11-11-2001

Aspects of a Basic Training Course Comparatively Rated in Retrospective Evaluation by Girl Scout Leaders

Diana Jane Curtin
University of San Francisco

Follow this and additional works at: https://repository.usfca.edu/thes

University of San Francisco
Gleeson Library/Geschke Center
2130 Fulton Street
San Francisco, CA 94117-1080 USA

Aspects of a Basic Training Course Comparatively Rated
in Retrospective Evaluation by Girl Scout Leaders

A THESIS SUBMITTED

by

Diana Jane Curtin

In Partial Fulfillment of the Requirements

for the Degree of

Master of

Nonprofit Administration

The University of San Francisco

November 11, 2001

Aspects of a Basic Training Course Comparatively Rated
in Retrospective Evaluation by Girl Scout Leaders

This Thesis is written by

Diana Jane Curtin

This Thesis written under the guidelines of the Faculty Advisory Committee, and
approved by all its members, has been accepted in partial fulfillment of the requirements
for the degree of:

Master of Nonprofit Administration

at the

University of San Francisco

Research Committee:

Mary Anna C. Colwell
Chairperson

Nicoline K. Pittman
Second Reader

Michael Cortez 17 Dec 2001
Program Director   Date

Larry Brewster 12/18/01
Dean   Date

Table of Contents

Abstract

One hundred and ninety-one volunteer Girl Scout leaders at a midsize northern California council participated in this study to determine the most and least valuable aspects of their new leader training, which was based on Kolb's experiential learning model (1984). The following were the top five aspects that leaders identified as most valuable: (a) trainer's knowledge; (b) using Safety-wise; (c) where to buy Girl Scout supplies; (d) Girl Scout Promise and Law; and (e) information on council events. The top five aspects which respondents identified as least valuable were: (a) troop government; (b) age-appropriate behavior; (c) performing ceremonies; (d) getting to know other leaders; and (e) where to find ongoing support

The original four hypotheses were developed in an attempt to explain why leaders may identify certain aspects of their training as more or less valuable. Five of the 22 aspects of the Basic Leader Training showed statistical significance supporting three of the four original hypotheses. Two post-survey hypotheses were developed in an attempt to explain the high percentage of respondents who reported certain aspects were not included in their Basic Leader Training. Nine of the 22 aspects of Basic Leader Training showed statistical significance supporting the post-survey hypotheses.

Up to this point in time, there has never been a comprehensive study conducted to gather, analyze, and compare leaders' opinions after they were able to apply what they had learned through Basic Leader Training. The findings in this study are important because new leaders who have applied what they have learned through Basic Leader Training provided meaningful feedback for improving the new leader training course, which will ultimately improve the quality of the Girl Scout experience.

Vita Auctoris

Name	Diana Jane Curtin
Date of Birth	February 15, 1965
High School	Armijo High School Fairfield, California
Graduated	1983
Baccalaureate Degree	Bachelor of Science Degree
College	California State University, Chico Chico, California
Graduated	1992

Acknowledgments

I am dedicating this thesis to my father and mother, Phil and Anne Prather. Dad, I thank you for telling me I could do anything I put my mind to and for role modeling the essence of responsibility. Mom, I thank you for your never-ending support and encouragement. I thank you both for giving me the life I have. Life is good for me.

Dan Curtin, my husband and my best friend, who spent many nights and weekends alone as I went to class and then developed and wrote my thesis, I thank you for standing by me. I can't count the number of times we both said we would be glad when this was over – well now it is and I am glad I have you to hold hands with as we journey through life together.

Kelley Borum, my dear friend, I cannot thank you enough for the comfortable workstation and chair. Thanks also Kel, for being my "number one fan" through all this.

Cathleen Andreucci, my great friend, you consistently inspire me to stretch myself to grow. Thank you Cathleen, for sharing your amazing life energy with me.

Wendy Strickland, I am not sure if I would have made the December graduation without your words of encouragement. I am so grateful for the friend I found in you.

Mary Anna Colwell, Nikki Pittman, and Carol Silverman, I consider myself blessed to have had the opportunity of working with such great female minds. More than I can say, I appreciate the three of you for sharing your knowledge and wisdom with me.

Jen Ham, thank you for not only helping me with my research, but also helping me to have confidence when I was struggling.

Joe Garity, you are the greatest librarian ever! Thank you for helping me so much when I needed it. You made a difference in my life and you are an asset to USF!

List of Tables

List of Appendices

Chapter One: Introduction

This study investigated the opinions of Girl Scout Leaders at a mid-sized northern California council to discover what they believe to have been the most and least valuable aspects of the training they experienced as new leaders. Only leaders who completed the council's Basic Leader Training Course were considered in the study.

Background of the Issue

Overview of the Girl Scout Organization

The Girl Scout organization has been in existence for 89 years. Scouting programs for girls in the United States trace their history to a program that began with Lord and Lady Baden Powell in England. In 1912 Juliette Gordon Low brought the idea to the United States and the first Girl Scout troops were formed. Girl Scouts is a progressive, nonpolitical movement that strives to give girls a chance to develop their potential, make new friends, and have fun. Girl Scouts in the United States is part of a worldwide movement known as the World Association of Girl Guides and Girl Scouts (WAGGGS). There are currently WAGGGS affiliates in more than 100 nations.

All Girl Scout troops, groups, and individuals in the United States are members of a regional council, and all councils are chartered by the national organization, Girl Scouts of the USA (GSUSA), headquartered in New York City. There are currently 333 chartered councils in the United States. Councils are responsible for carrying out the purpose of the organization, which is to inspire girls with the highest ideals of character, conduct, patriotism, and service so that they may become happy and resourceful citizens. There are approximately 3.5 million registered girl members, 880,000 adult volunteer members, and approximately 50,000 staff members. Clearly, given these figures, the

strength of the Girl Scout movement rests in the hands of its volunteers.

The GSUSA provides the nationwide components and guidelines for the program (handbooks, recognitions, uniforms, etc.) as well as consulting services in management, program content, membership, property, and fund development. It is the responsibility of each council to develop appropriate training modules and courses based upon the needs of the council's membership and guidelines developed by GSUSA. Modules of training vary by content and title from council to council. Volunteer trainers and staff provides the training for all volunteer positions within the council.

Girl Scout Council in this Study

The council selected for this study is located in northern California, serves approximately 4,500 girls, and involves 2,300 adult volunteers. The council is a nonprofit organization incorporated under California state law. The council received its charter from GSUSA on January 1, 1958. There are several ways girls can participate in Girl Scouts; however, the majority of girls at this council are served through troops with volunteer leadership. All adult volunteers in leadership positions are required to complete the Basic Leader Training Course, which is the council's training for new leaders, within four months of their appointment to a position as leader. There is no fee for Basic Leader Training.

Selection and Responsibilities of Volunteer Leaders

The main requirements for a person to become a Girl Scout leader for the council are that the person must be female and at least 18 years of age. Males are encouraged to volunteer as co-leaders, but may not hold the position of the main leader. The leader must also ascribe to the Girl Scout principles as stated in the Girl Scout Promise and

Law:

Girl Scout Promise	Girl Scout Law
On my honor, I will try	I will do my best to be
To serve God* and my Country,	honest and fair,
Help people at all times,	friendly and helpful,
And live by the Girl Scout Law.	considerate and caring,
	courageous and strong,
*(The word God may be substituted	and responsible for what I say and do
by the appropriate word to reflect	and to
one's beliefs).	respect myself and others,
	respect authority,
	use resources wisely,
	make the world a better place, and be
	a sister to every Girl Scout.

Previous experience is not a prerequisite for becoming a leader because the council provides training and support for the position. The selection process involves completing a volunteer application, which includes listing three references, and signing a volunteer agreement form. These forms, once complete, are kept in the council service center in the volunteer's file. As long as the references are positive, the candidate may be appointed to the position. If any references are negative, the executive director is consulted and each case is handled on an individual basis.

The volunteer leader is responsible for planning and managing Girl Scout activities in a group setting. Activities are based on the following Girl Scout program

goals: (a) developing self-potential, (b) relating to others, (c) developing values, and (d) contributing to society.

<u>Basic Leader Training</u>

The council's training for new leaders is called Basic Leader Training. Orientation is the first component of Basic Leader Training and must be completed before a leader proceeds to the next portion. Orientation provides the basics for the leader to get the troop up and running. Topics include bank accounts, parent meetings, meeting outlines, basic safety regulations, volunteer position descriptions, the volunteer agreement form, introduction to the local volunteer support system (service unit), where to purchase supplies, and registration procedures.

Once a new leader has completed orientation, she is free to start meeting with the troop. The next portion of the Basic Leader Training Course covers the following topics:

1. fundamentals of the Girl Scout program

2. the goals of Girls Scouts

3. troop government

4. girl behavior management

5. the girl-adult partnership

6. recognitions/awards

7. diversity tips for running the troop

8. bridging (changing age-levels)

9. troop finances

10. council resources

11. safety and risk management

12. age characteristics of girls

13. instructions on forms

Council Training Team

      The training team consists of a group of adult volunteers who have been trained in the areas of planning, design, delivery, and evaluation of adult education courses. The volunteer training team operates under the direction of an adult development specialist, a paid staff position. The council's training team currently consists of 23 members who provide the training for volunteer positions at the council level. To be on the training team for the council, one must complete the Training for Trainers Course offered either through the Northern California Girl Scout Trainers Consortium (NCTC) or through the council. The Training for Trainers Course provides new trainers with information and skills about teaching adult learners, but does not include individual course content. Once the volunteer has completed the Training for Trainers Course, she/he becomes an "apprentice trainer" for the council, and will spend the first year gaining skills and confidence under the direction and guidance of more experienced trainers. After the first year, or when the new trainer is ready, she/he becomes an "experienced trainer" and then a "master trainer" based on GSUSA standards for advancement.

      The experiential learning cycle (ELC), which is used by all Girl Scouts councils in the United States to develop and provide training was originally adapted from the work of Knowles (1973) and later from the Kolb experiential learning model (Kolb 1984). The Kolb model comprises four stages: (a) concrete experience; (b) observations and reflections; (c) formation of abstract concepts and generalizations; and (d) testing implications of concepts in new situations. The council under study has developed its

training courses in accordance with GSUSA standards and the ELC. The ELC model includes the following five stages:

1. Experiencing – Provides learners with the opportunity to participate in an experience together or connect with past experiences.

2. Publishing – Provides learners with the opportunity to share feelings and observations.

3. Processing – Learners reflect on data and begin to perceive patterns.

4. Generalizing – Learners explore implications of the data and develop theories or models.

5. Applying – Learners apply what they have learned to future situations.

Statement of the Issue

Girl Scout Leaders need effective training to carry out the responsibilities and duties assigned to them in their volunteer positions. It is the responsibility of the council training team and staff to develop, implement, and evaluate such training for new leaders. Upon completion of Basic Leader Training, leaders are asked to complete an evaluation on the training (Appendix A). Up to this point in time, there has never been a comprehensive study conducted to gather, analyze, and compare leaders' opinions after they were able to apply what they had learned through Basic Leader Training.

According to the American Society for Training and Development (ASTD), Kirkpatrick's four-level model continues to be the most prevalent framework for evaluation (ASTD, 1999). Kirkpatrick (1998, p.19) describes the four levels of training assessment as:

1. Level One, Reaction – How participants react to training.

2. Level Two Learning – Collecting data about the information and techniques acquired by the participants.

3. Level Three, Behavior – Extent to which change in behavior has occurred.

4. Level Four, Results – Desired specific outcomes such as increased production, improved quality, or decreased costs.

Leaders who have completed Basic Leader Training and applied what they learned are an excellent resource for determining aspects of the training that are the most and least useful for leaders to effectively carry out the functions of their positions. Up to now, the council has only conducted a level-one reaction evaluation, providing immediate feedback. The findings reported in this thesis represent the beginning of a level-two learning evaluation.

Research Questions

This study was designed to answer the overall question, "What aspects of Basic Leader Training do leaders identify as more or less valuable?"

The original four hypotheses were developed in attempt to provide possible explanations for why leaders may identify certain aspects of Basic Leader Training as more or less valuable. Based on the researcher's observations during the past six years and feedback from members of the council's training team, key attributes were identified as possible contributors to why leaders may distinguish different aspects of the training as more or less valuable. These attributes include: (a) experience as a trainer of Girl Scout leaders, (b) previous experience working with youth, (c) amount of experience as a Girl Scout leader, and (d) age-level of troop for which leaders serve. Hypotheses 1 through 4, which were derived from the identification of these key attributes are listed below:

<u>Hypothesis 1</u>

Leaders who have had the experience of being a trainer will identify different aspects of the Basic Leader Training Course as more or less valuable than leaders who have not been trainers.

<u>Hypothesis 2</u>

Leaders who have had previous experience working with youth prior to completing the Basic Leader Training Course will identify different aspects of the training as more or less valuable than will those who have not had such prior experience.

