

OCMT Self-Guided Workshop

Thank you for taking the time to meet with you Overseas Committee Management Team to discuss community goals, strengthen your team, and form a plan for the Girl Scout Year. This 3 hour OCMT planning workshop will give you an opportunity to learn more about each other, your communities, and take the time to plan out a strategy for your community goals. The workshop is broken into XX sections and xxx activities. Some of the activities can be omitted if you do not have the full 3 hours to meet. If you have any questions, please do not hesitate to reach out to your USAGSO staff support member or contact overseascustomer@girlscouts.org and a USAGSO staff member will be there to help.

Let's Get Started!

What you will need:

OCMT Guide
Membership Statistics from last year
(available on the Google Drive or contact USAGSO)
Computer with internet access (optional)
Pencil/Pen & Paper
Personal Calendar
School and Community Calendars
latest Year End Audit/Financial Report
Your OCMT constitution/bylaws (if applicable)

The Workshop at a Glance:

Part 1: OCMT 101	30 minutes
Part 2: Recruitment	30 minutes
Activity- Know your Team	
Part 3: Planning	60-90 minutes
Activity- Why be a Girl Scout?	
Part 4: Girl Experience	30-45 minutes
Activity- Who do you serve?	

OCMT Self-Guided Workshop

Part 1: OCMT 101 Review

30 minutes

1. Watch OCMT 101 video and/or review pages 1-4 in the OCMT Guide.

If all members have not had an opportunity to view the [OCMT 101 training online](#), we encourage you to take time to review this training now. You may follow along in your OCMT guide. This short video will provide you with a basic understanding of the OCMT's purpose, key member positions, and resources.

2. Ensure everyone has the following information

- USAGSO Email.** Key positions have access to the USAGSO email account. If they do not, please request access by sending an email to overseascustomer@girlscouts.org NOW listing the name of the OCMT member, her/his role on the OCMT, and your Overseas Community.
- Google Drive.** All key members have access to the Google Drive.
- Roles & Responsibilities.** All members have reviewed their job descriptions and are aware of their individual roles and responsibilities. This workshop will not delve into the processes for each individual OCMT role, so if there are questions we encourage them to reach out to USAGSO support staff for one on one guidance.
- Training.** Make sure all OCMT members have accessed the USAGSO Training webpage and have completed all required trainings and have signed up for the BOOM live monthly webinar calls.
- Facebook.** Ensure all members have joined the USAGSO OCMT facebook group.
- Bylaws/Constitution (opt).** Review your current bylaws and constitution if registered as a private organization, and know the procedure for annual renewal.
- Bank Account information (opt).** If your OCMT has a bank account, make sure everyone knows who is (or should be) listed on the account.
- Year-End Audit/Financial Report.** Review last year's Financial Report.

3. Take 5 minutes to discuss the following questions:

- What is the purpose of the OCMT?
- What is an Overseas Community and how is it fit within the structure of GSUSA? (please note that an Overseas Community is NOT a council)
- Why are you a member of the OCMT? Why are you an Adult Girl Scout Volunteer?

OCMT Self-Guided Workshop

Part 2: Build Your Team (OCMT guide pages 5-8)

30 minutes

- 1. Take 10 minutes to complete the G.I.R.L. Quiz on page 5. Think about your answer and discuss the below questions with the group.**
 - What does your personality say about you?
 - What are some strengths others may view in you? How might these also be viewed as weaknesses?
 - When filling a volunteer role, why might personality matter? What other things may matter when finding the right person for the right position?
- 2. Read through page 6 together. When done, let everyone name 1-2 noteworthy take-aways.**
- 3. Take 10 minutes to complete your Overseas Community Contact List, pages 7-8, together. When completed, answer the following questions.**
 - What key OCMT roles still need to be filled?
 - What Troop Leader positions still need to be filled?
 - Who are some people in your community who may be a good fit for these roles? Who on the OCMT will contact them?
 - If you are not able to identify current community members for these positions, where and how will you recruit new adult members? Who on the OCMT will be responsible for this?
4. Key OCMT Members are asked to complete page 9 in the OCMT Guide after this workshop. There is one “Check-In” for each key OCMT position that lists essential tasks required of that role. Please make sure to review this Check-In again next month to follow up on the status of these tasks and report to your OCMT.

