Perceptions of Leadership in Adolescent Girls, Members of the Girl Guides of Canada

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ABSTRACT

Twenty-eight young women who were members of the Girl Guides of Canada as Rangers and Cadets from a convenience sample chose to participate in this case study. They were from four separate locations in Southern Ontario. The interviews and observations at unit meetings allowed an in-depth look into the perceptions of leadership of these young women. The amount of time observing and interacting with each participant provided a snapshot of what they thought and how they responded to the questions asked at that particular time. Each girl responded to the question, "Are you a leader?" They then gave examples of their own leadership and described leaders they knew. Their responses are reported in relation to their definitions. Their identifications of effective and ineffective leaders were examined, as well as their views of the best and worst things a leader can do. This information is reported by unit, as some patterns in their responses emerged which were unique to each group. The responses of all of the girls to the leadership of Guiders, Rangers and Cadets and the hypothetical effect of male leaders and male Rangers in Guiding are reported. For these, the participants' views were sorted based on the common themes, and regardless of their group affiliation, since many of the same themes emerged when examining these questions. The information
collected was extensive and allowed for trends and parallels to become evident. All of the participants identified themselves as leaders. A diversity of views exists in their perceptions of leadership. For many, age makes a difference in leadership. The majority identified the single-sex aspect of the organization as comfortable and stated that it should remain so. Gender profoundly affects who is listened to and what opportunities are available.
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To Edgar, my husband, whose encouragement and love helped me to persist, and to my family and my friends for their faith in me and for their constant support, I express my love and my deepest gratitude.
For my mother

Marie Madeleine Tremblay Downie

1922 - 1985

and my niece

Lisa Ann Downie

1991 -

to whom I dedicate this work.
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CHAPTER ONE: THE PROBLEM

Introduction

This is a study dealing with adolescent girls who are members of the Girl Guides of Canada. In particular, it is a glimpse of what some of its older youth members have to say about leadership. The aim of the Girl Guides of Canada is to help girls become responsible citizens able to give leadership locally, nationally or globally. Twenty-eight Rangers and Cadets from four units in Ontario were involved in the study.

Purpose

The purpose of this research was to explore the ideas of leadership presented by girls who are members of an organization composed entirely of women. I was given the opportunity to observe and to ask questions about leadership, in general, and leadership within the Girl Guides of Canada. The answers of the young women involved reflected experiences in mixed-sex and single-sex organizations, since all were involved in mixed groupings at school or in other organizations.

I was interested in conducting research involving Girl Guides for two reasons. First, I have been a Guider within the Girl Guide organization since 1978. Since 1979, I have
been working with girls in one of the three groups for young 
women aged 15 to 17 and above, namely Rangers. In my 
experience, Rangers has been a place for girls to further 
develop and use skills they learn through Guiding. Most of 
them are experienced campers and well rounded in program 
areas which focus on the outdoors, their home, their 
community, and the world. These young women are both 
capable and willing to set and complete challenges for 
themselves which take them into a "wider world", expanding 
their horizons as their promise indicates.

Second, very little research has been done with this 
unique population. The visibility of Girl Guides in our 
society is limited to the image of blue- or brown-uniformed 
pre-adolescent girls who do good deeds and sell cookies. 
Despite this, many young women stay involved as Rangers, 
Cadets or Junior Leaders. Their perspective on the world is 
unique, given their experiences within Guiding which have 
encouraged exploration and personal growth in an all-female 
setting. Listening to the voices of young women belonging 
to this organization dedicated to fostering their leadership 
will provide insights into their perceptions of the 
organization and of leadership. Is it possible that 
patterns will emerge in the ideas that they express? Will 
it provide insights into how best to plan activities to 
develop the potential of other young women? What changes 
can they inspire if we listen to them?
Importance of the Study

This study has been undertaken to reveal some of what has remained hidden about the Girl Guides of Canada and, in particular, about the girls and young women who belong. It has approximately 10 percent of girls in Canada as members, yet their views, particularly about leadership, have not been studied. Options for developing the human potential of girls and young women are limited by gender. The Girl Guides of Canada has such development as its foremost concern. It will be of interest to those who belong to the organization, in particular Senior Branches Guiders, and also to those who are interested in research which uncovers details about the lives of girls, an area which has generated great interest in the last two decades, making up for many more decades of neglect.

Definition of Terms

The Girl Guides of Canada was established in 1910 as Canadian Girl Guides based on the plan of the English General, Robert Baden-Powell. It is a single-sex organization which promotes the all round development of girls and adults with an emphasis on their leadership development. Age groups include Sparks (5 years), Brownies
(6-9 years), Guides (9-12 years), Pathfinders (12-15 years), or Senior Branches (15-17+ years).

A unit is one group of any age level. Senior Branches is the oldest age group for youth members. They have the choice of being Rangers, Cadets and Junior Leaders.

Members of Rangers follow a program which encourages them to "look wide", which is the name of the program, at 16 areas including environment, women's concerns, camping, leadership and outdoors. The Ranger promise adds a special responsibility clause--My special responsibility as a Ranger is to render service by taking this promise into a wider world.

Cadets provide and practise leadership within units of the younger age groups. Over a minimum of two years, they work with Sparks, Brownies, Guides and Pathfinders. In addition, Cadets hold meetings as a unit to complete challenges related to their work in units which focus on developing leadership. They add a purpose statement to their promise--My purpose as a Cadet is to train for leadership and service. A Guider is a leader within the Girl Guides of Canada.

Limitations of the Study

This is a case study which enabled me to examine closely three Ranger units and one Cadet unit. Twenty-eight
girls from four separate locations in Southern Ontario were interviewed, which allowed an in-depth look into the lives of these girls and their units, providing valuable insights. From my observations the girls who participated were, with few exceptions, of European descent. The amount of time to observe and interact with each girl provided a snapshot of what these girls thought and how they responded to the questions asked at that particular time. The information collected was extensive and allowed for trends and parallels to become evident.

Limitations include that the number of girls who were interviewed represents only a small percentage of girls who were members of the Senior Branches for 1991-2. In addition, the data collected were subjected to my personal biases as a long-time member of the organization.

Outline of the Remainder of the Thesis

The remainder of this thesis will contain a review of related literature, a description of methodology and procedures, findings, conclusions and implications of the research.

Chapter Two provides a framework of related literature within which this study of adolescent girls and their perceptions of leadership can be placed. Three major areas of the available research needed to be included:
leadership, gender issues and adolescence. These areas are included and organized using the following headings: Gender Issues--The Silence of Women; Organizations and Leadership; Leadership Styles; Women and Leadership; Women in Single-Sex Organizations; Girl Guides of Canada; and Adolescent Girls.

Chapter Three focuses on the methods and procedures used to collect information about the perceptions of leadership held by 28 adolescent girls who are Rangers and Cadets, the Senior Branches of the Girl Guides of Canada. The selection process for the participants is described and the research design is discussed in its three phases. Background information for each group is given. The assumptions and limitations of the study are outlined.

Chapter Four presents aspects of the perceptions of leadership expressed by the young women involved in this study. The information is organized from the interview questions. Each girl responded to the question, "Are you a leader?" They then gave examples of their own leadership and described leaders they knew. Their responses are reported in relation to their definitions. Their identifications of effective and ineffective leaders are examined, as well as their views of the best and worst things a leader can do. This information is reported by unit, as some patterns in their responses emerged which were unique to each group. The responses of all of the girls to the leadership of Guiders, Rangers and Cadets and the
hypothetical effect of male leaders and male Rangers in Guiding are reported. For these, the participants' views were sorted based on the common themes, and regardless of their group affiliation, since many of the same themes emerged when examining these questions.

Chapter Five further develops and summarizes the findings by unit and then as a whole, as in Chapter Four. Implications for practice, for research, and for further study are discussed. Finally, recommendations are made with respect to leadership, the structure of the organization, and the importance for ongoing research focusing on the Girl Guides of Canada.
CHAPTER TWO: REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter is to provide a framework of related literature within which this study of adolescent girls and their perceptions of leadership can be placed. Three major areas of the available research are included: leadership, gender issues and adolescence. These areas are included and organized using the following headings: Gender Issues--The Silence of Women; Organizations and Leadership; Leadership Styles; Women and Leadership; Women in Single-Sex Organizations; Girl Guides of Canada; and, Adolescent Girls. All of these relate to the adolescent girls who took part in this study. Their answers and, in effect, their experiences can be understood more clearly through an understanding of the many forces which are interconnected in these areas. The Gender Issues section outlines how women have been and continue to be silenced in our society. Within this broad context the concept of leadership is examined, focusing on past leadership studies and then on those studies which include female leaders. The importance of single-sex organizations and their contributions to the development of leadership in women is examined. The history and program of the Girl Guides of Canada, the organization to which these girls belong, will be described. Its single-sex status and challenges the Girl Guides face because of that status will
also be discussed. Finally, research dealing with adolescent girls is discussed, recognizing that their voices have only just begun to be heard. Studies of adolescent girls within the organization of the Girl Guides of Canada and their program will be reviewed.

Gender Issues--The Silence of Women

In the 1970s, visible barriers women faced while striving for equality were being dismantled yet, inequities remained. The shift to focusing on differences led Carol Gilligan (1982) to examine the way in which psychological theories were developed. She uncovered an invisible reality: often theories were based on information collected about males, then generalized to explain human behaviour. This left women at a distinct disadvantage. Against such a scale, women could only be found to be deficient. Gilligan proceeded to examine responses to Kohlberg's moral development scale and found that his situational dilemmas were seen from different perspectives by males and females often leading to opposite choices. Instead of identifying women on a lower place in the scale, she offered modifications to the scale, extending it to include, rather than exclude, women.

Interpretations, which equate male with best and female with lacking, are pervasive in daily life affecting
everything from opportunities in education (Thibault, 1988; Holland & Eisenhart, 1990) to unrealistic representations in the media (Wolf, 1990; Faludi, 1991). It is not surprising then that women lack confidence in themselves and their ideas.

In her book, *Invisible Women: The Schooling Scandal*, Spender refers to this issue raising another significant point:

Knowing oneself to be in the wrong, by definition, before one even begins to do anything, is a daily reality for many women but because it does not impinge on the consciousness of many men, like so many other aspects of women's lives, it goes unnamed, it is not real. (Spender, 1982, p.31)

Even when women recognize and name for themselves this phenomenon of bias based solely on gender, the problem remains of heightening the awareness of others to its existence.

Four tactics perpetuate the issue of being unheard. Marlene Mackie (1987) lists them as voluntary silence, the edging out or taking over of ideas, the losing of ideas, and the muteness of women. Voluntary silence can be related to the ever-present bias identified by Spender (1982). Convinced that what they have to say has little worth, women are silent in mixed company. Edging out of ideas happens as well in mixed groups when women's ideas are ignored, then
accepted from a male participant and recognized as his idea. These silencing techniques also affect the dissemination of the ideas of women in art, science and technology which reflect "social mechanisms, not women's intellectual inferiority" (Mackie, 1987 p. 53). Social mechanisms include ideas not being published due to lack of funding. If they are published, the ideas are ignored or not cited by critics who have traditionally been men, the gatekeepers in a societal hierarchy (Mackie, 1987). This leads to the losing of ideas, the third way women are silenced as evidenced by the turn-of-the-century feminist movement. It is disconcerting to know that these women had concerns around issues of equality yet their ideas did not show up in any text I studied in high school or in my undergraduate degree. In fact, the first time I heard the term "suffragette" was in the film, Mary Poppins, where an unflattering portrayal of suffragettes was personified as Mrs. Banks. The ideas of these women's rights advocates were thus distorted and conveniently lost to maintain the status quo.

The fourth cause of women's silence, according to Mackie, results from an alienation of women from their own experiences. Words have not existed to explain them. To complicate the situation, the English language "marks" women. In a Globe and Mail article, Deborah Tannen (1993,
July 17) a linguist, discusses how women reveal information as interpreted by others in many ways. She explains:

The term marked is a staple of linguistic theory. It refers to the way language alters the base meaning of a word by adding a linguistic particle that has no meaning on its own. The unmarked tense of verbs in English is the present - for example, visit. To indicate past you mark the verb by adding ed to yield visited. The unmarked forms of most English words also convey "male". Being male is the unmarked case. Endings like ess and ette mark words as "female". Unfortunately they tend to mark them for frivolousness. ... Gender markers pick up extra meanings that reflect common associations with the female gender: not quite serious, often sexual. (p. D5)

Women send off messages that intentionally or unintentionally reveal information about them depending on the biases of the receiver. In describing men and women attending a conference together Tannen notes that the men are unmarked, while any of the choices of clothing, hairstyle, even forms of address (Miss, Mrs., Ms.) mark women. She continues:

I asked myself what style we women could have adopted that would have been unmarked, like the men's. The answer was none. There is no unmarked woman. . . . Sitting at a conference table musing on these matters, I felt
sad to think that we women didn't have the freedom to be unmarked that the men sitting next to us had. Some days you just want to get dressed and go about your business. But, if you're a woman, you can't because there is no unmarked woman. (p. D5)

Even if a woman does find ways to express herself, they are still subject to the value-laden interpretations that limit them to being "not quite serious". This is a constant issue that faces all women and influences their positions within organizations.

Organizations and Leadership

Not surprisingly, establishment and maintenance of organizations within western culture have been dominated by male influence. In their study of leadership within a voluntary organization, Osborn and Hunt (1975) speculated that the most complementary situation would be to match leader behaviours with the structure of the system. Male leadership behaviours are more likely to be valued, then, particularly if the organization was set up by males. The invisibility of the male-domination reality has been so complete in our society that difficulties women encounter within these structures might be seen as the women's lack of effort, not that their leadership does not match the structure of the organization.
Stodgill's (1974) handbook on leadership facilitated access to information about this complex topic. His summarizing, cataloguing and comparing began in 1946 and continued for decades. He observed that, while there were many studies in the leadership area, some leadership situations were frequently studied while others never had been. Over-subscribed topics included students, military personnel and businessmen. Those not studied were politicians, labour leaders, and criminal leaders (p. 5). There is very little mention of the leadership of women since women were only, if at all, a small part of those pools of most-studied populations of leaders. In the general sense, the gender of a leader was assumed to be male.

Leadership, without the added consideration of gender, has fascinated scholars for centuries. In Fiedler & Garcia (1987), Fiedler, designer of the contingency model of leadership, states: "If leadership seems complex, let us remember that Plato, Machiavelli, Carlyle, Freud and Weber, to mention a few of the early giants, have also tried their hand in this. If leadership was easy to understand we would know all about it by now" (p. V). Certainly, the inclusion of women as participants in leadership studies adds new dimensions to the larger picture-making it more complex but also more complete.
Barriers continue to face women entering leadership positions. A woman's unsuitability for a position may in fact be a result of her not fitting into the structure of the system. In the early 1970s women seeking managerial positions in the work force emerged. They encountered difficulties fitting into the corporate hierarchical structure as leaders. One article, meant to encourage women's efforts, suggested that women not get angry about barriers they faced but "get to it since protest is both wasteful and unattractive" (Templeton & Marrow, 1972). The use of the word "wasteful" furthers the silencing of women by implying the futility of protest. The word "unattractive" is part of the underlying current that women are subjected to on a regular basis in the media. To be unattractive conjures images of unworthy for whatever the woman strives to achieve.

Leadership Styles

With all of the energy that has been expended to understand leadership, the most definitive answer seems to be that there is no one "best" way to lead. Fiedler's Contingency model was introduced in 1964. As its name implies, the most effective leadership style in a given situation is contingent upon the characteristics of that situation. The two main features are "a) the leader's
motivational structure or leadership style and b) the degree to which the leadership situation provides the leader with control and influence over the outcome" (Fiedler & Garcia, 1987 p.18). It is the interaction of variables which determine whether a more autocratic style or a relationship-oriented style of leadership will be most effective. In the continuing evolution of leadership theory Martin Chemers (1984) indicates that "a major gap...is the lack of attention to leaders and followers as people. There is very little understanding of the values, needs and motives which give rise to observed behaviours" (p. 106). The study of leadership has in fact become more complicated since the days of Machiavelli and the influence of each individual's experiences is relevant to understanding their actions.

