



Minnesota and Wisconsin Lakes and Pines

## Leadership Essentials 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. Upon completion of this self-study, please e-mail Jill Hess, Director of Human Resources and Adult Development for GSMWLP, your name and troop number at [jhess@gslakesandpines.org](mailto:jhess@gslakesandpines.org) for your "Survey Monkey" (on-line evaluation) to be sent to you. Once you complete your evaluation, (which should take about 2-5 minutes) you will be credited as having "completed the Leadership Essentials course".

### Materials Needed

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

- The first series of Journey girl books called *It's Your World – Change It!* or the second series called *It's Your Planet – Love It!* You can use whichever your troop prefers – let them pick their own journey. For the purpose of this document, we chose to use the first series as you will find that referenced throughout.
- The accompanying adult *How to Guide/Partner* book
- Pencil or pen

### Course Objective

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

- Explain the meaning of the 3 keys of the Girl Scout Leadership Experience.
- Know how to use resources to support the delivery of the Girl Scout Leadership Experience, including the girl Journey book with accompanying adult *How to Guide/Partner* book.
- Describe how to facilitate activities so they are girl led, learning by doing, and cooperative.
- Convey the value of being purposeful in one's leadership.

### Course Completion

Throughout this self study, there will be questions for reflection. These are for your use only and need not be returned. Do however, e-mail Jill Hess, Director of Human Resources and Adult Development for GSMWLP, your name and troop number at [jhess@gslakesandpines.org](mailto:jhess@gslakesandpines.org) for your "Survey Monkey" (on-line evaluation) to be sent to you. Once you complete your evaluation, (which should take about 2-5 minutes) you will be credited as being "trained for Leadership Essentials" and added to our database.

### Training Path

As a new Troop/Group Leader the following is the order of your training path:

1. **GSUSA On-line Orientation** delivered at [www.gslakesandpines.org](http://www.gslakesandpines.org) is recommended. Use the password "discover" for an English version or "descubrir" for a Spanish version.
2. **Council Basics for the Troop Module** consists of what a new troop/group needs to get up and running successfully immediately. It captures the Activity Circle, quick forms, parent/guardian involvement tips and a very helpful checklist for new troop/group leaders which are delivered by a council volunteer facilitator or Membership Services Specialist and **is required to be completed within three months** of becoming a new volunteer with GSMWLP.
3. **Leadership Essentials** is a downloadable self-study from our website and **is required to be completed within the first three months** of becoming a new volunteer with GSMWLP. It will also be offered in person with published dates found in the Learning and Development Bulletin on our website. It is also our intent to be able to offer this course on-line in the near future.

## Welcome to Girl Scouting!

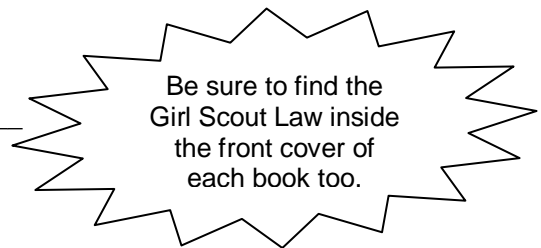
As a volunteer with the Girl Scouts of Minnesota and Wisconsin Lakes and Pines, you can make a positive difference in a girl's life. Our volunteers are dedicated, inspiring, and invaluable as they help girls discover their values, connect with their communities, and take action to make the world a better 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 any member recites 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.



**TIP:** Make a poster of the Girl Scout Promise with the girls in your troop. Discuss the meaning of the Girl Scout Promise and the Girl Scout sign. Use the poster when you say the Girl Scout Promise. The Girl Scout Promise is often said at the beginning of Girl Scout activities. If desired, you may find this graphic at [http://www.girlscouts.org/program/gs\\_central/graphics/ceremonies/default.asp?i\\_from=9](http://www.girlscouts.org/program/gs_central/graphics/ceremonies/default.asp?i_from=9).

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One of the most important features of Girl Scouting is that it provides a safe space for girls. What does "safe space" mean to you?