ACTIVITY- Know your Teammates

10 minutes

On a piece of paper, briefly describe a memorable Girl Scouting or Volunteer experience. Take a moment to share this with your team mates. What makes this memory stand out in your mind?

5-10 minute Break

OCMT Self-Guided Workshop

Part 3: Planning

60-90 minutes

Now it is time to dig in and get planning.

- 1. Take 5-10 minutes and complete page 10 with your team.**
- 2. Fill in the previous year membership information on page 11, “Community Goals”.**
Data can be found on reports in the Google Drive or by contacting your USAGSO Staff support member.
- 3. Take 10-20 minutes and complete page 12 with your team.**

ACTIVITY- Why be a Girl Scout?

5 minutes

Why do we set and strive to reach membership goals? Why do numbers matter? While these numbers directly impact our ability to Girl Scout Overseas, numbers are just a way for us to measure how many girls have the opportunity to experience Girl Scouting. Take 5 minutes to share why you think every girl should be a Girl Scout.

5-10 minute Break

- 4. Now that you have discussed the benefits of Girl Scouting to girls, take 20 minutes and create three goals for the upcoming membership year.** Describe these goals on pages 13-15 and include a detailed action plan and timeline for achieving these goals.
- 5. Return to page 11 and complete Next Year Membership Goals column.** These membership goals will be submitted to your USAGSO Staff support person for review and discussion.
- 6. Take 15 minutes and fill out the planning calendar on pages 16-17.** Make sure to add any additional events or deadlines, and assign each to a member of the OCMT.

OCMT Self-Guided Workshop

Part 4: Girl Experience

30-45 minutes

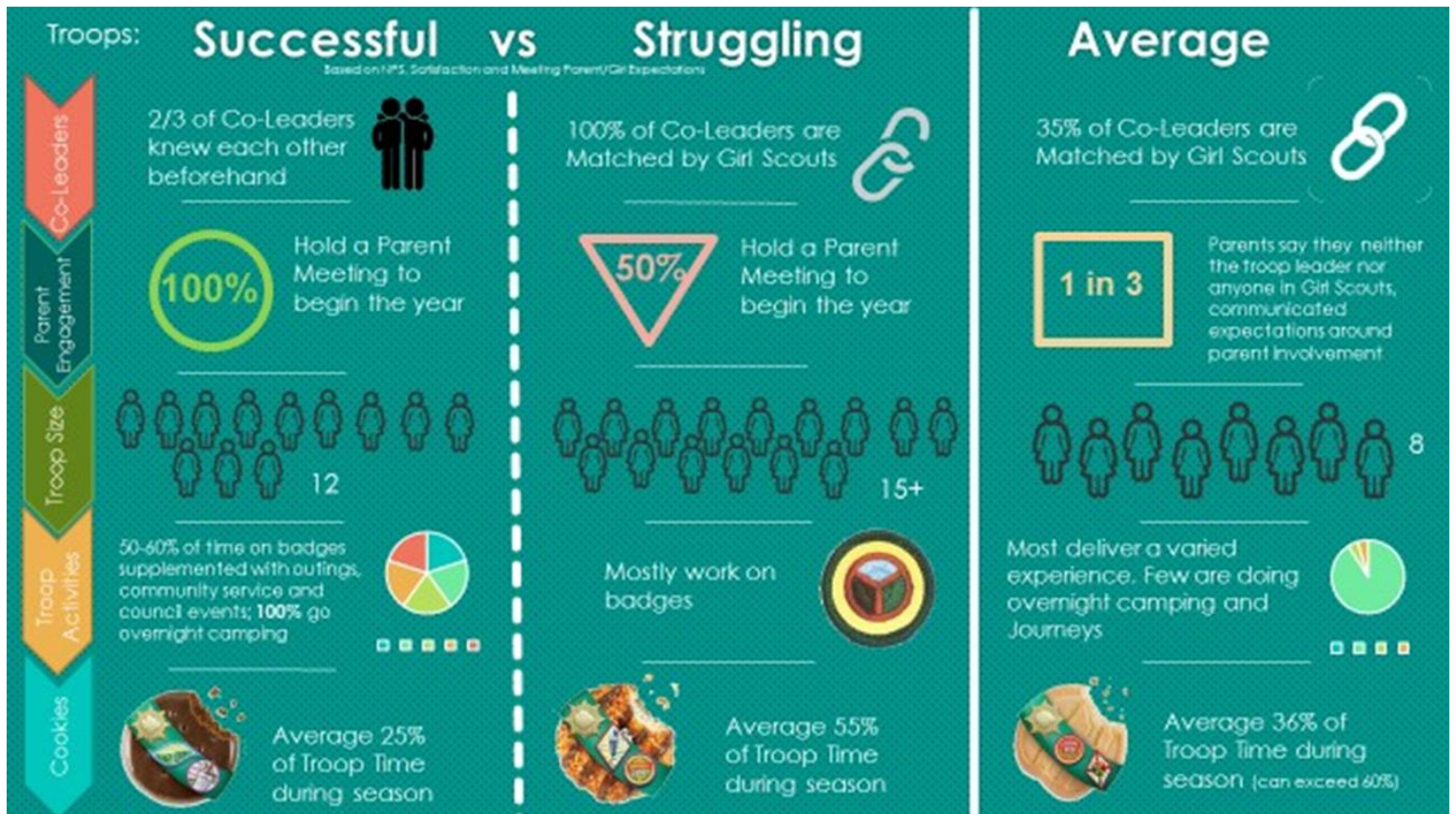
Girl Scouting is all about the girls. How do we ensure that every Girl Scout has an awesome Girl Scouting experiences? By supporting the Troop Leaders in providing those experiences, and by organizing events and activities for Girl Scouts in our Community. First, let's look at what makes a strong Girl Scouting Experience.