Women and Leadership

Eventually, the significance and importance of women in leadership positions generated the interest of scholars. Kanter (1977) chronicled the roles of men and women in a large corporation. She examined the structures of opportunity and power and the proportional distribution of people of different kinds within it. She found that this successful organization was rigidly structured and recommended that change be initiated to deal with the inequities faced by women. Again, the structure of the
organization was more of a barrier for women leaders and it hindered their advancement within it.

Swoboda and Vanderbosch (1986) explored the possibility of using a secret society invented by Virginia Wolf in *Three Guineas* as a possible guide for change within organizations. This society of outsiders would be composed of women who were "enduring enough to become indispensable, and sceptical enough to want to change institutions that trivialize her endurance and belittle her intelligence" (p. 2). Their inside knowledge of the organization could then be "used to do two things simultaneously: overtly maintain a sexually repressive institution and covertly reform it from within" (p. 2). From their position of power, the organization could be changed to facilitate the inclusion of women as leaders.

If women do not fit into the structure of organization, the next question that arises is what differences exist between male and female leaders? Sex differences in leadership have been examined in many studies through laboratory experiments, laboratory simulations and field studies. Often findings were inconsistent or contradictory according to Dobbins and Platz (1986). They analyzed seventeen such studies and suggested that "instead of comparing males and females on measures of initiating structure, consideration and effectiveness" researchers investigate "how raters' evaluations of men and women
leaders are biased by sex stereotypes and implicit sex theories" (Dobbins and Platz, 1986, p.124). Again, the biases of leaders and followers that Chemers (1984) refers to need to be addressed, not ignored as they have been in leadership studies.

In any human interaction, gender is an issue. Meeting someone whose gender is not readily apparent from their dress or physical features highlights the effect of gender since, consciously or unconsciously, gender influences how the interaction will proceed. Consequently it is not surprising that gender does affect how the supervisor and the supervised interact. Since men and women have limited experience working together on an equal footing as leaders, sex roles and sexuality interfere with the possibility of developing easy working relationships (Shakeshaft, 1989b). Tannen's (1993) ideas that show women as "marked" in a negative sense, regardless of what they do, are also relevant.

Women's ways of leading were identified in diary studies of women in leadership positions by Helgeson (1990). She proceeded to identify that what have been considered weaknesses when women did not fit into an organizational structure were indeed the strengths that women brought to organizations, in particular, emphasizing relationships with other people. One of the participants in the study was
Frances Hesselbein, former Chief Executive Officer for the Girl Scouts of America.

In an address at an Engineering Conference in Montreal, Hesselbein spoke of the marks of successful management:

My personal philosophy is that you can't put people in little boxes on a structure chart: Psychologically you box them in. I prefer circles -- concentric circles in a staffing structure that looks almost organic, on a chart our staff calls "The Bubble Chart" -- and an irreverent (sic) observer calls "The Wheel of Fortune."

Positions are in circles, job rotation is an enriching reality and circular movement is integral to staffing and delegation. Participatory leadership is encouraged through the team approach to management, and people move in and out of interdisciplinary task groups.

(Hesselbein, 1990, p. 3)

The changing of the structure of the organization to accommodate and embrace the strengths of women is used to improve both the organization and the women who work within it.

The same unconscious underpinnings that define male as leader were identified in another study. Porter, Lindauer, Geis, Jennings and Walstedt (1983) delineated the interference of sex role stereotyping with women being perceived as leaders. In a display of photographs depicting five people sitting around a table, women were not seen as
group leaders even when the social cue of being seated in the leadership position, at the head of the table, was observed. It was only when the photograph contained women exclusively that the head-of-the-table cue identified women as leaders. This "suggests that while conscious attitudes are shifting rapidly the non-conscious underpinnings may be slower to change" (p. 1036).

In *Women, Men and the Psychology of Power*, Hilary Lips (1981) examined research on behaving like a leader. She found that both verbal and nonverbal behaviours are important in group dynamics in order to attain a leadership position. Since men are more likely to speak in mixed-sex groups, they are more likely to emerge as leaders. Also, "people in experimental groups having no information about other participants except sex and approximate age, simply expect less competence from the women than the men" (p. 163). The effect of these non-verbal cues is diminished if the woman is presented as having prior experience in the assigned task.

Since its organization, the Federation of Women Teachers' Associations of Ontario (FWTAO) has resisted amalgamation attempts by the Ontario Public School Teachers' Federation (OPSTF) precisely because it would weaken this voice representing women's concerns. In the latest case, heard by the Supreme Court of Ontario, Margaret Tomen applied for membership in OPSTF. The women's federation
gathered the affidavits of numerous scholars to counter an action which threatened their very existence. (Eberts et al., 1991). In her affidavit, Hilary Lips (1991) summarizes psychological research on mixed-sex groups to explain differences in male and female behaviour. These include verbal participation, with males talking more and interrupting more, therefore being seen more often as the leaders; stereotyping of leaders as masculine; and differing approaches to tasks and the adoption of "reciprocal" masculine and feminine roles. She concludes that the research clearly suggests that there is a tendency of men to be dominant and of women to be accommodative in mixed-sex groups. This pattern is related to the broad social context in which such groups and their members exist - a context in which men actually hold the vast majority of positions of leadership and authority and in which women occupy subordinate positions often regardless of their numbers, skills or experience (Lips, 1991 p. 342).

There is a need to change the format of studies on women in education according to Reynolds (1985). She suggests a format that would uncover both the common experiences of women in education and the disparate views that exist to clarify the position of gender as it relates to race, ethnicity and class. In addition, similarities and/or differences with men's experiences need to be
identified. Finally, the difficulties inherent in uncovering and dispersing inequity need to be worked at cooperatively in a truly collegial environment to effect change.

A study conducted of a woman-dominated organization, namely nurse educators in a Canadian hospital, revealed features which the authors attributed "to both the nursing and the female worlds. Examples are the strong need for integration as expressed in constructs such as food and social events, the need for meetings, and the need for support." (Valentine & McIntosh, 1990, p. 367) As in Kanter's work, Valentine and McIntosh (1990) recommend changes to the structure of the organization. This would "better fit the aspirations and values of the female world (Valentine and McIntosh, 1990, p. 367).

Women in Single-Sex Organizations

Women's organizations in Canada have existed since the mid-19th century. The "first wave" groups were identified by Margaret Gillett (1992) as groups established during the period from the mid-19th century to the mid-20th century. Their purposes were varied, "spread along a continuum that ranged from satisfying individual interests to ameliorating social injustices to propagating universal ideals" and "relatively few...were directly concerned with gaining
access to power" (p. 6). Gillett identified types of organizations which included those concerned with women's identity, God and good works, temperance and the home, social reform, and King and country.

One of the groups, namely the Canadian Woman Suffrage Association, had as their mandate social reform. In 1883, the Canadian Woman Suffrage Association (CWSA) was established at a public meeting held in Toronto and attended by over 100 women and men with its primary goal of winning the vote.

Curiously however, its initial momentum waned within a couple of years. This was not because the goal had either been achieved or disavowed. It might have been partly because of a temporary flagging of energies and possibly because of the presence of men. Emily Stowe herself acknowledged: "We admitted the opposite sex as members and the effect was demoralizing. The old idea of female dependence crept in and the ladies began to rely on the gentlemen rather than upon their own efforts." (Thompson, 1962 p.159 cited in Gillett, 1992, p. 140)

The female dependence which Emily Stowe refers to is also a possible reason why a handful of women teachers organized a teachers' federation solely for women teachers. That organization, the Federation of Women Teachers' Associations of Ontario (FWTAO) formed in 1918 to stand up
for the interests of women teachers in the province. As such it stands in a long tradition of all-women's organizations which, conscious of the social context of sex inequality, are women's organizations by choice, not by relegation. Such women's groups do not entrench the stigma of exclusion or acquiesce in second class citizenship; neither do they mimic male hierarchies. They both claim womanhood as a badge of honour and work to change the social equation between femaleness and inferiority. As vehicles for sex equality, they have proven to be a power base not a ghetto, a voice not an echo. (Eberts et al, 1991 p. iv)

The need for single sex organizations to foster women's abilities, particularly in the area of leadership, continues to be seen as necessary to promote the equality of women within the larger social context.

Girl Guides of Canada

The history of Girl Guides is linked to, yet separate from, the great success of Scouting For Boys (Scout Brotherhood Edition) by Robert Baden-Powell. Written in 1908 by this army officer and British hero from the Boer War, it sparked the imaginations of boys--and girls--throughout the British Empire to train themselves as Scouts.
The book encouraged its readers to become proficient at woodcraft skills such as camping in the wilderness, following tracks and trails, and being prepared, in general, for the adventures of living outdoors. Baden-Powell's original intent was not to create an organization separate from other youth organizations, yet this is what, in essence, happened. At the time, the assumption was that the book was for boys as the title suggests. So much interest was generated in Scouting that the first rally of Boy Scouts was held at the Crystal Palace in London, England in 1908.

The story of Girl Guides begins at this rally. Eleven thousand boys marched in parade in front of Lord Baden-Powell, followed at the end by a small patrol of girls. Two of the girls, Nesta Maude Ashworth and her friend, Rotha Orman were among them.

"As the great man came toward our little group," Nesta wrote in her memoirs, "we wondered if he would speak to us, and his opening words, so often quoted, 'What are you?' gave us the reply we were longing to give: 'We're the Girl Scouts.' That, of course put the ball squarely in the Chief's court and he returned it. 'You can't be; there aren't any Girl Scouts.' Back came the answer, 'Oh, yes there are, 'cos we're them!'" (Robinson, 1984, p. 1)

The element of surprise on Baden-Powell's part and the determined attitude of this patrol of girls are common
aspects that don't change in the retelling. Yet, in reality, Baden Powell had written of Girl Scouts as early as 1907 (Jeal, 1989) It was in the summer of 1909 that he decided to change the name to Girl Guides "after the famous Queen Victoria's Own Corps of Guides in India whose members were renowned for their resourcefulness, courage, and ability to turn a hand to anything" (Girl Guides Association, 1980, p. 5) and to run the organization separately from Boy Scouts with his sister, Agnes, as the head of the Girl Guide committee (Jeal, 1989, p. 471). "The Founder realized that if girls continued to call themselves Scouts, boys, for whom the training was originally intended, would become antagonistic. He also knew that parents at that time would not approve such a tomboyish image for their daughters" (Girl Guides Association, 1980, p. 5). Shortly after the rally, a pamphlet was published to assist with the girls' training.

Girl Guides in Canada, as well as in other parts of the world, was spread by women hearing of the scheme from those in England or from having travelled there themselves. The first registered Canadian Girl Guide group was in St. Catharines, Ontario, started by Mary Malcolmson. By August of 1911 a Dominion Council was formed, a Canadian national organization, with Viceregal patronage, setting up headquarters in Toronto (Liddell, p. 22).
According to Gillett's (1992) classification of women's groups, Girl Guides of Canada could fit into the God and good works category. Like its English counterpart, women in leadership positions at the national level in Canada were often "charitably inclined ladies" (Jeal, 1989, p. 472) able to devote themselves to Girl Guide service. The first Chief Commissioner in Canada was Lady Pellatt, the wife of Henry Pellatt, a Toronto entrepreneur and millionaire. In fact, "the first Local Committee to sponsor Guiding was formed in Toronto early in 1911 and a number of well-known women lent their patronage to the movement" (Liddell, 1960, p. 22). In such a large country, though the reality was that "in the early years it was pretty much every Guider for herself" (Robinson, 1984 p. 9).

Phyllis Munday of Vancouver felt the remoteness of Headquarters. "At that time we knew nothing of Guide Headquarters in Toronto. We were quite surprised to find there were already other Guides in Canada. We weren't in touch with England, either. We didn't know anything about registering. Things just sort of happened in those days. They were not as organized as they are today" (Robinson, p. 10). These Guiders took the spirit of the organization as outlined in *Scouting for Boys* (1908) and/or the pamphlets published for Girl Guides and adapted it to their circumstances. They were truly resourceful women.
The organization developed a Policy, Organization and Rules book which continues to be revised on a regular basis. It provides national guidelines for activities and contains the basics including the Aim and Objectives, the Promise and Law (See Appendix A, Appendix B). The aim of the Girl Guides of Canada "is to help girls and young women become responsible citizens, able to give leadership and service to the community whether local national or global" (Girl Guides of Canada, 1993). The single-sex aspect of Girl Guides offers girls and women a unique opportunity to develop their leadership skills without deferring leadership to a male, consciously or unconsciously.

The organization itself has been since its inception based on the patrol system. Small groups of six or eight form a patrol, which is led by a Patrol Leader. It is a decision-making group. Several patrols make up a unit. Units of Sparks, Brownies, Guides, Pathfinders and Senior Branches join together to form a District which is run by a District Commissioner and her Council, consisting of Guiders from the units and advisors for such areas as Camping, Cookies, and Public Relations. Several Districts form a Division. Districts are represented at Division by their Commissioner. Similarly Divisions form an Area. The province of Ontario currently has 13 areas. All of these levels had similar structures with councils consisting of
Commissioners and advisors getting together to make decisions.

In June of 1993 a new organizational model was adopted by the province of Ontario based on the John Carver model. Each Area is no longer represented by an Area Commissioner on the Provincial Council. The function of the council has moved from being a management board to being a governing body. Three Deputy Provincial Commissioners were appointed to be responsible "for liaising with the Areas, another will work with the Provincial Committees and the third will chair a group responsible for research and long range planning for Ontario" (Rogers, 1993). Other members include seven with administration experience, three members at large, including a youth member, to be elected, a Salvation Army representative and a Treasurer. In this way management decisions will be left to committees empowered to make them, which flattens the hierarchy.

The single-sex status of the organization has been challenged forcing a careful examination of reasons to remain for women only. Scouts Canada, which changed its name from the Boy Scouts of Canada, has, for many years, allowed women to participate as leaders, particularly with the younger age groups. "At its annual meeting on Nov. 21, 1992, Scouts Canada approved the motion that Scouts Canada is a co-ed organization based on the following principles:

a. co-ed Scouting is to be an option. Boys-only Scouting
remains equally valid; b. decision-making on co-ed membership is to be a section/group based matter including the sponsor's approval" (Canadian Guider, 1993, May/June, p. 14). If a Scouting district decides to allow women and girls to join Scouting at all levels, that means that females who may have chosen to join Girl Guides may join Scouting instead. In the same Canadian Guider article, a response to the question, What does it have to do with us?, was offered:

The Girl Guides of Canada is not the same as Scouts Canada. We are a separate organization and we always have been a separate organization. We are incorporated on our own under an Act of Parliament and we have our own Bylaws. We have our own funding and our own system of governing ourselves. Most important, we have our own program. However, the public does not always perceive the two organizations as being distinct; they think the only difference is that one is for girls and the other is for boys. When the Scouts recruit, they are including in their efforts girls who are potential Sparks, Brownies, Guides, Pathfinders, Rangers, Cadets, Junior Leaders or Guiders. In other words, we have competition from Scouts Canada now, and the problem of a public that doesn't necessarily see the difference between Scouts and Guides. (p. 14)
Not surprisingly, the "women only" idea has been challenged by men who want to be leaders in Girl Guide groups. In response to these challenges, the National Council of the Girl Guides of Canada (1991) issued a statement regarding its single-sex status:

We strongly believe that the girls of Canada are best served by a program designed specifically for girls, and led by women. Although it is recognized that society is changing, it does not treat males and females equally. There is still a sexist approach to the development of girls and to the contributions that females can make to society.

We believe Guiding is uniquely suited to the singular needs and aspirations of girls and young women today. It inspires an ethic of co-operation while encouraging leadership potential, it fosters in girls a sense of pride in their own gender and equips them to function as persons in their own right in these complex competitive times....In a country in which most females are exposed to co-education (school, home, work), Guiding offers a unique alternative to girls, opportunities to acquire leadership skills, to become self-reliant, to enjoy the friendship of other women and girls and to develop a sense of well being and self-worth. (Girl Guides of Canada, 1991 p. 30).
The challenge faced by the membership threat imposed by the Scouts' intentions to become a co-ed organization is real, given the perception of the public that there is no difference between the two groups. In her introduction to *Celebration: Seventy Five Years of Challenge and Change*, Karen Kain says:

> Cookie sales and blue or brown uniforms: that is possibly as much as many Canadians know about Girl Guiding, and for a good reason. The Girl Guides of Canada-Guides du Canada, a national organization of over 270,000 girls and 35,000 women, has traditionally shied away from taking bows for its work in the service of the community, has sheltered its outstanding members from publicity, and has very quietly gone about its business of providing girls and women with fun, friendship, a dedication to service, and a myriad of opportunities to develop life and job skills in a nurturing and supportive environment. (Robinson, 1984, p. ix)

It does not serve Girl Guides of Canada to continue to be seen as shying away from publicity, for reasons of humility as Kain implies, or by lack of accurate coverage in the media.

