1985). Extended research under Nevin (1985) revealed: (a) of the 49 Air Force Academy Cadet Wing Commanders, 26 (53 percent) were former scouts and 6 (12 percent) were Eagle Scouts, (b) in its 30-year history, the Academy has produced 26 Rhodes Scholars (1:146), with 65 percent having scouting backgrounds and 27 percent were Eagle Scouts.

According to Maj. Dave Sutherland (Nevin, 1985), from ROTC Headquarters at Maxwell AFB, Alabama, scouting experience is requested on the four-year scholarship application and used as a subjective measurement. Capt. Will Humiston, Director for Plans at the Air Force Office of Youth Relations, states that "a cadet with a scouting background is less likely to drop out" (Nevin, 1985, p.15). He asserts that a cadet's degree of success is related to how long he was in the scouting program. He also stated that "Eagle Scouts are usually in the top 10 percent of their class ranking" (Nevin, 1985, p.15). Capt. Humiston continues stating that "based on his experiences as a recruiter, the moral character of scouts was far superior to non-scout recruits" (Nevin, 1985, p.15). Arrest records were very low for scouts compared to non-scouts whether for drugs or other violations. Scouts also excel more often in basic training and in later technical

school training. They become good noncommissioned officers and are better managers because of their scouting experience (Nevin, 1985).

In close comparison to the USAF Academy, the U.S. Naval Academy, the U.S. Military Academy, and the U.S. Coast Guard Academy all record scouting experience and weigh it during the selection process: (1) the Naval Academy asks questions pertaining to scout involvement, the Eagle Scout rank, and leadership positions held, (2) the Military Academy asks similar questions but breaks the participation of the scouts into Explorer Scouts, Sea Scouts, Air Scouts, camp counselors, and Order of the Arrow, (3) the Coast Guard Academy places the least attention on scouting backgrounds by asking only whether a person was a scout in the extracurricular section of its application (Nevin, 2985).

Nevins' (1985) work noted that Army Major Carl Gustke of Fort Hood, Texas, was formerly assigned to the National Scout Office in Irving, Texas, as a liaison for all the services. His assessment of Eagle Scouts is that they are the best prepared individuals for military service. To attain these ranks, a boy must set goals for himself. By reaching these goals he gains recognition and self-confidence. Conclusions can be drawn that the United States military, particularly the academies that produce their premier officer candidates and prides itself on training the best military leaders in the world, greatly value the leadership experience that the BSA offers. These testaments, from both military officers and those involved in the selection process for the respective military academies, indicate that the Scouts train their youth in leadership consistent with successful models used by the military, and the BSA leadership experience has served career military leaders well.

Famous leaders and former scouts. Frederick Rohm's (2014) research titled, "Eagle Scouts and Servant Leadership" is an outstanding source of first-person accounts of former

scouts (particularly Eagle Scouts) and how they connect their current leadership success to the scouting experience. While some of the subjects of Rohm's (2014) research were taken from previously researched work, others were Eagle Scouts that he knew directly and interviewed personally. Rohm's (2014) qualitative research began with case studies extracted from Townley's 2007 work on servant leadership interviewing 50 Eagle Scouts representing different demographics and generations. The following seven excerpts are key points taken from Townley's interviews pertinent to this core discussion (as cited in Rohm, 2014, pp.74-76):

- (1) Jim Lovell, Troop 60, Milwaukee, WI, Eagle Scout 1943. Lovell told Townley about the Apollo 13 fire and almost destruction, "That old Scout motto, 'Be Prepared,' was very apropos in my situation". Lovell said, "...in a crisis, the character of a man, or men, will make the difference". According to Lovell, Scouts, like astronauts, love exploration and accomplishment.
- (2) Ross Perot, Troop 18, Texarkana, TX, Eagle Scout 1943. Perot founded and was CEO of Electronic Data Systems from 1962 until selling to General Motors in 1984. After this he founded and was CEO of Perot Systems from 1988 until selling to Dell in 2009. Beyond being a highly successful entrepreneur and businessman, Perot is probably best known for being the most successful US Presidential 3rd party candidate ever, taking 19% of the popular vote in 1992. Perot had great determination, applying to the US Naval Academy three times before being accepted and eventually creating the honor code system still in use there today. Perot's two guiding principles are, "...treat others as you want to be treated and never leave a man behind". Perot, like many other Eagle Scouts, is passing the legacy onto his family. His son, Ross Perot Jr. and two grandsons, Ross Perot III and Hunter Perot are also Eagle Scouts.

