



Strategic Plan 2014-2016

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Girl Scouts of Eastern Missouri is governed by our Mission, Promise and the Girl Scout Law.

MISSION

Girl Scouting builds girls of courage, confidence and character who make the world a better place.

PROMISE

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

THE GIRL SCOUT LAW

I will do my best to be
honest and fair,
friendly and helpful,
considerate and caring,
courageous and strong, and
responsible for what I say and do,
and to
respect myself and others,
respect authority,
use resources wisely,
make the world a better place, and
be a sister to every Girl Scout.

PLAN 2014-2016

The Strategic Plan of Girl Scouts of Eastern Missouri

This strategic plan puts forth an overarching aspiration for the Girl Scouts of Eastern Missouri: to make Girl Scouting the premier leadership development organization for girls. Girl Scouting will be seen as innovative and engaging, and girls, adults and the community will choose to be a part of and support Girl Scouts of Eastern Missouri.

Executive leaders, staff members and the Board of Directors worked in collaboration to identify and realign the Council's priorities in order to reach this goal. All aspects of the Strategic Plan reflect the Girl Scout Mission, Promise and Law on which the organization was founded.

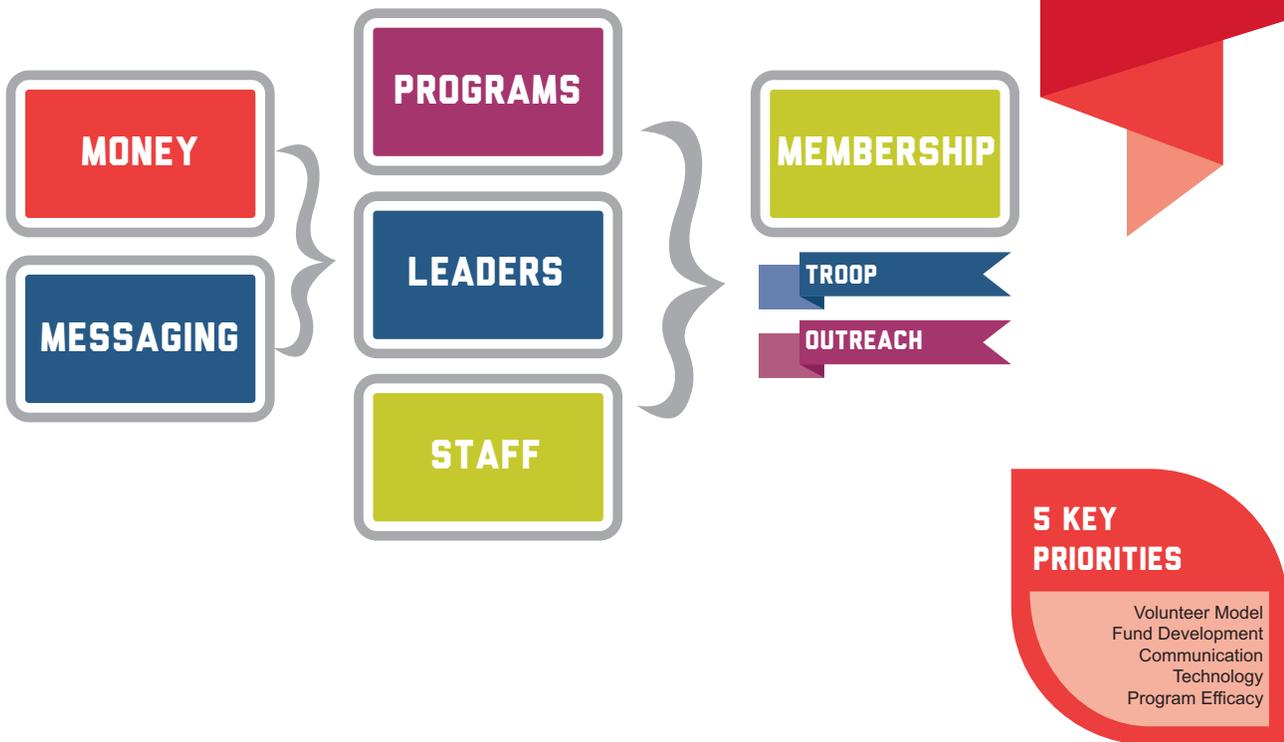
The general strategy to achieve the aspiration is encompassed by the Strategic Plan's Summary: We invest in today's girls and volunteers with relevant programs and technology to develop tomorrow's leaders. Our outcomes engage our community to personally support and financially invest in our mission. Girls in our area will choose Girl Scouting for their leadership development experience.