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

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There is also information about ceremonies on the Girl Scouts of the USA (GSUSA) website at [www.girlscouts.org](http://www.girlscouts.org). Share these stories and traditions with your girls. Girl Scouting has a long and treasured history. Celebrating Girl Scout traditions connects Girl Scouts to one another, their sister Girl Scouts and Girl Guides around the world, and to the generations of girls who were Girl Scouts before them.

**Knowledge Check:** Find the answers in the girl Journey book and the adult *How to Guide/Partner* book. (Hint: Check the covers of both books.)

Who was the founder of Girl Scouting? \_\_\_\_\_

What was her nickname? \_\_\_\_\_ What year was Girl Scouts founded? \_\_\_\_\_

In what city and state was the first Girl Scout troop formed? \_\_\_\_\_

## Purposeful Leadership

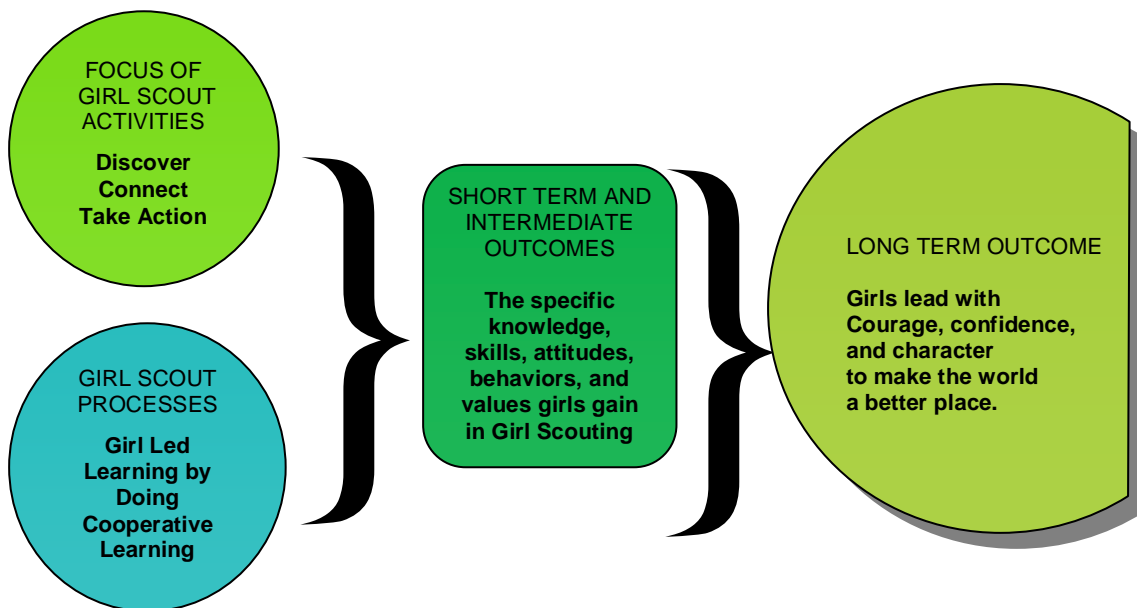
Reflect on how you see yourself as a leader. What does leadership mean to you? What skills, talents and knowledge about being a leader do you bring to the troop? What are the different ways you have shown leadership either on the job, in school, in your family, in your community, or in other volunteer positions? What adjective describes an inner quality you bring to Girl Scouting? Taking time to reflect on our own strengths affirms who we are and is an example of purposeful leadership. Use this box to record your thoughts.

**TIP:** Keeping a journal is an excellent way to be reflective; note ideas and record experiences for both adults and girls.

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## Girl Scout Leadership Experience

While there is no right or wrong way to think about leadership, Girl Scouts use the Girl Scout Leadership Experience as the framework for all activities and programming in Girl Scouting. The Girl Scout Leadership Experience model helps us to picture how this is carried out. On what page of the adult *How to Guide/Partner* book can this model be found? \_\_\_\_\_



### 1. 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.

LONG TERM  
OUTCOME

Girls lead with  
**Courage, confidence,  
and character**  
to make the world  
a better place.