- (3) J. W. Marriot Jr., Troop 241, Chevy Chase, MD, Eagle Scout 1947. In his interview with Townley, Marriot encapsulates the essence of servant leadership. “You need to live the Golden Rule... You need to be a servant-leader”.
- (4) Stephen Breyer. Troop 14, San Francisco, CA. Eagle Scout 1952. Stephen Breyer was appointed as an Associate Justice of the US Supreme Court in 1994. He states, “...we have to work together and participate together to make our democracy work”. Breyer places emphasis on trust. He says, “We need to be worthy of each other’s trust because the way we work is to persuade”.
- (5) Michael Bloomberg, Troop 11, Medford, MA, Eagle Scout 1955. Bloomberg was mayor of New York City from 2002-13. He founded Bloomberg L.P., financial news and data company, owns 88% of the company, and is the 8th wealthiest person in the United States, worth \$18 billion. “Being an Eagle Scout means that you took control of your own life”. “...I think the confidence Boy Scouting builds in young men is what it’s all about”. Bloomberg says, “I think they’re [Scouting oath and law] all the American values...”
- (6) Hank Paulson. Troop 21, Barrington, IL. Eagle Scout 1959. Paulson was CEO of Goldman Sachs from 1999-2006 and US Secretary of the Treasury, 2006-9. Paulson was an all-star football player at Dartmouth and is an avid environmentalist. Paulson says one of the most valuable aspects of Eagle is that it tests perseverance. On leadership, he told Townley, “Leadership is about ... having the right people in the right seats, a strong sense of direction from the top, a culture which encourages teamwork and doing the right thing, having people really believe that the role you play in the world is a noble one and that you’re a force for good”.

(7) Gary Locke. Troop 254, Seattle, WA. Eagle Scout 1964. Gary Locke was the US Ambassador to China (2011-14), US Secretary of Commerce (2011), and Governor of Washington State from 1997-2005. Locke says, “a leader is not a dictator” and that teaching is a better way to lead. It is important to include people in decision making. Locke also stresses accountability. People expect more of Eagle Scouts. They have shown perseverance, leadership, and “...ability to get things done...”. “Scouting says you should leave a campsite better than you found it, and for me in public service, that’s how I’ve tried to approach things”.

Ordinary people doing extraordinary things. Rohm (2014), having the statements from Townley’s (as cited in Rohm, 2014) interviewees centering around many famous and highly visible figures in the public eye, decided to also take a convenience sampling of Eagle Scouts personally known to him. Much like Townley’s subjects, Rohm’s participants parallel much of the leadership success in their own lives to scouting experience. The following are key points from Rohm’s (2014, pp.78-84) research interviews:

- (1) Joel Pannebaker, Troop 140, Fairview, NJ. Eagle Scout 1973. In more than 30 years in the Air Force, Colonel Joel Pannebaker has almost always been in charge of other people. “I don’t ask others to do what I won’t do, and I have always pitched in and helped,” says Joel. As a parting thought, Joel remarked, “I have known leaders who didn’t become Eagles and Eagles who weren’t really leaders”. Scouting provided opportunities to learn, fail, and teach. “Scouting started a leadership process for me in a career field that gave me leadership responsibility”.
- (2) Ron Lane, Troop 31, Springfield, MO. Eagle Scout 1977. “There is nothing out there that my employees do that I won’t do with them” says Ron. Ron’s main goal is to train the

supervisors under him to take over his job. "You must give people leeway or they won't grow. My job is to take them to the next level". Everyone must work together and rely on each other. It brings together all the aspects of Scouting. "People who are inclined to become leaders will excel. If a Troop is run right, it can develop people to become great leaders". But Ron cautions that Scouting will not make leaders.