This plan identifies a series of specific objectives and initiatives to achieve excellence in five key priority areas: Communication, Fund Development, Program Efficacy, Technology and Volunteer Model. The Communication priority emphasizes the importance of engaging and exciting our community about girl leadership. The Fund Development priority affirms the importance of making our girls a philanthropic priority. The Program Efficacy priority stresses the need to align all of our programs with the Girl Scout Leadership Experience. The Technology priority develops critical steps needed to help us leverage technology to help girls become exceptional leaders. The Volunteer Model critically evaluates our current model for effectiveness and leaves room for change implementation where needed.

The plan develops a framework for assessing progress that emphasizes the importance of reevaluation and strategizing actions in a timely manner in order to continue moving toward the overall goal. The Strategic Plan covers a three-year time period, but the Strategic Plan will adjust within the three years to achieve the aspiration set forth.

Upon completion of the plan, girls will choose Girl Scouting for their leadership development, adults will choose Girl Scouting for their volunteer experience and the community will choose to financially support Girl Scouting.

OUTCOME - MISSION



Why Girl Scouting?

The needs of our girls are clear. Girls today require education, academic success, emotional health, confidence, financial literacy, physical health and leadership opportunities.

Girl Scouts of Eastern Missouri meets those needs. We deliver programs that provide leadership experiences, academic success, STEM options, anti-bully training, healthy living and financial literacy. It's our job to make sure girls don't fall through the cracks. To prevent this from happening, our programs evolve to meet the needs of our girls and ensure they have the skills and confidence to enter the world as adults.

We prepare them now for the future, whenever and wherever they choose to lead. Whether it's in the home, school, community or workplace, we develop our girls today into the leaders of tomorrow. We provide the opportunities for girls to learn the skills that will help them make the right decisions, achieve balance and be effective leaders.

This chart demonstrates the steps to fulfilling our mission and achieving strong outcomes.

Sample of Gap Statements from 5 Key Priorities

I. Communications

Current State

1. There is a lack of compelling stories that communicate how girls are being shaped into leaders.
2. Lack of Girl Scout awareness in the community.

Future State

1. Success stories are regularly communicated and the stories embody GSEM's mission.
2. Large and small ad campaigns are created and implemented.

II. Fund Development

Current State

1. We need to create a culture of philanthropy - both internally and externally.
2. Juliette Low Society has very few members.

Future State

1. All constituents understand philanthropic need and take action to support GSEM. A case statement exists and is clear and compelling - relaying the impact of gifts on GSEM programs and outcomes.
2. JLS is thriving and a flagship benefit society with committed, loyal members.

III. Program Efficacy

Current State

1. There is a lack of continued involvement by girls after initial participation.
2. Program feedback is gathered through the evaluation process after the program.

Future State

1. Girls participate in additional pathways after initial Girl Scout experience.
2. The evaluation process facilitates a continual cycle of learning and is integrated into program planning.

IV. Technology

Current State

1. 2003 Microsoft Office - extremely outdated software/ unable to accept documents from others with newer software.
2. Digital communications and overall digital convergence is an afterthought, not a priority.

Future State

1. All computers are updated to current Microsoft Office and all employees are trained.
2. Digital communications is as key of a priority as traditional communications.

V. Volunteer Model

Current State

1. Volunteer opportunities and roles are not clearly defined and are not available in one location on the website.
2. The recruitment of volunteers does not result in sustainable volunteers.

Future State

1. All volunteer opportunities and roles will be housed in one place on the website and will follow one template.
2. A volunteer recruitment program supports the recruitment of volunteers who meet the Mission and are retained as volunteers.

The complete list of identified gaps can be found in Appendix A.

The complete Strategic Plan can be found in Appendix B.

The complete Strategic Learning Process can be found in Appendix C.

Strategic Plan Timeline

Over the course of the next three years, the Council will engage in specific actions that will move the Council closer to achieving the vision laid out in the Strategic Plan.



