Girls Realizing Opportunities in the World Program and Leadership Development Workshops

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The Leadership Scholars Certificate Program is a two-year selective, interdisciplinary certificate program that prepares Rutgers undergraduate women to be informed, innovative, and socially responsible leaders.

Leadership Scholars design and implement social action projects to expand their understanding of issues and problems and to develop leadership skills.

This project gives Scholars the opportunity to apply the theoretical knowledge they have gained about leadership, advocacy, and social change with the practical and experiential knowledge they have developed about a particular policy issue or problem through the field site placement. It also further develops leadership skills by giving undergraduates the opportunity to practice leadership through action.

To find out more please visit the Institute for Women’s Leadership’s website at http://iwl.rutgers.edu.
Project Overview

- 5 foster care youth
- 5 Rutgers undergraduate mentors
- Co-facilitated two GROW mentor programming days
Guiding Research

Two Prong Approach:

- Gender and Leadership
  - Feminist mentoring
  - Leadership development: attitude, experience and self-confidence
- Foster care youth transitioning to independent living
  - Challenges exiting the foster care system
  - Need for individualized youth attention
Guiding Research

Statistics

✦ Overall: 400,540 children as of September 30, 2011

✦ Gender: 52% male, 48% female

✦ Race: 41% white, 27% black, 21% Hispanic, 10% other races or multiracial
Intellectual and Conceptual Foundations

- Reflections on Leadership
  - Portrait of a Leader Exercise
- Self-awareness and Personal Reflection
  - Past, Present and Future Pyramids
  - Fill in the Blank Ice Breaker
- Goal Setting
  - Vision Board
- Public Speaking
Lessons Learned

- Global applicability of GROW
- Realism about goals and expectations
- Benefit of using existing resources
- Definition of success is vague
- Importance of evaluation
- Importance of clear verbal communication
Bibliography