- (3) Kurt Wendt, Troop 634, Waupaca, WI. Eagle Scout 1986. Kurt says his concepts of service and leadership are rooted in his time at the Air Force Academy and cannot directly attribute them to Scouting. Kurt learned that "you can't be a good leader unless you can be a good follower". One of Kurt's most memorable experiences in Scouting was being put in charge of a composite group of Scouts attending the National Jamboree in 1989. He was the Senior Patrol Leader (boy in charge of all the other Scouts) for the group attending the Jamboree from his council. Kurt did not know any of the Scouts prior to the event. With the help of some adult leaders, Kurt and the other Scouts melded into a cohesive team and had an awesome experience. This leadership challenge, like many in Scouting made all the difference in Kurt's leadership development at a young age.
- (4) Devin Jensen, Troop 89, Brandon, FL. Eagle Scout 1987. "I truly believe that it is almost impossible to become a good leader without great leadership around you. That leadership must instill strong beliefs. To make Eagle Scout you must meet all the requirements in the book. To become a gifted leader, you must be first willing to accept yourself for who you are and what you're capable of doing. Some individuals have the knack to get others to follow them; this doesn't make them a good leader. The gifted leader gets individuals to buy into their ideals and beliefs. In turn a strong or gifted leader must also be willing to develop the individuals around them into leaders themselves. I think Eagle Scouts

become great leaders because of the experiences they must face even in the smallest of settings. The mere idea that you stay with Scouting to reach Eagle proves that you have the drive and determination to complete your goals. As far as personal thoughts on Scouting, it is my personal belief that if we don't get more young men into Scouting the country will have more and more problems. I think it's important to all boys especially those lacking in father-figures to find that comradery they get at scouting. The idea that each Troop be boy-lead promotes the strongest leaders to the front. It builds a desire to be a leader and to hopefully learn from mistakes and successes".

Summing it up. In conclusion Rohm (2014) reiterates how his study has aligned the BSA principles and the thoughts of Eagle Scouts with the servant leadership model. In his closing, he recalls a speech given at the 2010 Boy Scout National Jamboree where Robert Gates, an Eagle Scout, former Director of the CIA, US Secretary of Defense, and most recently the President of the BSA, made the following statement:

"We live in an America today where the young are increasingly physically unfit, and society as a whole languishes in ignoble moral ease. An America where in public and private life we see daily what the famous news columnist Walter Lippman once called 'the disaster of the character of men...the catastrophe of the soul.' But not in Scouting. At a time when many American young people are turning into couch potatoes, and too often much worse, Scouting continues to challenge boys and young men, preparing you for leadership." (as cited in Rohm, 2014, p.87)

Dr. Elizabeth Elam's (2017) research into what the Boy Scouts teach reveal a common theme with Rohm's (2014) previously mentioned literature on how famous figures in society link their success and leadership prowess to the scouting program. Elam (2017) states in her research

that the first man to walk on the moon was an Eagle Scout, and all American astronauts who walked on the moon (except one) were involved in Scouting. When asked about their experience in Scouting as youth, businessmen replied that Scouting "...invoked a strong sense of camaraderie, leadership and teamwork from a young age" and that it "taught me to think critically and proactively. Anyone who achieves the rank of Eagle Scout has to demonstrate perseverance – a sticky diligence that, as an employer, I really value" (as cited in Elam, 2017, p.30). According to Griggs (2009), "...a boy who has incorporated the Scouting values in his life has a greater likelihood of becoming a good leader as an adult" (p.204). Griggs (2009) also notes that, "those who embrace the values of scouting learn leadership by being leaders later in a life lived in accordance with those values" (p.200). Lastly, Griggs (2009) states that "Scouts, or former Scouts, are more willing to volunteer for projects that serve the public, their church, and community. It is this type of follower who will ultimately rise to leadership positions because service is a part of his character" (p.200). It is this statement by Griggs that amplifies the entire argument supporting that the BSA trains servant leadership to its youth members that inherently serves them well in leadership positions as adults.

