



## 5 Ways Girl Scouts Builds Girl Leaders

Girl Scouts' mission is to build girls of courage, confidence, and character, who make the world a better place. Since 1912, girls have explored new fields of knowledge, learned valuable skills, and developed strong core values through Girl Scouts. Today Girl Scouts is, as it always has been, the organization best positioned to help girls develop important leadership skills they need to become successful adults.

At Girl Scouts, guided by supportive adults and peers, girls develop their leadership potential through age-appropriate activities that enable them to *discover* their values, skills, and the world around them; *connect* with others in a multicultural environment; and *take action* to make a difference in their world. These activities are designed to be girl led, cooperative, and hands-on—processes that create high-quality experiences conducive to learning.

**When girls participate in Girl Scouts, they benefit in 5 important ways:**



### STRONG SENSE OF SELF

Girls have confidence in themselves and their abilities, and form positive identities.



### POSITIVE VALUES

Girls act ethically, honestly, and responsibly, and show concern for others.



### CHALLENGE SEEKING

Girls take appropriate risks, try things even if they might fail, and learn from mistakes.



### HEALTHY RELATIONSHIPS

Girls develop and maintain healthy relationships by communicating their feelings directly and resolving conflicts constructively.



### COMMUNITY PROBLEM SOLVING

Girls desire to contribute to the world in purposeful and meaningful ways, learn how to identify problems in the community, and create “action plans” to solve them.

# Why do these five outcomes matter?

When girls exhibit these attitudes and skills, they become responsible, productive, caring, and engaged citizens. But don't take our word for it! Studies show that the development of attitudes, behaviors, and skills like confidence, conflict resolution, and problem solving are critical to well-being and rival academic and technical skills in their capacity to predict long-term positive life outcomes.<sup>1</sup>

## Youth who develop these five outcomes...



**Are happier, healthier, and less likely to engage in problem behaviors or be victimized.**

Youth who develop competencies such as perseverance, positive self-esteem, and sociability have lower rates of obesity, depression, and aggression, and show greater life satisfaction and well-being than those who do not develop such attributes/skills.<sup>2</sup>



**Achieve more academically and feel more engaged in school.** Youth who participate in programs that promote the attributes and skills linked with our five outcomes show stronger academic performance and school engagement compared to those who do not.<sup>3</sup> When students are more self-aware and confident about their learning capabilities, they try harder and persist in the face of challenges.



**Become strong job applicants.** While employers want new hires to have technical knowledge related to a given job, those skills are not nearly as important as good teamwork, decision-making, and communication skills.<sup>4</sup> Yet many employers around the world report that job candidates lack these attributes.<sup>5</sup>



**Become successful, well-adjusted adults.** Kindergarteners who learn how to share, cooperate with others, and be helpful are more likely to have a college degree and a job 20 years later than youth who lack these social skills.<sup>6</sup> They are also less likely to have substance-abuse problems and run-ins with the law.

Join Girl Scouts today! [girlscouts.org](http://girlscouts.org)

<sup>1</sup> Child Trends. (2015). [Key "Soft Skills" that Foster Youth Workforce Success: Toward a Consensus across Fields.](#)

<sup>2</sup> OECD. (2015). [Skills for Social Progress: The Power of Social and Emotional Skills.](#) OECD Skills Studies, OECD Publishing, Paris.

<sup>3</sup> Durlak, J., Weissberg, R. Dymnicki, A. Taylor, R., & Schellinger, K. (2011). [The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions.](#) *Child Development*, 82(1), 405-432.

<sup>4</sup> National Association of Colleges and Employers. (2015). [Job Outlook 2016: Attributes Employers Want to See on New College Graduates' Resumes.](#)

<sup>5</sup> ManpowerGroup. (2015). [Talent Shortage Survey.](#)

<sup>6</sup> Jones, Greenberg, & Crowley (2015). [Early Social-Emotional Functioning and Public Health: The Relationship between Kindergarten Social Competence and Future Wellness.](#) *American Journal of Public Health*, 105(11), 2283-2290.