<u>Hypothesis 3</u>

The amount of time leaders have spent in the leader position after completing Basic Leader Training will have an impact on what aspects of the Basic Leader Training Course they identify as more or less valuable.

<u>Hypothesis 4</u>

The age level of the troops leaders serve will impact what aspects of Basic Leader Training they identify as more or less valuable.

The following two post-survey hypotheses were developed in attempt to provide an explanation for the high percentage of responses that indicated certain aspects were not included in the Basic Leader Training respondents received:

<u>Hypothesis 5</u>

The current age level of the troop for which leaders serve will impact what aspects leaders identify as not included in the training.

Hypothesis 6

The amount of time spent as a leader will impact what aspects leaders identify as not included in the training.

<div align="center">Definitions of Major Concepts</div>

Age Level Training

This is the portion of Basic Leader Training which is designed for a specific age level of Girl Scouts. Leaders are required to complete this training when they are new and when their troop changes age levels. The following are the age levels in Girl Scouting:

Daisy Girl Scouts serves girls in Kindergarten or ages 5 and 6. This is an introduction to Girl Scouting and activities are planned to be age-appropriate for this age level.

Brownie Girl Scouts serves girls in first through third grades, or those 6 to 8 years old, with age-appropriate activities.

Junior Girl Scouts serves girls in third through sixth grades, or those 8 to 11 years old, with age-appropriate activities.

Cadette Girl Scouts serves girls in sixth through ninth grades, or those 11 to 14 years old, with age-appropriate activities.

Senior Girl Scouts serves girls in ninth through twelfth grades, or those 14 to 17 years old, with age-appropriate activities.

Basic Leader Training

This council's training course which provides training for first-time Girl Scout

leaders in the areas of leadership, group management, safety, and program. All new leaders are required to complete Basic Leader training within four months of their appointment to the position.

Girl Scout Co-leader

This is a volunteer position within Girl Scouts, which must be held by a female or male at least 18 years of age. The purpose of the position is to work in conjunction with the leader of the troop or group to plan and deliver Girl Scout activities to girls in a group setting. Activities are based on the Girl Scout program goals (see Appendix B for position description).

Girl Scout Leader

This is a volunteer position within Girl Scouts, which must be held by a female, 18 years or older. The purpose of the Girl Scout leader position is to plan and deliver Girl Scout activities to girls in a group setting. Activities are based on the Girl Scout program goals (see Appendix B for position description).

Girl Scout Trainer

This is a volunteer position within Girl Scouts, which can be held by a female or male at least 18 years of age. Trainers are members of the council's training team. The training team is responsible for ensuring that the council provides training reflective of the needs of the council's volunteers (see Appendix C for position description).

Girl Scout Program Goals

There are four program goals in Girl Scouts that are considered to be the foundations of the Girl Scout program:

1. Developing Self-Potential – Developing self to achieve one's fullest potential.

1. Relating to Others – Learning to relate to others with increased understanding, skill, and respect.

2. Developing Values – Developing values to guide actions and to provide the foundation for sound decision-making.

3. Contributing to Society – Contributing to the improvement of society through the use of abilities and leadership skills, and working in cooperation with others.

Previous Experience Working with Youth

This concept refers to whether or not a leader has worked with youths aged 17 or younger in a group of six or more, prior to completing the council's Basic Leader Training course.

Safety-wise

This is a book authored by GSUSA that provides the rules and regulations on safety for Girl Scouts. Safety-wise is used by all councils in the United States for developing trainings, creating policies, and planning trips and activities. Not following Safety-wise regulations is grounds for dismissal from Girl Scouts.

Importance of the Study

Girl Scouts is a volunteer-driven organization. Volunteers are responsible for carrying out the organization's purpose of inspiring girls with the highest ideals of character, conduct, service, and patriotism so that they may become happy and resourceful citizens. To fulfill this purpose, volunteer Girl Scout leaders need the best training and support available. The findings of this study are important because leaders who have applied what they have learned through Basic Leader Training can provide

meaningful feedback for improving new leader training programs and thus improving the quality of the Girl Scout experience. Findings from this study may provide information useful to: (a) verify the importance of creating a process to conduct ongoing and comprehensive evaluation methods for Basic Leader Training; (b) modify and strengthen the existing aspects of the Basic Leader Training; (c) add or eliminate certain aspects of Basic Leader Training; (d) develop consistency in how training is delivered; and (e) provide a basis for targeting future research.

By conducting a level-two learning evaluation of Basic Leader Training, opinions gathered can be utilized to validate what leaders found to be most valuable, as well as create methods to improve the areas leaders found to be less valuable.

Chapter Two: Review of Related Literature

The examination of related literature for this study began with a survey of existing Girl Scout publications. Although research conducted by the Girl Scout Research Institute provides general insights into improving leader training and support, none of the studies were specifically designed to gain feedback on and assess the training program for new leaders. Because of the limited evaluation data available on Girl Scout training for new volunteer leaders, a search was conducted focusing on the evaluation of volunteer training programs. A search was then conducted to explore literature specifically related to experiential learning, the type of training used within the Girl Scout organization. The search for literature on experiential learning started with Kolb (1984), because the council's experiential learning cycle (ELC), utilized in all council training modules, was adapted largely from Kolb's experiential learning model. A broad search on experiential learning was also conducted. This review of related literature is therefore divided into the following sections: (a) Girl Scout research, (b) evaluation of volunteer training programs, (c) The Kolb model, and (d) experiential learning in general.

Girl Scout Research

According to Janice Johnston, Director of Training and Development for Girl Scouts of the USA (GSUSA), there are no published evaluation data on council new leader training courses, and no unpublished reports are available (personal communication, June 14, 2001). This section reviews several studies from the Girl Scout Research Institute that address the Girl Scout experience for adult volunteers. Girl Scouts of the USA has a history of program-centered evaluation studies based on surveys, having published their first such studies in 1917 and 1927. These studies, entitled

"Studies in Girl Scouting, Number 1" and "Five Year Experiment in Training Volunteer Group Leaders," were recognized because there were few program-centered evaluation studies done by anyone at that time, much less by women for adults who worked with girls (Girl Scout Research Institute, September 2000).

In 1997, the Girl Scout Research Institute published the findings of their National Outcomes Study, a phone survey of 3,000 participants (Hwalek & Minnick, 1997). The study was designed to evaluate the impact of the Girl Scout program. The primary objective was to evaluate the benefits of scouting for girls, but investigators also assessed the benefits of scouting for adult volunteers. Of 544 troop, group, and assistant leaders interviewed, 88% reported they had developed leadership skills; 83% stated they developed skills they otherwise would not have developed; and 74% reported an increase in self-confidence.

A subsequent study, the National Profile of Adults in Girl Scouting, was a national telephone survey conducted in 1997 to develop a demographic profile of adult members and to identify opportunities for attracting new volunteers and improving communications with leaders (GSUSA, 1998). Researchers interviewed 1,000 adult volunteers and 200 adult females who were not part of the Girl Scout organization. The study assessed demographics, motivational factors, and level of satisfaction with "program communications and outreach," resources and training," and "administrative costs and fees." Of the adult volunteers interviewed, 78% were troop leaders or assistant troop leaders. Within the "resources and training" area, 60% were "very satisfied" with the types of resources and materials available, and 57% were "very satisfied" with the level of appropriateness of the materials. The most common element for which

volunteers reported they were "not very satisfied" or "not at all satisfied" were the timing/frequency of training (17%), the location of training (15%), and the type and presentation of the training (11%). Older members, those with advanced education, and those with higher household incomes were significantly more likely to be dissatisfied with available resources and training. These GSUSA studies provide insights into aspects of leader training, but cannot be viewed as an evaluation of the training process itself.

Beyond the studies published by GSUSA, there are few literature references on Girl Scout leaders. Brandt (1998) conducted a psychosocial analysis of Girl Scout leader motivation and retention. The study found that the strongest factor determining tenure as a leader was the status of the leader's daughter. The study suggested that the longer the daughter stayed in Girl Scouts with her mother as a leader, the longer the leader had to identify with the leader role. At the time that the daughter left Girl Scouts, leaders were more likely to stay involved if their self image was merged with the role of a Girl Scout leader (Brandt, 1998).

In an interview-based study ($\underline{N}$ = 46) investigating the nature and quality of mentoring relationships, Saito and Blythe (1992) reported that group mentoring, in which one adult works with a group of youth (as in the Girl Scout program) results in satisfaction for the leader and positive responses from the youth.

Finally, on a related topic, Conter, Hatch and D'Augelli (1980) reported findings from a small study ($\underline{N}$ = 12) of Cub Scout leaders designed to increase positive and decrease negative leader-scout interactions. Immediately following the training, leaders

demonstrated a significant increase in positive responses, but this finding was not maintained one month after the training (Conter et al., 1980).

<u>Evaluation of Volunteer Training Programs</u>

Given the minimal evaluation data available on the Girl Scout leader training programs, it is useful to explore the larger area of evaluating volunteer training programs in general. The search for literature in this area yielded an array of information focused primarily on evaluating training programs for paid employees. There are fundamental differences between organizations that operate with paid staff and organizations that are volunteer-driven. Some of these differences include motivational factors (being mission driven versus operating by the bottom line), management structures, communication systems, business planning versus strategic planning, and overall organizational structure. Training programs are designed and delivered to accommodate these differences; therefore it was important to keep the search for literature focused on the evaluation of training programs designed for volunteers.

Although the search revealed variations on evaluating volunteer training programs, no studies were found that have been conducted to gain feedback on experiential training programs designed for volunteer leaders who work with girls. The following is a sample of studies that was discovered.

Several studies report on the outcome of training programs for volunteers in the field of hospice care (Wilkinson & Wilkinson, 1986; Hayslip & Walling, 1985, Barrick, 1985). Wilkinson and Wilkinson (1986) reported significant differences between pre- and post-training questionnaires among 41 hospice volunteers. Post-training participants reported a better understanding of dying patients and their families, and an increased

16

ability to cope with death. Hayslip and Walling (1985) evaluated an eight-week training program on locus of control and death anxiety among 29 hospice volunteers. After the training, self-reported measurements of death anxiety, locus of control, and attitudes toward aging and death indicated a general decrease in conscious death fear, but an increase in conscious fear of other's deaths. These findings were not significantly different between trainees and controls. In a study of 43 hospice volunteer trainees, Barrick (1985) assessed death anxiety levels before and after training and again at one-month follow up. There were no significant changes in death anxiety scores among the three tests in the training cohort or a control group ($\underline{N}$ = 20).

A study by Helitzer, Yoon, Wallerstein and Garcia-Velarde (2000) reported on the outcome of a training program for college students and adults volunteering as counselors for an adolescent health education program. Process data were collected over a four-year period and the results indicated that while most volunteers reported confidence in implementing the curriculum after the training, they ultimately did not deliver the curriculum completely. While most covered the core curriculum, there was a failure to follow through with abstract activities. These findings underline the need to monitor implementation and provide ongoing feedback to those directing the training process (Helitzer et al., 2000).

Terpstra and Van Dijke (1999) evaluated the first five years of the Home-Start program, a home-based support program for families with young children in the Netherlands. Parent volunteers were trained to provide support to other families in stressful circumstances and to meet monthly with program coordinators. Local Home-Start programs were part of a regional and national support and consultation structure.

One hundred and forty volunteers and 190 families participated in the evaluation research, which included questionnaires, individual and group interviews, and document review. Analysis indicated the program had been successfully translated in a variety of communities, but attention was required to maintain the integrity of the program on the local level (Terpstra & Van Dijke, 1999).

There are also a number of evaluation studies published on the effectiveness of volunteer training in the arena of crisis intervention (Ferguson, 2000; Downing, 1980; Morriss, Gask, Battersby, Francheschini and Robson, 1999). In her dissertation, Ferguson evaluated a training program designed to increase knowledge and crisis intervention skills, improve attitudes, and encourage activism among potential volunteers at a women's center. Pre- and post-training measures, as well as a comparison with matched controls, indicated that the training had effectively increased knowledge of domestic violence and understanding of its underlying sociocultural causes, and strengthened the commitment to activism among volunteers. It is of note, however, that the training did not decrease the baseline level of victim blame. Crisis intervention skills were not evaluated (Ferguson, 2000).

In another dissertation, Downing (1980) evaluated a training program for rape crisis hotline volunteers and reached similar conclusions. Comparing questionnaire results from 11 volunteers who completed the training with 19 volunteers who had yet to enter the training, Downing determined that while the training significantly increased general knowledge about rape and about local policy, procedures, and resources for victims, the training had a limited impact on attitudes toward rape and on the ability to discriminate effective counseling responses.