Devotion to service and a sense of humility have been trademarks of Girl Guides since the charitably inclined women organized a national organization in 1911. Mable
Anderson, a member of Guiding in Canada since girlhood, and author of *I Promise to Do My Best*, collected and chose to tell the stories of Ontario Guiding without the names of the actual participants attached. The stories were collected by the Public Relations committee representatives in each of the thirteen Areas in Ontario and compiled by Area within the book. Anderson called the book "the creation of the Patrol System at its best" (Anderson, 1985, p. 11).

From Central Area:

We survived six days of rain at camp and we were able to laugh when a girl's rubber boots floated to the flagpole. The puddles were so deep that another leader and I (minus a flashlight) mistook the lake, in the dark, for just another puddle. Our shoes dried with toes upturned like pyxie shoes. What fun! (p. 18)

From Niagara Area, a Ranger says:

In 1981 my Ranger group hiked from Little Current to the Cyprus Lake Provincial Park. We dried all of our food and carried our supplies and equipment between ten of us for the nine days. (p. 49)

A Cadet from Hamilton Area says:

I was fortunate to be chosen to represent Canada at a Jamboree in Luxembourg in 1982. There were 3500 Guides and Scouts from 27 countries. We cooked with Dutch Guides, hiked with South Africans, and had campfire
with Scouts from England and Greenland, all in one day! (p. 30)

This format is effective in generalizing stories that have happened to more than one particular girl or woman, as was Anderson's intent. At the same time, losing the details of stories keeps them distant and relegates them to a less important place than the story of Nesta and Ortha from the Crystal Palace Rally. It highlights the fact that not naming is a form of silence. Dorothy Smith reminds us: "Being excluded, as women have been from the making of ideology, of knowledge, and of culture means that our experience, our interests, our ways of knowing the world have not been represented in the organization of our ruling nor in the systematically developed knowledge that has entered into it" (Smith, 1987 p.18). No one will value the efforts, achievements and history of any organization if its members do not themselves value their own contributions.

The rise in the number of women's studies programs in universities indicates a recognition of the lack of information previously available about women and girls in general. In addition, the First International Conference on Girls and Girlhood was held in Amsterdam in June of 1992. There, scholars from many countries met to present papers about their work with girls. The difficulty of finding studies conducted with Girl Guides accentuates the void of information that exists about this aspect of the lives of
women. Most recently, Varpalotai (1992) conducted a study of the role of Girl Guides of Canada in the lives of 63 girls and women "providing yet another glimpse, another perspective, into the complex lives of girls and women" (p. 127). She found that "the Girl Guides provide a unique place for women to do all of those things that have become so valued in women's lives: community participation, caring for children and the learning and sharing and valuing of both traditional and non-traditional skills" (p. 127). She, too, noted that few studies have been conducted with Girl Guides.

**Adolescent Girls**

Growth and change occur constantly as one proceeds through life and Elder's (1980) life course perspective seeks to map the bond between age and time to aid our understanding of the phenomena of life. There are three temporal modalities of this approach and their focuses are as follows:

"The lifetime perspective focuses on the inevitable and irreversible process of aging; social time, on age differentiation in the sequence and arrangement of life events and roles; and historical time, on cohort membership, differentiation and succession, with their implications for life patterns. (Elder, 1980 p. 6)
Adolescence, viewed within these perspectives, is at the relative beginning of the lifetime course, set between childhood and adulthood. This age is a transition between the two, with change its greatest characteristic. The social time of adolescents today includes the importance of their peers, physical changes in their bodies as a result of puberty, their place in the order of siblings in their family and a wide variety of other influences which affect their lives. Finally, in the case of historical time, it is "the knowledge of events, circumstances, and mentalities of the period" (Elder, 1980 p.6) which are highlighted.

Within that context today's adolescent girls face decisions and challenges which differ greatly from those of teenagers of the past. Similarities also exist as Simone de Beauvoir illustrates so well in her insightful book, The Second Sex. She identifies difficulties young girls faced in the past:

...the boy's effort to become a man is respected, and he is granted much liberty. The girl is required to stay at home, her comings and goings are watched: she is in no way encouraged to take charge of her own amusement and pleasures. It is unusual to see women organize by themselves a long hike or a trip on foot or by bicycle, or devote themselves to games such as billiards or bowling.
Beyond the lack of initiative that is due to women's education, custom makes independence difficult for them. If they roam the streets, they are stared at and accosted. I know young girls who, without being at all timid, find no enjoyment in taking walks alone in Paris because, importuned incessantly, they must be always on the alert, which spoils their pleasure. If girl students run in gay groups through the streets, as boys do, they make a spectacle of themselves; to walk with long strides, sing, talk, or laugh loudly, or eat an apple, is to give provocation; those who do will be insulted or followed or spoken to. Careless gaiety is in itself bad deportment; the self-control that is imposed on women and becomes second nature in "the well-bred young girl" kills spontaneity: her lively exuberance is beaten down (p. 334-335).

In her study of girls groups and cultures in Yorkshire, England, Vivienne Griffiths (1992) identified restrictions placed on girls' interactions and leisure time inside and outside of school. In particular, "almost all the young women...worked with experienced some restrictions on where and when they went out at night" (p. 2). Girls continue to be reminded to be cautious and careful lest they make themselves victims of abuse, and unwritten social rules still discourage spontaneity and exuberance and this is bound to affect the development of girls as they mature.
The three temporal modes identified in Elder's life course affect the individual development of each person. Individuation refers to this process of the assumption of each person's individual characteristics (Mahler, Pine & Bergman, [1975] cited in Josselson, 1980). "This happens over time as a child develops, becoming more independent of parental influence, having internalized their teachings. It is in adolescence that the work on individuation is renewed and dominant; it ends when tasks of individuation become less central" (p. 191). The transition years of adolescence are therefore critical to the continuing healthy growth and development of each individual yet, as in the past, girls continue to be subjected to societal pressures which affect this healthy growth. Baker's study of the aspirations of adolescent girls showed that many "held notions of the future that did not tally with the likely outcome of their adult lives" (Baker, 1985, p. 150) since their choices and the experiences at this stage in life dictate the choices made in the future. A more recent study, A Cappella: The Realities, Concerns, Expectations and Barriers Experienced by Adolescent Women in Canada, was directed by Heather-jane Robertson (1990). In highlighting girls' decisions about their careers and future plans, she states that they "are often made with a great deal of uncertainty and often under pressure from others" (p. 12). They see themselves as
lacking relevant information to help them to make good decisions.

Seeking the information they need, means that girls must make sense of what they experience. A survey of young women in Canada by Holmes and Silverman (1992) identified the concerns of girls in the areas of self, family, school, friends and in the larger world. Holmes and Silverman reiterate the need for connections "with people who will listen to them with respect and offer them support" (p. 90).

Programs and their delivery in Ontario schools during adolescence, known as the transition years, have been undergoing change. Hargreaves and Earl (1990) do not identify gender as an issue in their research review of data relevant to the transition years, which preceded change implementation. The support which girls seek is not likely to be met if they are not identified as important in such documents.

Carol Gilligan compiled studies with adolescent girls in an all girl setting, namely the Emma Willard School. Her continuing exploration of psychological theory and women's development have led her to see adolescence as "an especially critical one in girls' lives and that the crisis is one of relationship" (Gilligan, Lyons, Hanmer, 1989 p. xiii). Included in this collection was a study of leadership, titled Competencies and Visions by Lyons, Saltonstall Forbes and Hanmer. Two leadership modes were
identified in this study which were not necessarily mutually exclusive but considered in order of priority of the girls. They were leaders who were interdependent in relation to others and leaders autonomous in relation to others.

In evaluating the two leadership modes, it is clear there are strengths and weaknesses of each. For effective leadership, a balance and flexibility in both modes may be necessary, especially considering the context of leadership (p. 206).

Brown and Gilligan (1992) have continued to advance the methodology that is being used to research the psychology of girls and women.

Examples of stereotypical and negative representations of Girl Guides in the media abound. A recent article in the Globe and Mail (1993, June 24), reprinted from the New York Times, asks "What did you do at Girl Scouts? Nothing much, as usual." (p. D3) From an informal survey of her friends and relatives, Merrill Markoe recounts what they remembered about their experiences in Girl Scouts. She likens them to military subscription. Collectively they remembered that scouting should have been something to do with camping, a few thought. "We didn't even go outdoors, let alone learn about nature," said my sister-in-law Anne, who did her tour of duty in St. Louis. "Our meetings were held in some kind of underground auditorium." My friend Cynthia, who served
in Philadelphia, remembered refreshments.... We all remember liking the idea of uniforms, although we worried that they made us look fat. To all of us, Girl Scouts was another boring event engineered by well meaning but dull adults who had no idea what might really interest kids. Our memories were all kind of a blank, with the exception of selling Girl Scout cookies. (p. D3)

The article continues, suggesting, with only her memories to support her argument, that "it is time for a revamping of the Scouts". Ideas for change include using former members now famous to do infomercials

"I can't really remember what we did at the meeting or anything," Cher could say, as an 800 telephone number flashes on the screen. "But now I'm a billionaire and who is to say that being a Girl Scout played absolutely no part?" (p. D3)

The most recent International Camp sponsored by the Girl Guides of Canada was held in July, 1993 at Guelph, Ontario. Two articles written about the camp show a difference in the perceptions of Girl Guides, one feeding on the stereotypical aspects of teenage girls and the other looking with more perception at what was actually happening at the camp. An article appearing in the London Free Press but written by a reporter from the Hamilton Spectator, focuses on the details the girls will remember from the camp including "the
shirtless guy with the ponytail who comes to fix the showers". Jeff Mahoney, the reporter, then describes the lineups at the telephones which girls are using to let others know they have arrived safely. "Four guides from Taiwan have just rung up the phone bill that ate Taipei, and are now talking about what to do next. 'I don't know how much (the charge for the call),' says Angela Cheng, 16, 'They (her parents presumably) will pay,' she shrugs. Details. Details" (p. E12).

This marks the girls as frivolous and wasteful, using Deborah Tannen's (1993) definition. In a Toronto Star article, by Barbara Aarsteinsen (1993, July 18), she lets readers know what kinds of choices girls could make at the camp. She describes the cute uniforms and cookie aspects of Girl Guides then continues:

But these girls and teens also motorcycle and rappel. They fence, kayak, snorkel and scuba dive. They construct ham radios, they learn to weld and they experiment with computers. These young women dig for fossils, and help clean up polluted areas. They build bird houses and make wooden toys that are donated to charities for fund raising purposes. They discuss sexual harassment and child abuse, date rape and teen pregnancy. They talk about drugs and AIDS, self-defence and suicide. (p. A4)
This gives more of an idea of what the camp was about. Aarsteinsen also interviewed the honourary camp director, Roberta Bondar, who describes the Guides:

"Young women have the same aspirations and dreams as young men, but there are so many ways that our society still discourages the girls, said Bondar, who is both a medical doctor, and biological researcher. "It's really critical that they be given a forum where they can learn skills and develop their strengths without inhibition." (p. A4)

Leadership experiences at this age seem to be important for choosing leadership roles in the future. The work of Lyons, Saltonstall, Forbes and Hanmer (1989) identified two leadership modes in adolescent girls: leader-as-interdependent and leader-as autonomous-in-relation-to-others. These researchers encouraged the affirmation of skills, interests and emerging styles, the provision of leadership experiences and opportunities for reflection in adolescent girls.

Opportunities for leadership are evident in the programs available to Senior Branch members. The Cadet program provides an opportunity for girls to develop their leadership working with all other levels of Guiding, namely Sparks (age 5), Brownies (ages 6-9), Guides (ages 9-12) and Pathfinders (ages 12-15). Discussions of challenges related to that work take place in the Cadet unit meeting. Rangers
have a less definite program which allows the girls themselves to set their own challenges in 16 Look Wide areas, including leadership and women's concerns.

In response to a general concern of guiders, in particular the former Chief Commissioner Joan Howell, more participation of youth members in National Council decisions is being encouraged. The first Joan Howell Youth Forum was held in August, 1992. Their recommendations, accepted by National Council, included the formation of a Young Adult Committee composed of women aged 17 to 30, recommendations from National Council to Provincial and Area Councils to create a Young Adult position at those levels, and that a National Forum be held once every five years or sooner if possible. (Waters, 1993)

Summary of Literature Reviewed

Chapter Two reviewed literature related to gender issues, leadership and adolescence. Women have been represented through definitions developed about male constructions. They have been effectively silenced in many areas including research. Organizations have been established following a hierarchical design most suited to male leadership. This hinders the development of female leadership within such organizations. Leadership styles include those following this hierarchical pattern, and those
designed to encourage interdependence. Women are not often seen as leaders in mixed groups, though their expertise in a particular area has elevated their status within groups. In female single-sex organizations, the leaders are women, allowing women to develop their skills in leadership. Many organizations, including the Federation of Women Teachers' Associations of Ontario and the Girl Guides of Canada, have had to defend their right to exist. The history of the Girl Guides of Canada was presented. Current research about adolescent girls was identified and the program for adolescent girls within the Girl Guides of Canada was discussed with respect to leadership development.

Chapter Three identifies a methodology designed to listen to the voices of girls and young women who are members of the Girl Guides of Canada.
CHAPTER THREE: METHODOLOGY AND PROCEDURES

Overview

This chapter focuses on the methods and procedures used to collect information about the perceptions of leadership held by 28 adolescent girls and young women who are Rangers and Cadets, the Senior Branches of the Girl Guides of Canada. The selection process for the participants is identified and the research design is described in its three phases. Background information for each group is given. The assumptions and limitations of the study are outlined.

Theoretical Assumptions

One of the basic features of our experiences in everyday life is precisely that we generally pass through it, taking account of the facts, yes, but not necessarily gaining real insight into them (Faundez and Freire, 1989, p. 20).

In this study, I listened to, and interacted with, a total of 28 adolescent girls and young women, all of them members of the Girl Guides of Canada, in order to gain insights into their perceptions of leadership. Length of involvement with the organization ranged from 9 to 12 years. The age range was from 14 to 20 years.
The focus on listening and observation reflected my belief in a feminist research method whereby the "overt ideological goal...is to correct both the invisibility and distortion of female experience in ways relevant to end women's unequal social position" (Lather, 1991, p. 71). Thus, "having to deal with 'relative' truths rather than Truths with a capital 'T' - illustrates perfectly how exciting and far-reaching a new methodology (is) where the answers might have to be recorded in an interactive rather than a linear way" (Duelli Klein, 1983 p. 95).

Selection of Subjects

The research sample was drawn from a population of girls who were Ontario members of the Senior Branch of the Girl Guides of Canada during 1991-1992. They were self-selected to participate in a convenience sample. As a Ranger Guider, I am acquainted with many Senior Branch groups in the province of Ontario. At a provincial Senior Branches event in October, 1991, I explained to Guiders present that I was intending to conduct this research. Some Guiders expressed an interest, on behalf of their units, in becoming involved in the research. I also approached others to consider participating based on my perception that theirs were established units with experienced Guiders. There were five Ranger units and one Cadet unit with numbers of
girls ranging from 6 to 12 members in each, who were identified in this manner. Due to time and financial constraints, members of three Ranger units and one Cadet unit were involved in the research.

Research Design

Instrumentation

The questions asked of each girl (Appendix C) were questions modelled after a leadership study of adolescent girls conducted by Lyons, Saltonstall and Hamner (1989) at the Emma Willard School. Their study at this private all-female school asked questions of identified leaders concerning leadership positions held, leadership itself, conflict and decision making, and their ideas about being a leader. The development of leadership skills is an important element identified within the aim of the Girl Guides of Canada, and so a format similar to that used at the Emma Willard School study was used for questions in this study.