### 2. Benefits of being a Girl Scout – Short Term and Intermediate Outcomes

To reach the final outcome, there are 15 short and intermediate outcomes with indicators that will help us measure the benefits for girls from the Girl Scout Leadership Experience. Not all 15 outcomes are in each Journey book. Each program grade level has its own specific set of outcomes. Search your adult *How to Guide/Partner* book for the outcomes included in your grade level. (Hint: look at the page opposite the Girl Scout Leadership Experience model.)

SHORT TERM AND  
INTERMEDIATE  
OUTCOMES

The specific  
knowledge,  
skills, attitudes,  
behaviors, and  
values girls gain  
in Girl Scouting

How many of the National Leadership Outcomes is your book designed to enable girls to achieve? \_\_\_\_\_

An optional resource that focuses on the outcomes of the new Girl Scout Leadership Experience is the GSUSA publication, *Transforming Leadership*, available in the Girl Scout Council Shop or as an online document from [www.girlscouts.org](http://www.girlscouts.org). All 15 of the short and intermediate outcomes can be found in this book.

Additional information about the Girl Scout Leadership Experience can be found at [www.girlscouts.org/gsle/](http://www.girlscouts.org/gsle/).

### 3. Three keys to leadership – Discover, Connect, Take Action

FOCUS OF  
GIRL SCOUT  
ACTIVITIES

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.*

### 4. Girl Scout Processes – Girl Led, Learning by Doing, and Cooperative Learning

GIRL SCOUT  
PROCESSES

Girl Led  
Learning by  
Doing  
Cooperative  
Learning

The 15 outcomes also help us to focus on Girl Scout **processes** by which activities need to be delivered. The processes are how volunteers 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.

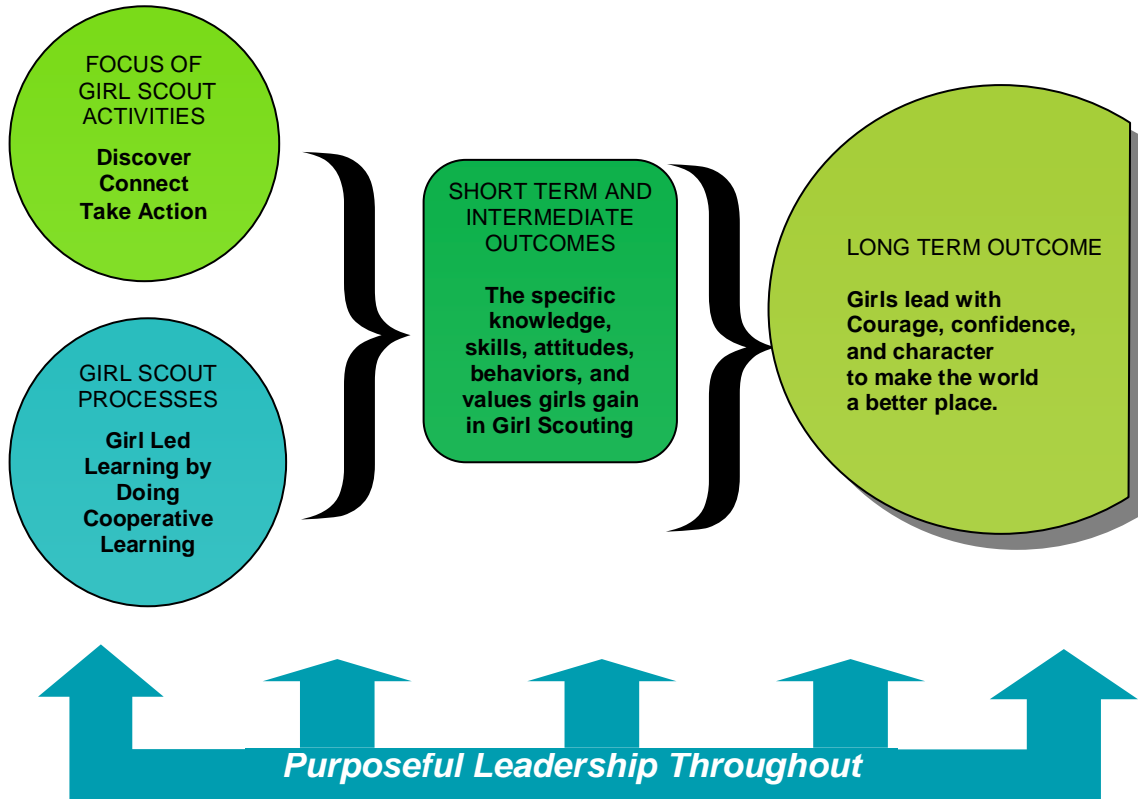
Read the description of what this means for the program grade level girls you are working with. After reading the examples, write two ideas of how you can incorporate **girl led** with the girls.