With Thanks

To the following individuals for their work as
members of the Strategic Learning Team

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Strategy Plan Appendix A - Full List of Identified Gaps

I. Communications

Current State

1. There is a lack of compelling stories that communicate how girls are being shaped into leaders.
2. Girls in grades 6-12 are often overlooked and aren't retained due to lack of communication regarding their opportunities.
3. Training/on-boarding for new staff is not consistent.
4. Information communicated via website and publications is not consistently updated.
5. All communications are not reaching target group/customers.
6. Lack of Girl Scout awareness in the community.
7. There is a perception that Girl Scouting is for little girls: cookies, crafts, camping.
8. Camp programs are not seen as competitively priced.

Future State

1. Success stories are regularly communicated and the stories embody GSEM's mission.
2. More older girls are involved in Girl Scouting, and opportunities for them are well communicated and highlighted.
3. Consistent on-boarding process is in place.
4. Departments provide up-to-date information for customers.
5. All GSEM members receive important communications such as publications.
6. Large and small ad campaigns are created and implemented.
7. There is a consistent message about leadership in all communications.
8. Our programs are regarded as competitively priced by all constituents.

II. Fund Development

Current State

1. We need to create a culture of philanthropy - both internally and externally.
2. Family Partnership is not successful.
3. Juliette Low Society has very few members.
4. No formal program to encourage giving from non-family donors exists.
5. GSEM does not appear to be a philanthropic priority for all members of the Board of Directors.
6. Appropriate relationships with corporations in the community that lead to large gifts - including naming opportunities and sponsorships - need to be stronger and greater in number.
7. Donor recognition and appreciation is inconsistent or non-existent.

Future State

1. All constituents understand philanthropic need and take action to support GSEM. A case statement exists and is clear and compelling - relaying the impact of gifts on GSEM programs and outcomes.
2. Families are engaged and financially support GSEM by making charitable gifts and understand the impact their gifts make.
3. JLS is thriving and a flagship benefit society with committed, loyal members.
4. Engagement opportunities/Boards/programs are visible among internal and external constituents, respected in the community and recruitment for service is easy. GSEM is a philanthropic priority for those who are involved in the organization as volunteers, alumni, parents and staff, as well as members of the community.
5. 100% of the Board supports the annual Board Giving Campaign as well as GSEM's annual flagship fundraising event. Board members clearly understand the importance of making GSEM a philanthropic priority and do - in many cases, exceeding the minimum gift expectation.
6. Because of strong relationships with corporate representatives, we are able to creatively secure unrestricted sponsorships - and name capital projects, as available - for many programs. Corporations look to GSEM when they have dollars to give away.
7. GSEM carries out a meaningful and regularized recognition program - for donors at all levels.

Current State

8. We rely too heavily on traditional fundraising vehicles.

9. We are unable to retain donors at all levels.

10. In-kind gift solicitation is haphazard and could be better orchestrated to off-set expenses.

Future State

8. We think out of the box and have a track record of trying new strategies. We continually review our fundraising program - based on performance - in order to improve upon successful programs and discontinue less successful programs.

9. Donors annually renew and/or increase their support of GSEM and are tethered to the organization through a robust recognition program.

10. Policies on in-kind gift acceptance are adhered to Council-wide. Clear lines of communication and relationship management to solicit and secure in-kind gifts are established.

III. Program Efficacy

Current State

1. Inconsistent implementation of the Girl Scout Leadership Experience.
2. Stakeholders get lost in the options of other youth programs and fail to see the relevance of Girl Scouts.
3. There is a lack of continued involvement by girls after initial participation.
4. Program feedback is gathered through the evaluation process after the program.
5. Girl Scout membership lacks girls who participate in English as a Second Language programs.

Future State

1. All program offerings for girls provide a consistent Girl Scout Leadership Experience through use of National Program Portfolio as evident by regular data collection.
2. Stakeholders regard organization as relevant by choosing Girl Scouting for their premier leadership experience.
3. Girls participate in additional pathways after initial Girl Scout experience.
4. The evaluation process facilitates a continual cycle of learning and is integrated into program planning.
5. Increase Girl Scout membership of girls who participate in English as a Second Language programs.