The collection of data took place in three phases. Participants were videotaped during their initial interview and group meeting in Phase One, and during their individual interview in Phase Two. This provided me with a visual record of these interviews. Before the individual interviews, I was then able to review the initial interviews and the group meeting, seeing the meeting as it was and not
just as I remembered. It helped me to devise specific questions for individuals and for different groups of girls to be asked in addition to the general questions everyone was asked. Videotaping the individual interviews also helped to clarify meaning, when necessary, during data analysis.

Phase One

The first phase consisted of an introduction, an initial interview and a group observation. The introduction was done through a mailing to the Guider in Charge of the group. It included a general letter of introduction to the Guider (Appendix D), letters of information to parents (Appendix E) and participants (Appendix F), and consent forms (Appendix G). When the members of the unit decided to participate collectively, they were then able to self-select themselves for involvement in the rest of the research. If an individual in the group did not want to take part, she did not have to do so, even if the group agreed to participate. I asked the Guider who was sent the information to return a form (Appendix H) to me in a stamped envelope stating whether or not the group was interested in participating.

The first four groups contacted agreed to take part in the research. A meeting date was then set up with each group by telephone. I visited each group at their meeting
place with recording equipment and set this up in a separate room, while a Ranger from the unit for which I am a leader began a short craft session with the girls. In an order of their choosing each girl joined me for the initial interview (Appendix I). They were asked to tell me about themselves: age, position in family, employment and interests, school, and hobbies. They were invited to choose pseudonyms for themselves. I chose pseudonyms for the units.

An important aspect of the initial interview was to give each participant the opportunity to become comfortable with the researcher. The time taken to do this, and my ability to listen and accept each girl's contribution, helped to gain the trust needed to encourage responses reflecting their perceptions.

The final part of phase one was an observation of no more than one hour of their regular meeting which was videotaped. I kept field notes on the behaviour of those at the meeting, particularly relating to leadership at the meeting. At the end of the evening, we set up a schedule for the individual interviews. Participants were very accommodating, agreeing to be interviewed in one or two evenings for each group at times outside of their unit meeting. Since individual interviews would take 30 to 40 minutes each, I started after school and continued until as late as 9:30 in the evening.
Phase Two

Phase two occurred at a separate time and place as arranged during my first visit in Phase One on their meeting night. At this time each girl was again interviewed separately, each choosing a pseudonym by which they are identified in this thesis. These interviews had an emergent design. Questions were formulated to extend my understanding of the group meeting. Here, the advice of Max van Manen (1984) became relevant. He states:

As we interview others about their experience of a certain phenomenon, it is imperative to stay close to experience as lived. As we ask what an experience is like, it may be helpful to be very concrete. Ask the person to think of a specific instance, situation or event. Then explore the whole experience fully.... Often it is not necessary to ask so many questions. Patience or silence is a more tactful way of prompting the other to gather recollections and proceed with a story. But if there seems to be a block, then it is often enough to repeat the last sentence or thought in a questioning sort of tone and thus trigger the other to continue....And whenever it seems that the person being interviewed begins to generalize or opinionate about the experience you can insert a question that turns the discourse back to the level of lived experience: Can you give an example? (p. 56)
Phase Three

Phase three involved a sharing session during which girls in the unit were provided with an opportunity to read and discuss some women's issues and some of my preliminary findings based on what they told me. I reported about leadership issues within their group and the impact of male and female leadership within the Girl Guides of Canada.

Background Information of Groups Participating

Bravo Cadets

The five Cadets were the first to be interviewed. Three girls were fifteen years of age, one sixteen and one young woman, twenty years of age. The twenty year old woman was developmentally challenged. Their meetings took place in the homes of the girls and the guiders involved. All of the initial and individual interviews, except one, were conducted in the home of the Guider in charge of the unit. The one exception was an individual interview conducted in a girl's home since she was unable to take part in the scheduled interview due to a death in the family. This well established unit, in a large urban area has two Guiders, one who has worked with many girls over the years and the other a Cadet graduate from the same unit.
Bonavista Rangers

Seven Rangers from the Bonavista unit were involved in this study. The community where they lived was within driving distance of a large urban centre, though the Rangers came from several small urban areas within a township. There were two 14-year-old girls, two 15-year-olds, two 18-year-olds and one 19 year old interviewed. This unit met in the staff room of a public school at which one of the experienced Guiders worked as a teacher. All of the initial and individual interviews were conducted at the school in one of two primary classrooms.

Santiago Rangers

Participants in the study from the Santiago Ranger group included six 15-year-olds, one 16-year-old and two young women aged 17. The group met in the hall of a Christian church on a main street in a large city. All of the interviews were conducted in a small kitchen in the church basement. One Guider, who had broken her hip and was confined to home, was the mother of a second Guider. The daughter had been through the Guiding program as an active member. The third Guider was experienced and had participated in the Guiding program as well. The latter two were in the younger age range, between 20 and 30.
Eldon Rangers

Seven Eldon Rangers were interviewed. One girl was 15 years of age, five of the girls were 16 and the oldest girl was 17. Meetings were held in the homes of the participants, and for the meetings I attended we met in the home of one of the Guiders who lived in a small community close to a larger border city. All of the interviews were conducted in her home. The second Guider had two daughters in the unit.

Additional questions

Differences emerged after the initial short interview and after the group meeting had been observed. These differences prompted the addition of several questions for the different groups. I decided to ask the Cadet group members two additional questions which were then asked of all the girls from each group. The first was about male leadership in the organization and the second asked about their reasons for choosing the senior branch group of which they were members. Other specific questions for the Cadet group came out of their discussion of special needs girls in Guiding groups.
Data Analysis

Upon completion of the individual interviews from Phase Two, the videotaped portions were viewed several times. This helped me to match each girl with the written transcript which was made of each individual interview. These transcripts were also read and reread, keeping in mind van Manen's (1984) two approaches of highlighting and looking at text line by line in order to uncover thematic aspects.

Summaries which divided responses by questions asked were then derived from each transcript. The next step involved amalgamating responses to each question by group. Through this reading and sorting process, trends which emerged in response to questions posed were identified. Some were specific to individual groups and other trends were found across all of the groups.

Data were analyzed through written transcripts of the interviews and repeated viewing of the videotapes. Responses were grouped by question, and unit responses were kept together for comparison for the responses about their own leadership, leaders they knew, their definition of leadership, effective and ineffective leaders, and the best and worst things leaders can do. Responses for the leadership of guiders, unit members and the hypothetical addition of males to leadership in Guiding were compared
without separation by group, since many similarities were found.

Assumptions

Conducting feminist research implies that the participant is not merely a subject to be studied, but an individual who has something important to say. This approach also assumes an interaction between the researcher and the participant which acknowledges the subjectivity of the work. As an adult member of the Girl Guides of Canada, I have personally benefitted from the leadership courses provided by the organization. I know that the Girl Guides of Canada does have leadership development as an important component of the program, and I am assuming that it is considered important by the participating units' members and Guiders. I believe that the single-sex aspect of this organization provides a safe place to take risks and make mistakes.

The omission of women as research subjects in general has been well documented (Spender, 1982; Tomm & Hamilton, 1988). Given the invisibility of the Girl Guides of Canada, it is not surprising then that the Girl Guides of Canada have not been of interest to researchers.

The major gap that Chemers (1984) identifies in leadership theory involves an understanding of the values,
needs and motives which lead to people's actions as observed. I hope to gain an understanding of the participants through observation and interaction, while preserving their dignity as human beings.

Limitations

The four groups I worked with included girls who chose not to participate in the research. Since I believe the dynamics of the group change with each additional member, the interactions I observed are missing the involvement of these girls within the groups. I could work only with what I observed and what the girls shared with me about their views of leadership.

I interacted with 30 girls in total. Two participated only in Phase One of the research, providing input in the group observation and participating in the initial interview. The nature of the selection process meant that the girls who participated in the study could not be described as a representative sample of the Senior Branch, Girl Guides of Canada, and this was a limitation of the study. Time limitations meant that relatively short amounts of time could be spent talking with each participant. The videotaped portions allowed me to concentrate on the interview without having to worry about missing or forgetting an answer or an interaction. I was able to re-
view the interviews or the group interactions if clarification was necessary.

With only two exceptions, I found the girls willing to cooperate and work with me to the best of their ability. Two of the girls did not show up for their individual interviews for either the first or the second time scheduled for them. They wanted to be interviewed together, and once again, owing to time constraints, this became the only alternative. They were interviewed together and during their interview they finished each other's sentences and answered questions for each other.

Phase Three gave me an opportunity to interact with the girls one final time. Unfortunately, the numbers attending these meetings were considerably lower than the number of girls interviewed. Meetings may have occurred at a time that was in conflict with other events, which may have contributed to the lower numbers. The Cadets were all present, and had one invited guest. Santiago Rangers had only four girls present. Eldon Rangers had five of the eight girls present. The final meeting with the Bonavista Ranger group, which was also their final meeting of the year, was cancelled without my knowing it. We were unable to reschedule it.

Despite these limitations, the amount of information derived from the interactions was considerable. Useful and interesting aspects of leadership as perceived by these
young women were obtained, and these are presented in Chapter Four.

Summary of Chapter Three

In this chapter, theoretical assumptions dealing with feminist research, and the examination of a little-studied area, namely members of the Girl Guides of Canada, were outlined. This single-sex organization offers interesting dimensions of leadership since all of its members are female. I have been involved with the Girl Guides of Canada as a leader since 1978, and for most of that time I worked with Rangers ages 15 and up. The relative silence of this population in the area of leadership led me to explore its possibilities.

The research was divided into three phases, consisting of: an initial interview with each participant and an observation of the group meeting, which was videotaped; individual interviews which were also videotaped; and a follow up discussion of current research and some of the trends observed in the interviews.

A convenience sample was used, and girls were given the opportunity to choose between being involved in the study or not. Four groups, one Cadet unit and three Ranger units, were initially approached and, in total, 28 girls were
interviewed in both the first and second phases of the research.

Questions asked were modelled after Lyons, Saltonstall and Hamner's (1989) leadership study at the Emma Willard School (1989). In addition, questions based on the recorded interviews and group meetings were added to each participant's list of questions. Dates of the various stages, all in 1992, are found in Appendix H. In addition, some background information about each unit was provided.

Assumptions include my own bias with respect to the value of leadership experiences among women in the Girl Guides of Canada, due to my involvement as a Guider. I also assume that the group, namely Girl Guides, is a little-studied group because it is a female organization.

Limitations included not interviewing all of the members of the four groups, since the girls themselves self-selected. Time available for each interview limited the amount of data collected, though what was collected was extensive. The high degree of cooperation from most of the girls was exemplary. Finally, the lower number of girls able to attend Phase Three of the research limited the opportunity to discuss findings with them.

Chapter Four will present the data gathered and analyses of the interviews by group and with all of the participants.
CHAPTER FOUR: FINDINGS

Introduction

The focus of Chapter Four presents aspects of the perceptions of leadership expressed by the young women involved in this study. The information is organized from the interview questions. Each girl responded to the question, Are you a leader? They then gave examples of their own leadership and described leaders they knew. Their responses will be reported in relation to their definitions. Their identification of effective and ineffective leaders are examined, as well as their views of the best and worst things a leader can do. This information is reported by unit, as some patterns in their responses emerged which were unique to each group. The responses of all of the girls to the leadership of Guiders, Rangers and Cadets, and the hypothetical effect of male leaders and male Rangers in Guiding, are reported. For these, the participants' views were sorted based on the common themes and regardless of their group affiliation, since many of the same themes emerged when examining these questions.

Twenty-eight girls from four senior branch units participated in the study. Three of the groups were Ranger units and one group was a Cadet unit. Interviews were conducted with five Cadets from the Bravo unit, seven
Rangers from the Bonavista Rangers, nine from Santiago Rangers, and seven Rangers from the Eldon Ranger unit.

Interview Findings

Bravo Cadets

Are you a leader? The five Cadets all saw themselves as leaders at some point in their experiences. Alison sees herself as a leader with the kids she teaches swimming to, though at other times she does not see herself as a leader. "I like to take into consideration what other people think and I just kind of put it together. I don't actually think up anything."

All of the cadets mentioned age as a criterion for leadership in one way or another. Alison makes the assumption that the older people she finds herself in groups with "have more knowledge about things so I let them take care of it." She is a leader though with the kids she works with. Anne Shirley is a leader for her younger sister and Isabel relates better with older girls, who are 10, 11, and 12. "I feel like they treat me like an adult so I feel like I have more control in a lot of cases."

Isabel is shy with her peers. She attributes the lessening of her shyness to the influences of Girl Guides. "It's my self-esteem. It's changing slowly, gradually...I'm putting more of my ideas forward in school and stuff."
Leaders they know. All of the examples used by the Cadets were women in Guiding. Michelle mentioned the age difference of the Guiders, one older and one younger. "It brings a range of perspectives. Old ideas become new again."

This seems to be an underlying theme in what these girls said. It is implied that everyone is a leader at some point and that groups work most effectively when the leadership is shared. Their statements reflect the leadership aim of the Girl Guides of Canada, which is to help girls and young women become responsible citizens, able to give leadership and service to the community, whether local, national or global.

Leadership definitions. The Cadets' definition of leadership is best summed up by Isabel: "A leader takes input from their group and makes a decision based on that." Their many and varied examples of leadership revealed the aspects of consideration when problem solving or decision making. Isabel felt that working together was a necessary step, while Elaine expressed that the endpoint of effective leadership is fun.

A negative aspect—in a sense the opposite of collaboration—emerged: the idea of leading though not dictating. Alison expressed her dislike of having to "sit down and say, well this is what we should do especially when
there are things that they have to do, even if they don't want to do it, you have to tell them to do it."

Isabel expressed her ideas about natural leaders "who have the ability just to get up there and...gather ideas quickly and put it into one decision...They are the ones that stand up for what they believe really and they don't take putdowns or anything like that." "Everybody has a part of natural leadership in them. There are just some that are shy about it. Once we get one blossoming into becoming a leader, she would probably keep going." The same dichotomy is reflected in their identification of effective and ineffective leaders. Effective leaders are considerate of the feelings and opinions of others.

**Effective and ineffective leaders—Best and worst things leaders do.** All of the cadets expressed their ideas about effective and ineffective leaders, and the best and worst things leaders could do in terms of opposites. Alison and Michelle used as their example of an effective leader one who compromises and takes others' ideas and feelings into consideration. Ineffective leaders do not allow input and, according to Michelle, are on a power trip, wanting both attention and praise.

Elaine described a more balanced approach, with a leader who "is fair and they work with the group but they don't allow themselves to be trampled over. They have respect for the people so the people respect them back."
Similarly, Isabel says that a leader must "see every single view of everybody else, and then you take all those views..." and make a decision. Then "standing her ground, when she makes her decision." These two cadets indicate a need for flexibility in decision making that allows for input, but recognize the final say is left to the leader. Isabel was aware that she contradicted herself during the interview supporting both the value of input from the girls and the reality that sometimes there was no other choice than to tell the group what to do. She did this even though she didn't like to.

Leadership in Action. Three of the Cadets identified situations in which they saw leadership in action in Guiding. Anne Shirley remembered Girl Guides who helped her in a first aid situation, Isabel recalled a Guider who handled a camp situation quietly and with humour, and Elaine referred to a Brownie leader who was organized and able to tell the girls what to do and how to accomplish it.

Alison saw a fellow in the band she belonged to in school as representing leadership in action. "He picks the music and asks the group for input. He picks up on the ideas of the group." Finally, Michelle described a situation where students protested against not being allowed to wear hats in school and being required to wear their sweaters even in the warm weather.
Bonavista Rangers

The unit meeting observed took place in the staff room of the school. The meeting was run by a Ranger, who had an agenda of items to follow. These included calling attention to jobs at the National headquarters as advertised in the Canadian Guider magazine, plans for future meetings, plans for weekend events, and a search for volunteers to work at various projects. There was also some discussion of past events, which included a debate with another Ranger unit and a Division-level banquet. As the meeting was beginning, drinks and donuts were shared by all. As well, some socializing was interspersed among the items on the agenda. There was a casual atmosphere to the meeting, and girls seemed to freely share their ideas on a given topic with little prompting from the Guiders. The atmosphere was sufficiently relaxed that girls felt comfortable to get up and leave the room without asking permission to do so. Guiders clarified items on the agenda, having been the ones who brought the information to the meeting. They interjected when more information was needed, and encouraged the sharing of ideas and opinions. The meeting ended with the end of the agenda. One Ranger was asked to pass on information to another who was not at the meeting. Some socializing ensued as the snack things were cleared up and as I gathered my effects to leave.
Are you a leader? All of the members of this group were able to identify times when they were leaders. Two of the girls initially answered no to the question, then provided examples of where they gave leadership, Diane as a fund raiser for her swim team and Jean who works with Brownies but, apart from that, prefers to "sit back". "I am more of a follower", Jean claims.