Conclusion

As this literature review analyzed the overall research question of "How does the Boy Scouts of America train today's youth to be successful leaders for tomorrow?", it delved into three components that warranted detailed investigation. First, it examined literature to define what successful leadership looks like. It was here that researchers agreed that there is no singular answer to a leadership approach, but instead settle on the realization that multiple approaches, used at the appropriate times, would best benefit the diverse workforce of today's professional environment. While some authors supported the approaches of servant leadership more than

transformational leadership, it was apparent that these concepts overlapped in many areas and have some common themes of leading with character, authenticity, and inspiring behavior. Another theme that permeated across multiple pieces of literature, is the idea of the importance of emotion intelligence in leading. The concepts of EI flow well with the leadership approaches of both servant and transformational leadership as they focus on the leader's ability to not only to be aware, control, and express one's own emotions, but to feel empathy for those they lead. Reiterating the ideal of using multiple approaches, depending on the situation and employee, leaders who can effectively grasp and employ the concepts of servant and transformational leadership, using, when appropriate, techniques found in coaching, democratic, affiliative, and authoritative styles, will be able to positively influence their followers, create a mutually beneficial and nurturing work environment, while supporting the accomplishment of organizational goals and missions.

In the second section of the literature review, multiple works were examined for how the Boy Scouts trains its youth in leadership. What was discovered that the core concepts for the organization's character and leadership development lies in the Scout Oath, Scout Law, the Motto, and the Slogan. Multiple authors draw direct correlations between the Scouting leadership philosophy and servant leadership, and use the ideals of the patrol organization concept and positive role modeling to reinforce youth leadership development. The experience that Scouts attain through leading and coaching their peers to achieve goals, while simultaneously accomplishing their own personal goals, thus gaining confidence and a sense of goal attainment, are common undertones in the analyzed research. All research literature concedes to the positive and lasting influence that the BSA has on its members in the areas of character development and ethical standards; impact that permeates well into adulthood.

In the last section of the literature view, research that linked how the BSA trains their members in leadership to leadership successes later in life was examined. Several well-known leaders in various professions gave testimony to the impact that the BSA had on their professional experience as leaders. Further links aligned the BSA principles with the servant leadership model and amplifying comments were made about how the Scouting experience influenced adult leadership successes. It has been the goal of this literature review to provide a plethora of research sources that defines what is required of leaders in today's workplace, regardless of the profession, and to provide ample information on the training and experience that is offered by the Boy Scouts of America so that a bridge can be made to illustrate if, in fact, the BSA trains youth today to be successful leaders tomorrow.

Framework for Analysis

During my research and investigation to this subject, I used a combination of techniques to collect the evidence required to reach a conclusion. The first method utilized peer-reviewed research previously conducted on the subject on leadership and the Boy Scouts of America. During this qualitative exploration into the topic, I examined leadership styles that have been attributed to success in recent years and the metrics used to evaluate their success. Next, I searched for information that reveals the methodology on how the BSA develops their leaders, as well as how proven and respected leaders of today (or in the recent past) have attributed the foundation of their leadership approach to the Boy Scout experience. I then searched for quantitative data on the advantages that Scouts have over non-Scouts in the areas of character development and leadership growth. This data was qualified by the testimony of effective leaders who credit their achievements to the BSA. I fully investigated the published literature that the Scouts use as a basis for their leadership development, including: the Official Boy Scouts

Handbook, the BSA's Patrol Leader Handbook, the Scoutmaster's Handbook, and the BSA's leadership training curriculum. The research tools that I used to gain access to the material in this study are: (1) the Granite State College (GSC) Discovery Service, (2) Google Scholar, (3) the official publications and handbooks used by the Boy Scouts of America, and (4) various websites (.org) directly linked the BSA.

Discussion

Throughout the vast sources that have been examined in this investigation to address the question "how does the Boy Scouts of America train today's youth to be successful leaders for tomorrow", there have been numerous findings that lay the foundation supporting the argument that the BSA does in fact train its members to be successful leaders for the future. In the following section, the findings from past research will be brought together to support this hypothesis. While the discussion unfolds to reiterate the key elements of successful leadership, components of how the BSA trains their youth will be injected into these elements to begin to connect the dots to answer the research question and support the theory that the BSA trains leaders for tomorrow.