IV. Technology

Current State

1. 2003 Microsoft Office - extremely outdated software/unable to accept documents from others with new software.
2. External website design is outdated and “clunky.” It’s difficult to navigate the site and not easy to use on mobile.
3. Internal website design is not user-friendly and does not utilize the ability to communicate essential information to staff.
4. Girls are not offered any training in the social media realm.
5. IT barriers prohibit offsite access to servers; “so safe it hurts.”
6. Digital communications and overall digital convergence is an afterthought, not a priority.
7. District pages are not consistently updated or utilized.
8. App world - we’re not in it - we rely on GSUSA apps.

Future State

1. All computers are updated to current Microsoft Office and all employees are trained.
2. Website design visually represents that the Council is modern and we are technology leaders. The site is clean/responsive and provides portals/sections according to user. The site is mobile friendly and all forms are available to fill out and submit through site with paper forms still available for those without Internet.
3. Internal website allows staff to post announcements, recognize others, find all internal forms, put in help tickets, request room reservations and view a comprehensive calendar.
4. Social media training is offered to girls of appropriate age.
5. All staff have the option to go mobile via laptop or their personal computer at home. Access to essential information that doesn’t jeopardize security.
6. Digital communications is as key of a priority as traditional communications.
7. District information is disseminated in a timely and functional online platform.
8. Robust and functional app (see Heart of the South) for GSEM and girls are offered training/badges on mobile app development.

V. Volunteer Model

Current State

1. Volunteer opportunities and roles are not clearly defined and are not available in one location on the website.
2. There is disparity in the on-boarding process for traditional volunteers compared to episodic volunteers.
3. There is not a clear cut plan for recruiting volunteers and how to develop new markets of volunteers and accountability for integrating them to meet volunteer needs.
4. The recruitment of volunteers does not result in sustainable volunteers.
5. The volunteer training program is planned by volunteers specifically for implementation in their Districts. There is no coordination of course offerings among Districts, resulting in a cumbersome training program with numerous courses that relies heavily on staff to manage and volunteers to implement.
6. The Volunteer Training Program, training materials and methods of delivery have not been updated in years and are not available through technological tools.
7. The volunteer mentor program is not effective and it is difficult to track outcomes and participation.
8. Volunteer roles, recruitment materials and trainings are not available in Spanish.

Future State

1. All volunteer opportunities and roles will be housed in one place on the website and will follow one template.
2. Through a single entry portal, potential volunteers will learn about volunteer opportunities and specific requirements for becoming a volunteer.
3. A volunteer recruitment plan that identifies target markets and staff accountability for serving those markets is developed and implemented.
4. A volunteer recruitment program supports the recruitment of volunteers who meet the Mission and are retained as volunteers.
5. There is a coordinated training program that utilizes a delivery system that meets volunteer needs and interests and supports volunteer development and competency.
6. A Volunteer Training Program that offers a variety of delivery methods - online, in person and blended with current course content that incorporates the Girl Scout Leadership Experience.
7. A mentor program that provides support for new volunteers is up and operating with outcomes that show its effectiveness.
8. Volunteer roles and recruitment materials will be available in Spanish. Introductory training materials will be available in Spanish.

Strategy Plan Appendix B – Board Approved Strategic Plan

| Girl Membership | Outcomes |
|--|--|
| <p>Increase Membership 16% by FY16</p> <p>Maintain racial/ethnic diversity</p> | <p>FY14 Overall membership increase 5% YOY with equal attainment in Outreach and Troop Percent of total girl membership in racial/ethnic population will remain reflective of population</p> <p>FY15 Overall membership increase 5% over FY14 goal with equal attainment in Outreach and Troop Percent of total girl membership in racial/ethnic population will remain reflective of population</p> <p>FY16 Overall membership increase 5% over FY15 goal with equal attainment in Outreach and Troop Percent of total girl membership in racial/ethnic population will remain reflective of population</p> <p>Maintain 20-25% market share FY14-FY16 *Market share is defined as the total number of registered girl members divided by the girl population (ages 5-17) in the jurisdiction of Girl Scouts of Eastern Missouri. The girl population is provided by GSUSA and is based on census figures.</p> |
| <p>Increase Troop Membership 16% by FY16</p> <p>Develop troop options</p> | <p>FY14 Increase troop membership 5% YOY Increase K-5 troop retention YOY (Pre-work) Develop troop series program for pilot implementation in FY15</p> <p>FY15 Increase troop membership 5% over FY14 goal Increase K-5 troop retention YOY Implement troop series program as pilot in select districts</p> <p>FY16 Increase troop membership 5% over FY15 goal Increase K-5 troop retention YOY Implement troop series program as troop option throughout Council</p> |