The other Rangers in the Bonavista Unit all said that they were leaders. They identified themselves as leaders with younger people, with peers and on a rotating basis with others in a group. Karen mentioned two areas when she takes the lead:

When I feel like the other people, in any group that I'm in aren't very secure....In school if they put us in groups for any projects or anything, if I feel like the other people don't know the subject that we are working on. At home because I'm the oldest of four kids. I help out with the Guide group. I'm a Junior leader there. They are younger than me. There is enough of an age difference with the Guides that I'm still older than they are, but I'm still a friend as well because I'm not like a leader. They look up to me as a leader but also as a friend.

In two of her examples she is the leader based on the fact that she is older than the others, which, at Guides, puts her in the unique position of being a leader and a friend.
for the girls. At other times her leadership depends on the level of comfort with a topic within a group, specifically groups at school. Sharon mentions her ability to let others take the lead at school, but at Brownies she "takes over. They send me things and I go do it and I teach the group and that kind of stuff." She does not let anything that is bothering her interfere with her cheeriness. She said that was important "because if you are upset a lot, like if people see you upset and everything, they kind of go, Wonder what's the matter with her?...if you are the one who usually keeps smiling. You need someone that keeps everybody together".

Skye doesn't do what others do because she doesn't care what they think. She thinks she would be a leader for younger girls, showing them that Rangers is a good thing to be in. With more people in Rangers, "they'll have a lot of fun in Rangers even though everyone thinks it's like not the cool thing to do." This conveys the impression that these girls are leaders, as they stay in Guiding when it's not an activity their peers at school would approve. Both Jill and Lynn considered themselves to be leaders with peers. Lynn did not identify herself as a leader in a crowd of people, though at camp she has led people putting up tents. She says she was more of a leader when she was one of the older girls in Pathfinders than she is in Rangers. Jean says, "I've always been the type of person who can make friends
easily and with friends you have to be a leader." Again, the idea emerges of being a leader with peers and those younger.

Leaders they know. In this Ranger group, leaders they knew were as often friends at school as they were females inside or outside of Guiding. Again the aspects of being able to communicate with others is highlighted. Diane simply stated that a leader is someone telling you what to do. Karen says "One of my friends is a good leader because she can talk to people and she will tell them exactly how she feels, like if she has a problem with something she'll tell them right away but she's also understanding enough. She'll listen to them if they have something that they want to contribute; she'll take it into account."

Two of the girls chose Guiders as examples of leaders they know. Jill stated that the Guider she knew "puts other people first. That's important, not to be selfish." She then listed being responsible, organized, punctual and prepared to be a good leader as other important aspects of leadership. Sharon described a Guider she knew as "prepared for what she plans to do." These descriptions cover a range of requirements to be fulfilled in order to be seen as a good leader.

Leadership definition. The definition of what a leader is was slightly different from the Cadets' perspectives. Three of the seven girls expressed that leaders had to
possess a type of vision in order to lead others. Skye stated that a leader sets trends without following others, reiterating what she said about herself as a leader. Jill expressed it as "taking a stand in what you believe in" while Karen thought "you have to know what you are all about if you can help other people." The latter two also expressed the need for consideration of the feelings and ideas of the group. The goal-oriented leader was outlined by four of the Rangers in this group. Karen said "It's just your own way of being able to take over a group, be able to put all your ideas together and get something going on it instead of just slacking off. To be able to achieve a goal that you presented yourself and that kind of stuff." This combines the skills of being able to work with the group and goal setting. Leading discussions, and setting examples for others to follow were the ideas of both Jean and Lynn.

Effective and Ineffective Leaders. The Rangers were diverse in what they had to say about effective and ineffective leaders. Communication was an important aspect for Jill, Jean and Karen. Jill says ineffective leaders can't express themselves clearly. Other Rangers viewed as effective leaders who were positive (Diane), confident (Jill, Lynn) and initiated activities (Skye). They tended to express their ideas about ineffective leaders as opposite to how they had described effective leaders. Diane's ineffective leader was negative when things went wrong,
offering no solutions to problems. Jill and Karen indicated that poor communicators made ineffective leaders. Jean saw those who did not share responsibility and were controlling as ineffective. Lynn and Sharon had similar ideas about a leader's inability to instill confidence in their followers, even though the leader was confident in her ability, leading to poor communication. Sharon implies there is a proper way to lead which involves granting leadership on the part of the group itself to the leader. According to Sharon, an ineffective leader is "somebody who thought themselves as being somebody who people thought a lot of. So when they go to take over or something, they don't really get anywhere but they think they are." This suggests that the leader should be listening for feedback, and change her approach if the followers are not cooperating. Something is wrong with the leader, not something is wrong. She speaks of commitment of the leader to the idea being presented. If the leader is not much interested, then people would not listen to her.

Best and worst things leaders do. There was a strong link between what the girls said about effective and ineffective leaders and what they had to say about the best and worst things leaders do. The themes of communication, positive encouragement, and working with the group were present in what they said. Karen expressed her ideas about communication well:
You have to talk to the people you are working with and you also have to consider what they have to say because half the time they are the ones who are working on (the challenge). The best thing I think would be to communicate with people, know how they feel, and get their input.

Positive encouragement was given as a technique used by effective leaders and also as the best thing a leader could do. Explaining these ideas in terms of opposites also emerged from looking at what these young women said. Clearly, one type of behaviour was effective while its opposite was ineffective.

The delineation between the best and worst things leaders could do was explored by Jill as she responded to the question. "Fail." She went on to clarify: "It's only the worst thing if you don't learn from that mistake because if you don't learn from the mistake then you really haven't accomplished anything, but there is the positive side when you fail of learning from your mistake....everyone who brings up an idea is a leader because it takes courage and strength to bring up an idea which in itself is leadership." Jill's ideas evolved to explain some of the overlapping aspects which then expanded her definition of leadership. Her simple one word answer, "Fail." was definite yet her continuation was less so which may have been her attempt to find the positive aspects of even the worst of situations.
Leadership in action. Examples of leadership in action for this group were all from their school experiences. Jean, Lynn and Skye chose female peers who had started a school newspaper, conducted volleyball drills and recorded ideas in drama class. Sharon described a male peer who was calm and confident during a simulated emergency situation during swimming. Jill offered to teach a biology class and that was leadership in action for her and Skye thought that the female art teacher displayed leadership in action when they were given a choice in who would go on an Art field trip.

Santiago Rangers

Are You a Leader? Members of the Santiago Rangers all considered themselves to be leaders in some aspects, including taking charge to complete tasks, acting within a group of people to take turns, leadership based on age, and as a result of academic success. Anne shows her leadership in a task-oriented group through discipline. "This is how it is to be done and they give me feedback. I listen to it, but once the rules have been set we go ahead and get it done, no slacking off." Both Allegra and Jackie talk about being in control only if someone else does not take the lead first. Allegra: "It depends if there is someone that I feel intimidated by or I think is more powerful...but if there is people that I can take over then I become the
leader." Jackie says that she has never taken the lead like this in hockey. When asked why not, Jackie replied:

Mainly because one of the coaches does that and I'm the only girl on the team and they don't necessarily look down on me but they don't look up to me either. At times they don't. I think they respect me for playing hockey. It's just that they don't look up to me as the best player on the whole team which I'm not, but I wouldn't do that in hockey.

Suzy and Elvira say that they get things done, Suzy at school and Elvira in Pathfinders. Erin and Nicola both mention being leaders with their friends and with younger children. Nicola is "usually very outgoing and the children look up to me as someone to follow." Erin says that "sometimes I prefer to be like an equal with my friends."

Helen expresses a progression in her thoughts about leadership. She knows now that leadership does not mean being required to do everything. "You sort of lead people's minds in a certain direction." She notices that her posture and her voice change when she is the leader. Jennifer relates her leadership to her success in academics. She was made a leader based on a test result in History, and so in that sense she considers herself to be a leader.

Leaders they know. Peers or guiders were chosen as examples of leaders by all of the Santiago Rangers. Five of the girls chose guiders and four of them chose peers. Anne,
Helen and Nicola chose the same Ranger guider, who was closer to their age. They described her as organized, while allowing input into group ideas. Suzy and Elvira chose Suzy's mother who gets girls going and gets things done. Peers chosen by the other girls included Jennifer's sister, a girl who led the Ecology club, a friend of Allegra and a male student council president. Three of these people were leaders in organized groups at school.

Leadership Definitions. Common threads which appeared in the leadership definitions of the Santiago Rangers were the words help and take charge. Erin, Jennifer, Nicola, and Anne used the word help though in different contexts. Erin said that a leader helps others to "develop new skills and develop themselves and sort of change themselves so they learn new things and stuff." Jennifer thought a leader got you started and organized while Nicola saw the leader as guiding and assisting others. Anne thought a leader used knowledge and skills to help develop leadership in others. Elvira and Suzy agreed that the leader was to make things fun for other people. Allegra and Jackie saw leaders as being in charge and telling others what to do.

Effective and Ineffective Leaders. The participants had many different things to say about effective and ineffective leaders. Jackie, Jennifer, Suzy and Elvira thought leaders should provide activities to do. According to Jennifer,
if you have a good group, your leaders plan things that you would like to do. They discuss with you, they listen to you, and so they know what you want to do and you know what they want to do.

Nicola and Anne both mentioned listening skills as a positive attribute, while Helen and Anne noted that ineffective leaders did not listen. Helen thought a leader should have a good rapport with the group and it occurred to her that a leader should be inspiring. Allegra expressed that there needed to be a balance between being in control and being approachable. Some of the other aspects of ineffective leadership included not providing a program the participants wanted (Jennifer), being pushy (Nicola), not being firm enough (Jackie) or a being a pushover (Allegra), and trying to break the person (Elvira).

Best and Worst Things Leaders Do. Similar themes to those found in the effective and ineffective leadership responses were in these responses though not necessarily said by the same girl. Again listening to the group was important.

Be willing to try their best for the task I think that has to be completed because if you are not willing to put effort into it, then it's not worth even trying to do the task. You have to be willing to put your best effort into it and your best effort into co-operating
with your group and listening to them and solving any conflicts that arise. (Erin)

A balance between being too strict and too lenient was seen as the best approach by Allegra. Helen again referred to a leader being able to inspire "because even after they've stopped... they can keep leading on for years mentally." Helen also said that the worst thing a leader could do was to "break someone else and say that you are worthless and you are not good at doing this sort of thing... grinding someone into the ground."

Leadership in action. Leadership situations the Santiago Rangers could recall occurred at camp for three of the girls. Anne described her own leadership when setting up a Guiding camp in the dark on a wilderness camping expedition. Allegra talked about her Instructor at a month-long leadership course at the provincial Girl Guide camp. "The kids were totally involved and she doesn't yell at them which was really good. She just calmly tells them what they should be doing and I thought that was really great."

Jackie also mentions a camp situation involving a Guider calming campers when they were too loud at bedtime. Suzy mentioned her mother, a Guider, playing games with the girls. Erin worked at a day camp for the March Break and she describes the location supervisor:

...sort of a leader for the leaders and I thought she did it really well. She handled it really well. We
had about 47 screaming children and we were somewhat understaffed for that, but she didn't let it sort of beat her down. She had a lot of enthusiasm and she kept everybody happy. She tried to keep good relations between the leaders and, like, other staff members and the caretakers at the place we were working at. She was really helpful but I think it was kind of funny. Even her, she would get down and she would get upset. We got into a number of conflicts with the caretakers and stuff, and one day she got really upset and she sort of ended up going to some of the other leaders, and so I guess in a way we were also leaders to her.

It was kind of neat that it worked both ways.

Nicola talked about a female student she saw on television leading a protest against the closing of a school, and Jennifer mentioned a male leader at a church meeting who ran the meeting smoothly through the evening's agenda. Elvira talked about a female physical education teacher who made them do push-ups when they were the last back after an activity. Helen made no response to this question.

**Eldon Rangers**

*Are You a leader?* All of the Eldon Rangers thought that they were leaders. The themes of being a leader based on age, with friends or peers, in Guiding, and depending on their comfort level were repeated by these girls. Six of
the girls expressed that they were leaders with younger people.

Probably my little sisters seem to look up a bit to me. Just by setting examples I guess. Some of it's not all good....(Holly)

When I teach somebody (swimming) because I have to show everybody how to do stuff and it makes you feel good if you can get people to do what you are doing. (Kelly)

Sometimes when I'm here (at Rangers) because I'm the oldest Ranger. I feel like a leader sometimes. (Rena)

Quinn will be a leader with peers and with those a year older, but offers a different perspective:

It's very easy for me to give my views, to take charge (at Rangers), but in other groups, when I get into a group of students, if you were to put me into a group of students, me as the youngest one, which I have been practically all my life since I advanced a grade, but you put me in with people that are 2 years older than me and there's, like, 50 of us in a room and I'm the youngest one, I can't bring myself to give my opinions.

Both Rena and Quinn mention being leaders in Guiding. Rena and Jade talk about being leaders among peers, Rena with friends and Jade on Student Council. Finally, Carmen speaks of her comfort level as a discriminator between when she is a leader and when she is not.
Sometimes, if I feel good about it, then I will just take charge and go forward where some people kind of hesitate and fall back, and other times when I don't feel as comfortable with it, I'll feel like falling back on someone else to lead.

Leaders They Know. Four of the seven Eldon Rangers named women in Guiding as leaders they knew. Rena chose her mother, who is also a Guider.

She's a leader, not just in Guides. She has her own company. She is a leader in the company...she has a lot of things that she always does. She is always in charge...and making people feel good in themselves.

Killa and Carmen talk about their Ranger Guider who is helpful and patient and takes care of them. Kelly speaks of the instructor at the waterfront leadership session she attended at the provincial Girl Guide camp. The remaining girls named different leaders. Holly spoke of the respect she had for her father. Jade talked about an encouraging older girl on Students' Council and Quinn referred to a historical figure, Harriet Tubman:

She was Underground Railway, and to me she's practically a hero because of what she did. She didn't care what anybody thought. She risked her life. She was outgoing. She was just creative about everything she did and basically she was just there and she did whatever she could to help somebody.
Leadership Definitions. Being in charge, having people look up to you, and being a role model. (Kelly)

Being able to control a group of people, like sheep. (Killa)

Someone who takes charge. They don't really care how anybody feels about them. It doesn't bother them that they are outgoing. They'll do whatever. (Quinn)

It's just the way that someone takes charge and makes sure that everything runs smoothly. (Rena)

Being in charge, and controlling others was a part of these four girls' definitions. There is little consideration for input from members of the group, as both Quinn and Killa indicate.

Holly's definition is more balanced, recognizing both the authority over others and the fun within the group:

I think it's the ability to keep some sort of an organization among a group of people, not so strict that it's not any fun—you know. I think that a leader is a person who can put some sort of authority over you, but not rule.

Jade thought it was more of a facilitator role, while the helping aspect surfaced in Carmen's definition as well. Carmen goes on to identify another kind of leadership:

In some cases I think there is really no leadership, it's just cooperation. I think leadership tends to happen more often that the leader will make the
decision and the people involved are not always happy because what they've said hasn't really mattered. In the second part of her definition, Carmen is also referring to leadership as taking charge and making decisions, as Quinn has identified.

**Effective and Ineffective Leaders.** Holly, Jade, and Rena all used opposites to describe effective and ineffective leaders. Effective leaders were described as "somebody who can influence people" by Holly, "organized" by Jade, and Rena speaks of a teacher who is fair and able to control the class. Ineffective leaders were lacking influence, "ordering people around" (Jade) and being biased while lacking control.