Now write two ideas of how you can incorporate **learning by doing** with the girls.

Now write two ideas of how you can incorporate **cooperative learning** with the girls.

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## 5. Purposeful Leadership



The arrows at the bottom of the model represent Purposeful Leadership throughout the GSLE. With purposeful leadership, we are 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.

Each adult *How to Guide/Partner* book has information for that particular grade level. (Girl Scout Daisy – Grades K – 1, Girl Scout Brownie – Grades 2 – 3, Girl Scout Junior – Grades 4 – 5, Girl Scout Cadette – Grades 6, 7, 8, Girl Scout Senior – Grades 9 – 10, Girl Scout Ambassador – Grades 11 – 12) What page in your adult *How to Guide/Partner* book describes the three key processes for the grade level? Page \_\_\_\_\_

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### Exploring the adult *How to Guide/Partner* book

Each program grade level are 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 as part of the Girl Scout Leadership Experience.

Explore the adult *How to Guide/Partner* book for your grade level. Using this book, answer the questions and identify the page number where you found the information.



1. What information do you have about girls earning awards?		Page
2. What is one example of a tip or information you have about making this experience girl led?		Page
3. How will the “Sessions at a Glance” pages help leaders?		Page
4. Where can you find information on diversity in the adult <i>How to Guide/Partner</i> ? Why is this information important?		Page

Read about helping ensure the safety of girls in the section “Health, Safety and Well-Being”. What is the important Girl Scout resource book that you should consult when planning activities with girls?

\_\_\_ A \_\_\_ E \_\_\_ Y - \_\_\_ I \_\_\_ E

### Sample Sessions

There are sample sessions in the back of each adult *How to Guide/Partner* book. These are suggested ideas for ways to work with the girls in your troop. These are optional and can be changed to incorporate the girls in planning what you will be doing. Below are five tips for making the Journey books work for you.

1. **Customize**

Journeys provide “sample sessions” to give girls and volunteers ideas about ordering experiences and discussions, and earning awards so the “whole” feels like one big adventure. The adult *How to Guide/Partner* book corresponding to the girl Journey book contains many examples and encouragements to help volunteers to create the journey experience with girls. The journey will be much more fun and relevant as girls make it their own.

2. **Stretch**

Sample sessions in the Journeys have been created to show how it is possible to have a Girl Scout Leadership Experience in six to eight meetings. Many girls and volunteers will quickly find there is more they will want to do. Those who have time in Girl Scouts (a whole troop year perhaps) can make the journey longer. The Journey books are filled with tips for stretching out the experience. As their imaginations take hold, girls will have many more ideas about how to extend the journey with guidance from volunteers.

3. **Link**

Through the *It’s Your World—Change It!* Journey series, Girl Scouts at each grade level will be engaged in exploring some of the same themes. Consider all the ways that girls networking together can increase the benefits of the journey. Are Ambassadors in the region interested in advocating together? Imagine every Girl Scout Senior in the region creating and exhibiting a unique vision for GIRLtopia. As Cadettes navigate the maze of relationships, what could they teach Juniors? What if Brownies connect with other Brownies on some of the steps of their quest? As Daisies in one area of the council plan a growing project, how could they benefit from a field trip to meet Daisies doing something similar in another area? These are just a few ideas of how expanding the connections Girl Scouts can make will contribute to powerful journey experiences around the council area and country.