Transformational leadership, a leadership approach found in Bottomley, Burgess, and Fox's (2014) study to be an effective leadership style based on people who lead with character, inspiration, ethical behavior, who can communicate proficiently, and develop their followers to achieve performance beyond expectations. In this manner, the Boy Scouts have illustrated on numerous occasions in the literature how they instill the values outlined in the Scout oath and law to help develop ethical standards for its members that influence behavior well into adult life. The Harris Interactive (2005) study specifically speaks to the elements of being trustworthy and honest to this extent. Furthermore, the idea that a Scout is obedient advances the idea that

members follow rules and laws that would portray them as principled and ethical leaders. The loyalty aspect of the Scout law also alludes to the Scout's ability to work successfully on a team, while the helpful aspect of the law speaks to their willingness to do for others. The transformational leader's ability to communicate well with others is a vital part of being a good scout. Communication is practiced in the scouts constantly during leadership exercises and the skills are honed, reinforced, and evaluated during Scout Master conferences, Boards of Review, and speaking engagements like ceremonies and weekly meetings. Scouts develop the moral and physical courage expected of transformational leaders as they display the bravery mentioned in the Scout law. Whether it is learning to survive in the wilderness or leading one's fellow scouts during a community service event, boys and girls develop inner strength and confidence as they approach and deal with a myriad of challenges and ethical dilemmas in their scouting experience. The Boy Scouts of America uses the achievement of goals to empower youth members to help each other through challenges and mentor each other to overcome adversity. These concepts are the hallmarks of transformational leadership and further solidify the positive role the BSA plays in training effective leaders.

One shortcoming in most of the research that declares the BSA as an organization that develops and instills ethical values and prepares youth members for the challenges of adulthood is failing to mention a key point that the Lynch et al. (2016) research highlights. This point is the idea that, while other researchers have professed that the longer a Scouts is enrolled in the program, the more positive effect the program seems to have on the boy or girl, Lynch et al. (2016) showcases the idea Scouts are more influenced by, (1) their own engagement (one's own interest, effort, and enjoyment), and (2) the troop or pack level engagement. In summary, this translates to the overall positive character development on youth by the BSA is best defined by

the quality of program run in the individual troop and the susceptibility of scouting concepts and ideals to the young boy or girl.

Servant leadership, or the approach where leaders focus on their followers and assume a position of servant in the relationship, is a foundational concept in the Boy Scouts of America. The basis of all things Scouting begins with service: service to nation, service to community, and service to each other. Advancement through the ranks to Eagle requires participation in hours of service projects and the final hurdle to reach Eagle culminates in the complete planning of your own service project while leading other Scouts in the execution of the project. Scout troops are commonly seen participating in troop-level service project to the community in programs such as Adopt-a-Highway, feeding the homeless at local shelters, and collecting food to help feed those in need. Doing a good turn daily, the Scout motto, is what reminds Scouts of their service obligation to others. Servant leadership, as outlined in the Scoutmaster's Handbook, is reinforced in Scouts using the Patrol Method of leadership. Boy Scouts, within their patrols, will teach and coach junior scouts in skills and then sign off on their ability to perform the skill accurately. By helping others to advance and meet their goals, Scouts epitomize the ideals of servant leadership. Lastly, the idea that Boy Scouts are servant leaders is best conceptualized in Rolm's (2014) correlation of the servant leader characteristics developed by Sendaya, Sarros, and Santora and the Scout Law, Oath, Slogan, and Motto.

The concept of emotional intelligence, or the aptitude of a leader to accurately recognize and effectively express emotion while facilitating thought and understanding the emotional impact of their actions to those around them, is highlighted in the Goleman (2000) research that indicates EI is most effective in leading when we can apply empathy to the any one of the leadership approaches left at the leader's disposal. The ability to lead with compassion and use

our interpersonal skills to engage effectively with others is a large part of Scout training.

Learning that a Scout is kind (an element of the Scout law), reminds young boys and girls that there is strength in being gentle, and by placing Scouts in leadership positions within the troop or the patrol, youth are given the opportunity to practice leading others who possess a wide array of personalities, temperaments, and attitudes – allowing them to employ EI concepts and the multi-platform approach to leadership.