Kelly's effective leader "understands. He listens. He teaches the right way. He shows us how we are supposed to do something if we do it wrong." Ineffective leaders "don't take charge, let wrong things happen and don't do anything about it". Quinn's effective leader is able to communicate and make decisions with a group of people. Her ineffective leader is "outspoken but too outspoken, or not outspoken enough. If they are too outspoken, that's actually kind of bad because then they get mouthy." Finally, Killa describes two teachers:

**Effective:** That would be my Geography teacher because he is strong and powerful, booming voice. He gets the point across. People listen to him.
Ineffective: All she did was get red in the face and yell at the class. She was a very ineffective leader because the class wouldn't listen....Maybe because she was a woman, the guys wouldn't listen to her. If she had been a man, like a big strong man, they would have just shut up.

The gender difference between the effective and ineffective teachers is notable. She is labelled as ineffective because the class won't listen. He displays effectiveness by using a booming voice.

**Best and Worst Things Leaders Do.** Some girls expressed ideas similar to what they said about effective and ineffective leaders. Carmen spoke of being allowed to make her own decisions as the best thing a leader could do. The worst thing was "forcing you to do something that you don't want to, that you are uncomfortable with." Kelly highlights the importance of understanding and communicating, while the worst thing would be not listening.

Other girls said different things from what they said about effectiveness. Quinn agreed that listening was most important, while the worst was to "be in it only for himself." Killa thought that leading in a positive direction, bringing out the best things in people, was most important. The best thing according to Rena was making you feel important, and the worst thing was to "be bossy and
want to be in charge when they don't deserve to be in charge."

Leadership in Action. A variety of examples were provided by five Eldon Rangers, not including Kelly and Killa, who chose not to answer the question. Carmen chose to describe a camp situation where one girl delegated everything that needed to get done, and it happened. She was the only one to choose an example in Guiding. Holly described her in-car driving instructor who had the ability to both praise and correct driving habits. Jade gave committee work for Students' Council as her example of leadership in action. Quinn spoke about students who protested to save their school from being switched between school boards, and Rena remembered two students, a male and a female, who organized a variety night at a leadership event in Ottawa.

All Participants

Male Leaders in Girl Guides--A Hypothetical Situation.

When presented with the possibility of males becoming leaders in Girl Guides, a range of responses resulted. Some of the girls expressed concerns that they would be more self-conscious. Others saw it as a chance to be exposed to male points of view. A number of the girls felt that male leaders would make positive contributions to the organization, while others went further to add that with
male leaders they would be able to do more things. Some expressed both positive and negative aspects, while two girls saw no change. An examination of each of the above, looking at what the girls said will be presented in this section.

Eight of the 28 girls expressed ideas that males would change their unit by making it less comfortable for the unit members. Males would change their agenda bringing in more male activities, be stricter, and in general influence the group just by their presence.

"In our unit, I could see some of those girls backing down a lot because in their home their father tells everybody what to do, the male domination thing, and I have a feeling that the girls wouldn't really express themselves the same way." (Isabel)

"We might not have cross stitched...two weeks ago. We might have played hockey. I think our agenda would definitely be different because men and women think differently. (Jennifer)

"...our leaders let us say whatever we want to say. They (the men) would be more into a strict kind of thing." (Jackie)

"We probably wouldn't be upstairs right now doing needlepoint. I couldn't picture our man leader allowing us to do needlepoint. That's a very female thing, and if we
had men leaders they would want us to do more male things."

(Rena)

These girls seem to value the connection that happens when women are together without the influence of males. Those things which interest women are the focus of their meetings, and they are freely allowed to discuss what they choose to discuss without feeling restricted.

Two of these girls had experiences which seemed to influence their perception that male leaders would change their Ranger/Cadet units--Isabel, from her visit to a cousin's Scout meeting, and Allegra from her experiences as a Venturer. Isabel says "they don't have a place now that they can act themselves. They have the pressures of the guys and they have the pressures of the leaders because the leaders say...I don't really want girls in my unit, but I have to take you, so you have to work twice as hard....I can see the girls...becoming self-conscious."

Allegra belongs to a Venturer group consisting of 5 females and 1 male. The leader is a male, though he is not registered as the leader; his wife is. She sees the two groups as having totally different atmospheres. In Rangers, she thinks that with a male leader "some people would become quieter because...you can be a lot more open than with a male leader because you kind of have to be a little bit careful with some things that you say....I'm comfortable with my male leader in Venturers but...I wouldn't want a
male leader in Guiding because I like having female leaders. I don't see any advantages to having a male leader unless there were some males in the Guiding group."

Three of the girls did not envision any problems with men being leaders. "Actually I think in a sense it would be an advantage for men to come into Guiding, because then we would have an idea of what they are thinking and we can discuss that as well because, as it stands, it's good that we can get together as a bunch of ladies or women but it's always topics that women talk about" (Jill). While she felt it would change the unit, Kelly felt that "it would show us a different point of view because everything right now is one sided." She would not mind having a male leader it seems, even if it meant others in the group might not be as open. She also makes the assumption that all women lead in a similar fashion.

Quinn also felt getting the male point of view would be valuable. She equated discussions of women's issues with opportunities to "cut up the male". "I think we would benefit from it" (the male point of view). She expressed this, then she went on to describe what would stop happening in the unit. "We wouldn't have the talks that we have because we wouldn't feel right talking about them in front of a male", referring in particular to a discussion of every detail of childbirth the Rangers had as a challenge. The value of getting the male point of view seems to outweigh
the value of being comfortable to discuss any issue that comes up. This sense of fairness with regard to including the male point of view seems again to devalue the female perspective, as with Jill expressing that all they talk about is women's topics.

The idea that males as leaders would facilitate more activities was expressed by both Sharon and Skye. While Sharon did not agree with having males in Girl Guides, she also expressed that "if my dad was to be a leader, we'd probably do archery, hunting, like different outdoor stuff, that some of our female leaders and parents don't do." Skye used being able to do more things to justify having male leaders.

It would be more fun because then you'd get to do more things. You could think of different things to do because girl leaders think, Oh, well, girls probably wouldn't like that, but maybe if you had a guy leader, they'd say, Well, why don't you just try it. I know that my uncle's a leader for the Cubs and they do so many things. They go outdoor camping, but the girl leaders are sometimes afraid to do that. If you had a guy leader, he'd be more willing to do things. If you wanted to go rock climbing or something, like if the whole group wanted to do that. I think the male leader would, but the female leaders would kind of back off and say, No, let's not do that. It's not safe. I
think the guy leader would be more willing to take a
dare. Winter camping, like in tents or outside
shelters, like doing dangerous things, going on really
weird trips that some ladies wouldn't want to do.
The possibility that Guiders are uncomfortable with
such challenges and therefore limit the girls' exploration
in these fields is somewhat baffling, given the leaders
involved in this group. They have encouraged participation
in expeditions which qualify girls for the Duke of
Edinburgh's awards and have themselves taken groups on
European excursions. Nonetheless, Skye's expression of
these perceived limitations is real.

Finally, 11 of the girls, the largest number of girls
in any grouping identified, expressed both the positive and
negative aspects of having male leaders in Girl Guides.

"...I guess to put it the easiest way, a man...they've
never felt, especially with adolescent girls, they don't
know exactly what a girl is going through and they can't
exactly empathize the way a female leader can." (Alison)
Even with such a strong first statement, Alison continued,
expressing that the different point of view of males could
be valuable bringing perhaps more energetic activities to
the group.

Michelle expressed that it depended on the age group
worked with, thinking that it would make no significant
impact on the Guide-aged girl. She did not think a male
leader should be involved with Pathfinders, Rangers or Cadets.

Helen and Elaine both felt that the person would have to be considered, implying that some males might be appropriate as leaders, while others would not be. "If he was a nice person, I wouldn't mind" (Elaine). "If it is sort of wishy-washy in a leader, then it wouldn't make any difference. If you are really strong as a leader then...you know it would be the same thing as a female leader. They would sort of dominate over everyone else and take over the job...keep everyone in line" (Helen). Elaine said the unit would change with a male leader and Helen thought she would not personally be comfortable.

The opposite reasons for some were the change in comfort level of the group versus the addition of the male point of view. Diane and Carmen both expressed these as reasons for and against having male leaders. Nicola, Anne, and Holly all felt that having a male leader would make some of the girls uncomfortable. Holly thought that she would not be uncomfortable. The other two thought that a male leader would bring a new way of doing things to the group. "They can teach us and guide us into different ways of doing things" (Nicola). It was not clearly discernable which girls would sacrifice the comfort of the group for another point of view, even though many expressed one or the other as reasons for or against male leadership. It is clear that
the addition of one point of view would in turn eliminate
the other point of view, since some of the girls would not
be comfortable expressing their ideas in a group with a male
leader.

Two of the girls felt there would be no difference
between having male or female guiders. Jean's response was
conditional, "if we still ran the meetings and did what we
wanted to do and everything and they are just kind of there
to just make sure everything is O. K.", expecting that the
male guiders would act as advisors like her female guiders
do. Lynn stated that the name Girl Guides would have to
change to Guides.

Males as Rangers. Similar reasons for the hypothetical
inclusion of male members for Girl Guides emerged when the
participants were asked to discuss this issue. Eight of the
participants offered no response; 12 said that the group
would be negatively affected in a variety of ways; 6 girls
thought it would improve Guiding; and 2 girls expressed
ambiguity about the effects of male Rangers on the unit.
The 8 participants who did not respond may not have done so
for a couple of reasons. They may not have been asked the
question, or they were asked the question about males in
Guiding without a distinction between leaders and group
members.
The largest group of girls responded about the discomfort male members would cause in the unit, as exemplified by Diane's response.

I don't think that would work. I don't know, I think I would be more uncomfortable with guys in the Ranger group because you'd be always worried about looking your best and everything. Like here you just kind of come and you talk and do whatever. Like I think if guys were there, you wouldn't want to talk about certain stuff...normally what you do at school, you really wouldn't want to tell them how dumb you were when you did something, whereas girls it's different because you know them better...I think I would just like to keep it the way it is.

Though she was firm about not wanting male group members, Sharon expressed curiosity about Venturers. "I think Venturers would be kind of neat, to go just to see how they actually run it." Elaine was more concerned with how males would affect the way things happen, and preferred to have involvement with males to be through joint events sponsored and planned co-operatively with Scouts Canada.

Jean expressed her concern that it would be the males who would run the meeting and control the selection of activities to do as a group. "They would think, Ah that wouldn't be interesting, crafts and stuff like that. We'd probably be doing more sports stuff I guess. We'd probably
do more outdoor camping and stuff like that, which would be good because we do some of that, but I guess it's hard to get everyone together and do stuff. I think we would do more guy things." Jean also offered the possibility of joint events as a way to interact with Scouting groups.

Both Jade and Kelly did not want males as Rangers, and cited an example of male reactions to the issue of rape as dealt with in an assembly at school.

It would be more like school. We had a play where people came in and they acted out plays for us about drug awareness, teen violence, and drinking and driving, stuff like that, and rape. The guys would cheer sometimes, little comments... (Jade). They (the guys) were really immature. They don't understand what it's like to be a girl....if guys are immature about what we are talking about, then I think the girls are going to become shy and they are not going to want to talk because the way the guys have reacted to something, and if they sit back and they start saying their little comments, I think nobody would talk (Kelly).

Elvira thought she could not do things as well when guys were there. Anne was concerned that "the girls would wander off with the guys. I mean there could be boyfriend/girlfriend relationships and that could really break up the group if there's a fight between them."
Six of the girls did express positive reasons to include males as members. Jennifer thought they would do a wider variety of things. Curiously, she cites an example then puts what she deems the males' possible choice before her own:

I think we would definitely do a lot of different activities than we do now, like we may want to go downtown to Chinatown and have a fun time or something, but the guys might not want to do that. They might not want to go down to Chinatown shopping. They might want to stay back up here and play baseball.

Both choices, visiting Chinatown and playing baseball, are viable options with or without male participants. She continued, offering another suggestion that a mixed group could improve social skills. It is only when she was asked about negative aspects that Jennifer suggests, "maybe you like to do things that more girls tend to do so you like that kind of group...I think we might not do all the things that we are used to do, that people really like at Guides and that's why they come."

Jill sees the program changing slightly, with less crafts and more opportunities to play sports like hockey. She alludes to topics that "you don't bring this up at Guiding", including playing hockey in women's leagues. She thinks the women's movement has made women more equal.
Carmen thinks that having male Rangers would be an improvement over male Guiders, since they would have more things in common, being the same age. When asked about the girls' comfort level, she responded: "I think it would change a little bit, but I think we would get used to it. At the beginning it might be a little bit difficult, but after a while I think we would get used to it and feel good about it."

Karen stated it would be good to know males who were interested in the same kinds of things as the girls in Guiding. She is most concerned with the perceived image of Guiding held by people at school. "I hate to say this, but if you tell people I'm in Guides, they usually think little kids sort of. That's how they see Guiding." It would not be the same with male rangers, and she would not enjoy it as much. Yet she states that males in the group "would change...how people perceive Guiding." She was quick to follow up with "I don't want to say that just because guys were in it that it would make it a better thing."

Presumably, it would only make Guiding appear to others to be a suitable, age-appropriate group to be involved in.

Finally, Nicola expressed good reasons for both sides. She saw the addition of the male point of view as beneficial for discussing dating. She also acknowledged the difficulties of camping with males with particular reference to appearance. "It's not a productive thing and [it's
Rangers and Cadets as Leaders. The girls' choices about who the leaders were among the members in their units, fell into four categories. Eight of the girls made no response to this question, including four of the Cadet participants who were the first to be interviewed. They were not asked this question, which emerged through the interviewing. The 20 other participants' responses have been grouped into four categories. They include differentiation by equal participation, age, taking charge, and outgoing personalities.

Nine of the 20 girls indicated that everyone had a role in the group and that the leadership in the group was shared. One other girl, Holly, expressed this as one of two ideas she had about Rangers as leaders. Seven of the nine girls were members of the Santiago Ranger group and their ideas are best expressed by Jennifer.

I think everyone in our group at one point gives leadership. I think that at certain times someone is the leader as opposed to other times, because as I said before we all...pursue something and bring it back to the group.

While Jackie also echoed this idea, she explained her own quietness through the meeting:
Well, in a way I don't think anybody is. Everyone has their own say and everyone is free to think, everyone speaks out. If they have something to say, they will say it. No one really sits there and then says, Well I don't want to do that... I'm very self conscious of everything that happens so they might not necessarily like me as much or think that I am different or strange or something like that.

Helen did not think that the girls could divide a task and bring the completed parts to a meeting to share. There are only some girls in the group she could trust to actually accomplish the task they had agreed to do. Karen, of the Bonavista Rangers, said that everyone contributed to the meetings. Rena, Eldon Rangers, expressed herself as follows:

I think we all work together and we are all leaders because we're not really... we don't need a leader with seven or eight of us. As a group leader sometime people take over the role but most of the time we just do whatever.... There's never really any leader in the group. Sometimes Quinn will take over if she knows what she is talking about or Jade.... different times, different things, people know different things about, sometimes I will take over as a leader (Rena).

Holly named some of the older girls as leaders but also saw all of the girls as being on an equal basis.
Six of the participants identified age as an important factor in terms of who took charge at unit meetings. Two of the six girls were from the Eldon Rangers, while three were from the Bonavista unit. The remaining girl was a Cadet. The older girls were seen as the leaders, since they were involved for a longer period of time and knew about the events that the group would be invited to attend through the year. Jill saw that the older members worked together, while the younger girls, who were less confident, sat back and listened. Elaine identified as leaders the older Cadets who were now finished the program. She saw more working together in the unit currently, with the Cadets taking turns to speak. Jean, an older Ranger, noticed a change in the unit as the younger girls started to attend. "It doesn't seem like Rangers as I knew it, because people are all a lot younger, like Pathfinders...and now I just feel that I'm in a Pathfinder unit." Holly named the older girls in the unit and indicated that they would input more ideas than the other girls, based on their experiences.

Three girls identified girls in their units who took charge by directing the flow of the meeting and sharing their ideas, including Diane of the Bonavista Rangers and both Elvira and Suzy from the Santiago group. Diane identified one girl as the leader and described her behaviour, while Elvira and Suzy named several girls with expertise in different areas. Finally, two girls identified
leaders as outgoing. Quinn, who was identified by others as a leader, agreed that she is a leader in their Ranger group since "it's very easy for me to give my views to take charge." This was reinforced by my observations during the taped Ranger meeting when Quinn was eager to express her views. When asked to explain about whether other Rangers were listened to, she said, "We don't listen to them all the way we should, but I think basically everybody does get what they deserve and are listened to". Killa was the other Ranger who expressed that the outgoing girls were the leaders. She was from the same group as Quinn.