1. Look at the Successful vs. Struggling Troop graphic below. Take 10 minutes to review and discuss the information on this graphic. Let these questions guide your discussion:

- What do you notice about parent communication?
- What do you notice about Troop size?
- What kind of Troop activities are successful troops doing?

2. Knowing just some of the characteristics of a successful troop, list three things you will do as OCMT to ensure Troops in your community have a successful year. Select at least one of these and add this to your OCMT planning calendar (OCMT guide pages 16-17)

- _____
- _____
- _____



ACTIVITY- Who do you serve?**5 minutes**

Who do you serve as a member of the OCMT? Who is your “customer”? Everyone grab a pencil and paper, get out your timer, and everyone take 30 minutes to draw your customer using pictures (no words). Once done, share your picture with the team. Get ready, get set, go!!

3. Take 15 minutes to read through the Troop Leader, Girl Scout, and Parent First Year Experiences (pages 7-9 of this guide) and discuss with your team. Use the below questions to guide your discussion.

- What did you notice about First Year Troop Leader’s Thinking and Feelings? What data points stuck out in your mind?
- What about the Girl’s Thinking and Feelings?
- What Parent data points were particularly interesting to you?

4. Looking at the data points and reflections of First Year Troop Leaders, what actions can you take as an OCMT to alleviate feelings of frustration and aid retention? Pick at least one and include this into your Year plan.

- _____
- _____
- _____

5. Looking at the data points and reflections of First Year Parents, what actions can you take as an OCMT to raise satisfaction and increase retention? Pick at least one and include this into your Year plan.

- _____
- _____
- _____

CLOSING ACTIVITY- Recognition**5 minutes**

As an OCMT member, you have a busy year ahead. It is important that you support your fellow team members and take the time to recognize their contributions to your team and Community. Look to the team member on your left and share one strength, positive contribution or skill they have demonstrated during this workshop today.



**Profile: Troop Leader
K-5 Troop**
68% were Girl Scouts/Guides as a child

Net Promoter Score: 13 **MY18 Goal: 18**
Satisfaction Rating: 68% **MY18 Goal: 73%**
Promoters: 39% **MY18 Goal:**
Detractors: 26% **MY18 Goal:**
Retention Rate: 70.76* **MY18 Goal:**
*rate for ALL adult members. Currently unable to track nationally by vol role)

Target areas for improvement for Troop Leaders who do not have a quality experience, include support, which means people (council staff and service units) and resources; reduction in rules and paperwork; and more positive parent engagement.

