

Leadership Essentials for New Leaders Self Study

The Girl Scout Leadership Essentials training prepares you to effectively facilitate the Girl Scout Leadership Experience (GSLE) and explore the leadership processes of girl led, learning by doing, and cooperative learning. This self study typically takes two hours to complete. It may take more time if you explore additional resources.

If you prefer training with others in a group setting, there are many sessions available. For dates and locations or to register, visit the River Valleys' website at www.girlscoutsrv.org.

Materials Needed

In order to work through the activities in this self study, you will need:

- Leadership Journey for *It's Your World – Change It!* or *It's Your Planet – Love It!* (girl book) referred to as girl Journey book
- The accompanying adult *How to Guide/Partner* book
- Your grade level Program Essentials chart (or one of your choosing) available in Welcome Kit or online
- Pencil or pen

Course Objective

After completing this self study, you will be able to describe:

- The importance of all components of the Girl Scout Leadership Experience: the keys, the processes, the short/intermediate outcomes and the final outcome.
- What a typical “session” or meeting might look like for a specific grade level.
- How to use the adult *How to Guide/Partner* book, along with the accompanying girl book for a grade level Journey.
- How to do Try-its, Badges, Patches or events with one's troop and align the activities with the Girl Scout Leadership Experience and the River Valley's GSLE Program Essentials.
- Several tips for managing a troop and conducting a safe troop meeting including the following: circles, check-ins, quiet sign, parts of a troop meeting.
- The value of and application of purposeful leadership.

Course Completion

The recommended River Valleys leadership training sequence for new leaders is the completion of the GSUSA Volunteer Orientation, online or self-study, and Leadership Essentials within four months of being a leader. One leader from each troop must also attend a Fast Start meeting. Throughout this self study, there will be questions for reflection. These are for your use only and need not be returned.

Complete and return this page of the self study along with the evaluation on page 18 to River Valleys at the address below to record your completion of Leadership Essentials—

Girl Scouts of Minnesota and Wisconsin River Valleys
400 Robert St. S.
St. Paul, MN 55107

Attention: Adult Development Department

Signature _____ Date _____

Name _____

Address _____

City _____ State _____ Zip _____

Phone (home) _____

Service Unit _____

Welcome to Girl Scouting

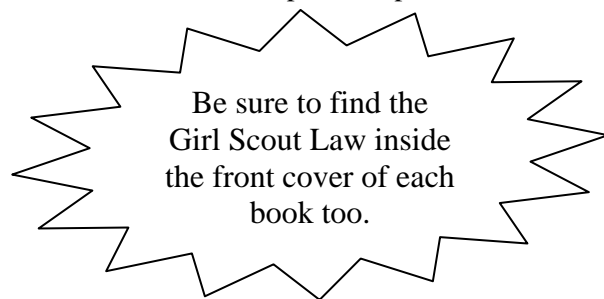
As a troop leader with the Girl Scouts of Minnesota and Wisconsin River Valleys, you can make a positive difference in a girl's life. Our volunteers are dedicated, inspiring, and invaluable as they help girls discover their values, connect with their communities, and take action to make the world a better place.

Girl Scout Basics

Girl Scouts is the world's preeminent organization dedicated solely to girls. All girls, everywhere, are welcome and encouraged to participate. We give girls an accepting and nurturing all-girl environment where they develop courage, confidence, and character to make the world a better place. This is the **Girl Scout Mission**.

Complete the **Girl Scout Promise** made by Girl Scouts everywhere. Find the promise inside the front cover of the girl Journey book and the accompanying adult How to Guide/Partner book. Use it to complete the phrases here:

On my _____, I will try:
To serve God and my _____
To help _____ at all times,
And to _____ by the Girl Scout Law.



The three parts of the Girl Scout Promise are signified with the Girl Scout sign. The Girl Scout sign is used when girls say the Girl Scout Promise. The sign is formed by holding down the thumb with the little finger of the right hand and holding up the three other fingers.

Troop Management Tips

Have a start-up or arrival activity for troop meetings. This makes the girls feel comfortable and gives them something meaningful to do until the troop meeting begins.

Discuss the meaning of the Girl Scout Promise and the Girl Scout sign. The Girl Scout Promise is often said at the beginning of Girl Scout activities, sometimes while standing or sitting in a circle (also called a ring). Meeting in a circle provides face to face communication, ensures inclusiveness because all can be seen and there is no hierarchy. It makes the girls feel welcomed.

One of the most important features of Girl Scouting is that it provides a safe space for girls. Creating a safe space creates an environment which allows girls to feel they are accepted emotionally, physically, and mentally so they can develop their leadership potential. Welcome every girl and treat each fairly and equally are examples of how you can create a safe space.