"The (girl) leaders get more of a say in what happens...like Holly and Quinn and Rena because they are more outward. They present their opinions like right away."

Cadet and Ranger Guiders. The participants had the least to say about their Ranger/Cadet Guiders, compared to what they said about males in Guiding and leaders among the girls in their groups. Many of them had mentioned Guiders as examples while answering other questions. Comments ranged from not letting the girls do enough, to nothing would be done without them. Their influence as organizers, facilitators, advisors and role models was talked about. These ideas came from girls from each of the groups. The age factor among Guiders was also mentioned by several girls. Since this question evolved from the interview of
one of the Cadets, three other Cadets were not asked this question and Kelly, of the Eldon Rangers also did not provide a response.

Helen says, "the leaders just do everything and it was the same in Pathfinders. I wouldn't mind assuming more responsibility. They do the books [financial records]. They find out about all the activities. They don't call people up all the time, but they are always in charge." Many girls referred to their Guiders as organizers, six of the girls using the expression "on track" to describe them:

She keeps us organized and on track. She makes sure we get stuff done. Sometimes we get a little sidetracked. (Elaine)

Motivation...sets everything out. [She] keeps everything on track because she's home most of the time and you can get a hold of her. (Sharon)

They try to lead us on the right topic because we kind of get off topic a lot. They tell us about current events and stuff that's going to happen soon. They try to get us to the right place at the right time and the right meeting. (Killa)

Well, if we didn't have them in our group, I think we wouldn't ever get anything done. (Rena)

Only Allegra mentioned that their Guiders were role models. Six others saw them as facilitators:
I think their role, more because it is a Ranger unit and we are older now, is just to guide us along. (Jill)
They kind of try to get us to do the things ourselves and lead ourselves and get our own ideas, and they just try to sit back and let us do them. (Jean)
They have a lot of connections on things. Without them I don't think we could do a lot of things....They have connections all over the county. They know everybody. A lot of people that you need to know. (Jade)
They tell us all the things that are open to us, are an option to us, and then discuss it and decide what we would like to do, and they make that possible for us. (Jennifer)
Three of the girls talked about the age of the Guiders having an impact on the program. Both Michelle and Erin saw benefits for having an older and a younger Guider:

It brings a range of perspectives. Old ideas become new again. (Michelle)
[The younger Guider] does a lot when it comes to camping and outdoors because she is very into that kind of stuff. [The older Guider is] really good because she's been in Guiding for a long time. She knows a lot about the way it runs, so she's really helpful when it comes to organizing things with other Guiding groups or Scouting groups or things like that. (Erin)
Jean preferred younger Guiders because "they kind of have the same interests as the girls and they understand the girls better. They are kind of more their age and they understand the kind of things they like to do".

Chapter Summary

This chapter has outlined the responses of 28 Rangers and Cadets to questions about leadership. Their responses are given by unit from the Bravo Cadets, Bonavista Rangers, Santiago Rangers and the Eldon Rangers. They expressed their ideas about whether they thought they were leaders, and for whom they were leaders. They described leaders they knew, and defined leadership. They discussed differences between effective and ineffective leaders, and the best and worst things leaders do. Finally, they described situations in which they saw leadership in action.

Responses for the remaining questions were grouped according to the response each girl made. Looking at all 28 girls outside the boundaries of their units. Questions dealt with in this section included the hypothetical situation of having male leaders; males as Rangers or Cadets; Rangers or Cadets as leaders; and the leadership of their Guiders.

Chapter Five will provide a summary and some conclusions about what these young women have said.
Implications for working within a single-sex organization will be discussed.
CHAPTER FIVE: SUMMARY AND CONCLUSIONS

This study has explored the perceptions of leadership of adolescent girls who are members of the Girl Guides of Canada. Chapter One stated the problem, defined terms used in the document, and explained the importance of the study. Chapter Two presented a review of related literature, subdivided into sections about gender issues, leadership and adolescence. Chapter Three outlined the methodology that was used in this study and Chapter Four presented the findings. The girls' responses were divided into two parts in Chapter Four and the same delineation will be used in Chapter Five. A summary of the findings will be presented first by unit with respect to questions concerning their own leadership, their definitions, leaders they know, and leadership in action. The responses of the girls will be considered as a whole group for those questions about males in Guiding, leaders in their units and their own Guiders.

Summary by Unit

Bravo Cadets

The Bravo Cadets were the first group interviewed and also the group which gave the most Guiding examples of leaders and leadership. This group is fortunate to have a difference in the ages of their Guiders, one being a former Cadet and the other a long-time Guider. Input from the
group and consideration for ideas was important. These
traits were evident in how the unit meeting was led. All of
the girls were encouraged to share their ideas. The best
and worst traits of leaders, as well as effective and
ineffective leaders, were viewed in terms of opposites and,
once again, consideration of differing points of view was
important for this group.

Bonavista Rangers

The Bonavista Rangers also expressed the idea that age
made a difference in who was a leader and when they took the
lead. Jean's reluctance to call herself a leader and her
work with Brownies are juxtaposed, and it is the fact that
she is older and experienced that make her a leader. A key
to Karen's leadership is her cheerful attitude, even when
she is not feeling cheerful, presumably leading others to
participate positively. Skye, one of the younger Rangers,
is a leader by being a member of Rangers, even though peers
at school might not approve. For all of these girls,
leadership did not appear to be fixed on one member of the
group and this is reflected in the comfortable atmosphere of
the unit meeting. Four of the girls said that being goal
oriented was important, while others mentioned, having a
vision and that consideration of the opinions of others was
important to the rest.
Bonavista Rangers did not use as many Guiding examples compared to the Cadet unit members. They felt that Guiders who were chosen needed to be unselfish and organized. More often they chose examples from their peer group, which supports the notion that peers have more influence on adolescents than adults. Effective communication and positive encouragement emerged as important characteristics for a leader.

Santiago Rangers

The Santiago Rangers all considered themselves to be leaders and the age factor was evident in their responses as well. As a female playing hockey on an otherwise male team, Jackie was not considered a leader in that situation. Communication emerged as an important aspect of leadership, and a reference to it was made in many of the answers given. Leaders were described as taking charge and helping. Ineffective leaders were too firm, or not firm enough. Leadership examples included Guiders for more than half of the Rangers and camp emerged as a significant opportunity for leadership in action within Guiding.

Eldon Rangers

The Eldon Rangers all considered themselves to be leaders, and age and past experiences were once again cited as factors. Examples of leaders they knew were Guiders for
the most part, but a peer, a father, and a historical figure were also used. Four of the girls identified leadership as "being in charge", and this did not always connote a positive notion. One girl identified the idea of different leaders emerging in different situations. Gender was a possible cause of the plight of one ineffective leader, a female teacher. Her difficulties with an uncooperative class were viewed as her inability to be effective, while a male teacher was considered effective due to attributes of his maleness, his strength and his booming voice.

The expression "taking charge" was used to define leadership, yet there seemed to be other ideas similar to taking charge expressed by some of these Rangers when discussing ineffective leaders. Quinn indicated that being outspoken was effective only if the right balance between too much and not enough was achieved. Only one Guiding example was used in this group, and it referred to another adolescent at camp.

Overall Summary

Without exception, the 28 young women interviewed identified themselves as leaders in at least one aspect. This is possibly a result of the Girl Guide program which encourages helping others and learning through teaching.
They see themselves as capable of leading at tasks with which they are familiar and are therefore credible as leaders, as Lips (1981) has suggested. Initially, Jean of the Bonaventure Rangers said that she was not really a leader, but that she was most comfortable with younger friends, yet she works in a Brownie unit organizing games and activities. Diane also said she was not a leader, then explained that for her third year in Pathfinders she was a leader, but as a new Ranger, she was not.

Age was a common thread linking the leadership opportunities many of the girls experienced. As they became the oldest in a particular unit, they were able to be leaders for the younger girls in their units or for girls in younger groups. This hierarchical progression through the levels is a familiar pattern found in many organizations, and as Kanter (1977) found, it can be detrimental to women in the organization in a mixed-sex setting. The change in the structure of the Girl Guides of Canada, at least at the Provincial level, will encourage the participation of young adults in decision making. As well, the flattening of the model by empowering committees to make decisions, will include the input of more women of all ages.

Women in leadership positions continue to be noted because of their gender. The Girl Guides of Canada provides an ideal opportunity for women to develop leadership skills without the issues of silencing by gender (Mackie, 1987).
Reforms to the structure of the organization continue to be needed to identify who is silenced in Girl Guides and who is visibly absent. Changes are then needed to allow those voices to be heard.

My own experience verifies the adage that the best way to learn something is to teach it to someone else. This is a positive and powerful tool for all educators. It is important to consider the subject matter young women are teaching in Guiding. If they are only used as leaders to play games to keep the girls entertained between activities, they are not being used effectively. Furthermore, this limits the scope of their leadership. Are the girls limited by what they are teaching? Are they merely teaching games to keep the girls busy between activities? Do the older ones have input into what they do, or are they just told what to do? If, instead, they are involved in organizing, planning and presenting significant elements of the program, they will also be seen by the younger girls as important team members. This not only teaches a skill or a game, it teaches that the young women's contributions are important and this empowers them to lead.

The age of the Guiders was mentioned by several participants in more than one group. Michelle enjoyed having the range of perspectives of one older and one younger Guider, and Erin saw the benefits as well. The influences of Guiders closer to their age is mentioned only
by one of the girls as an important aspect of leadership. This is surprising considering the importance of peers to adolescents as indicated by Elder (1980).

All Participants

Male Leaders in Guiding: A Hypothetical Situation

In light of related research, allowing males to become a part of the Girl Guide organization would mean significant changes beyond the deletion of the word girl, as Lynn suggested. It would foster the silencing of these young women, and a relinquishment of their control of the meeting due to social conditioning. The majority of young women agreed that silencing would happen, expressing it as a discomfort. If they are uncomfortable, then the first silence outlined by Mackie (1987), being unheard voluntarily, will become a reality at unit meetings. The possibility of being edged out of the discussion process also becomes likely.

Given that the organization was established as hierarchical, and that the success of women becoming leaders within a mixed-sex hierarchical setting has been poor (Osborn and Hunt, 1975), the addition of males in Guiding would discourage female leadership. This would be in direct conflict with the Aim of the Girl Guides of Canada (see
Appendix A), which fosters leadership from local to global settings for women, young and old.

The opinion that men should be allowed to come into Guiding because that is the fair thing to do neglects to address the issue that men would not come into such a group as equals. As Porter, Geis and Jennings (1983) illustrated so well using the head-of-the-table cue juxtaposed with gender, males and females more often saw men in charge no matter where they sat at the table. As it is now, Guiding is perceived as one sided, based on the fact that only women are present. This perception assumes that all women think and act alike. The range of opinions expressed by the young women in this study alone indicates a diversity and richness that defies the notion of "one-sided" leadership. Including males reverses the perceived one-sidedness in favour of the males. This is fairness at a steep price for the girls involved, supporting Hilary Lips' (1991) view that men would become dominant and women accommodative. It is more appropriate to consider the homogeneous nature of the membership of the Girl Guides of Canada in terms of ethnicity. Only one of these young women was from a visible minority background. This limitation challenges the organization to be more inclusive, increasing the diversity of leadership.

The aspect that as a group the girls might do more adventurous things with male leaders may similarly be a
result of expectations. Women are not expected to be experts in more daring ventures. In the case of many Guiders, they may not be skilled in these areas. Even when they are, perhaps their gender limits others as seeing them as such. From my own experience hiking for 17 days on the Pennine Way in England, I remember trying to help a young fellow and his father who were quite obviously suffering the ill effects of poorly designed backpacks, blister-causing boots and inexperience. Even though I could have offered expert advice, they would not accept any help from me. This rejection also happens every time female experts are overlooked in favour of male experts to present sessions at Girl Guide leadership training events. The experts in our midst need to be recognized and called upon to do what they do best, especially in more adventurous activities.

The limitation of program choices, especially of the adventurous variety, as suggested by some of the participants in this study is a difficult one for me to acknowledge. It is clear that the options the young women expect are available seem to affect the types of choices they make for activities within the unit. Invisible barriers do exist which limit their choices, including the inexperience of Guiders, and the unavailability of equipment. In my own Ranger unit, we have been promoting canoeing skills and, ultimately, wilderness canoe camping. Currently, we are using the equipment purchased by the unit
Guiders to implement this program option, since the unit cannot afford its own equipment. Searching for fund raising options which will be seen as adventurous, thus reflecting another aspect of Guiding apart from selling cookies, has been stymied at an administrative level. We continue to search for ways to get equipment so that more youth members can participate without further subsidy by Guiders. If Guiders are limited by any number of restraints, including time constraints, to push for change, the options available are limited and therefore limiting. The effects of gendered socialization continue to be perpetuated.

**Males as Rangers.**

Issues similar to those raised about male leaders were voiced by the participants about male Rangers. The discomfort of the female members of the group was readily dismissed by some of the girls as something that they would adjust to. For most of them it is their reality, as they are in school in coeducational settings. In addition, male choices seemed to take precedence over female activity choices, with the males once again being dominant and the females accommodative.

**Rangers and Cadets as Leaders**

The shared leadership aspect expressed by nine of the young women interviewed is reminiscent of Frances
Hesselbein's (1990) "bubble chart" which encourages participatory leadership. Their sharing of expertise and responsibility could also be related to the importance placed on the consideration for thoughts and ideas of each participant.

Once again, the age factor continues to play a role in when girls choose to participate in the meetings. Another implication of this is the fact that activities as they have been done by the girls in the unit previously become the preferred model for what the members will do in the future. There are benefits and drawbacks to such an arrangement. Benefits include the continuation of specialized pursuits such as camping, creative arts and outdoor pursuits mentioned by members of all four units. Drawbacks could be the perceived unavailability of activities such as hockey, archery and adventurous camping, as previously mentioned by some participants.

**Cadet and Ranger Guiders**

In general, Guiders were given as examples for all of the questions asked about leadership. When asked specifically about the role of their Guider in the unit, the girls did not have too much to say compared to what was said about hypothetical males in Guiding. The Guiders' importance to the functioning of the unit was significant for many of the participants. It is not altogether
surprising that the invisibility of the Guiders' leadership was evident. This could be likened to the thankless and invisible role of primary caregivers, more commonly known as mothers. It could also reflect that a quieter facilitator approach is less memorable than an autocratic dictator.

The variety of ages of their Guiders is viewed in a positive way by the girls who mentioned it. The sharing of valued insight and information by the older Guiders and the common interests of the younger Guiders can be seen as a diverse richness of benefit to the unit members. It is of interest to note that the majority of Guiders are between the ages of 25 and 55 according to a 1992 Canadian Guider readership survey, and recruitment for leadership positions is usually among those whose daughters are in the organization. Recruitment among younger adventurous adults is rare, possibly because it is the responsibility of District Commissioners to recruit new Guiders and they are limited by their experiences to find and recruit such leadership. Another possible reason may be the image of Girl Guides which is to be discussed under implications for practice.
Implications

Implications for Practice

When I became a Guider at the age of 20, I readily adopted the spirit of adventure espoused in Guiding publications. In retrospect, the words inspired me to camp, hike, travel, backpack, sing, and to try new things. As Lord Baden-Powell (1924) so aptly put it, I caught the spirit of Guiding, like measles. It puzzled me that the view from both outside and inside of the organization did not match the reality I found happening within it.

I became aware of the same old, tired image of cookies and blue uniforms, which seemed to be as much as people wanted to understand. My perceptions of this phenomenon deepened only when I began to explore gender issues. Gender was the key. Its impact on the course of a life and on an organization was evident in the explicit and implicit biases faced, then too often conveniently dismissed or ignored. Even though Girl Guides of Canada offered so much more than cookies and blue uniforms, media images and the perceptions of the general public could not see through that to what it really had to offer. Similarly within the organization, actions which maintained the status quo by perpetuating a perception of limited options for many Guiders in turn limited options for the youth members. Opportunities for
adventure were available, yet those attempting to access them faced the often invisible barriers imposed by gender.