In the final section of this discussion, now that the links have been made between the successful leadership approaches of transformational and servant leadership styles and how the BSA trains youth in these approaches, a final showcase of actual testimony from successful leaders who were former scouts will be presented. The United States, when it searches for men and women to lead their military or venture into space, hand pick individuals who can operate effectively on teams, who can be good followers as well as step up to lead in crisis, and can represent their nation with honor, integrity, and selfless service. So why is it that the military academies of the U.S. Air Force, Navy, Army, Coast Guard and NASA all ask questions relating to involvement in the BSA, rank and leadership positions held, and time spent in the organization during their application process? It is because these top-notch organizations know that the Scouts provide an excellent foundation for leaders that can be further developed in their organizations. NASA and the U.S. military academies know what they are getting from an individual when they come from the Boy Scouts of America and that is why they are asking for it.

Jim Lovell (Apollo 13 astronaut), Ross Perot (CEO, Presidential candidate, Naval Academy graduate), J.W. Marriott (founder of the Marriott corporation), Stephen Breyer (U.S. Supreme Court), Michael Bloomberg (Mayor of NYC, founder of Bloomberg L.P., one of the wealthiest people in the nation), Hank Paulson (CEO of Goldman Sachs, U.S. Sec. of Treasury),

and Gary Locke (U.S. Ambassador to China, U.S. Sec. of Commerce, Governor of Washington state) were all Eagle Scouts and all have attributed their leadership success, in one way or another, to the Scouts. The success of these individuals and their success in both public service and in the private sector should not diminish the accomplishments of common people who were also Scouts and successful leaders in their own rite. Joel Pannebaker (U.S. Air Force Colonel), Ron Lane (production manager at Pepsi), Kurt Wendt (U.S. Air Force Academy graduate and 20-year veteran in the USAF intelligence community), and Devin Jensen (manager at a privately owned company and committee chair for a BSA troop) also bring their scouting experience to bear on the current leadership challenges and successes that they experience.

In conclusion, Greenleaf's (as cited in Russell & Stone, 2002) identification of a "leadership crisis", Bennis and Nanus' statement that a need for leadership was never so great, and Nair's testament that service needs to be placed at the core of our leadership principles, only underscores the absolute need for the type of leader that the Boy Scouts of America trains their youth to become. Robert Gates (as cited in Rohm, 2014) knew this when he spoke in 2010 at the BSA National Jamboree, Griggs (2009) discovered it during his research where he concluded that those who incorporate Scouting values in their lives have a greater likelihood of becoming a good leaders as an adult, and the Harris Interactive (2005) research company reinforced these findings in their comprehensive quantitative study of the value of scouting.

Recommendations

In order to capture the importance of the results of this research, it is imperative to first recognize the vast benefit that the Boy Scouts of America has not only on its youth members, but the long lasting positive impact that the organization has left on these boys and girls well into their adult lives. This impression has a perpetual cascading effect, not only affecting the lives

that will be touched by these future leaders, but also the organizations which they serve, to include their local communities and the nation. I believe that this point is severely undervalued in the public's eye as rarely do we see advertising by the BSA on television or social media. With a membership decrease in the Boy Scouts of 18.3% from 1999 to 2015 and Cub Scouts experiencing a 42.3% decrease, one would wonder why the BSA has not been more aggressive in their marketing campaign (Boy Scouts of America Membership Controversies, 2018).

Therefore, my first recommendation would be to the BSA organization to more aggressively seek tactics to communicate their message to the public. Much of the public's apprehension with the BSA may center on a lack of knowledge and facts on recent controversial subjects with the organization, such as girl, homosexual and transgender membership, and effective conveyance of these matters may lift some of the concern. The revenue generating effects of membership increases will permit this non-profit organization to further develop programs within the BSA, like Scoutreach and STEM. Scoutreach is the BSA's program designed to give special leadership and emphasis to urban and rural areas, committing to making sure that all young people have an opportunity to join Scouting, regardless of circumstances, neighborhood, or ethnic background (Scoutreach, n.d.). STEM (Science, Technology, Engineering, and Mathematics) is part of a BSA initiative to harness the inquisitive minds of Scouts in areas of science and technology and provide the best opportunity to boost their spirit of innovation (What is STEM and Nova?, n.d.).