Checking in with each girl brings everyone's voice into the room so all feel included and heard. You can check-in with girls in creative ways. Ask them to describe how they are feeling in terms of weather, a school subject, or an animal.

Besides the Girl Scout sign, Girl Scouts has another sign that comes in handy. Raise your right hand over your head to signal for quiet and attention at any Girl Scout gathering. When the hand goes up, mouths go quiet, and everyone joins in giving the quiet sign.



A group agreement is a shared understanding of appropriate individual and group behaviors that support a respectful environment during the meeting or activity. Allowing the girls to help establish the group agreement at a troop meeting sets a positive collaborative tone. The girls agree to it because they have set their own expectations.



Checking In

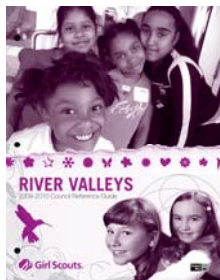
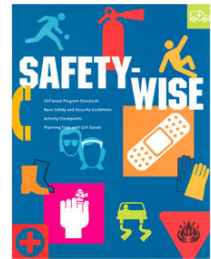
What are some benefits of using circles and check-ins during the troop meeting?

What is the value of having a group agreement for your troop?

What does “safe space” mean to you?

What can you do to establish and maintain a safe space for the group of girls with whom you are working?

Safety-Wise is a Girl Scouts of the USA publication that provides recommendations and requirements for safety and activity planning for all Girl Scouts. It includes Girl Scout program standards, basic safety guidelines, activity checkpoints, and information on planning trips with girls. It also addresses group money-earning and budgeting guidelines and special guidelines for camping. Each troop receives a *Safety-Wise* in their Welcome Kit. A *Safety-Wise* update is found on the River Valleys website under Forms and Documents/Program.

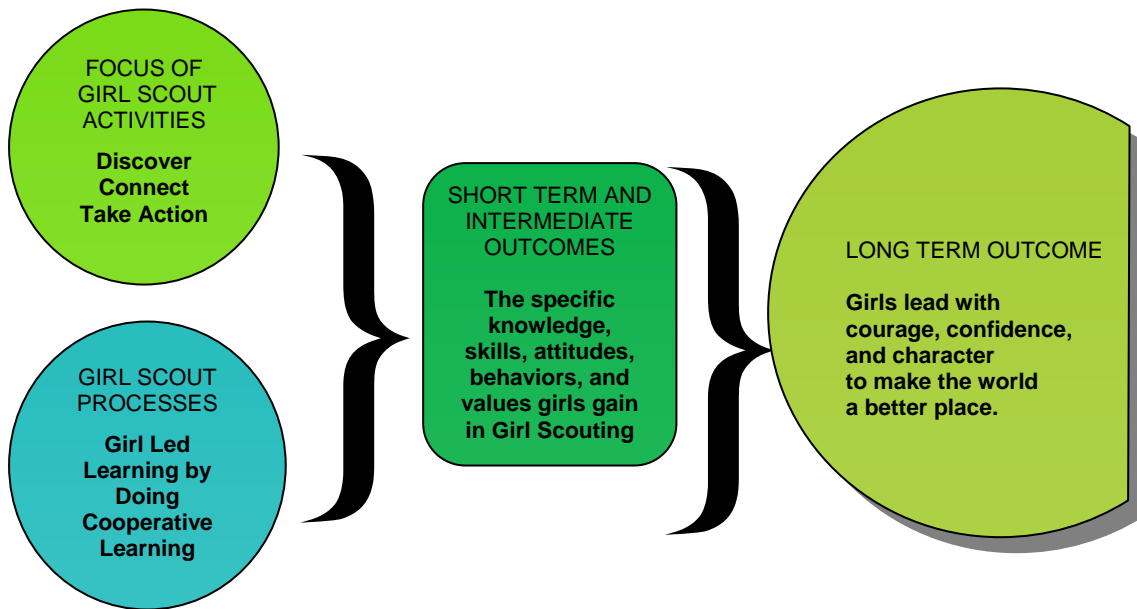


The River Valleys’ *Council Reference Guide* is a publication that provides safety and policy information specific to River Valleys. Each troop receives a *Council Reference Guide* in their Welcome Kit. An electronic version is available on the River Valleys website on the Forms and Documents page.