**4. Explore Stories**

Stories inspire girls (and adults) to put values into action. The Journey series engages girls in stories—real and fictional—of girls and women taking action in the world. Make use of these stories and expand upon them whenever you can—in any way that you and your girls will enjoy. Stories, after all, capture the imagination and motivate. Ultimately, girls will create their own stories on the journey, meet new people, and take action in the world. What other stories are going on in the region, and how can girls connect to them? What can girls find in stories—in art or life—that add to the feelings and ideas along this adventure?

**5. Leadership and You**

As a volunteer 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.

If you were coaching a new volunteer in using the adult *How to Guide/Partner* book, what suggestions would you make for its use?

**Exploring the girl Journey book**

GSUSA has many resources and a variety of programs that engage girls in the leadership experience. One of the most important tools in the Girl Scout Leadership Experience is the Journey books. The first series of Girl Scout Journeys is called *It's Your World—Change It!* The Journey books help girls explore a theme through a series of fun and challenging experiences. Each Journey book incorporates the Discover, Connect, and Take Action leadership outcomes with the processes of girl led, learning by doing, and cooperative learning.

For the first Journey, *It's Your World—Change It!*, the books are:

- *Welcome to the Daisy Flower Garden* for Girl Scout Daisies
- *Brownie Quest* for Girl Scout Brownies
- *Agent of Change* for Girl Scout Juniors
- *aMAZE* for Girl Scout Cadettes
- *GIRLtopia* for Girl Scout Seniors
- *Your Voice, Your World—The Power of Advocacy* for Girl Scout Ambassadors

Using your girl Journey book, answer the questions and identify the page number.

1. What is the message to girls about earning awards? (note: Daisy book does not mention the awards in the girl Journey book because it is written as a storybook)		Page
2. Who will girls “meet” in their girl Journey book? (fictional, historic, or real-life)		Page
3. What is one opportunity that girls have to imagine or create?		Page

## Connecting Current Resources to the Girl Scout Leadership Experience

How can you incorporate other resources into the GSLE? Most other resources, activities and programming can be tied to it. To be purposeful in leadership, be sure there is a link with at least one or more of the three keys to leadership. To determine how to connect an existing badge activity or event to the GSLE, give it the following test.

Below you will find a tool that can be used when incorporating additional activities for your troop/girl not found in the Journey book. This will help you evaluate each selected activity and be sure that it aligns with the GSLE.

Consider an existing badge, activity, or event the girls might be interested in. Write what it might be:

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Using the three keys of the Girl Scout Leadership Experience, check which one of the three leadership keys apply. (check at least one)

\_\_\_\_\_ **Discover:** Girls discover a strong sense of self, their values and use their knowledge and skills to explore their world.

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

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

Now give it the Processes check. (answer yes or no)

1. Will the activity provide opportunities to be girl led? \_\_\_\_\_

2. Will girls have the opportunity to learn by doing? \_\_\_\_\_

3. Will the activity encourage cooperative learning? \_\_\_\_\_

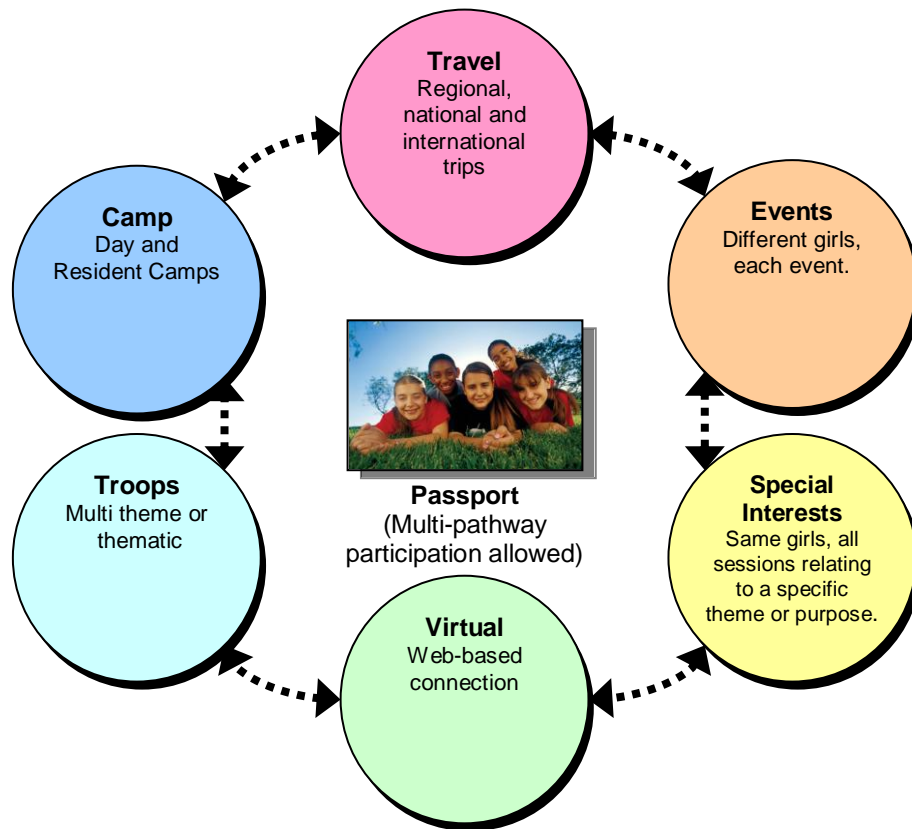
If you answered no for all, the activity needs to be reevaluated to include at least one of the processes.