Finally, Morriss, Gask, Battersby Franchechini, and Robson (1999) evaluated a brief training package designed to teach nonpsychiatric staff and volunteers to assess suicide risk and to manage or refer patients. Pre-and post-training self-rating questionnaires and videotaped exercises among 33 trainees were analyzed. Risk assessment and management skills and confidence improved significantly one month after training; but there was no improvement in general interview skills, or combating hopelessness (Morriss et al., 1999).

The Kolb Model

As discussed in Chapter One, the experiential learning cycle used in GSUSA new leader training courses was adapted from the Kolb experiential learning model. The Kolb model comprises four stages: (a) concrete experience, (b) observations and reflections, (c) formation of abstract concepts and generalizations, and (d) testing implications of concepts in new situations (Kolb, 1984).

This literature review yielded articles on a variety of educational programs that use or draw from the Kolb model as a framework for understanding adult learning. For example, Munton, Mooney, and Rowland (1996) examined approaches to training daycare providers using the Kolb model as a theoretical framework, and social learning theory as a way to describe the specific cognitive and behavioral mechanisms that underlie the experiential learning processes. The authors suggest that effective training programs should include clear behavioral objectives, an opportunity to observe and reflect on practices, methods for a systematic collection of data, and a clear understanding of the theories and principles underlying the learned behaviors.

Gardner and Korth (1996) used the Kolb model as the central theoretical

framework for designing a program for teaching students in the field of human resource development about group and team development, and for helping students transfer their learning to the workplace. Their approach also incorporated transfer of learning models, reflection as a means of linking theory, and team learning theory. Working in groups on assigned projects, students participated in experiential learning activities, made group presentations, kept learning journals, and prepared individual and group analyses on group behavior and on the learning that resulted. These written reflections on group behavior, and on personal behavior within a group, provided a structured format for students to process their small group experience. Students were able to generalize from their reflections on learning to theories about learning and to application in the workplace. Through ongoing formal and informal evaluation, students involved in the program offered positive feedback on the group and individual reflection assignments.

Donnison (1998) also described the value of the Kolb learning cycle in his evaluation of an outdoor training program. Seeking to test the theoretical basis for outdoor management development, researchers interviewed 46 participants and facilitated post-training focus groups. Participants were asked to make sense of the course and describe the various aspects they noticed about the training. The findings matched the content of the Kolb learning cycle, and corresponded with empirical and conceptual literature on experiential learning. Participants were able to describe links between course learning and their working lives.

<center>Experiential Learning in General</center>

Experiential learning, an umbrella term for different educational practices, has been successfully applied in a variety of settings and is widely accepted as an effective

component of adult learning. In addition to literature citing the use of the Kolb experiential learning model, a number of studies provide evidence on the effectiveness of training programs using other experiential learning approaches. In a study by Rocha (2000), one group of social work graduate students attended an advanced policy course on experiential service learning, while the control group did not. Service learning, a type of experiential learning, involves working in an activity that meets community needs and emphasizes reflection in order to integrate the experience with course content. While both groups highly valued political skills, those involved in experiential training were significantly more likely to perceive themselves as competent in policy issues and were significantly more likely to perform policy activities after graduation. In another study of service learning, Mayhew (2000) compared one group of special education students assigned to design their own project from scratch with unlimited choices, to a second group being assigned a limited-choice project. The limited-choice group only needed to make choices based on what was presented to them to complete the project. Students benefited from both approaches, but the students with limited-choice were able to make more specific connections between course content and service experience.

In another study of college students, Rustici (1997) demonstrated that students assigned to actually write a sonnet (participating in the experience) demonstrated increased formation and retention of critical concepts compared to those assigned to write an essay about sonnets.

There are exceptions to the general support of experiential learning in the academic setting. In a course on fashion illustration, there was no difference between pre- and post-test measures for students taught with experiential methods compared with

those taught with an expository (lecture style with explanation) approach (Dragoo, Martin & Horridge, 1998). In addition, Kvam (2000) examined the effects of experiential methods on student retention in an introductory engineering statistics class and found that the experiential method helped average or below-average students retain learning eight months after the course. However, due to the small number of study subjects, the difference was not statistically significant.

In the arena of nonacademic adult learning, Fantuzzo (1997) demonstrated that Head Start teachers and parents participating in both a workshop and an experiential learning session involving guided practice and feedback from peers had increased trainee satisfaction and better adult-adult and adult-child interaction in the classroom compared with those attending only the workshop. In addition, Karner, Rheinheimer and DeLisi (1998) demonstrated a significant pre-to post-test increase in scores for objective knowledge and positive attitude among hospital personnel who attended an experiential learning program about the special needs of the elderly.

Much of the literature on experiential learning comes from the area of outdoor management training courses, or "adventure learning." In addition to the study by Donnison (1998), a study by Doherty (1995) evaluated variations on the experiential learning model. In her study, Doherty compared the effects of three facilitation styles (which she termed "mountains speak for themselves", "outward bound plus", and the "metaphoric model") to test the degree to which structured reflection and verbalization of the experience increases conscious and transferable learning. In the "mountains speak for themselves" group, facilitators introduced the activity with rules and safety instructions. There was a period for individual reflection after the training, but no facilitated

discussion. The "outward bound plus" group added facilitated discussion after each activity, with leaders emphasizing specific connections between the activity and situations in the workplace. In the "metaphoric model" group, leaders facilitated a discussion on these specific themes and connections before the activity, and briefly revisited the issues after each activity.

Based on the analysis of pre- and post-test scores, and a retention test score after 30 days, the study demonstrated that the course generated significant learning for all students. However, mean scores for positive change at post-test among those instructed with the "metaphoric model" were more than twice those of students in the "mountains speak for themselves" and "outward bound plus" groups. In addition, there was greater beneficial learning indicated for the "metaphoric model" group 30 days after the training, compared with the other groups (Doherty, 1995).

The above research suggests that three essential components must be incorporated for experiential education programs to be deemed effective. These components are hands-on experience, facilitated discussion, and structured reflection.

Conclusion

Studies evaluating volunteer training programs are widespread, but nothing discovered in the literature is directly comparable to the present study. This review depicts only a sampling of the types of studies that have been published on the evaluation of volunteer training programs. The reviewed Girl Scout research, although not specifically designed to gain feedback from leaders on their training, shows in an indirect way some of the effects of the Girl Scout leader-training program, such as increased leadership skills and self-confidence. The studies on the Kolb model (1984) and

experiential learning in general are useful in that they identify essential components that must be incorporated for experiential education programs to be deemed effective. These components are hands-on experience, facilitated discussion, and structured reflection.

Overall, this literature review suggests there is a paucity of published studies focused on the reactions and opinions of recipients of experiential training. The present study of the opinions of leaders regarding the relative value of their new leader-training program will partially fill this void.

Chapter Three: Methodology

Both a quantitative and qualitative approach were used in this study to explore responses from Girl Scout leaders regarding the relative value of their Basic Leader Training Course.

Subject/Respondents

The subjects for this study are Girl Scout leaders from a midsize council located in northern California. A midsize council is one that serves between 3000 and 6000 girls. When volunteers register with the council, they are assigned a code depending upon their position. The position code for leaders is 01. Only females who are at least 18 years old may register in the 01 position. All leaders who were registered under the 01 position code as of January 1, 2001 were sent a questionnaire.

Approximately 390 questionnaires were sent out. If a respondent did not complete the Basic Leader Training Course offered through the council, she was asked to return the questionnaire unanswered.

Research Design

The research is based on a mailed questionnaire. The hypotheses stated in Chapter One were tested by analyzing responses to a written mail survey. Because the use of a questionnaire does not require personal contact with the subjects, a certain level of objectivity was maintained.

The research is retrospective in that respondents had already completed Basic Leader Training and had applied what they learned before answering the survey. The research is cross-sectional in that it examines leaders' opinions at one point in time.

Instrumentation

The instrument for conducting this study was a two-page questionnaire (Appendix D) containing four multiple-choice questions, one scale question, and two open-ended questions. The questionnaire titled "Girl Scout Leaders – 10 Minute Survey" was designed to be easy and quick to complete, yet provide data adequate to answer the research questions and test the previously stated hypotheses. The following brief instructions were placed at the beginning of the questionnaire: "Please answer the following questions based on your own perspective. Your answers will be kept anonymous."

Procedures

The questionnaire was developed according to the following steps. A first draft was developed and presented to the Master of Nonprofit Administration class at USF. Feedback from the professor and students was considered in making revisions. A pre-test was administered to the staff at the council, who are familiar with the Basic Leader Training Course. Revisions were made to improve clarity and other aspects based on suggestions. The former director of adult development for the council was consulted for advice on identifying aspects of the Basic Leader Training Course for question 5, which asked respondents to rate the value of each aspect included in Basic Leader Training.

A cover page (Appendix E) was included to introduce the researcher and describe the purpose of the research. The cover page included a space for respondents to indicate if they had not completed Basic Leader Training through the council. If respondents had not completed Basic Leader Training through the council, they were asked to return the questionnaire unanswered in the self-addressed envelope. If respondents had completed

the council's Basic Leader Training Course, they were asked to complete the survey and

return it in the self-addressed envelope. The due date of September 14, 2001, allowed

respondents approximately two weeks to complete and return the survey.

Careful attention was paid to the wording of questions to avoid biasing

respondent's answers. For example, it is common knowledge that leaders are required to

complete the Basic Leader Training Course within four months of their appointment to

the position of leader. To avoid putting on the spot anyone who had not met this

requirement, the cover page addressed the issue in a way that gave leaders permission to

be honest and not feel uncomfortable if they had not completed the requirement. The

following is the portion of the cover page that addressed this issue:

> If you have completed the council's Basic Leader Training Course, will
>
> you please help me by taking a few moments to complete the enclosed
>
> survey? Your responses will be used to help design Basic Leader Training
>
> to better meet the needs of leaders. Your name is not required and
>
> answers will be kept anonymous. Your participation in this study is
>
> completely voluntary. If you agree to participate, please return the survey
>
> in the pre-addressed, pre-stamped envelope by September 14, 2001.
>
> If you have not completed the council's Basic Leader Training Course,
>
> please check the box below and return the questionnaire unanswered in the
>
> self-addressed envelope by September 14, 2001.
>
> ☐ I have not completed the council's Basic Leader Training Course.

Because the survey did not ask the leaders to identify themselves, responses are

anonymous. By asking leaders who had completed the council's Basic Leader Training

Course to provide information based on their experience, it was implied that leaders who had not completed the course simply would not be able to provide such information. The questionnaire was worded to help respondents who had not completed Basic Leader Training to understand that although their answers would not be useful to the research, they themselves were not being judged for not completing the requirement.

Mailing labels for all volunteers registered under the 01 leader position code were obtained from the council's computerized registration system. The questionnaire and cover page were sent with a pre-addressed, pre-stamped envelope to each leader via first class mail. A reminder/thank-you postcard (Appendix F) was sent to thank those who returned the questionnaire and to request those who had not, to please do so.

<u>Operational Definitions of Relevant Variables</u>

Leaders' valuation of aspects of Basic Leader Training were measured by analyzing responses to question 5, which asked respondents to rate on a five-point scale how valuable they found each of the following aspects of their Basic Leader Training Course to be:

Girl Scout Program	Troop Management	Resource Information
Girl Scout program goals	How to organize troop meetings	Service unit information
Troop government	Obtaining parent help	Where to buy Girl Scout supplies
Girl Scout Promise & Law	Age-appropriate behavior	Where to get help for problems
Girl Scout badges & signs	Field trip procedures	
Performing ceremonies	What forms to use when	Where to find ongoing support
	Troop finances/bank accounts	Information on council events
	Liability issues	Information on council training
	Using Safety-wise	Getting to know other leaders
		Trainer's knowledge

The following variables were operationalized by the subject's responses:

1. Number of years of experience in the leader position for different age levels after completion of Basic Leader Training

2. Whether or not the leader has had the experience of being a trainer

3. Age level for which the leader is in charge

4. Previous experience working with a group of six or more youths under the age of 17

Treatment of Data

Data collected from the surveys were entered into the computer and analyzed statistically using a software program called Statistical Package for Social Science

(SPSS). The analysis of data began with a description of the population, which includes percentage distributions for the following variables:

1. Years of experience since completing Basic Leader Training

2. Years of experience with each age-level

3. Currently age level of the troop leaders

4. Experience as a trainer

5. Previous experience working with a group of 6 or more youths under the age of 17 before completing Basic Leader Training

The description of the population includes general findings, along with any anomalies and more interesting discoveries. The percentage distributions for each question are discussed, and tables are presented to show two of the main percentage distributions: Years of experience since completing Basic Leader Training, and age-level of troops led by respondents.

The basis for analysis is the measurement of leader's perceptions. Responses from question 5, which asked respondents to rate the value of the aspects of Basic Leader Training, were correlated with questions 1 through 4, which were stated as follows:

1. Since you completed Basic Leader Training, how many years of experience have you had as an active leader?_____

Of these years, list the number of years you have been active with each age level:

Daisy_____

Brownie_____

Junior_____

Cadette_____

Senior_____

2. For which age level are you currently a leader? (Check all that apply)

Daisy_____

Brownie_____

Junior_____

Cadette_____

Senior_____

3. Have you ever been or are you currently a Girl Scout Trainer?

YES_____

NO_____

4. Before you completed Basic Leader Training, did you have previous

experience working with a group of 6 or more youth under the age of 17?