My final recommendation would be to the many leadership training organizations and corporate leadership coaches who have flooded the industry in recent years (2018 Top Leadership Training Companies, 2018): take a lesson from the Boy Scouts of America. Even while Joel Pannebaker (as cited in Rohm, 2014, pg.79) remarks that, "I have known leaders who didn't become Eagles and Eagles who weren't really leaders", I believe the facts are

overwhelming that the BSA trains leaders for tomorrow and taking some of BSA's approaches to teaching leadership would be a worthy endeavor. The benefit that the BSA has in this respect is that fact that they are afforded the opportunity to make a positive impact on people while they are young while they may be more easily influenced than their adult counterparts who have years of engrained behavior and ethical predispositions that may require re-training in order to meet Scouting standards. My approach to communicate the first of these recommendations is to generate a letter to the Boy Scouts of America National Headquarters in Irving, Texas where I will convey my recommendations as well as attach a copy of my research paper. The second and certainly more challenging of my recommendations to communicate this message to businesses designed to teach a leadership curriculum already developed and invested in. While I do not foresee it realistic to think leadership trainers and coaches would adopt the BSA's servant and transformational leadership styles as their own, they may already be invested teaching such principles and may capitalize on the fact that they are proven methods used by the BSA and highly sought after by some of our nation's top organizations.

Conclusion

It has been the endeavor of this research paper to answer the question "how does the Boy Scouts of America train today's youth to be successful leaders for tomorrow?" To this point, we have been exposed to various pieces of literature that have reviewed what successful leadership looks like in an era where five ethnically diverse generations (Traditionalist through Generation Z), comprised of a workforce that operates both virtually and traditionally, is dispersed across the globe. What was discovered is there is no single approach to leadership that will meet the needs of today, yet a situational mix of styles, weighing heavily on the servant and transformational leadership theories, used in conjunction with the emotional intelligence of the leader will provide

the best solution. The second major finding of this exploration is the methodology and approach to which the Boy Scouts of America has trained its members in leadership and character building. The core fundamentals of the BSA program lie in its oath, law, motto, and slogan, and to this extent, Scouts learn ethical behavior and service to others. Though the concept of training Scouts in leadership is aggressively more involved, boys and girls in the program are trained in leadership through the achieving of personal goals, learning to help others in the achievement of their goals, they actively and frequently provide service to their communities, they practice coaching and leading their fellow scouts, and gain valuable communications skills. The third area of the reviewed literature brought together successful adult leaders who were former Scouts that attested to the value that Scouting had in their development as leaders and the leadership success they experienced as adults.

The discussion of the research that had been reviewed began to link these three vital elements of the investigation together to paint a complete picture of the argument and answer the research question. I am of the opinion that there has been abundant and convincing evidence to support the claim that the BSA trains its youth to be successful leaders for tomorrow. The importance of this claim validates what many of us are already passionately aware of: that the BSA (and youth organizations like them) is the key to developing the future leaders of this nation. Many of our youth lack positive influences in their lives, and for those who do have a solid and nurturing support system, find they are without an outlet that challenges them, provides a sense of camaraderie, and satisfies their willingness to help others. The Boy Scouts of America has filled this void for millions of youth for the last 108 years.

It was recommended that, from these findings, that the BSA be made aware of the results of this and other previously completed research in order to support their cause and gain

recognition for the benefits of their programs. It was suggested that the BSA use additional efforts to advertise the advantages of the Scouts and to clarify misconceptions in light of recent controversies surrounding the organization. Lastly, it was worth pointing out that training organizations, as well as leadership coaches and gurus, should pay close attention to how the BSA trains their youth leaders to become effective in tomorrow's workforce. The proof of their success is exemplified in the successes of past Scouts named in this research paper and the weight that organizations, such as NASA and the U.S. military academies, hold for such experience. While much of the information reviewed and evaluated over the course of this exploration has been qualitative in nature, the research of Jang, Johnson, and Kim (2012) and the Harris Interactive (2005) provide compelling and quantitative data that support these conclusions. In closing, the Boy Scouts of America has proven itself, time and again, as an organization that has been ahead of its time as one who can train and prepare our most valuable commodity, our children, to be exactly what the nation needs in its leaders: compassionate, moral, driven people who are infused with character and eager to serve others. While the core principles of the Scouts have remained unchanging in over a century, the organization has demonstrated its ability to transform with the society and culture for which they serve.

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