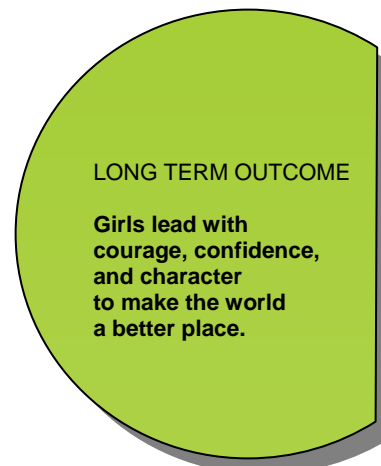
Girl Scout Leadership Experience

With so many different activities, events, and programs competing for girl's time today, it is essential that girls, parents, and the community clearly see the value of Girl Scouting. The Girl Scout Leadership Experience provides the framework that enables girls to build their leadership skills through Discover, Connect, and Take Action activities.

The Girl Scout Leadership Experience model helps us to picture how this is carried out. It clearly communicates the benefits girls will gain from participation in Girl Scouting. On what page of the adult How to Guide/Partner book can this model be found? _____ (Hint: Look in the Contents page: *Understanding the Journey's Leadership Benefits.*)

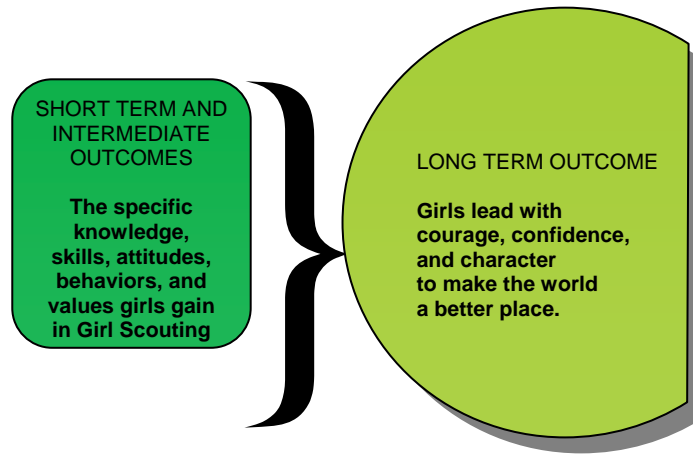


1. To understand the Girl Scout Leadership Experience, start with the outcome in mind – Long Term Outcome



Starting on the right side of the model, the long term outcome is tied to the Girl Scout Mission: Girl Scouting builds girls of courage, confidence, and character who make the world a better place. This is the **purpose** of Girl Scouting.

2. Next, the benefits of being a Girl Scout – Short Term and Intermediate Outcomes



To reach the final outcome, there are 15 short-term and intermediate outcomes with indicators that will help us measure the **benefits** for girls from the Girl Scout Leadership Experience.

The intended benefits to girls are the accumulative result of traveling through the entire journey, and everything else girls experience in Girls Scouting. The 15 national short-term and intermediate leadership outcomes are:

Discover outcomes for girls

- Girls develop a strong sense of self.
- Girls develop positive values.
- Girls gain practical life skills.
- Girls seek challenges in the world.
- Girls develop critical thinking.

Connect outcomes for girls

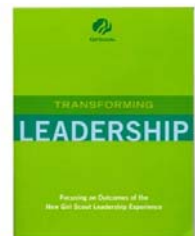
- Girls develop healthy relationships.
- Girls promote cooperation and team building.
- Girls can resolve conflicts.
- Girls advance diversity in a multicultural world.
- Girls feel connected to their communities, locally and globally.

Take Action outcomes for girls

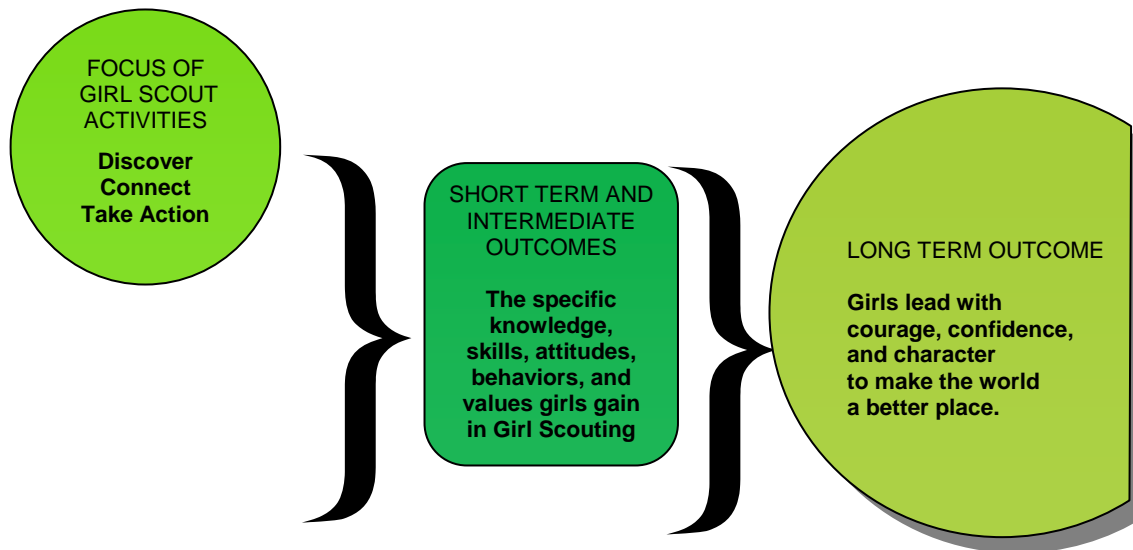
- Girls can identify community needs.
- Girls are resourceful problem solvers.
- Girls advocate for themselves and others, locally and globally.
- Girls educate and inspire others to act.
- Girls feel empowered to make a difference in the world.