YES_____

NO_____

The level of measurement for all of the questions on the survey is either nominal

or ordinal, with the exception of the two open-ended questions (6 and 7) and one interval

question. The nominal level of measurement includes dichotomous values only. A

gamma and a cross-tabulation were used as descriptive statistics to test the level and

significance of association between variables. Because of the large number of cross-tabs,

not all the tables for the cross-tabs are presented. Instead, cross-tabs that showed strength

and significance to support the hypotheses are discussed. Tables were chosen to present

data to describe the population and show unexpected findings.

The two open ended questions (6 and 7) asked respondents to list any other

aspects of Basic Leader Training they had found valuable and identify any aspects they thought should have been included in Basic Leader Training that were not. Responses to these questions were grouped into categories of similarity and are listed in Chapter Four. Responses that occurred five or more times are also listed. These responses are further discussed in Chapter Five.

Limitations of the Study

This study is limited by the fact that it is designed to gather and analyze leaders' opinions; therefore it does not necessarily assess the effectiveness of the Basic Leader Training. The findings are based on leader's perceptions, which may be influenced by factors that are difficult to identify. Some of the findings may be based on leader's memories of what may be a distant experience. This study is limited to one point in time and does not address new leader training over time. Due to time constraints and the limited scope of this study, there is no methodology for follow-up.

Although there were plans in the research design to apply the inferential statistic associated with gamma, such analysis was limited, due to the fact that entire population of 01 Girl Scout leaders for the council was included in the sample.

Because the author is the director of membership and marketing for the council under study, the survey could have been construed as pressure from the council for leaders to participate in the study. This, however, was not a problem because leaders were not asked to list their names on the survey. Also, the cover letter asked leaders for their help and described why their responses are valuable. The cover letter also clearly stated that participation in the study was voluntary.

Chapter Four: Results

Description of the Population

The subjects in this study are 191 Girl Scout leaders who completed and returned a questionnaire evaluating their Basic Leader Training. A total of 390 surveys were mailed to all 01-registered leaders at the council. Of the 390 surveys, 11 were returned undeliverable, 24 were returned unanswered (the instructions asked respondents to return the questionnaire unanswered if they had not completed Basic Leader Training through the council), and 191 were returned completed. From a base of 355, 191 completed surveys represents a response rate of 54 percent.

The first question on the survey asked respondents to identify how many years of experience they had as an active leader since completing Basic Leader Training. The number of years of experience respondents reported ranged from 1 to 17 years, with one subject reporting 44 years. (Table 1 shows the percentage distribution for number of years of experience since completing Basic Leader Training). Almost 68% of the subjects indicated they had between 1 and 4 years of experience; 26.2% indicated they had between 5 and 10 years; 5.8% indicated they had between 11 and 17 years, and only one subject reported more than 17 years. The mean is 4.6 years, the median is 3 years, and the mode is also 3 years.

Table 1

Years of Experience Since Completing Basic Leader Training

Years	Respondents	Percentage	Cumulative percentage
Between 1 & 4 years	129	67.9	67.9
Between 5 & 10 years	50	26.2	94.2
Between 11 & 17 years	11	5.8	100.0
More than 17 years	1	.5	100.0
Total	191	100.0	100.0

The second part of the first question asked respondents to list the number of years they had been active with each age level. Thirty-one percent of the 191 subjects reported having had experience as a Daisy Girl Scout leader. Ninety-seven percent of the 59 subjects who reported having had experience as a Daisy leader reported having had one year of experience since completing Basic Leader Training. This high percentage is to be expected because many leaders begin at the Daisy level, and Daisy Girl Scouts is the only age level that serves girls for one year only. For the 59 subjects who reported having experience as a Daisy leader, the mean number of years is 1.03, the median is 1 year, and the mode is also 1 year.

Eighty-seven percent of the 191 respondents reported having had experience as a Brownie Girl Scout Leader. Of the 166 subjects who reported having had this experience, 96% reported having had three years or fewer. Of the 166 subjects who

reported having experience as a Brownie leader, the mean is 2.34 years, the median is 2 years, and the mode is 3 years.

Fifty-seven percent of the 191 respondents reported having had experience as a Junior Girl Scout leader. Of the 109 subjects who reported having had this experience, 94% reported having had 3 years or fewer. Of the 109 subjects who reported having experience as a Junior leader, the mean is 2.53 years, the median is 3 years, and the mode is also 3 years.

Twenty-seven percent of the 191 respondents reported having had experience as a Cadette Girl Scout leader. Of the 51 subjects who reported having had this experience, 92% reported having 3 years or fewer. Of the 51 subjects who reported having experience as a Cadette leader, the mean is 2.33years, the median is 2 years, and the mode is 1 year.

Only 12% of the 191 respondents reported having had experience as a Senior Girl Scout leader. Of the 23 subjects who reported having had this experience, 70% reported 3 years or less. Of the 23 subjects who reported having experience as a Senior leader, the mean is 3.26 years, the median is 2 years, and the mode is 1 year.

The second question on the survey asked respondents to identify the age level for which they are currently a leader. Of the 191 respondents, 31.4% indicated they were currently Junior leaders, whereas only 2.1% said they were currently Daisy leaders. These figures are interesting because the Girl Scout membership year runs from October 1 through September 30. Most Girl Scout troops are inactive during the summer months and begin activities in late August. The survey was sent out in the beginning of September with a due date of September 12. Because the Daisy Girl Scout age level

serves girls for one year only, most Daisy troops move up (bridge) to Brownies after their

first year. It appears that Daisy leaders who were active during the current year (2001)

responded as if they were currently Brownie leaders. It is most likely the case that

leaders from other age levels who are bridging to the next level this year also answered as

if they had already bridged to the next age level. Table 2 shows the percentage

distribution for respondents' current age level of leadership. Because the majority of

girls who are served through Girl Scouts are between the ages of 5 and 12, it is not a

surprise that almost 60% of the respondents indicated their current level of leadership to

be at the Daisy, Brownie, or Junior age level (not including the multiple age-level

responses).

Table 2

Age Level of Troops Led by Respondents

Age level	Respondents	Percentage	Cumulative percentage
Daisy	4	2.1	2.1
Brownie	49	25.7	27.7
Junior	60	31.4	59.7
Cadette	32	16.8	75.9
Senior	16	8.4	84.3
Multiple	26	13.6	97.9
Not a leader	4	2.1	100.0
Total	191	100.0	100.0

The third question asked respondents if they had ever been or were currently a Girl Scout trainer. Ninety-four percent ($n = 165$) said "no" to this question, with six percent ($n = 11$) responding "yes."

The fourth question asked respondents to indicate if they had previous experience working with a group of 6 or more youths under the age of 17 before they completed Basic Leader Training. Sixty-five percent ($n = 125$) indicated they had previous youth group experience, while 35% ($n = 66$) indicated they had not had such previous experience.

The fifth question asked respondents to rate on a scale of one to five, how valuable they found each aspect of Basic Leader Training. The number zero was included for respondents to indicate if one of the aspects listed on the survey was not a part of their training. For organization and evaluation purposes, aspects of Basic Leader Training were grouped into three categories: (a) Girl Scout program, (b) troop management, and (c) resource information. Tables 3, 4, and 5 show the percentage distributions for what respondents identified as "extremely or very valuable", "not at all or not very valuable", and "not a part of their training" for each of the categories. Because the purpose of this study was to discover which aspects of training leaders identify as more or less valuable, the "somewhat valuable" responses were dropped from the analysis.

Within the Girl Scout program category, the three aspects that stood out are examples of songs and games, performing ceremonies, and troop government. Table 3 shows that almost 61% of the respondents identified examples of songs and games as extremely or very valuable, yet 25.1% indicated songs and games were not a part of the

training. Almost 44% of the respondents identified ceremonies as extremely or very valuable, yet 26.7% indicated ceremonies were not included in the training. The responses for troop government are interesting because 45% of the respondents identified this aspect as extremely or very valuable, 15.2% indicated that it was not at all or not very valuable, and almost 13% indicated that it was not a part of their training. Two out of the six aspects of the Girl Scout program category had responses of 70% or above for "extremely or very valuable". Three out of the six aspects in the Girl Scout program category had responses of 10% or more for "not a part of the training".

Table 3

Girl Scout Program Aspects of Basic Leader Training Evaluated by Respondents

Aspects of Basic Leader Training	Response percentages		
	Extremely or very valuable	Not at all or not very valuable	Not included in training
Girl Scout program			
Girl Scout Promise and Law	74.9	6.3	1.6
Girl Scout badges and signs	70.2	6.3	6.8
Girl Scout program goals	67.5	4.7	4.7
Examples of songs and games	50.8	4.7	25.1
Troop government	45.0	15.2	12.6
Ceremonies	43.5	8.4	26.7

Table 4 shows that within the troop management category, obtaining parent help was identified as extremely or very valuable by 57.1% of the respondents, yet 14.1% indicated that obtaining parent help was not included in the training. Only 4.2% identified obtaining parent help as "not at all or not very valuable." Four out of the eight aspects of the troop management area had responses of 70% or higher for "extremely or very valuable". Only one out of the eight aspects in the troop management area had responses of 10% or more for "not a part of the training".

Table 4

Troop Management Aspects of Basic Leader Training Evaluated by Respondents

Aspects of Basic Leader Training	Response percentages		
	Extremely or very valuable	Not at all or not very valuable	Not included in training
Managing the troop			
Using Safety-wise	78.5	1.6	1.0
What forms to use when	74.3	3.1	3.1
How to organize troop meetings	72.3	5.2	2.6
Field trip procedures	70.2	3.1	3.7
Troop finances/bank accounts	69.1	4.2	3.7
Liability issues	67.5	3.1	4.7
Obtaining parent help	57.1	4.2	14.1
Age-appropriate behavior	54.5	8.9	8.9

Table 5 shows that within the resource information category, almost 60% of the respondents identified service unit information as extremely or very valuable, yet 18.3% said it was not a part of their training. Only 2.6% said it was not at all or not very valuable. Resource information aspects received the highest responses for being extremely or very valuable with trainer's knowledge rated highest at 79.1%, ranging downward to 59.2% for service unit information. Three out of the eight aspects of the

resource information area had responses of 70% or higher for "extremely or very valuable". Two out of the eight aspects in the resource information area had responses of 10% or more for "not a part of the training".

Table 5

Resource Information Aspects of Basic Leader Training Evaluated by Respondents

Aspects of Basic Leader Training	Response percentages		
	Extremely or very valuable	Not at all or not very valuable	Not included in training
Resource information			
Trainer's knowledge	79.1	1.0	3.1
Where to buy Girl Scout supplies	75.4	2.6	2.6
Information on council events	74.9	2.6	5.2
Where to get help for problems	67.5	4.2	8.4
Information on council training	67.0	4.2	6.8
Getting to know other leaders	62.8	7.9	6.3
Where to find ongoing support	62.3	6.8	10.5
Service unit information	59.2	2.6	18.3

Overall, of 22 aspects that respondents indicated were extremely or very valuable, three of the top five came from the resource information category. One aspect came from the troop management category and one came from the Girl Scout program category.

41

The top five aspects that respondents rated as extremely or very valuable are listed below in order of highest to lowest percentage:

1. Trainer's knowledge (79.1%), resource information category

2. Using Safety-wise (78.5%), troop management category

3. Where to buy Girl Scout supplies (75.4%), resource information category

4. Girl Scout Promise and Law (74.9%), Girl Scout program category

5. Information on council events (74.9%), resource information category

Two of the top five aspects that respondents indicated were not at all or not very valuable came from the Girl Scout program category; two aspects came from the resource information category; and one came from the troop management category. The top five aspects which respondents rated as not at all or not very valuable are listed below in order of highest to lowest percentage:

1. Troop government (15.2%), Girl Scout program category

2. Age-appropriate behavior (8.9%), troop management category

3. Ceremonies (8.4%), Girl Scout program category

4. Getting to know other leaders (7.9%), resource information category

5. Where to find ongoing support (6.8%), resource information category

Three of the top five aspects that respondents identified as not a part of their training came from the Girl Scout program category. One aspect came from the troop management category and one came from the resource information category. The top five aspects that respondents reported were not a part of their training are listed below from highest to lowest percentage:

1. Performing Ceremonies (26.7%), Girl Scout program category

2. Examples of songs and games (25.1%), Girl Scout program category

3. Service unit information (18.3%), resource information category

4. Obtaining parent help (14.1%), troop management category

5. Troop government (12.6%), Girl Scout program category

<u>Evaluation of the Research Hypotheses</u>

Cross-tabs with a gamma for strength of association were run to test the research hypotheses. For all the hypotheses tested, the variables were collapsed to group together the "very valuable" and "extremely valuable" responses and to group together the "not very valuable" and "not at all valuable" responses. The "not a part of my training" and the "somewhat valuable" responses were excluded from this part of the analysis. Because of the high number of cross-tabs, individual tables are not presented; instead, cross-tabs that resulted in a significance level of less than .05 ($p = < .05$) are discussed. The following section restates the hypotheses and includes a discussion of the findings. Possible reasons and implications for the findings are further discussed in Chapter Five.