Strategy Plan Appendix B – Board Approved Strategic Plan

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|--|--|
| <p>Girl Membership (continued)</p> <p>Increase Outreach Membership 16% by FY16</p> <p>Increase Outreach Member Experiences</p> <p>Increase Series Participation</p> <p>Incorporate Cookie Program into Series</p> <p>Program Delivery reflective of Council jurisdiction</p> | <p>FY14 60% of Outreach receive minimum of three leadership development experiences 1,500 girls served through series program (6-10 week program) Series programs offered in rural, suburban and urban (tracked by district) (Pre-work) Develop Cookie Program component for girls in outreach series</p> <p>FY15 Increase outreach membership 5% YOY 65% of Outreach receive minimum of three leadership development experiences 1,650 girls served through series program (6-10 week program) Series programs offered in rural, suburban and urban (tracked by district) Implement pilot Cookie Program component with 10% outreach series participants</p> <p>FY16 Increase outreach membership 5% over FY15 goal 70% of Outreach receive minimum of three leadership development experiences 1,815 girls served through series program (6-10 week program) Series programs offered in rural, suburban and urban (tracked by district) Launch Cookie Program component with 20% outreach series participants</p> |
|--|--|

Strategy Plan Appendix B – Board Approved Strategic Plan

| Adult Membership and Volunteer Model | Outcomes |
|--|---|
| <p>Maintain Adult Membership relative to Girl Membership</p> <p>Maintain Leader (01/02) Retention</p> <p>Increase episodic volunteers</p> <p>Increase training participation</p> | <p>FY14 Maintain Adult Membership equivalent to 60-65% of girl membership in troops Maintain at or above GSUSA national average Adult Leader (01/02) retention (Nationwide 69.7%) Increase episodic volunteer organizations – five additional organizations Increase percentage of volunteers (01/02) participating in training (Benchmark: 51% report taking training FY12)</p> <p>FY15 Maintain Adult Membership equivalent to 60-65% of girl membership in troops Maintain at or above GSUSA national average Adult Leader (01/02) retention Increase episodic volunteer organizations – five additional organizations Increase percentage of volunteers (01/02) participating in training (Benchmark: FY14 Results)</p> <p>FY16 Maintain Adult Membership equivalent to 60-65% of girl membership Maintain at or above GSUSA national average Adult Leader (01/02) retention Increase episodic volunteer organizations – five additional organizations Increase percentage of volunteers (01/02) participating in training (Benchmark: FY15 Results)</p> |

Strategy Plan Appendix B – Board Approved Strategic Plan

| Product Program | Outcomes |
|--|--|
| <p>Increase cookie and fall product program gross revenue</p> | <p>FY14 Attain PGA 112 (incorporating 5% decrease in PGA as historical data indicates when increasing from \$3.50 to \$4.00) Increase total girl participation in Cookie Program 5% YOY Increase Fall Product Program revenue 5% YOY</p> <p>FY15 Increase PGA +2 over FY14 goal or results whichever is greater Increase total girl participation in Cookie Program 5% over FY14 goal Increase Fall Product Program revenue 5% over FY14 goal or actual whichever is greater</p> <p>FY16 Increase PGA +2 over FY15 goal or results whichever is greater Increase total girl participation in cookie Program 5% over FY15 goal Increase Fall Product Program revenue 5% over FY15 goal or actual whichever is greater</p> |
| Camp Programs and Properties | Outcomes |
| <p>Evaluate camp properties for alignment with members' needs</p> <p>Increase resident camp enrollment</p> | <p>FY14 Initiate Camp Committee with charge to determine feasibility and desirability of owning and operating council properties based upon utilization, capacity, and proximity to membership, expense and revenue recovery. Increase resident camp enrollment 10% YOY (2013 enrollment 1330; 2014 Goal 1460)</p> <p>FY15 Determine next steps based on recommendation from Camp Committee Increase resident camp enrollment 10% YOY</p> <p>FY16 TBD</p> |