Historically, the Girl Guides of Canada has had strong ties to the British organization. While recognizing this root, the organization itself has downplayed the importance of the contributions to it by Canadian girls and women. This supports the societal notion that Girl Guides of Canada contributions are insignificant.

This study provided an opportunity to chronicle the perceptions of adolescent members of the Girl Guides of Canada. Theirs are voices which need to be magnified and deemed to be not only important but vital to the health of the organization. We must listen to them, first and foremost. They have so much to say. Within the Girl Guides of Canada, a unique opportunity exists to explore the realities of gender bias and to provide support for confusing and contradictory situations which arise.

The aim of the Girl Guides of Canada -- to help girls and young women become responsible citizens, able to give leadership and service to the community whether local national or global -- can hope to be fulfilled only in a single-sex environment at the present time. Co-educational situations would be more of a hindrance than a help and even within an all women setting, there are obstacles to be faced.
While sharing some of the preliminary findings of this research at a Guiders' workshop, I was confronted, anonymously, with objections to my work. On an evaluation form for the session a Guider commented that she "was not interested in listening to why we make 'better' leaders than men. She should practise the dissertation of her thesis somewhere else" (Anonymous, 1993). Despite the fact that most of the comments were positive, her comment reminded me bluntly, that not everyone wanted to discuss the underlying biases which exist in our society. It saddened me to think that fear and denial of the issues were being used once again to silence the ideas of women, in particular my ideas. I had to wonder who she thought would be more interested than Guiders about our very own youth members.

As has been seen in this study, members of the Senior Branches gave many examples of a variety of leadership types. It is vital to the Girl Guides of Canada to encourage all kinds of leadership. Even though we are a single-sex organization, we are not "one sided" as indicated by some of the participants. Nonetheless, the Girl Guides of Canada must also encourage greater diversity in its membership so that it includes unrepresented groups to participate, enriching the experience for everyone. The leadership of the girls themselves, in particular, needs to be fostered and developed.
The program itself is open to a great variety of interpretation, particularly at this age level (15 - 17+) and these girls need to know that it is a program over which they have control. If they choose to have archery sessions or to go winter camping, this can become a part of the program. It must be the role of Guiders, including administrators, to encourage and facilitate opportunities for adventure within Guiding.

Leadership offered by women who have tried adventurous things is another way to foster a variety of leadership styles at the same time as adding expertise to the delivery of the program. These include the young women who have taken advantage of opportunities within Guiding who are not encouraged to remain within the organization. Given that more women work outside the home out of necessity, less time can be devoted to providing the service of leadership within Guiding. Drawing on the expertise of those who have acquired skills can only ease the burden of responsibility for everyone, enriching the program and offering opportunities to more girls and young women to learn skills. Younger guiders must also be encouraged to contribute at a local, provincial and national level. The initiative of the Joan Howell Youth Forum (Waters, 1993) which encourages such participation needs to be heeded.
Implications for Research

Having been so long maligned and misinterpreted as Girl Guides, it is not surprising that this sampling of Rangers, Cadets and their leaders were so cooperative and interested in being listened to. Given that little formal research has been conducted with and about members of the Girl Guides of Canada, further study of the leadership issue will only help to broaden and to develop theories about leadership among women within a single-sex organization. It would widen the scope of leadership studies in general, giving us a better picture of the options and choices available to all organizations. It is my belief that Girl Guides have a great deal to offer, locally, nationally and globally.

The opportunity to listen to and to learn from the participants in this study has been a satisfying learning experience. Given the limitations imposed by time and funding, I have "done my best" to present the views of the young women, and my own, on the topic of leadership and its perception. Without such limitations, I envision research of an interactive nature, involving the participants for more than the three planned encounters. It would be fascinating to interview the same participants through their years as members of the Girl Guides of Canada. It is my belief that the leadership offered by the Guiders makes a significant impact on the young girls and women who participate in Guiding, and I would choose to include their
thoughts and ideas in future research. Weaving together the pieces of interviewing, observing and working with Youth Members and Guiders would offer a clearer picture of how leadership is perceived, how it emerges within Guiding and how to share leadership effectively. Continued research is therefore recommended to add to the knowledge and insights of leadership in general, and specifically to expose the importance of the Girl Guides of Canada as a significant developer of leadership in girls and women.

The work of Lyons, Saltonstall and Hamner identified leaders as autonomous or interdependent in relation to others. This study based on the perceptions of leadership in adolescent members of the Girl Guides of Canada did not identify these leadership types. The Cadets and Rangers held relatively simplistic views about leadership. In particular, age became a significant factor in who was considered a leader. Questions as to whether this is due to the structure of the Guiding program or not are raised by this study. Do girls and young women in general hold similar views? This could also be a possibility for future research.

Conclusions

In January of 1994, I purchased a book of three-dimensional images. The book itself was flat with
multicolored, seemingly random, patterns spread across each page. When the pages were viewed individually without focusing the eyes and with a measure of patience, a three-dimensional image emerged. I found I could explore every corner of the whole picture with this new way of seeing. The similarities between experiencing this new vision and exploring the thesis, perceptions of leadership in adolescent girls, is striking.

The issue of gender and its significant impact on the life course of an individual also required a new way of looking at the whole picture. Through it, I began to see new aspects of my own experiences and the experiences of others. I have learned many things recognizing that gender makes a difference in how opportunities unfold for individuals and groups. The contradictions of experiences make more sense when I can identify and see through the discrepancies imposed by gender. It explains why Girl Guides are misunderstood and categorized as "little kids sort of" as Karen so aptly put it. It also explains why the limiting of options within the organization occur.

Karen's expresses the contradiction between how others see Guiding and what actually happens within the organization. Males belonging would change the public perception of Guiding though not necessarily "making it a better thing" (Karen). Girl Guides live this contradiction
and trying to change the public perception often takes away from the pursuit of skills and experiences.

Contradictions within the organization exist between what the Rangers and Cadets identified as possibilities for activities with and without male participants. They mentioned more active and adventurous choices if males were involved. They saw limited choices due to the perceived limitations of their Guiders.

I continue to believe that variety and diversity are valuable assets for any organization. I respect my own opinion equally with the opinions of others, including those who disagree with me. The Girl Guides of Canada has diversity in leadership within its adult and youth membership. The next challenge will be to broaden the diversity by including girls and women from a diversity of backgrounds.

Change is not a comfortable state for most people. It can be more threatening if a person's basic assumptions are challenged. Gender issues seem to challenge these assumptions, forcing either a further exploration or a quick retreat away from the threat. Within the Girl Guides of Canada, a retreat from the effects of gender can only be detrimental. We must value the history of women, including the richness of the heritage of Guiding, remembering it and growing into the future. The trap of being silenced in its many guises must be addressed, and strategies developed to
reduce its effects on Guiding activities and, ultimately, the limitations it imposes on girls and women. These limitations include the pairing of age with leadership. So much is lost when the voices of girls and young women are not heard. They have so much to offer.
References


Appendix A

Girl Guides of Canada, Aim, Objectives, Promise and Law

(from Policy, Organization and Rules, Girl Guides of Canada, 1993)

AIM
The Aim of the Girl Guides of Canada - Guides du Canada is to provide opportunities designed to help girls become responsible, resourceful, and happy members of society.

OBJECTIVES
The Objectives are established in order to fulfil the Aim of the Girl Guides of Canada - Guides du Canada. They apply to all sections of the Organization with varying degrees of emphasis and provide an opportunity for girls to:

1. Develop personal values and respect for self and others.
2. Develop respect for nature and the order of things.
3. Have new experiences and outdoor adventure.
4. Make friends and have fun.
5. Achieve a sense of well-being.
6. Learn the importance of decision making.
7. Function in small groups.
8. Achieve a sense of pride in accomplishment.
9. Acquire practical and leadership skills.
10. Develop their ability and willingness to help.

CURRENT PROMISE
I promise, on my honour, to do my best: to do my duty to God, the Queen, and my Country, to help other people at all times, to obey the Guide Law.

CURRENT LAW

1. A Guide's honour is to be trusted.
2. A Guide is loyal.
3. A Guide is useful and helps others.
4. A Guide is a friend to all and a sister to every Guide.
5. A Guide is courteous.
6. A Guide is kind to animals and enjoys the beauty in nature.
7. A Guide is obedient.
8. A Guide smiles and sings even under difficulty.
10. A Guide is pure in thought, word and deed.
Appendix B

Proposed Promise and Law

(from Draft Proposal, April, 1994, Girl Guides of Canada)

PROPOSED PROMISE

I promise to do my best,
To be true to myself, my God/faith* and Canada;
I will help others,
And accept the Guiding Law.

*Choose either the word God or the word faith according to your personal convictions.

LAW

The Guiding Law challenges me to:

* be honest and trustworthy.
* use my resources wisely.
* respect myself and others.
* recognize and use my talents and abilities.
* protect our common environment.
* live with courage and strength.
* share in the sisterhood of Guiding.
Appendix C

Questionnaire

1. What does leadership mean to you?
2. Do you perceive yourself to be a leader?
3. Why? Why Not?
4. Describe someone you see as a leader.
5. For whom are you a leader?
6. Describe a situation in which you observed leadership in action.
7. Who is the leader in your Ranger group?
8. What is the role of the Ranger Guider in your group?
9. Describe a situation in which you had to deal with a conflict.
10. What is an ineffective leader?
11. What is an effective leader?
12. Imagine the GGC has decided to change its policy and is willing to let men become leaders in the organization. How would that affect your unit if you had a male leader in your group?
13. How about if there were guys your age in the group. Would that make a difference?
14. What is the best thing a leader can do?
15. What is the worst thing a leader can do?
Appendix D

Letter to Guiders

December 12, 1991
316 Vansittart Avenue
Woodstock, Ontario
N4S 6G5

Dear

I am writing as follow-up to our conversation at Ranger-Ranger Guider in October during which time you expressed an interest in the research I will be conducting for my Master of Education thesis. My focus will be on the perceptions of leadership of adolescent girls who are members of the Girl Guides of Canada.

The format of my research will have three phases as follows:

Phase One
A brief (5-10 minute) introductory interview will be conducted with each participant. This will be videotaped. During the time that this takes, other unit members could be involved in a craft or an activity that will tolerate interruptions. When all of the participants have completed the short introduction, I wish to videotape the group for no more than one hour to observe how they function in a meeting situation.

Phase Two
I will return to interview each girl asking both general questions and questions drawn from observations from the group meeting.

Phase Three
At this meeting, I will present my findings and conclusions based on what I have extracted from the information collected.

Time Line
I hope to complete the first phase in February and March, while phase two will be within two weeks of the initial date. Phase Three will take place in April. I am confident that this will be a positive learning experience for everyone involved. Please let me know if your group is interested in participating by completing the enclosed form and returning it to me as soon as possible.

Thank you for your interest and encouragement. Don't hesitate to contact me if you have any questions.

Sincerely,

Ann Downie
(519) 539-0762
Appendix E

Parent Letter

"Perceptions of leadership of adolescent girls who are members of the Girl Guides of Canada."

Dear Parent/Guardian,

My name is Ann Downie and I have been a Guider, in good standing since 1978. Currently, I am a Master of Education student at Brock University in St. Catharines. The aim of the Girl Guides of Canada, to help young women become responsible citizens, able to give leadership and service to the community whether local, national or global has prompted me to conduct research for my thesis in this area. I am interested in learning about the perceptions of leadership of adolescent girls involved in this organization.

I would like to observe and videotape Senior Branches members functioning in their units. A follow-up interview will be arranged with each individual. This interview will be taped then transcribed with the consent of each participant. Pseudonyms will be used for the sake of anonymity. Individuals will not be identified in any articles, reports or presentations related to this research. It is my intention to provide a follow-up session at which results of the study will be made available.

Participants are under no obligation to participate and you refuse to participate or withdraw from the research study at any time without any effect on their membership in the Girl Guides of Canada. There are no known risks associated with this study.

Thank you for your consideration. Please fill in the attached form and return it as soon as possible if you give consent for your daughter to participate. If you have any questions or comments, please feel free to contact me at (519) 539-0762.

Sincerely,

Ann Downie
Master of Education Candidate
Brock University
St. Catharines, Ontario
Appendix F

Participant Letter

"Perceptions of leadership of adolescent girls who are members of the Girl Guides of Canada."

Dear Senior Branches Member,

The challenge of looking wide has been a great part of my involvement with the Girl Guides of Canada as a Guider since 1978. I continue to reach for new challenges as a Master of Education student at Brock University. My thesis topic draws on my experiences as a Girl Guide.

The aim of the Girl Guides of Canada is to help young women become responsible citizens, able to give leadership and service to the community whether local, national or global. I am interested in learning about the perceptions of leadership of adolescent girls involved in this organization.

I would like to observe and videotape Senior Branches members functioning in their units. A follow-up interview will be arranged with each individual. This interview will be taped then transcribed with the consent of each participant. Pseudonyms will be used for the sake of anonymity. You will not be identified in any articles, reports or presentations related to this research. It is my intention to provide a follow-up session at which results of the study will be made available.

You are under no obligation to participate and you may refuse to participate or withdraw from the research study at any time without any effect on your membership in the Girl Guides of Canada. There are no known risks associated with this study.

Thank you for your consideration. Please fill in the attached form and return it as soon as possible to _____________ if you wish to accept the challenge to participate. If you have any questions or comments, please feel free to contact me at (519) 539-0762.

Sincerely,

Ann Downie
Master of Education Candidate
Brock University
St. Catharines, Ontario
Appendix G
Consent Form

"Perceptions of leadership of adolescent girls who are members of the Girl Guides of Canada"

Please fill out and return this portion to _____________

Senior Branches Member
I, (name)________________________ agree to participate in Ann Downie's study. I have read the attached letter of explanation and all questions have been answered to my satisfaction.
Signed_________________________ Date__________________

Parent or Guardian
I, (name)________________________ give my consent for my daughter (name)________________________ to participate in A. Downie's study. I have read the attached letter of explanation and all questions have been answered to my satisfaction.
Signed_________________________ Date__________________
Appendix H
Group Participation Form

The members of ____________________ 06
   unit name

_________________________ ____________ interested in
   city\town                  are/are not
participating in A. Downie's study.

Contact _______________________

Address _______________________

Telephone _____________________

If you are interested:
Do you have any time preferences? ______________

________________________________________________________________________

________________________________________________________________________

What night does your unit meet? ______________

from __________ until __________.
   time             time
Comments or questions (on back of sheet):
Appendix I

Initial Interview Questions

1. How old are you?
2. What grade are you in?
3. Tell me about your family.
4. What are your interests?
5. Why did you choose to be a Cadet or Ranger?
Appendix J

Dates of Meetings with Participants

Bravo Cadets
  Initial Interviews and Meeting Observation - February 10.  Individual Interviews - February 17, 26.
  Phase Three - May 25

Eldon Rangers
  Initial Interviews and Meeting Observation - February 11.
  Individual Interviews - March 3.
  Phase Three - April 7.

Santiago Rangers
  Initial Interviews and Meeting Observation - February 26.
  Individual Interviews - March 11, 25.
  Phase Three - March 29.

Bonavista Rangers
  Initial Interviews and Meeting Observation - March 23.
  Individual Interviews - April 6.
  Phase Three - June 22.
Ann Downie,  
407 - 198 Scott Street,  
St. Catharines, Ontario.  
L2N 5T3  

Dear Ann:  

I would certainly support the work on your thesis by offering the co-operation of Ontario Guiding. Please feel free to contact members as you wish for their comments.  

We look forward to your report on its completion.  

Best wishes.  

Sincerely,  

Marguerite Rogers,  
Provincial Commissioner.
Appendix L

Brock University Ethics Committee Approval

From: R. Ogilvie, Chair,  
Standing Subcommittee on Research with Human Participants

To: A. Downie & C. Reynolds

Date: 15 January 1992

The Brock University Standing Subcommittee on Research with Human Participants has reviewed the research proposal:

Perceptions of leadership in adolescent girls who are members of Girl Guides of Canada

The Subcommittee finds this proposal to conform to the Brock University guidelines for ethical research, pending attention to the following matter(s):

Use of a parental consent letter.

Comment: The committee is concerned that the issue of some girls not being leaders be dealt with with sensitivity.