<u>Hypothesis 1</u>: Leaders who have had the experience of being a trainer will identify different aspects of the Basic Leader Training Course as more or less valuable than leaders who have not been trainers.

Of the 191 respondents, only 11 reported having experience as a trainer. The council currently has 23 trainers, but not all trainers were registered under the 01 position code when the surveys were sent out. Also, not all the trainers went through the Basic Leader Training Course at the council. The original thinking behind this hypothesis was to try to determine if trainers valued different aspects of Basic Leader Training from a trainer's point of view as opposed to a leader's point of view. To measure trainer's

views, a separate survey designed to collect feedback from trainers should have been created and administered to all 23 of the trainers. Because the survey for the present study was designed for subjects responding from a leader's point of view, it is difficult to determine whether the trainers who responded did so from a leader's perspective, or a trainer's perspective. For this reason – and due to the fact that only 11 trainers responded – cross tabs were not run for this hypothesis. General findings show that trainers rated all aspects of Basic Leader Training as either extremely or very valuable. Trainer's responses to the open-ended questions are discussed in Chapter Five.

Hypothesis 2: Leaders who have had previous experience working with youths prior to completing the Basic Leader Training Course will identify different aspects of the training as more or less valuable than those who have not had such prior experience.

The two aspects of Basic Leader Training that show statistical significance to support this hypothesis are Girl Scout program goals and the Girl Scout Promise and Law. Girl Scout program goals has a significance of .049 with a strength of association of .670. Of the 87 respondents who had previous experience, 90.8% identified the Girl Scout program goals as either extremely or very valuable, and only 9.2% identified Girl Scout program goals as not at all or not very valuable. Of the 51 respondents who did not have previous experience, 98% identified the Girl Scout program goals as either extremely or very valuable, and only 2% identified Girl Scout program goals as not at all or not very valuable. These findings indicate that leaders who did not have previous experience working with youths found the Girl Scout program goals portion of the training to be more valuable than those who had previous experience.

The Girl Scout Promise and Law aspect of the training has a significance of .016 with strength of association of .718. Of the 103 respondents who had previous experience, 89.3% identified the Promise and Law as either extremely or very valuable and 10.7% identified the Promise and Law as not at all or not very valuable. Of the 52 respondents who did not have previous experience, 98.1% identified the Promise and Law as either extremely or very valuable. Only 1.9% identified the Promise and Law as not at all or not very valuable. These findings indicate that leaders who did not have previous experience working with youths found the Promise and Law portion of the training to be more valuable than those who had previous experience.

Hypothesis 3: The amount of time leaders have spent in the leader position after completing Basic Leader Training will have an impact on what aspects of the Basic Leader Training Course they identify as more or less valuable.

Before running the cross tabs to test this hypothesis, the variables for number of years as an active leader were collapsed to group together the years as follows: 1 to 4 years, 5 to 10, years and 11 to 17 years as an active leader. The only aspect of Basic Leader Training that shows statistical significance to support this hypothesis is information on council events. The significance level for information on council events is .024 with strength of association of 1.0. Of the 102 leaders who had between one and four years as an active leader, 95.1% identified information on council events as extremely or very valuable and 4.9% identified this aspect as not at all or not very valuable. Of the 36 respondents who had between 5 and 10 years as an active leader, 100% identified information on council events as extremely or very valuable. Of the nine respondents who had between 11 and 17 years as an active leader, 100% identified

information on council events as extremely or very valuable. What these findings show is that leaders who have been active in their roles as leaders longer, find information on council events to be more valuable than those with a shorter amount of time in leadership positions.

Hypothesis 4: The age level of the troops leaders serve will impact what aspects of Basic Leader Training they identify as more or less valuable.

Badges and signs is the only aspect of Basic Leader Training that shows statistical significance to support this hypothesis. The badges and signs aspect of Basic Leader Training has a significance of .030 and a strength of association of -.431. All 39 Daisy or Brownie leaders identified badges and signs as extremely or very valuable. Of the 44 Junior leaders, 84.1% identified badges and signs as extremely or very valuable and 15.9% identified them as not at all or not very valuable. Of the 23 Cadette leaders, 91.3% identified badges and signs as very or extremely valuable and 8.7% identified them as not at all or not very valuable. Of the 13 Senior leaders, 84.6% identified badges and signs as extremely or very valuable and 15.4% identified them as not at all or not very valuable. These findings show that leaders of different age levels differ significantly in their valuation of the badges and signs aspect of the Basic Leader Training.

Other Findings

Because of the high percentage of responses that indicated certain aspects were not a part of the Basic Leader Training respondents received, two post-survey hypotheses were developed in addition to the original four.

Hypothesis 5

The current age level of the troop for which leaders serve will impact what

aspects leaders identify as not included in the training.

<u>Hypothesis 6</u>

The amount of time spent as a leader will impact what aspects leaders identify as not included in the training.

Cross-tabs were run to test the significance level and strength of association for these hypotheses. Responses that indicated the subject was currently a leader for multiple age levels or not currently a leader were eliminated from this portion of the analysis. The number of missing responses equals 30.

There are five aspects of Basic Leader Training that show statistical significance to support Hypothesis 5. These aspects include (a) examples of songs and games, (b) what forms to use when, (c) service unit information, (d) where to get help for problems, and (e) where to find ongoing support. Using the book <u>Safety-wise</u> was the only aspect of the training that had a response of 100% to indicate it was included in Basic Leader Training.

Table 6 shows that of the 53 Daisy or Brownie leaders, 43.4% (n = 23) indicated that examples of songs and games were not a part of the training. Only 11.7% (n = 7) of Cadette leaders indicated that examples of songs and games were not a part of their training. Although the age-level of the troop a leader serves did seem to have an impact on whether or not songs and games were a part of the training, analysis shows no specific pattern of difference among leaders of the various age levels of troops.

Table 6

Inclusion of Songs and Games in Basic Leader Training by Troop Age Level

	Troop age level				
Songs and games	Daisy or Brownie	Junior	Cadette	Senior	Total
Not included					
Respondents	23	7	10	2	42
Percentage	43.4	11.7	31.3	12.5	26.1
Included					
Respondents	30	53	22	14	119
Percentage	56.6	88.3	68.8	87.5	73.9
Total					
Respondents	53	60	32	16	161
Percentage	100.0	100.0	100.0	100.0	100.0

Note. Gamma = .322; *p = < .05

As shown in Table 7, Daisy or Brownie leaders were the only age-level leadership group to indicate that instructions on forms were not included in the training. Of the 53 Daisy or Brownie leaders, 7.5% (n = 4) indicated instructions on forms were not included in their training. All other age-levels of leadership had a 100% response to indicate instructions on forms were included in the training.

Table 7

Inclusion of Forms Usage in Basic Leader Training by Troop Age Level

Usage of forms	Troop age level				
	Daisy or Brownie	Junior	Cadette	Senior	Total
Not included					
Respondents	4	0	0	0	4
Percentage	7.5	0	0	0	2.5
Included					
Respondents	49	60	32	16	157
Percentage	92.5	100	100	100	97.5
Total					
Respondents	53	60	32	16	161
Percentage	100.0	100.0	100.0	100.0	100.0

Note. Gamma = 1.00; *p = < .05

Table 8 shows that leaders of older age-level troops had a significantly higher percentage of responses indicating that service unit information was not a part of their training. Of the 16 Senior leaders, 43.8% (n = 7) indicated that service unit information was not included in their training. In contrast, only 11.3% (n = 6) of the Daisy or Brownie leaders indicated that service unit information was not included in their training.

Table 8

Inclusion of Service Unit Information in Basic Leader Training by Troop Age Level

	Troop age level				
Service unit information	Daisy or Brownie	Junior	Cadette	Senior	Total
Not included					
Respondents	6	6	9	7	28
Percentage	11.3	10.0	28.1	43.8	17.4
Included					
Respondents	47	54	23	9	133
Percentage	88.7	90.0	71.9	56.3	82.6
Total					
Respondents	53	60	32	16	161
Percentage	100.0	100.0	100.0	100.0	100.0

Note. Gamma = -.446; **p = < .01

Table 9 shows the leaders of older age-level troops had a significantly higher percentage of responses that indicate the "where to get help for problems" aspect was not included in the training. The percentage of responses indicating that "where to get help for problems" was not included in the training received, ranges from zero for Daisy or Brownie leaders to 25% (n = 4) for Senior leaders.

50

Table 9

Inclusion of "Where to Get Help for Problems" in Basic Leader Training by Troop Age

Level

Where to get help for problems	Troop age level				
	Daisy or Brownie	Junior	Cadette	Senior	Total
Not included					
Respondents	0	3	6	4	13
Percentage	0	5.0	18.8	25.0	8.1
Included					
Respondents	53	57	26	12	148
Percentage	100.0	95.0	81.3	75.0	91.9
Total					
Respondents	53	60	32	16	161
Percentage	100.0	100.0	100.0	100.0	100.0

Note. Gamma = -.760; ***p = . <001

Table 10 shows that the leaders of older age-level troops had a significantly

higher percentage of responses indicating that "where to find ongoing support" was not

included in their training. The percentage of responses that indicated "where to find

ongoing support" was not included in the training received, ranges from 3.8% (n = 2) for

Daisy or Brownie leaders to 18.8% (n = 3) for Senior leaders.

Table 10

Inclusion of "Where to Find Ongoing Support" in Basic Leader Training by Troop Age

Level

Where to find ongoing support	Troop age level				
	Daisy or Brownie	Junior	Cadette	Senior	Total
Not included					
Respondents	2	3	7	3	15
Percentage	3.8	5.0	21.9	18.3	9.3
Included					
Respondents	51	57	25	13	146
Percentage	96.2	95.0	78.1	81.3	90.7
Total					
Respondents	53	60	32	16	161
Percentage	100.0	100.0	100.0	100.0	100.0

Note. Gamma = -.536; *$p = < .05$

There are four aspects of Basic Leader Training which show statistical

significance to support the sixth hypothesis. These aspects include (a) field trip

procedures, (b) service unit information, (c) where to get help for problems, and (d)

where to find ongoing support.

Table 11 shows that the fewer years respondents had as leaders, the higher the percentage of responses indicating that field trip procedures were not included in their training. Respondents who had between one and four years in a leadership position had a response rate of 5.4% ($n = 7$) indicating that field trip procedures were not a part of their training; whereas 100% ($n = 61$) of leaders who had between 5 and 17 years in a leadership position indicated that field trip procedures were included in their training.

Table 11

Inclusion of Field Trip Procedures in Basic Leader Training by Years as Leader

Field trip procedures	Years as leader			
	1-4	5-10	11-17	Total
Not included				
Respondents	7	0	0	7
Percentage	5.4	0	0	3.7
Included				
Respondents	122	50	11	183
Percentage	94.6	100.0	100.0	96.3
Total				
Respondents	129	50	11	190
Percentage	100.0	100.0	100.0	100.0

Note. Gamma = 1.0; **$p = < .01$

Table 12 shows a positive linear relationship illustrating that the more leadership years the respondents have, the higher the percentage of responses indicating that service unit information was not included in their training. The percentage of responses that indicated service unit information was not included in the training, ranges from 13.2% ($\underline{n}$ = 17) for respondents with 1 to 4 years to 45.5% ($\underline{n}$ = 5) for respondents with 11 to 17 years.

Table 12

Inclusion of Service Unit Information in Basic Leader Training by Years as a Leader

Service unit information	Years as leader			
	1-4	5-10	11-17	Total
Not included				
Respondents	17	13	5	35
Percentage	13.2	26.0	45.5	18.4
Included				
Respondents	112	37	6	155
Percentage	86.8	74	54.5	81.6
Total				
Respondents	129	50	11	190
Percentage	100.0	100.0	100.0	100.0

Note. Gamma = -.462; **p = .01

Although there is a significant range among respondents for number of years in leadership, no specific pattern emerged from analyzing whether the "where to get help for problems" aspect was included in their training. Table 13 shows that respondents who had between 5 and 10 years of leadership experience had the highest rate of responses (22% [$n = 11$]) indicating that "where to get help for problems" was not included in their training.