Strategy Plan Appendix B – Board Approved Strategic Plan

| Marketing | Outcomes |
|---|---|
| <p>Engage and excite our community about girl leadership</p> | <p>FY14 Develop first year of multi-year marketing campaign with overarching message tied to initiatives with call to action opportunities engaging community, volunteers and girls Develop strategy and structure to improve external communications delivered by staff and volunteers Measured by increased participation in troop, series and single events as well as increased donations</p> <p>FY15 Refresh second year of multi-year marketing campaign based on assessed successes and opportunities Develop contemporary strategy and plan to reach girls more effectively Measured by increased participation in troop, series and single events as well as increased donations</p> <p>FY16 Refresh third year of multi-year marketing campaign based on assessed successes and opportunities Develop contemporary strategy and plan to reach volunteers more effectively Measured by increased participation in troop, series and single events as well as increased donations</p> |
| Fund Development | Outcomes |
| <p>Create a culture of philanthropy resulting in achievement of financial goals</p> <p>Annual Giving</p> <p>Grants</p> <p>Endowment</p> | <p>FY14 Achieve annual giving revenue \$378,500 including net revenue from events Achieve grants revenue \$344,000 Achieve endowment \$25,000</p> <p>FY15 Achieve annual giving revenue \$430,000 including net revenue from events Achieve grants revenue \$400,000 Achieve endowment \$100,000</p> <p>FY16 Achieve annual giving revenue \$497,500 including net revenue from events Achieve grants revenue \$450,000 Achieve endowment \$200,000</p> |

Strategy Plan Appendix B – Board Approved Strategic Plan

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|---|--|
| Finance and Administration | Outcomes |
| Manage risk and maximize resources | <p>FY14 Determine desired level of operating reserves and budget accordingly Review and formalize Risk Management policy/plan in order to identify and address our risk exposures including IT Update operating policies and add additional policies as determined (including social media policy)</p> <p><u>For Each Fiscal Year</u> Maintain determined months of operating reserves Receive an unqualified opinion from our independent audit firm including minimal observations in the external audit management letter and avoiding any observations of material weakness</p> |
| Technology | Outcomes |
| Leverage technology to help girls become exceptional leaders | <p>FY14 Complete the successful conversion to new volunteer management software Complete staff upgrade – Microsoft Windows Complete internal and external website design and content upgrade (Pre-work) Determine mobile “App” opportunities</p> <p><u>For each Fiscal Year</u> Complete the implementation of additional agreed upon modules for the registration software (i.e., Fund Development) Complete the successful design and launch of agreed upon “Apps” Add at least one new improvement of technology in each area and document:</p> <ul style="list-style-type: none"> Camping Services Finance Fund Development Girl Development Adult Development Human Resources Marketing/Communications Program Product Sales Research and Evaluation Volunteer Recruiting/Screening |
| | |

Strategy Plan Appendix C - The Strategic Learning Process

Strategic Learning is a process for creating and implementing strategies and modifying those strategies as the environment changes. The essential job of strategy is to create an intense focus on the few things that matter most - our key priorities. Girl Scouts of Eastern Missouri initiated our Strategic Learning process in May 2012.

The process has four linked steps - Learn, Focus, Align and Execute. The first two steps, Learn and Focus, are the basis for strategy creation and were accomplished with a team of 25 Girl Scout staff, board members and community stakeholders. The third and fourth steps, Align and Execute, are the foundation for strategy implementation. Align was completed by 24 staff members who translated our key priorities into gaps and accountabilities. Execute will be accomplished by the staff and volunteers of GSEM who will pursue closing the gaps with relentless determination.

The Strategic Learning process was developed by Willie Pietersen, professor of management at Columbia University Graduate School of Business, and is used in a variety of for-profit and non-profit contexts. It was also used successfully as the underlying process of the Girl Scouts of the USA national Girl Scout Core Business Strategy in 2004.