Not all 15 outcomes are achieved in each Journey book. Each program grade level (e.g. Daisy, Brownie) has its own specific number of outcomes.

An optional resource that focuses on the outcomes of the new Girl Scout Leadership Experience is the Girl Scouts of the USA publication, ***Transforming Leadership***, available in the Girl Scout Council Shop or as an online document at www.girlscoutsrv.org. Visit the Forms and Documents page where it is available in both English and Spanish under the Membership tab.



3. Then there are three keys to leadership – Discover, Connect, Take Action



The 15 outcomes help us to focus on **activities** to help girls achieve these outcomes using the three keys to leadership:

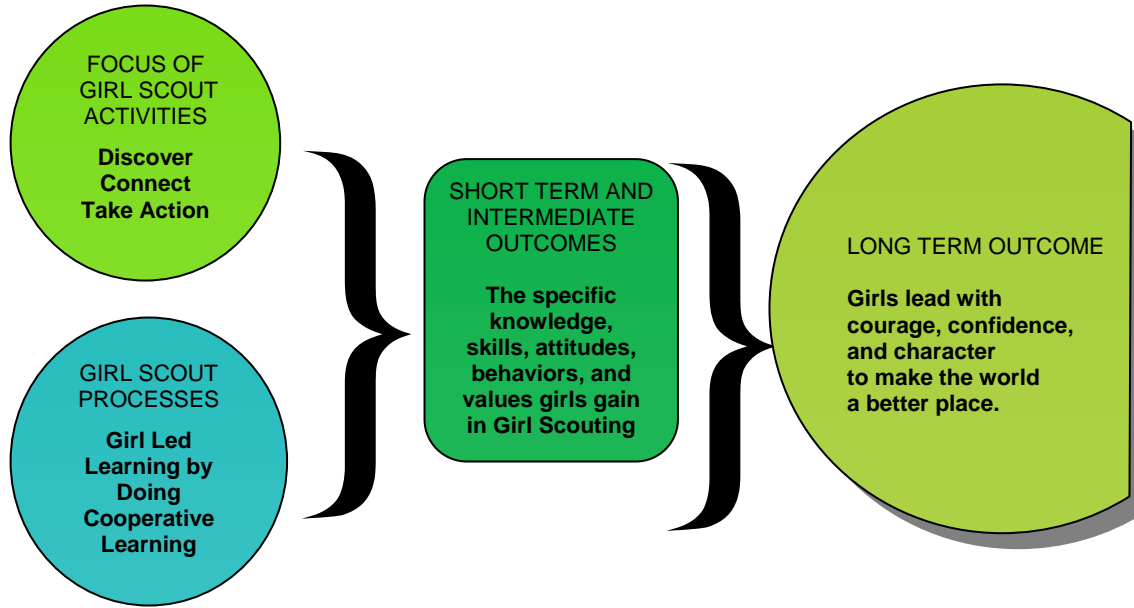
Discover: *Girls understand themselves and their values and use their knowledge and skills to explore the world.*

Connect: *Girls care about, inspire, and team with others locally and globally.*

Take Action: *Girls act to make the world a better place.*

Leadership in Girl Scouting is defined as Discover + Connect + Take Action = Leadership.

4. Also there are three Girl Scout Processes – Girl Led, Learning by Doing, and Cooperative Learning



The 15 outcomes also help us to focus on Girl Scout **processes** by which activities are best delivered. The processes are how you create and enhance a positive impact on girls. Through girl led activities in a cooperative environment where learning is by doing, girls have experiences that lead to the short term outcomes or benefits of Girl Scouting which ultimately result in Girl Scouts achieving their long term outcome.