Nearly 3 in 5 (57%) of troops implement the National Program Portfolio (NPP) but potentially underutilize it, because the NPP only represents 50% of their planned meetings, with a heavy emphasis on badges. The other 50% is supplemented with a mix of outings, events and service activities outside of the NPP.

FIRST YEAR EXPERIENCE			
Discovery	Sign Up	Learning the Ropes	Prep for First Meeting
<ul style="list-style-type: none"> Recruitment event/activity, learn of volunteer need/opportunity 	<ul style="list-style-type: none"> Interest form Choose role (opportunity catalog) Membership registration (accept Promise and Law) Options – provide demo data, request FA, donate Screening Approval/Placement Get your log-in credential emails Connect with Co-Leader or find a co-leader when needed 	<ul style="list-style-type: none"> Welcome video GS 101 – Girl Scout Orientation Council Orientation Grade Level Training Connect with Troop Support Service Unit Introduction Receive and review troop start up resources (including VTK) 	<ul style="list-style-type: none"> Receive Troop Roster Secure Meeting Place and Time Contact Parents Visit Council Store/Order Supplies Open Bank Account Review Meeting Outlines Shop for Activity Supplies Volunteer Essentials Determine Troop Dues Prepare Troop Paperwork
Thinking and Feeling			
<p>Do I have enough time for this? I need some other parents to help. My daughter is really excited and I want her to be able to participate.</p> <p>Nostalgic Apprehensive</p>	<p>That was pretty easy but now what? Who will be my co-leader?</p> <p>Excited Nervous</p>	<p>What did I get myself into? This training is pretty long and I am bored. This is too much information all at once. Meeting other leaders is inspiring but SU meetings are not very helpful. I don't know enough to know what questions to ask.</p> <p>Overwhelmed Eager Confused Enthusiastic</p>	<p>There is a lot of work, with very little help. Am I doing this right? Pinterest has some great ideas. I can't wait to teach the girls new things. Wow, the cost of getting started is really adding up.</p> <p>Overwhelmed Energized Organized Nervous</p>
Data Points			
<ul style="list-style-type: none"> ❖ 50-55% learn of Girl Scouts from a Friend or Family <ul style="list-style-type: none"> ○ 25-30% from School 	<ul style="list-style-type: none"> ❖ 2 out of 5 say they sign up because no one else volunteered and felt like they had to step up (they are significantly less satisfied and less likely to recommend volunteering to others) ❖ 16% say they did not know about the VTK ❖ New leaders are more likely than returning leaders to know what is expected of them ❖ 35% of co-leaders do not have a previous relationship prior to becoming troop leaders ❖ 34% of co-leaders are matched by Girl Scouts 	<ul style="list-style-type: none"> ❖ 63% of new troop leaders are contacted by council via both phone and email. 16% report they were not contacted at all. <ul style="list-style-type: none"> ○ New Volunteers who received both a phone call and email were more satisfied and likely to feel they'd received the support they needed. ❖ 54% of troop leaders agree/strongly agree Girl Scouts provides support they need ❖ New leaders equally prefer online and in person training options ❖ Returning volunteers predominantly prefer online training ❖ Majority of New Leaders are not confident in ability to: <ul style="list-style-type: none"> Facilitate girl-led meetings Coordinate community service projects Empower girls to take action in the community Get parents involved in supporting the troop ❖ 30% have logged on to VTK but do not use it ❖ Most positive about talking with other volunteers and contacting their council for support ❖ Least positive about New Volunteer Training and Service Unit meetings, citing an overload of information, cramming and anxiety 	<ul style="list-style-type: none"> ❖ Average Troop Size is 9 girls ❖ Vast majority feel they have just the right amount of girls in their troop ❖ 40% of New Leaders do not provide a high variety of experiences for girls in their troop
Cost: Time and Money			
	1 to 7 Days Cost: \$25 (plus Council Service Fee when applicable)		1.5 Hours \$40 on average per month during start-up of troop



**Profile: Girl
K-5 Troop**

Percent of National Membership Share:
 Daisy 23%
 Brownie 28%
 Junior 23%

15% of girls participate in Girl Scouts as their only out of school activity

Net Promoter Score: 43 MY18 Goal: 48
 Satisfied Rating: 67% MY18 Goal: 72%
 Promoters: 59% MY18 Goal:
 Detractors: 16% MY18 Goal:
 Retention Rate: 59.67% MY18 Goal:

There is a gap between what girls most want to do in Girl Scouts and what they actually do in the areas of outdoor, overnight camping and community service.