## Girl Scout Pathways

What is a pathway? A pathway describes the different ways girls can participate in Girl Scouting. Volunteers should encourage girls to participate in as many pathways as they would like, such as in a troop, with a special interest group, and going to camp. It is important that girls have a variety of participation options because it makes Girl Scouting available to more girls and families by meeting the needs of different learning styles, schedules, transportation issues, social needs and personal interests. We want to be a flexible resource for as many girls as possible.



Whatever the pathway, adults need to provide Discover, Connect and Take Action activities that are girl led with aspects of learning by doing and cooperative learning to reach the outcomes.



Why should we encourage girls to participate in more than one pathway?

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### Progression and Differentiation

Girl Scouts come in all shapes and sizes, with all sorts of abilities and characteristics. Celebrate the diversity in your group that each girl has her own interests, talents, and needs. Build upon commonalities to truly practice inclusivity. All girls must feel welcomed and valued.

Research has shown that there are some common developmental characteristics of girls. Knowing these can help adults anticipate and appreciate the different stages that girls go through. Girl Scout grade level materials are designed based on what can generally be expected of girls at a given grade level. However, there will be differences in capabilities between girls and amongst troops/groups.

In your adult *How to Guide/Partner* book, find the pages that help you to understand the age of girls that you will be working with. Page \_\_\_\_\_

These characteristics will not match every girl exactly of course, but can give you a feel for what girls are interested in and what they are like at certain ages. Some girls may display a characteristic years before or after their peers.

As you read these characteristics, allow for differences and don't worry if your group of girls does not fall neatly into the characteristics outlined. Think about what girls at different ages should be able to do and what they need to do. Progression in Girl Scouts is about girls doing more for themselves and for others as they get older.

**Progression and Differentiation continued**

Young girls need more help to do things than older girls; giving girls responsibilities helps to build their abilities to think and act on their own. We want to help girls progressively do more for themselves and build confidence in their own abilities. Fostering leadership skills in girls is about supporting them as they progress into confident young women.

Using this information and your own knowledge of girls at different ages, match the grade levels to activities by putting a check in the box of the **earliest** grade level that this action might be appropriate. The first one is done for you. Please note: The “answers” are from the Girl Scout Research Institute’s child development specialists.

	Daisy	Brownie	Junior	Cadette	Senior	Ambassador
1. Travel and speak on behalf of their troop of Girl Scouts.						✓
2. Lead a ceremony like those in a Girl Scout meeting or for a cultural ceremony.						
3. Take responsibility for deciding ways to work together, care for materials, clean up after activities, etc.						
4. Give reports on their activities giving clear reasons for what they did, plan to do and on their thought process.						
5. Create a focus group to brainstorm ideas for a new project.						
6. Work with another girl to decorate a meeting place.						
7. Decide on a skill they would like to learn and come up with some ideas on how, who, and where they can learn it.						
8. Devise their own questions, pose own problems and think about how to answer/solve them.						