The three key processes that are essential to the Girl Scout Leadership Experience are girl led, learning by doing and cooperative. Each adult How to Guide/Partner book has information for that particular grade level in a section called *What + How: Creating a Quality Experience*. Using your Contents page, what page number in your adult How to Guide/Partner book describes the three key processes for your grade level? Page _____

Girl Led

Read the description of what this means for the program grade level girls you are working with. After reading the examples, write two ideas of how you can incorporate girl led with the girls.

Learning By Doing

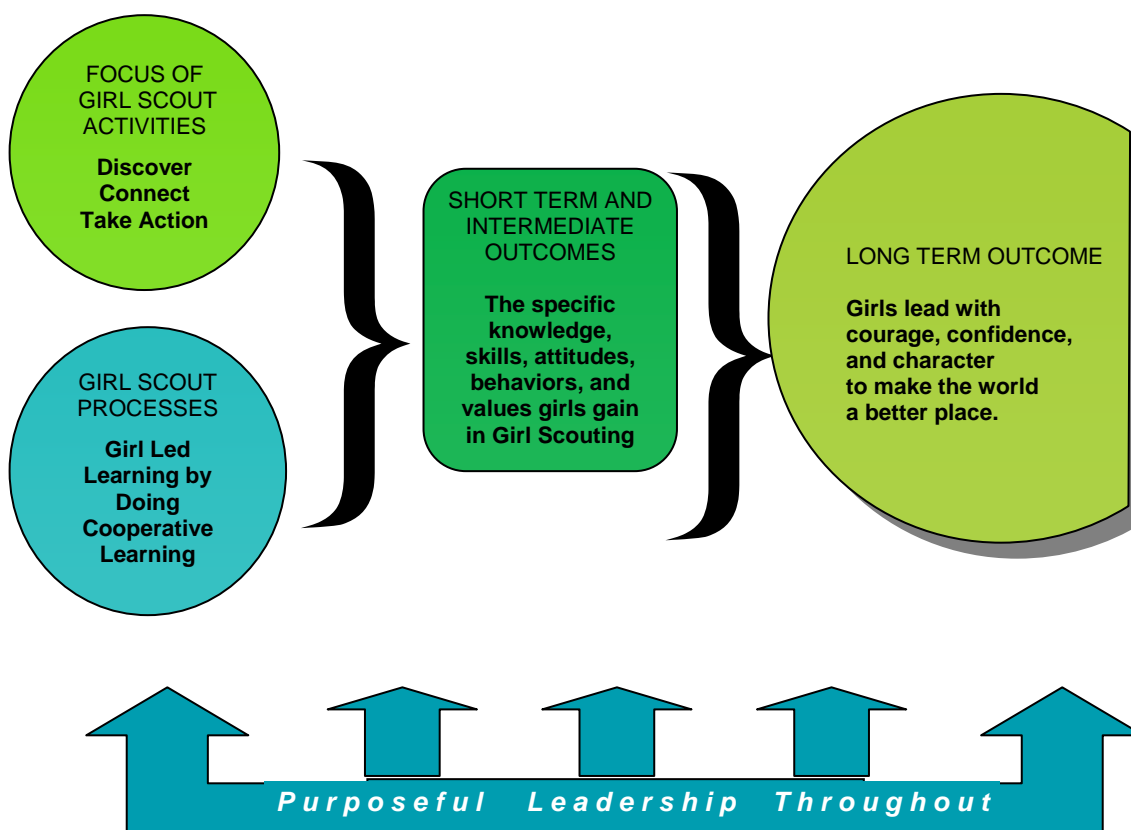
Read the description of what this means for the program grade level girls you are working with. After reading the examples, write two ideas of how you can incorporate learning by doing with the girls.

Cooperative Learning

Read the description of what this means for the program grade level girls you are working with. After reading the examples, write two ideas of how you can incorporate cooperative learning with the girls.

The activities and the processes are equally important in the Girl Scout program. It is the combination of the two together that will help us achieve the outcomes for girls.

5. Finally, Purposeful Leadership



The arrows at the bottom of the model above represent Purposeful Leadership throughout the Girl Scout Leadership Experience. With purposeful leadership, you will be intentionally checking activities to make sure there is a link with one of the three leadership keys, Discover, Connect, or Take Action and that the activity is carried out in a way in which it is girl led, learning by doing, and cooperative.

To discover your purpose, you have to understand yourself. In this way, your purposeful leadership comes from the inside out. On the Contents page of your How to Guide/Partner book, find the section entitled *Your Perspective on Leadership*. Take time to answer these questions now and throughout your journey to apply the three keys of leadership to yourself.



Checking In

Discover:

What values, qualities, and skills make you uniquely you? How will this awareness influence your efforts to guide girls?

When you read the Girl Scout law on the inside cover of the adult How to Guide/Partner book, what law most resonates with you? How does this strengthen your partnership with girls?