Table 13

Inclusion of "Where to Get Help for Problems" in Basic Leader Training by Years as Leader

| Where to get help for problems | Years as leader | | | |
	1-4	5-10	11-17	Total
Not included				
Respondents	4	11	1	16
Percentage	3.1	22.0	9.1	8.4
Included				
Respondents	125	39	10	174
Percentage	96.9	78.0	90.9	91.6
Total				
Respondents	129	50	11	190
Percentage	100.0	100.0	100.0	100.0

Note. Gamma = -.668; **p = < .01

Table 14 shows a positive linear relationship that illustrates the more years as a leader the respondents have, the higher the percentage of responses indicating that "where to find ongoing support" was not included in their training. The percentage of responses that indicate "where to get help for problems" was not included in the training ranges from 4.7% ($\underline{n}$ = 6) for respondents with 1 to 4 years as leaders, to 27.3% ($\underline{n}$ = 53) for respondents with 11 to 17 years as leaders.

Table 14

Inclusion of "Where to Find Ongoing Support" in Basic Leader Training by Years as

Leader

Where to find ongoing support	Years as leader			
	1-4	5-10	11-17	Total
Not included				
Respondents	17	13	5	35
Percentage	13.2	26.0	45.5	18.4
Included				
Respondents	112	37	6	155
Percentage	86.8	74	54.5	81.6
Total				
Respondents	129	50	11	190
Percentage	100.0	100.0	100.0	100.0

Note. Gamma = -.665; **p = < .01

Open-ended Questions

There were two open-ended questions on the survey (questions 6 and 7).

Question 6 asked respondents to list any other aspects of Basic Leader Training that they

found valuable. Question 7 asked respondents if there was anything that should have

been included in Basic Leader Training that was not. Ninety-nine (51%) of the 191

respondents answered the open-ended questions. Because of the large number of

responses to the open-ended questions, not all are included in the following synopsis. Instead, responses that showed similarity, indicating some degree of consensus among respondents, are grouped together and listed in the following categories: (a) hands-on examples of activities and games, (b) songs and traditions, (c) ongoing support and guidance, and (c) miscellaneous suggestions.

Hands-on Examples of Activities and Games

Of the 99 respondents who answered the open-ended questions, 34 suggested that it would have been helpful to have more examples of hands-on activities and games. The following are some of the suggestions that respondents offered:

1. Compile and distribute a manual that gives instructions for fun games.

2. Use the age-level handbooks as more of a guide during the training.

3. Talk more about how to run the first few meetings and give examples of activities.

4. Invite older girls to lead hands-on activities and games at Basic Leader Training and pass out written instructions for participants to take home.

Songs and Traditions

Forty of the 99 respondents who answered the opened-ended questions indicated they would have benefited from the inclusion of more songs and ceremonies in their training. Many respondents said one or two songs was not enough and even if the words to the songs were passed out, that was not sufficient to enable them to teach the songs to the girls. The following is a list of some of the suggestions leaders offered to ensure they receive adequate training to deliver the songs and traditions portion of the program:

1. Invite an experienced troop to come and teach songs at the training.

2. Have a follow-up training to teach songs and give out a tape of the songs that are included. Also give out the words to the songs.

3. Hand out a list of older girl troops who can be contacted to come to troop meetings to teach and lead songs.

4. Distribute a booklet with detailed instructions on how and when to perform ceremonies.

5. Develop an updated list of the upcoming trainings for new leaders that will include songs and other enrichments, such as Leader's Faire. Distribute this list at every Basic Leader Training session and stress the importance of attending these trainings.

6. Have the older girl troops provide song and ceremony workshops at service unit meetings.

Ongoing Support and Guidance

Of the 99 respondents who answered the open-ended questions, 25 indicated they would have benefited from more ongoing support or guidance after completing Basic Leader Training. The following is a list of suggestions offered by these respondents:

1. A follow-up phone call from the trainer within one month of the training.

2. Have a trainer visit one of the first troop meetings.

3. Invite experienced leaders to the training to share tips and ideas.

4. Assign experienced leaders to mentor new troop leaders.

5. Assign an experienced sister troop to do activities with.

6. Provide a list of times and places of troop meetings that new troop leaders can visit.

7. Provide a list of staff positions and identify whom to call for what.

8. Encourage new leaders to exchange phone numbers and provide support for each other after the training.

9. Compile and distribute a booklet based on tips from experienced leaders.

10. Compile and distribute a booklet listing the most commonly asked questions and the answers to them.

Miscellaneous Suggestions

Prior to five years ago, there was no orientation segment of the Basic Leader Training. Since that time, the orientation segment has been developed as a separate segment and includes resource information such as, service unit information, where to buy Girl Scout supplies and where to get help for problems. Approximately 20 respondents indicated that they completed their training before the orientation segment was provided as a part of the training. Most of these respondents indicated that they would have benefited greatly from the provision of more resource information, which is now included in the orientation segment. The suggestions listed below were selected because they were mentioned by at least five respondents.

1. Include MEGS (Most Extraordinary Girl Scout) troop guidelines in Basic Leader Training (Appendix G).

2. Stress the importance of sharing the responsibilities of running the troop with the parents.

3. Have either staff or trainers attend the parents meeting to help get parents involved.

4. Make sure service unit directors know who their new leaders are so they can follow up with them.

5. Make sure someone from the service unit invites new leaders to attend the first service unit meeting. Also, introduce new leaders at this meeting.

6. Have more dates and times available for Basic Leader Training.

7. Provide Basic Leader Training online.

8. Instead of spending so much time going over the forms during the training, hand out a packet of forms with written instructions. Have a service unit volunteer, trainer, or staff person schedule a time to go over questions concerning the forms.

Summary of Findings

This study was created to answer the question of "What aspects of Basic Leader Training do leaders value most and least?" The following were the top five aspects that leaders identified as most valuable: (a) trainer's knowledge; (b) using Safety-wise; (c) where to buy Girl Scout supplies; (d) Girl Scout Promise and Law; and (e) information on council events. The top five aspects that respondents identified as least valuable were: (a) troop government; (b) age-appropriate behavior; (c) ceremonies; (d) getting to know other leaders; and (e) where to find ongoing support.

The original four hypotheses were developed in an attempt to provide possible explanations for why leaders would identify certain aspects of the training as more or less valuable. Five of the 22 aspects of the Basic Leader Training showed statistical significance supporting three of the four original hypotheses. These five aspects and the hypotheses they support include:

1. Girl Scout program goals (supports hypothesis 2)

2. Girl Scout Promise and Law (supports hypothesis 2 and 4)

3. Information on council events (supports hypothesis 3)

4. Badges and signs (supports hypothesis 4)

Two post-survey hypotheses (hypotheses 5 and 6) were developed in attempt to provide an explanation for the high percentage of responses that indicated certain aspects were not included in the Basic Leader Training respondents received. Nine of the 22 aspects of Basic Leader Training showed statistical significance supporting hypothesis 5, 6, or both. These nine aspects and the hypotheses they support include:

Supports Hypothesis 5	Supports Hypothesis 6
Examples of songs and games	Field Trip Procedures
What forms to use when	Service unit information
Service unit information	Where to get help for problems
Where to get help for problems	Where to find ongoing support
Where to find ongoing support	

The findings reported here in Chapter Four provide useful feedback on various aspects of Basic Leader Training as reported by leaders of troops at all different age levels of the Girl Scout council under study. Possible explanations and implications for these findings will be discussed in Chapter Five.

Chapter Five: Summary and Conclusions

Review of the Problem

The evaluation method used to assess the strengths and weaknesses of the council's Basic Leader Training have been limited to a level-one evaluation until now. According to Kirkpatrick (1998), the level-one evaluation is referred to as a reaction evaluation and is designed to gain feedback as the program takes place. As discussed in Chapter One, according to Kirkpatrick, there are four levels of an effective evaluation. As currently practiced, the council's Basic Leader Training course provides only the first of these four levels of evaluation. After each Basic Leader Training session, evaluations are passed out and participants are asked to complete and turn in the evaluations before they leave. Participants are therefore evaluating their experience in Basic Leader Training before they have a chance to apply what they have absorbed and learned, and before they are able to assess how valuable each aspect of the training was in helping them to perform the functions of their positions. Although this type of evaluation is an integral part of assessing the strengths and weaknesses of the training, it is limited in that it only addresses participants' reactions to what they have just experienced.

The present study was designed to add a level-two learning evaluation to the council's existing level-one reaction evaluation. Kirkpatrick defines level two as a learning evaluation, which gathers data about the information and techniques acquired by the participants. By gathering and analyzing leaders opinions on the value of each aspect of Basic Leader Training, this study increases the level of evaluation, while at the same time providing statistical data and meaningful feedback to strengthen Basic Leader Training.

Discussion of the Findings

Sample Population

Nationally, the majority of girls participating in Girl Scout programs fall between the ages of 5 and 12. Based on these statistics it is not surprising that almost 60% of the respondents in this study indicated they were Daisy, Brownie, or Junior Girl Scout leaders. Somewhat more surprising is the high percentage (13.6% [$n = 26$]) of leaders who indicated they were leaders of multiple age levels. These 26 respondents were dropped from much of the analysis because it would have been difficult to determine for which age level of Basic Leader Training they were responding.

It is also not surprising that almost 90% of the respondents reported having had experience as a Brownie leader. This is logical because most girls join the Girl Scouts at the Brownie age-level, and the majority of leaders volunteer for their daughter's troop. Congruent with this premise is that only 12% ($n = 23$) of the respondents reported having had experience as Senior leaders.

Discussion of the Hypotheses

Overall it is surprising that only that only 4 of the 22 aspects of Basic Leader Training showed statistical significance to support the hypotheses. The following section includes a review of the findings for each hypothesis and a discussion of possible reasons for the findings.

Because no cross tabs were run to test the first hypothesis, which suggested trainers would rate the value of aspects of Basic Leader Training differently than leaders, the responses from the 11 trainers were looked at closely. First, it is not surprising that 9 of the 11 trainers rated all the aspects of the training as extremely valuable and the other

two trainers rated all the aspects as very valuable. The years of experience as a leader for trainers ranged from 6 to 44 years. In comparison, the average number of years of experience among the 191 respondents was 3 years. The 11 trainers have a total of 122 years of experience among them – and these 11 are only half the trainers on the council's training team. As shown by their number of years of experience alone, these trainers share a wealth of experience and knowledge. As stated in Chapter Four, it would have been extremely useful to have developed and administered a separate survey specifically designed to gain feedback from trainers.

Of the 11 respondents who were trainers, seven answered the open-ended questions. Several of the responses indicated that having forms that are used most often on a computer disc would be useful. Others stated that much of the resource information (Chapter 3, p. 28), such as service unit information and "where to get help for problems" were not included in their training and that the training had improved since they completed it. This is an indicator that trainers may have been rating the value of the aspects of Basic Leader Training based on how they believe the training is now, from a trainer's point of view, as opposed to how it was when they attended, from a leader's point of view. Because of the great amount of experience and knowledge among the trainers, it would be beneficial for the council to do some follow-up research with the trainers.

For the second hypothesis, it is interesting that the two aspects of Basic Leader Training showing statistical significance came from the Girl Scout program category and are considered to be the foundations of Girl Scouting. Almost 100% of the respondents who did not have previous experience working with youth identified the Girl Scout

66

program goals and Girl Scout Promise and Law as extremely or very valuable. Of the respondents who had previous experience, only about 90% identified these aspects as extremely or very valuable. A possible explanation for the difference in ratings is that those who have had experience may have been more confident in knowing how to relate and link these aspects of the Girl Scout program to troop activities. Those without experience may have found these aspects more valuable because of their lack of experience in tying the philosophical aspects of the program, such as the Promise and Law, to the hands-on activities for the girls.

It is surprising that only one aspect showed statistical significance to support Hypothesis 3, which stated the amount of time spent in the leader position will have an impact on what aspects of Basic Leader Training leaders identify as more and less valuable. All of the leaders who had between 5 and 12 years of experience identified information about council events as extremely or very valuable, whereas 95% of leaders who had between 1 and 4 years of experience identified this aspect as extremely or very valuable. Assuming that the longer a leader is involved, the older the troop age-level she leads, there are several possible reasons for the difference in ratings. It could be that leaders who have been involved longer utilize the council events to supplement their troop program more than leaders who have been involved for shorter periods of time. As the girls in troops grow older, the programs become more complicated. Leaders of these troops may become more dependent on the council's events to supplement their troop program and therefore find information about council events more valuable. Another possible reason for the difference in ratings is that the leaders of younger girl troops may not yet be utilizing the information they obtained about council events and therefore do

not rate the information as being highly useful.