FIRST YEAR EXPERIENCE		
Discovery	Waiting Period	Placement/Prep for First Meeting
<ul style="list-style-type: none"> Materials sent home from school See Girl Scouts at school/in the community Recruitment event/activity 	<ul style="list-style-type: none"> Ask parent when does it start Talking to friends Learning about and considering other activities to join 	<ul style="list-style-type: none"> Find out when the first troop meeting will be and who will be the leader Asking who will be in her troop Visit Council Store Talk to friends/telling others she is going to be a Girl Scout
Thinking and Feeling		
What is Girl Scouts? Are my friends going to join? Will my parents let me join? <div style="text-align: right;">Excited Curious</div>	When do I get to go? Who will be my leader? <div style="text-align: right;">Anxious Frustrated</div>	
Data Points and Insights		
54% learn about Girl Scouts from a parent/guardian 30% learn about Girl Scouts from a flyer at school 33% want to be a Girl Scout to learn or do new things	Only 15% of girls participate in Girl Scouts as their sole outside of school activity Soccer/Sports and Cheer/Dance represent other main activities girls participate in	❖ 49% Agree a Lot that they like their Girl Scouts uniform
Cost: Time and Money		



**Profile: Parent
K-5 Troop**

57% of parents have previous Girl Scout experience
63% of parents are employed full time

Net Promoter Score: 35 MY18 Goal: 40
Satisfied Rating: 74% MY18 Goal: 79%
Promoters: 54% MY18 Goal:
Detractors: 19% MY18 Goal:

Parents expect to primarily participate in Girl Scouts by supporting their own girl (talk with their girl about meetings, assist with the Cookie sale, and purchase supplies). However, there is also need them to show support for troop leader efforts and help with troop tasks. A gap exists due to 1 in 3 parents stating, neither the troop leader nor anyone in Girl Scouts, communicated expectations around parent involvement

FIRST YEAR EXPERIENCE			
Discovery	Join	Waiting Period	Placement/Prep for First Meeting
<ul style="list-style-type: none"> Reviewing and comparing available activities in school/community Typical first discovery of local Girl Scouts is through daughter asking join/learn more Recruitment event/activity/ flyer sent home with girl Referral from another Parent Talk to girl and make sure Girl Scouts is something she wants to do 	<ul style="list-style-type: none"> Interest Form Choose participation (opportunity catalog) Membership registration (accept Promise and Law) Options – provide demo data, request FA, donate Receive Placement Email – asked to volunteer if Leaders needed Receive log in to MyGS including access to the VTK 	<ul style="list-style-type: none"> Additional request to be a volunteer if Leaders are needed Contacting Girl Scout Council asking about status of the troop Considering other/additional activities for girl Talking to other parents 	<ul style="list-style-type: none"> Find out when the first troop meeting will be and who will be the leader Confirm that it still fits in the Family schedule Visit Council Store – purchasing book and uniform
Thinking and Feeling			
Is this something my girl would enjoy? Is this something I want my girl to do? Will this work with our family's schedule? Nostalgic Excited Contemplative		Frustrated Eager Excited	I am looking forward to my girl making wonderful friends and learning new things.
Data Points			
❖ Parents state that signing up for Girl Scouts is an easier process and often easier than other activities they enroll their girl	❖ Parents perceive signing up as an easy and simple process, sometimes easier than other activities ❖ Parents enroll their girl to develop personally, gain confidence, and be involved in the community in a positive way ❖ 85% parents also enroll their girl in sports and/or dance/cheer activities ❖ Parents see Girl Scouts as a compliment to other activities but one with more diverse experiences and far-reaching benefits	❖ Nearly 25% of Leavers Survey respondents were never assigned a troop, though they had paid—a source of considerable dissatisfaction. ❖ Parents can feel that they are being intentionally excluded when waiting for a troop assignment	❖ Parents expectations of troop leaders include relationship and teaching skills (including recognizing and responding to individual girl needs) to being organized, well prepared and communicating with parents via multiple channels
Cost: Time and Money			
	1-10 days \$25 (plus council service fee if applicable)		