Connect:

Can you recall a great experience you had as part of a team? What aspects of those experiences can you encourage girls to build into their team?

Have you ever been really pleased with how you resolved a conflict or responded to peer pressure? How will you use these skills and experiences to guide girls to strengthen their own relationships?

Take Action:

You are taking action as a volunteer in service to girls. What impact do you hope to have on girls?

Discover, Connect, Take Action

What do you think about the suggestion of modeling Discover, Connect, and Take Action for the girls?

The latest research shows that girls want leadership opportunities where they can learn by doing and that are cooperative learning experiences. The Girl Scout Leadership Experience encourages girls to take responsibility for designing and applying activities which results in opportunities for them to see how their actions can affect the lives of others. Additional information about the Girl Scout Leadership Experience can be found on the Girl Scouts of the USA website at www.girlscouts.org and the River Valleys website at www.girlscoutsrv.org.

Let's Go on a Journey

Why use a Leadership Journey book? The Journey book, by design, contains Discover, Connect, and Take Action activities, the processes and pre-determined outcomes for that Journey. Each program grade level is supplemented with an adult How to Guide/Partner book to help leaders navigate their girls through the girl Journey books. It includes tips for customizing the girl Journey book, multicultural information, and girl characteristics all packaged for the adult so that all parts of the Girl Scout Leadership Experience are addressed.

The Journey is also part of the River Valleys Program Essentials, the core plan that girls and leaders use to implement the Girl Scout Leadership Experience in River Valleys. The Journeys curriculum is the foundation of Program Essentials, which is complemented by additional skill-building activities. By using the Journey books, your troop can satisfy the first core essential, Leadership Development. (Your Program Essentials chart is included in the Welcome Kit or on our website at www.girlscoutsrv.org under Programs and Resources.)

How many Program Essentials focus areas are there, not including the Troop's choice? _____

How do the Program Essentials tie into the Girl Scout Leadership Experience?

All of the grade level adult How to Guide/Partner books are organized the same way but the contents are appropriate to the grade level and to the specific Journey topic.

What is the title of your grade level Journey book? _____

1. In just a few sentences, what would you say is the purpose of this Journey for the girls? Refer to the first few pages of the adult How to Guide/Partner book.

How will girls benefit from this Journey?

2. Turn to the Contents page and locate *Understanding the Journey's Leadership Benefits*. Skim the first two paragraphs.

How many outcomes or benefits will be achieved on this Journey? _____

3. Now look at the chart, *National Leadership Outcomes* on the adjacent page. This not only identifies which outcomes will be achieved but also displays additional valuable information.

Using this *National Leadership Outcomes* chart for your grade level, select one of the Journey outcomes. Then identify an activity that will help the girls achieve that outcome and what will be the "sign" for you that the girl(s) have achieved this outcome.

Outcome	Related Activity	Sample Sign
_____	_____	_____
_____	_____	_____

Remember one of the benefits of using the Journey is that everything is packaged for you. The outcomes girls will achieve are identified and the activities are packaged to meet the criteria for at least one of the leadership keys: Discover, Connect, or Take Action.

The Girl Scout processes of girl led, learning by doing, and cooperative learning or the “how” we do activities with girls, are also built into the Journey books. So, if you use the adult How to Guide/Partner book, what you need to deliver a Girl Scout session is right there.

4. How will the *National Leadership Outcome* chart help you in guiding the girls along this Journey?

5. How can we tell if girls have achieved an outcome? (*Hint: On the same page, see the labels at the top of the columns on the National Leadership Outcomes chart.*)

Overview of Sample Session 1

The sample sessions consist of activities that guide you along the journey. The sample sessions are merely suggestions. Each session is designed to allow the girls to make choices so that the journey is as meaningful and memorable as possible. A session does not equal one meeting time. Girls may decide to spend additional time exploring a specific topic. A different format for the adult How to Guide/Partner book and the girl Journey book encourages the girls to make this their Journey and not the leader’s.

How many Sample Sessions are provided in your adult How to Guide/Partner book? _____

6. Using the Contents page, find the first page of the sample sessions, *The Journey’s Sample Sessions*. What are some key points, on this page, that will help you guide the girls on this Journey?

7. What is the title for Sample Session 1 of this Journey?

8. Look at the goal statement first. What words in the goal help you understand the real meaning of this goal?

9. How does this goal in Sample Session 1 relate to the outcomes that have been determined for this Journey? Refer to the chart showing the outcomes. To locate, See *Understanding the Journey’s Leadership Benefits* in your Contents page. *Ex. Brownies- “Give voice to their special qualities”-relates to the first Discover Outcome, “Girls discover a strong sense of self.”*

10. How many pages are devoted to Sample Session 1? _____

11. Does a session always have to equal one meeting time? _____ Why? _____

12. In addition to the title and the goal what additional information is included in the sample session that will help you guide the girls through this session?