Hypothesis 4 stated that the age level of the troops which leaders serve will impact what aspects of Basic Leader Training leaders identify as more or less valuable. The one aspect that showed statistical significance supporting this hypothesis is the badges and signs aspect of training. Because badges and signs is an integral aspect of the Girl Scout program, it is not surprising that 100% of the Daisy and Brownie leaders (typically leaders with less experience) found the badges and signs aspect of training extremely or very valuable. What is interesting is that approximately the same percentage (84%) of Junior and Senior leaders found the badges and signs aspect extremely or very valuable, whereas 91% of Cadette leaders found the badges and signs aspect extremely or very valuable. The jump in percentage for Cadette leaders makes sense because there are significant changes that occur between the Junior and Cadette age-levels of the Girl Scout program, and badges and signs are an important part of these changes. The overall pattern suggests that when leaders are new or there is a significant shift in the Girl Scout program, leaders find more value the badges and signs aspect of the training.

Other Interesting Findings

Overall, the high percentage of respondents that indicated certain aspects were not included in the training was unexpected. Hypotheses 5 and 6 were developed (post-survey) in an attempt to provide an explanation for why there was such a high percentage of respondents who reported certain aspects were not included in the training they received. The following section restates hypothesis 5 and 6 and includes a discussion of possible explanations for the findings that resulted from testing these hypotheses.

Hypothesis 5 stated that the current age level of the troop for which leaders serve will impact what aspects leaders identify as not included in the training. Hypothesis 6 stated that the amount of time spent as a leader will impact what aspects leaders identify as not included in the training. It was interesting to find that 9 of the 22 aspects of Basic Leader Training showed statistical significance supporting hypothesis 5, 6, or both. Surprisingly, three of the five aspects most frequently named as not included in the training did not show statistical significance to support either hypothesis 5 or 6. These aspects included obtaining parent help, performing ceremonies, and troop government. This raises the question (unanswered in this study) of why were these aspects reported as not included in Basic Leader Training?

Interestingly, three of the nine aspects that showed statistical significance support both hypotheses 5 and 6. These aspects all came from the resource information category and include service unit information, "where to get help for problems", and "where to find ongoing support." These aspects most likely show significance for both hypotheses because the orientation portion of the training – which now includes the resource information – was developed as a separate segment of the training about five years ago. Until then, information on resources was not as heavily stressed and was mixed into other portions of the Basic Leader Training. It therefore makes sense that the leaders of older age-level troops and leaders who have been in their positions longer indicated these aspects were not included in their training.

It is interesting that although the songs and games aspect shows statistical significance to support hypothesis 5, no specific pattern between the leader's troop age-level emerged. Because of the lack of pattern, it is difficult to suggest an explanation for

this finding.

The findings on the field trip procedures and usage of forms aspects are particularly interesting. These aspects are the only two that were rated at 100% for being included in the training by leaders of older troops (Junior, Cadette, and Senior levels) and by leaders who have been in their positions longer. Both of these aspects came from the troop management category. A possible explanation for this is that older age-level troops generally go on more field trips and engage in more complicated activities, and therefore are required to use more forms. Because forms and field trip procedures are less complicated for the Daisy and Brownie age-levels, these aspects of training may not be as thoroughly covered as they are for the older age-levels. Another explanation may be that because Daisy and Brownie troops generally go on less complicated outings and are required to do less paperwork, these leaders may not remember these aspects as a part of their training.

Some possible explanations for the overall high percentage of responses that indicated certain aspects were not included in Basic Leader Training are the human mental phenomena of memory and perception. It could be that, although aspects were included, leaders either did not find them valuable enough to remember, or they simply did not perceive the aspects as a part of the training. An example of the latter is the aspect of trainer's knowledge. Despite the assumption that the trainer's knowledge is an intrinsic part of the training, 3.1% of the respondents identified this aspect as not a part of the training. If respondents considered certain aspects not valuable, they could have mistakenly determined that those aspects were not a part of the training. Another possibility is that Basic Leader Training may be inconsistent about what aspects of the

training are included or how well certain aspects are covered. Finally, responses indicating that certain aspects were not included in Basic Leader Training may be because the training has actually changed over time to meet different needs, so that some aspects may have been omitted in some of the Basic Leader Training sessions attended by the respondents.

Conclusions

The findings that resulted from testing the hypotheses can be utilized to develop plans to strengthen Basic Leader Training. More important however, is the information gleaned from the responses from the open-ended questions. This information is extremely useful because it offers practical solutions for how to expand upon Basic Leader Training to provide the essential component of follow-up support for new leaders. The more general findings that resulted from this study are also important and can be utilized for improving the overall quality of Basic Leader Training. These other findings include:

1. The description of the study population and analysis of their responses provides demographic information useful for planning and designing future training.

2. The information on what aspects of Basic Leader Training leaders value most and least is a useful evaluative tool.

4. This study verifies the need for effective evaluation and offers Kirkpatrick's four-level model as a framework for evaluation.

5. The implications from the literature review suggest a need for more empirical research to be conducted on the evaluation of experiential learning training programs for volunteers.

The findings from this study will enable the council to incorporate a higher level of support for new leaders, as well as strengthen its training evaluation process. These changes will ultimately increase the overall quality of Basic Leader Training for new leaders.

Recommendations for Action and Future Research

The following is a list of specific items that are recommended for this council to take in order to improve the existing Basic Leader Training. Many of the recommendation are drawn from the responses to the open-ended questions listed in Chapter Four.

1. Utilize the service unit teams to provide follow-up support for new leaders after they complete Basic Leader Training, addressing the following aspects:

   (a) Use the monthly service units meeting as a forum for providing follow-up training for Basic Leader Training. Examples could include having older girls, experienced leaders, trainers, or staff teach a song, game, or ceremony at service unit meetings.

   (b) Appoint experienced leaders in each service unit to call new leaders within two weeks after they complete Basic Leader Training.

   (c) Have each service unit provide a list of local troop meetings that new leaders can visit.

(d) Have experienced leaders provide mini training workshops before each service unit meeting.

(e) Create a link of communication between the training team and service unit teams.

2. Instead of providing Basic Leader Training in one all-day segment, divide the training into two separate portions to be completed at separate times. This will allow more time for the hands-on activities that many leaders indicated were lacking.

3. Develop training methods to ensure that new leaders have a clear understanding of how to relate philosophical aspects (such as the Girl Scout Promise and Law and program goals) to troop activities.

4. Consider the feasibility of incorporating suggestions from the open-ended questions listed in Chapter Four into Basic Leader Training. Incorporate as many of the suggestions as possible.

5. Develop a survey to gather trainers' opinions about ways to improve Basic Leader Training.

6. Develop a method for ensuring that all aspects of Basic Leader Training are consistently covered during Basic Leader Training.

7. Incorporate the MEGS (Most Extraordinary Girl Scout) troop guidelines (Appendix G) into Basic Leader Training and utilize the guidelines as a tool for supporting new leaders.

8. Utilize the year-end survey as a follow-up to the evaluation that leaders complete when they take Basic Leader Training.

9. Have trainers complete an evaluation upon completion of each Basic Leader Training session. Include a section that asks trainers how well and why each aspect of the training was covered.

For future research, it is recommended that the council further inquire why the following aspects were frequently reported as not included in the Basic Leader Training respondents received: (a) performing ceremonies, (b) examples of songs and games, (c) service unit information, (d) obtaining parent help, and (e) troop government. The council should pay special attention to the aspects of obtaining parent help, performing ceremonies, and troop government, because although these aspects were frequently reported as not included in the training, none of these aspects showed statistical significance to support hypotheses 5 or 6.

The results in this study represent the beginning of a level two learning evaluation (a collection of data about information and techniques acquired by participants). It is recommended that the council develop a method for providing an ongoing level two learning evaluation with plans to eventually move to a level three behavior evaluation (measuring the extent to which behavior has occurred). To assess the actual effectiveness of the council's Basic Leader Training Course, it will be necessary for the council to develop a long-range plan with the goal of incorporating a level four results evaluation (measuring desired outcomes such as increased production, improved quality, or decreased costs).

References

American Society for Training and Development. (1999). <u>ASTD measurement kit, part</u>

<u>II: training outcomes.</u> [Brochure]. Alexandria, VA: Author.

Barrick, D. E. (1985). The effects of hospice volunteer training on death anxiety levels

of hospice volunteer candidates. <u>Dissertation Abstracts International, 46</u> (06),

1479A. (University Microfilms No. 8518291)

Brandt, L. (1998). Girl Scout volunteer leader retention: An issue of self-role merger.

<u>Dissertation Abstracts International, 60</u> (04), 1349A. (University Microfilms No.

9924273)

Conter, K. R., Hatch, C. L., & D'Augelli, A. R. (1980). Enhancing the skills of Cub

Scout den leaders: Training, generalization, and maintenance. <u>American Journal</u>

<u>of Community Psychology, 8,</u> 77-85.

Doherty, K. (1995). A quantitative analysis of three teaching styles. <u>The Journal of</u>

<u>Experiential Learning, 18,</u> 12-19.

Donnison, P. (1998, November). <u>Making sense of outdoor management development</u>

<u>(OMD): Comparing participant's views of OMD with the received wisdom.</u>

Paper presented at the annual International Conference of the Association for

Experiential Education, Boulder, CO.

Downing, N. E. (1980). An evaluation of the effectiveness of a training program for

paraprofessional rape crisis hotline volunteers. <u>Dissertation Abstracts</u>

<u>International, 41</u> (05), 1890B. University Microfilms No. 8025368)

Dragoo, S., Martin, R. E., &Horridge, P. (1998). Teaching fashion illustration to

    university students: Experiential and expository methods. Journal of Family and

    Consumer Sciences: From Research to Practice, 90, 92-97.

Fantuzzo, J. (1997). Enhancing the quality of early childhood education: A follow-up

    evaluation of an experiential collaborative training model for Head Start. Early

    Childhood Research Quarterly, 12, 425-437.

Ferguson, R. M. (2000). An evaluation of the Carbondale Women's Center volunteer

    training program. Dissertation Abstracts International, 61 (08), 4400B.

    (University Microfilms No. 9982061)

Gardner, B. S., & Korth, S. J. (1996,). Classroom strategies that facilitate transfer of

    learning to the workplace. Journal of Innovative-Higher-Education, 22 (01), 45-

    60.

Girl Scouts of the USA. (1917). Studies in Girls Scouting, number one. New York, NY:

    Author.

Girl Scouts of the USA. (1927) Five-year experiment in training volunteer group leaders.

    New York, NY: Author.

Girl Scouts of the USA. (1998). National profile of adults in Girl Scouting: Executive

    summary. New York, NY: Author.

Girl Scout Research Institute. (2000). Girl Scouts fact sheet. [Brochure]. New York,

    NY: Author.

Hayslip, B., & Walling, M. (1985). Impact of hospice volunteer training on death

    anxiety and locus of control. Journal of Death and Dying, 16(3), 243-254.

Helitzer, D., Yoon, S. J., Wallerstein, N., & Garcia-Velarde, L. D. (2000). The role of

    process evaluation in the training of facilitators for an adolescent health education

    program. The Journal of School Health, 70,141-147.

Hwalek, M., & Minnick, M. (1997). Girls, families and communities grow through Girl

    Scouting: The 1997 Girl Scouts of the USA national outcomes study. New York,

    NY: Girl Scouts of the USA.

Karner, K., Rheinheimer, D. C., & DeLisi, A. M. (1998). The impact of a hospital-wide

    experiential learning program on staff's knowledge and misconceptions about

    aging. The Journal of Continuing Education in Nursing. 29,100-104.

Kirkpatrick, D. (1998). Evaluating training programs: The four levels. San Francisco,

    CA: Berrett-Koehler Publishers, Inc.

Knowles, M. (1973). The adult learner: A neglected species. Houston, TX: Gulf

    Publishing Company.

Kolb, D. (1984). Experiential learning: Experience as the source of learning and

    development. Englewood Cliffs, NJ: Prentice-Hall,

Kvam, P. H. (2000). The effect of active learning methods on student retention in

    engineering statistics. The American Statistician, 54, 130-136.

Mayhew, J. (2000, March). Service learning in pre-service special education: A

    comparison of two approaches. A paper presented at Conference Proceedings,

    Capitalizing on Leadership in Rural Special Education: Making a Difference for

    Children and Families., Alexandria, VA.

Morriss, R., Gask, L., Battersby, L., Francheschini, A., & Robson, M. (1999). Teaching front-line health and voluntary workers to assess and manage suicidal patients. Journal of Affective Disorders, 52, 77-82.

Munton, A. G., Mooney, A., & Rowland, L. (1996). Helping providers to improve quality of day-care provision: Theories of education and learning. Journal of Early Child Development and Care, 118, 15-25.

Rocha, C. J. (2000). Evaluating experiential teaching methods in a policy practice course: The case for service learning to increase political participation. Journal of Social Work Education, 56, 53-63.

Rustici, C. M. (1997). Sonnet writing and experiential learning. College Teaching, 45, 16-18.

Saito, R. N., & Blythe, D. A. (1992). Understanding mentoring relationships. Minneapolis, MN: Search Institute.

Terpstra, L., & Van Dijke, A. (1999). Home-start between childhood and maturity: A programme evaluation. Utrecht: Netherlands Institute of Care and Welfare.