- D = Girl Scout Daisy
- B = Girl Scout Brownie
- J = Girl Scout Junior
- C = Girl Scout Cadette
- S = Girl Scout Senior
- A = Girl Scout Ambassador

Key
1=A
2=J
3=B
4=C
5=A
6=D
7=B
8=J

When working with your girls, how will you know that an outcome has been reached? Look at the table below for **Connect Outcome, #4: Girls advance diversity in a multicultural world.** For each grade level, there are different expectations about how you would see that they are achieving this outcome.

Using the chart on the next page, **for the grade level(s) that you are working with**, think of two examples/signs that would demonstrate girls have achieved the outcome. You can find some ideas for activities in the girl Journey books, the adult *How to Guide/Partner* book, or come up with your own.

<b>Girl Scout Grade Level</b>	<b>By grade level girls...</b>	<b>Sample Indicators/Signs When the outcome is achieved, girls might...</b>
Daisy K-1	recognize that it is okay to be different.	
	increasingly relate to others in an inclusive manner.	
Brownie 2-3	begin to understand the meaning of diversity.	
	strengthen their appreciation of differences in others.	
Junior 4-5	recognize the value of promoting diversity in the world.	
	develop greater awareness of various forms of discrimination in the world.	
Cadette 6-8	are more aware of the issues, perspectives, and experiences of people from various backgrounds, locally and globally.	
	learn strategies for promoting diversity and creating more inclusive environments.	<i>Actively include people of diverse backgrounds in their activities/events.</i>
	can examine the negative impact of stereotyping, prejudice, discrimination, and privilege on their lives and the lives of others.	
Senior 9-10	are actively engaged in promoting diversity and tolerance.	
	are increasingly able to address challenges to promoting inclusive attitudes and diversity.	
Ambassador 11-12	are actively engaged in promoting diversity and tolerance, locally and globally.	
	are increasingly able to address various challenges to promoting inclusive attitudes and diversity, locally and/or globally.	

**Transforming Leadership**, available in any Girl Scout Shop or as an online document from [www.girlscouts.org](http://www.girlscouts.org) displays outcomes arranged by leadership key or grade level. If you have the book or web capabilities, check your sample signs compared to those in *Transforming Leadership*. Connect Outcome # 4 from the chart above, can be found on page 34.

### 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

## Meaningful Challenges – Awards continued

These signify the steps along the journey that girls have taken and 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?

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## Reflection on Leadership

Name two of the many resources available to you for support.

1. \_\_\_\_\_

2. \_\_\_\_\_

Your resource ideas may include leaders and other adult volunteers, service team members, Community coordinators, council staff, parents/guardians of the girls, [Volunteer Essentials Resource Guide](#), and *Safety-Wise*.

*“Girl Scouting is not just knowing...but doing...not just doing, but being.”*

*-Juliette Gordon Low*

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?

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Please contact Jill Hess, Director of Human Resources and Adult Development at 218-726-4718 or by e-mail at [jhess@gslakesandpines.org](mailto:jhess@gslakesandpines.org) if you have any questions regarding this Leadership Essentials self study training.

You may also reach the following volunteer Facilitators and members of the Volunteer Development Committee for additional support: Jennifer Carver – [JenniferC@burschtravel.com](mailto:JenniferC@burschtravel.com), Terry Swanson - [tnthekids@embarqmail.com](mailto:tnthekids@embarqmail.com), Teri Schult – [vbftschult@yahoo.com](mailto:vbftschult@yahoo.com), Bitsy Sloan – [girlscoutbitsy@aol.com](mailto:girlscoutbitsy@aol.com) or Becky Marty – [martonk@paulbunyan.net](mailto:martonk@paulbunyan.net).

This self-study was kindly adapted from our sisters of Minnesota and Wisconsin River Valleys in an effort of using our resources wisely. We are appreciative for their time, talent and kindness.

Thank you for volunteering with the Girl Scout Council of Minnesota and Wisconsin Lakes and Pines!!! Your commitment to our organization will allow girls to build courage, confidence and character that will make the world a better place.