13. Look at one of the activities for Sample Session 1 to find evidence that the keys and processes are built into the Journey. What is the name of the activity?

14. Look over the description of the activity. Would you say this is a Discover, Connect, or Take Action activity? (Note, it could be more than one.)

15. Within Sample Session 1, where is there evidence of any of the three processes? For a description of girl led, learning by doing and cooperative learning, refer to the How to Guide/Partner page, *What + How: Creating a Quality Experience* that explores these processes in terms of this grade level. (Hint: Evidence of Girl Led may start with the words "let the girls, invite the girls, etc. Also, check out the "sidebar" comments in the side margins.)

16. What is included in the girl Journey book that is not included in the adult How to Guide/Partner book? (Not specifically, but in general.) Example: *Places to journal.*

17. What is included in the adult How to Guide/Partner book that is not in the girl Journey book? Example: *The Outcomes for the Journey*

18. Why do you think the adult How to Guide/Partner book does not mirror the girl Journey book?

The sample sessions are suggested ideas for ways to work with the girls in your troop. They are optional and can be changed to incorporate the girls in planning what they will be doing. Many girls and leaders will quickly find there is more they will want to do.

As a leader in Girl Scouts, your experiences—and your view of leadership—will influence and inspire girls. Continue to use the reflection exercises in your adult How to Guide/Partner book to think about the three keys to leadership (Discover, Connect, and Take Action) and how you can best apply them as you team up with Girl Scouts on their leadership journey.

Girl Scout Meeting

A typical Girl Scout meeting may have these six parts listed below. Journey book sample sessions are also arranged in a similar way, making the process easy for you.

Start-up or Arrival activity: Start-up or arrival activities are planned so that when girls arrive at the meeting they have something to do until the meeting starts.

Opening: The opening provides an opportunity for the girls to focus and start the meeting.

Business: Troop business (or circle time) may include taking attendance, collecting dues, making announcements, and planning an upcoming event or trip.

Activities: Activities will depend on what the girls want to do in their troop and how they want to spend their collective time.

Snack/Treat: Treats are an option some troops decide to include in their meetings. They can range from a bottle of soap bubbles to a jump rope, or a food snack.

Clean-up: Clean-up is just how it sounds. Girls can also take leadership of the cleaning themselves, deciding who does what. They might even enjoy the tradition of a kaper chart so that everyone takes turns at each responsibility.

Closing: The closing lets the girls know that the troop meeting is ending.

Using Sample Session 1 in your adult How to Guide/Partner book, plan a troop meeting with projected timeframes using the troop meeting chart on page 15.

The completed chart that follows provides an example. NOTE: As girls progress they will be able to take over more and more of planning their own meeting. So, keep in mind that these parts of a troop meeting may change based on the girls' decisions. This exercise, however, will give you practice in helping the girls lay out their meeting and budget their time.

Laying out a troop meeting – Example

Grade level: *Brownie*

Date: _____

Meeting goal: *Finish activities for the Connect key*

Meeting length: 1 hour

Time needed	Parts of the meeting	Description	Supplies	Who will lead
<i>10 mins Prior to beginning</i>	Start-up or Arrival	<i>Greet them and invite them Give them copies of their team agreement and let them decorate it to put in their Quest Book.</i>	<i>Team Agreement copies & crayons, stickers, etc.</i>	
<i>5 mins</i>	Opening	<i>Circle- Promise and sing Make New Friends</i>		
<i>10 mins</i>	Business*	<i>Circle- Discuss any pending plans the troop has.</i>		
<i>10 mins 20 mins.</i>	Activity or Activities	<i>Circle Mapping – Brownies explore how the “circles” of their lives grow outward. Caring for the Community – The Team expands its circle of caring through two stories.</i>	<i>5 concentric circles on a large piece of paper Paper & envelope</i>	
<i>5 mins</i>	Snack/Treat			
<i>5 mins</i>	Clean-up			
<i>5 mins</i>	Closing	<i>Circle. Give out the “Connect key” patch. End with the Friendship squeeze.</i>	<i>Connect keys</i>	

*Dues- The girls, their families, and you will need to determine the dues. Many troops collect the dues as the girls walk in the door or during the business activity. Whatever system is used it needs to be set up in a way that will not embarrass any girl who either has forgotten her dues or has financial constraints.