The Council strategy must be a direct translation of the vision, mission and priorities of the Movement, bearing in mind local circumstances and challenges. The following describes the process that was the basis for the Strategic Plan:

LEARN

Conducting a Situational Analysis

Five situation analysis teams were launched in August 2012 with the task of reviewing key information and gaining insight into each of the key areas. To gain the insight, each group looked at a body of information to see the underlying truth and understand the relationships that shed light on the problem. To win the battle for insights, the groups needed to recognize what was important, see it first or better than other organizations and understand the root causes and ultimate consequences. Each of the five teams was tasked with focusing on one of the following key areas:

- Customers
- Competitors
- Sector Trends
- Stakeholders
- Our Own Realities

FOCUS

Define Strategic Choices

Competitive Focus

From what was discovered in the “Learn” phase, the next step in the Strategic Learning process was to crystallize that information into the key areas in which the Council would focus its resources and emphases: which market segments, geographies and customer segments. The process also required the strategic learning team to identify what portfolio of programs and services the Council will offer to the chosen customer segments.

In which market segments and geographies will we place our main emphasis?

- Suburban areas where there is opportunity for growth

In which customer segments will we place our main emphasis?

- Girls in grades 4-8 (K-3 feeder/9-12 retention) including Hispanic and Asian populations

What portfolio of programs and services will we offer our chosen customer segments?

- Programs that pass through the filter of Exceptional Leadership Development

Winning Proposition

Once the competitive focus was crystallized, the “Winning Proposition” was developed for the Council. This proposition defines what the Council will do *differently* or *better* than our competitors to create greater value for our chosen customers and satisfactory returns for our Council.

Girl Scouting: Investing in today’s girls to develop tomorrow’s leaders

Key Priorities

Once the Winning Proposition was defined, the final step in the Focus process was to identify the key priorities for the Council. These would be the five most important things (areas of focus) the Council **must** do in order to achieve the Winning Proposition. These five areas were determined to be:

- Technology - Leverage technology to help girls become exceptional leaders
- Communication - Engage and excite our community about girl leadership
- Volunteer Model - Critically evaluate current model for effectiveness and implement changes
- Fund Development - Make girls a philanthropic priority
- Program Efficacy - Align programs with our mission - Girl Scout Leadership Experience

ALIGN

Gap Statements, Business Strategies, Leadership Message, Action Plan to Overcome Resistance and Drive Momentum

Gap Statements

Once the five key priorities were identified, the next step was to operationalize them by converting them into a description of the journey, which must be completed for success to be achieved. The current state and desired future state was identified for each priority. The difference between the current state and future state is the “gap” that must be closed to achieve success.

Aligning the Business System Behind the Strategy

While closing the gaps is crucial, it is not enough. For any strategy to succeed, it is also necessary for elements of the Council to be effectively aligned in support of the strategy. The existing alignment has been put in place over time to support yesterday’s strategy. It is essential to realign the system behind our new strategy or that strategy is likely to fail.

There are four areas that make up the business systems within the Council:

- Measures and Rewards
- Structure and Process
- Culture
- People

Each of these was addressed through the strategic learning process.

Summary

In addition to an alignment of business strategies, there must also be a vision around which staff members can rally. This is done through a simple Summary message, communicated repeatedly, that wins the hearts and minds of employees. The message must clarify four things: what, why, how and how much.

Girl Scouts of Eastern Missouri invests in today's girls and volunteers with relevant programs and technology to develop tomorrow's leaders. Our outcomes engage our community to personally support and financially invest in our mission. Girls in our area will choose Girl Scouting for their leadership development experience.

The What

We invest in today's girls and volunteers.

The Why

We develop tomorrow's leaders and engage our community to personally support and financially invest in our mission.

The How

We use relevant programs and technology.

How Much

Girls will choose Girl Scouting for their leadership development experience.

Strategic Examples

In order to move the progress of the plan forward, Girl Scouts of Eastern Missouri developed platforms to drive momentum. Examples are:

- Inform all stakeholders of progress so they are motivated and invested
- Implement initiatives to report achievements throughout work on the plan
- Train staff and volunteers to effectively convey messages throughout the Council

Execute

Implement and Experiment

The Strategic Learning teams have laid the groundwork for the development and implementation of specific project plans that will close the gaps of the key priorities. Over the course of the next three years, everyone within the Council will be engaged in these project plans through participation in specific action steps. As we close each gap, we will move the Council closer to achieving our mission: Girl Scouting builds girls of courage, confidence and character, who make the world a better place.