Wilkinson, H. J., & Wilkinson, J. W. (1986). Evaluation of a hospice volunteer training program. Journal of Death and Dying, 17(3), 263-275.

Appendix A

Basic Leader Training Evaluation

Course Title:_____Date:_____

Trainer's Name:_____Location:_____

SU#_____Troop#_____Level: _____

		Excellent	Very Good	Good	Fair	Poor
1.	**OVERALL PROGRAM RATING:**					
	Ultimate value of information to you.					
	Organization and flow of material					
2.	**OVERALL TRAINER RATING**					
	Answered questions appropriately					
	Demonstrated mastery of subject					
	Projected enthusiasm and a positive image					

3.   What specific information was of greatest value to you?

4. What specific areas would you suggest for improvement?

5. How do you feel about the course handouts?
☐ Too many   ☐ Not relevant to course   ☐ Not enough   ☐ Just right

6. Additional comments about the course handouts:

7. What other trainings are you interested in taking?

8. Your trainer would appreciate your sharing any other comments or reactions you have toward the course. Please use the space on the other side of this evaluation:

Appendix B

Troop Leader & Co-Leader
Volunteer Position Description

Purpose of Volunteer Position: Plan and deliver Girl Scout activities to girls in a group setting. Activities should be based on the four program emphasis: 1) Developing a self-potential, 2) Relating to others, 3) Developing values and 4) Contributing to society.

Accountable to: Service Unit Director

Term of Appointment: One year, re-appointed annually by the Service Unit Director.

Responsibilities:
1. Be a positive adult role model, while sharing knowledge, experience, and skills with girls.

2. Provide guidance and direction for girls to plan activities and take responsibility for troop affairs.

3. Plan with co-leader or troop committee members to carry out troop activities.

4. Ensure accurate troop records are maintained and financial records are turned in on time.

5. Adhere to *Safety-wise*, council policies and program standards to ensure for the health and safety of troop members.

6. Ensure a troop representative attends monthly service unit meetings.

5. Ensure that every family in the troop or group has the opportunity to give to Family Partnership.

Qualifications:
1. Be a registered Girl Scout.
2. Be able to work with people in a friendly and mutually respectful way.
3. Must complete all modules of Basic Leader Training (BLT) course within 4 months of appointment.
4. Comply with council's affirmative action policy.
5. Be able to work harmoniously with adults of different racial or cultural backgrounds.
6. Be able to guide girls in developing their individual abilities within a group.
7. Possess enthusiasm and a sense of fun.

Appendix C

Trainer
Volunteer Position Description

Purpose of Volunteer Position: Deliver assigned course content based upon expressed needs of course participants

Accountable to: Adult Development Specialist

Term of Appointment: Three years, re-appointed by Adult Development Specialist

Responsibilities:
1. Conduct (alone or as part of a team) not less than three, three hour adult education courses per year.

2. Attend at least one trainer enrichment course per year (can be obtained through personal work).

3. Complete certification process for Girl Scout trainers during the first term of appointment.

4. Participate, as required in pre-course planning and preparation work.

5. Evaluate and plan to meet expressed needs of course participants.

6. Deliver assigned course content, using the experiential learning cycle.

7. Participate, as required in post-course evaluation with training team.

8. Submit all post-course reports (sign-in sheets, evaluations etc.) within 5 days

    following each course.

9. Contribute to the commitment to a diverse and pluralistic Girl Scout membership.

10. Attend monthly trainer's meetings.

11. Adhere to the council's adult volunteer personal policies and procedures.

Qualifications:
12. Be a registered Girl Scout.
13. Be able to work with people in a friendly and mutually respectful ways.
14. Comply with council's affirmative action policy.
15. Be able to work harmoniously with adults of different racial or cultural backgrounds.
16. Have interest or skills in educating adults.
17. Have necessary skills in planning and organizing.

Appendix D

Girl Scout Leaders – 10 Minute Survey

Please answer the following questions based on your own perspective. Your answers will be kept anonymous.

1. Since you completed Basic Leader Training, how many years of experience have you had as an active leader?_____
   Of these years, list the number of years you have been active with each age level:
   Daisy_____
   Brownie_____
   Junior_____
   Cadette_____
   Senior_____

2. For which age level are you currently a leader? (Check all that apply)
   Daisy_____
   Brownie_____
   Junior_____
   Cadette_____
   Senior_____

3. Have you ever been or are you currently a Girl Scout Trainer?
   YES_____
   NO_____

4. Before you completed Basic Leader Training, did you have previous experience working with a group of 6 or more youth under the age of 17?
   YES_____
   NO_____

5. Please circle the number that indicates how valuable you found each of the following aspects of your Basic Leader Training Course: (Remember Orientation is a part of BLT).

	Not Part of My Training	Extremely Valuable	Very Valuable	Somewhat Valuable	Not Very Valuable	Not at all Valuable
Girl Scout Program:						
Girl Scout program goals	0	5	4	3	2	1
Troop government	0	5	4	3	2	1
Examples of songs and games	0	5	4	3	2	1
Girl Scout Promise and Law	0	5	4	3	2	1
Girl Scout Badges and Signs	0	5	4	3	2	1
Doing ceremonies	0	5	4	3	2	1

	Not Part of My Training	Extremely Valuable	Very Valuable	Somewhat Valuable	Not Very Valuable	Not at all Valuable
Managing the Troop:						
How to organize troop meetings	0	5	4	3	2	1
Obtaining parent help	0	5	4	3	2	1
Age-appropriate behavior	0	5	4	3	2	1
Field trip procedures	0	5	4	3	2	1
What forms to use when	0	5	4	3	2	1
Troop finances/bank accounts	0	5	4	3	2	1
Liability issues	0	5	4	3	2	1
Using Safety-Wise	0	5	4	3	2	1
Resource Information:						
Service unit information	0	5	4	3	2	1
Where to buy Girl Scout supplies	0	5	4	3	2	1
Where to get help for problems	0	5	4	3	2	1
Where to find ongoing support	0	5	4	3	2	1
Information on council events	0	5	4	3	2	1
Information on council training	0	5	4	3	2	1
Getting to know other leaders	0	5	4	3	2	1
Trainers knowledge	0	5	4	3	2	1

6. Please list any other aspects of Basic Leader Training that you found valuable:

7. Based on what you know now, is there something that should have been included in Basic Leader Training that was not included?

Thank you for your input!

Appendix E

Survey Cover Letter

September 1, 2001

Dear Girl Scout Leaders,

Hi, my name is Diana Curtin. I am the Director of Membership and Marketing for (name of council) and am currently enrolled in the Master of Nonprofit Organization at the University of San Francisco. I am asking for your help to complete my thesis, which is a requirement for graduation. The topic of my thesis is "Perceptions among Girl Scout Leaders regarding the relative value of Basic Leader Training".

When leaders complete Basic Leader Training at (name of council), they are asked to fill out an evaluation on the training. The immediate feedback new leaders give is extremely valuable and is used to revise and update the Basic Leader Training Course. I am interested in taking the evaluation process one step further to find out what leaders who have applied what they learned through Basic Leader Training identify as the more and less valuable aspects of the training.

If you have completed the council's Basic Leader Training Course, will you please help me by taking a few moments to fill out the enclosed survey? Your responses will be used to help design Basic Leader Training to better meet the needs of leaders. Your name is not required and answers will be kept anonymous. Your participation in this study is completely voluntary and the collected data will be kept in a locked file drawer where only the researcher has access. If you agree to participate, please return the survey in the pre-addressed, pre stamped envelope by September 14, 2001.

If you have NOT completed the council's Basic Leader Training Course, please check the box below and return the questionnaire unanswered in the self-addressed envelope by **September 14, 2001**.

☐ **I have not completed the council's Basic Leader Training Course.**

Thank you for your time and consideration.

Yours in Girl Scouting,

Diana Curtin
Director of Membership and Marketing

Reminder/Thank-you Postcard

September 14, 2001

Hello Girl Scout Leader,

Last week, you were among 390 Girl Scout leaders who were selected to participate in a research project to help identify what leaders think are the most and least valuable aspects of Basic Leader Training. By now you should have received the survey. If you have already completed the survey and returned it, **thank you very much**. If you have not, please take a few minutes to complete the survey and return it in the provided envelope as soon as you can. **Your input is extremely valuable to the overall results of this research**. If you have questions, please contact me at 524-9203.

Yours in Girl Scouting,
Diana Curtin

Appendix G

MEGS (Most Extraordinary Girl Scout)
Troop Guidelines

Your troop must complete and submit this form, indicating the 20 completed items, including 10 requirements and 10 options, to your service unit director by June 1st.

If possible, please submit a photo (along with an Article/Photograph Submission form- of your troop participating in one of the activities you completed to earn your MEGS Troop Patch. We will use the photos to honor MEGS troops in some way.

S.U. #: _____Troop: _____Leader's Name:_____

<u>Requirements</u>

♥_____ **(NEW TROOPS ONLY)** Our troop participated in at least one council Product Sale Program (except Daisy troops).

♥_____ **(CONTINUING TROOPS ONLY)** Our troop participated in <u>both</u> Fall Product and Cookie Sale Programs *and* we submitted our *Troop Final Report* for each sale by the deadline date.

♥_____ Our troop's adult members who are working with the girls, product sales, or as troop committee members have registered with GSUSA, have completed the Volunteer Application Form and Appointment to Position Form (Volunteer Re-Appointment Agreement for returning leaders) and have taken training appropriate to the position.

♥_____ Our troop has _____ girls. Our council goal is for troop size to be <u>at least</u> 10 registered girls. If the troop has less than 10 girls, what is the reason?_____

♥_____ Our troop has a troop bank account and has turned in a completed Troop Finance Report to the service unit director by <u>June 1st</u> of the current membership year. (Exception for Daisy Girl Scout Troops)

♥_____ At least 50% of our troop has participated in Spring Registration for the coming membership year (deadline is June 1st).

♥_____ Our troop was represented at 75% of the regularly held service unit meetings.

♥_____ Our troop earned at least one Daisy Learning Petal, Brownie Try-It, Junior Badge or Cadette/Senior Interest Project Patch. List which one:_____

♥_____ Each girl in our troop set an individual goal for cookie sales which were based on the troop's goal and last year's sale, if applicable.

♥_____ At least 50% of the girls in our troop completed two service projects:
Project #1

Project #2

♥_____At least 50% of our troop did something to promote Girl Scouts. Some examples of ways to promote Girl Scouts may include, but are not limited to the following: wearing the Girl Scout uniform in public or to school, telling your friends or the public about Girl Scouts, inviting other girls to visit a troop meeting, helping at a Girl Scout recruitment or information night, etc. This is what we did:

Options
Select 10 of the options listed below:

♥_____ At least one troop adult has completed *this year* one **new** training/workshop through the council, service unit or community (examples: First Aid/CPR, Event Director Training, Service Team Training, etc). Please list:_____

♥_____ We learned about one woman's career:_____

♥_____ Our troop participated in a "Bring A Friend" event or we registered 3 new girls in our troop, or we had at least 3 non Girl Scouts visit a troop meeting.

♥_____ We celebrated at least one of the following: The Girl Scout Birthday, Girl Scout Week, Girl Scout Sabbath/Sunday. Here is what we did:_____

♥_____ Our troop registry is on file with the Girl Scout Council Shop.

♥_____ Our troop held at least one parent meeting *or* we invited all the parents to a troop or service unit meeting. When:_____

♥_____ Our troop participated in a community sponsored event (examples: parade, fair, festival, etc.). Event:_____When:_____

♥_____ Our troop participated in the Human Race.

♥_____ Our troop had a sponsor this year. Our troop sponsor was:_____

♥_____ We participated in at least one service unit *or* council-sponsored event this year:_____

♥_____ Our troop shared a song, game, or a skill with another troop. Here is what we did: _____

♥_____ Our troop celebrated: Thinking Day *or,* learned about the culture of another World Association member *or,* contributed to the Juliette Low World Friendship Fund.

♥_____ We celebrated: Our troop's birthday *or* Juliette Low's birthday.

♥_____ We learned about flag etiquette **and** performed a basic flag ceremony.

♥_____ Our troop participated in at least one recruitment event (back-to school night, open house, recruitment booths at the mall, community program events, school recruitments, fairs, Family Expo, etc.). Event/s:_____

♥_____ Our troop submitted at least one article about a troop activity or happening to *Trail Signs* or a local newspaper. *Attach copy.*

♥_____ The girls planned and completed the following three ceremonies: Investiture/Rededication, Scout's Own and Court of Awards.

♥_____ Our troop has a registered adult who has completed the appropriate outdoor education training. Name of adult and training: _____

♥_____ We learned about a current issue concerning girls **or** we earned a Girl Scout Contemporary Issues Patch.

♥_____ Our troop is "On Call" at the Service Center.

_____   _____
Service Unit Director's Signature   Date   Membership Department Signature   Date