Laying out a troop meeting

Grade level: _____

Meeting Goal: _____

Meeting Length: _____

Time	Step	Description	Supplies	Who will lead
	Start-up/Arrival			
	Opening			
	Business			
	Activity/Activities			
	Snack/Treat			
	Clean-up			
	Closing			

Connecting Current Resources to the Girl Scout Leadership Experience

Most other resources, activities, and earned awards can be tied to the Girl Scout Leadership Experience (GSLE). To be purposeful in leadership, be sure there is a link with at least one or more of the three keys to leadership. Determine how to connect an existing badge, activity, or event to the GSLE by considering the questions below.

Choose an activity or event from the Program Essentials chart or one requirement for a Program Essentials Try-it or badge that the girls might be interested in. Write it in the title line below and then respond to the questions to link it to the GSLE.

This process can be used when incorporating additional activities for your troop/girl not found in the Journey book or on the Program Essentials chart. This will help you evaluate each selected activity and be sure that it aligns with the GSLE.

Connecting _____ to the Girl Scout Leadership Experience *(name of badge or activity)*

1. Does this activity link to one of the three keys: Discover, Connect, or Take Action? If yes, how? If no, how can it be improved to relate to one of the keys?

2. What part of this activity is girl led? If there is no girl led, how can you make it girl led?

3. In this activity will the girls be learning by doing? If not, how might it be changed so the activity is more hands-on?

4. Are the girls working individually on this activity? Is it possible to have girls work together cooperatively?

5. Review the 15 National Leadership Outcomes, 5 for each key. Which of the outcomes will this activity address?

6. What sign(s) do you think you will see that shows evidence that the girls have grown from the activity?

Meaningful Challenges – Awards

In Girl Scouts, awards are earned and signify that a girl has made an effort to learn something about herself. Awards in the form of badges, pins, and jewelry, worn on the uniform are meaningful to girls when they:

- understand what they have done to earn them
- have chosen to work on earning them
- know that they have done their best
- have helped others in the process

These awards are meaningful reminders of the experiences that they have shared with their friends, the things they have done along the way, and the effort they have put into the activities. There are Take Action steps for the awards at each grade level, which emphasizes the service component that Juliette Gordon Low mentions in the quote below.

Every badge you earn is tied up to your motto. A badge is a symbol that you have done the thing it stands for often enough, thoroughly enough, and well enough to be prepared to give service to it.

-Juliette Gordon Low

Find the different awards that are part of your Journey book. On what page in the adult How to Guide/Partner book are they described? Page _____

Think about the quote above by Girl Scout founder, Juliette Gordon Low. What does this mean to you, in terms of assisting girls in earning awards and recognitions?

Reflection on Leadership

There are many resources available to provide support to Girl Scout leaders and adult volunteers. It is important to access these support people and resources regularly to ensure a successful experience. Name two of the resources you will access for support.

1. _____

2. _____

Your resource ideas may include leaders and other adult volunteers, service team members, service unit manager, council staff, parents of the girls, *Council Reference Guide*, and *Safety-Wise*.

Imagine it is ten years from now. Your girls are having a banquet and want to honor you. What do you hope they will say about your leadership to them?

Thank you for volunteering.

Please contact your adult development specialist at your service center if you have questions regarding the Leadership Essentials for New Leaders training module or the Girl Scout Leadership Experience.

Leadership Essentials for New Leaders Self Study Evaluation

Course: Leadership Essentials for New Leaders	Date:
Service unit:	

New Leader Returning Leader

Have you completed the Girl Scout Orientation (online or self study)? Yes No

Has one of the leaders in your troop attended a Fast Start meeting? Yes No

<p>How prepared do you feel to do your job as a troop leader?</p> <p>Very prepared 10 9 8 7 6 5 4 3 2 1 Not prepared</p>
--

Please rate this training session in the following areas. If you wish, you may add comments.

5 = Strongly agree 4 = Agree 3 = Somewhat agree 2 = Disagree 1 = Strongly disagree

Area	Rating	Comment
Through this training, I am now able to describe ...		
The importance of all components of the Girl Scout Leadership Experience: the keys, the processes, the short/intermediate outcomes and the final outcome.	5 4 3 2 1	
What a typical "session" or meeting might look like for a specific grade level.	5 4 3 2 1	
How to use the adult How to Guide/Partner book, along with the accompanying girl book for a grade level Journey.	5 4 3 2 1	
How to do Try-its, Badges, Patches or events with one's troop and align the activities with the Girl Scout Leadership Experience and River Valleys GSLE Program Essentials.	5 4 3 2 1	
Several tips for managing a troop and conducting a safe troop meeting including the following: circles, check-ins, quiet sign, parts of a troop meeting.	5 4 3 2 1	
The value of and application of purposeful leadership.	5 4 3 2 1	

The two most useful things I learned from this training session are:

One suggestion that would improve this training session is: _____
