MARY GATES ENDOWMENT FOR STUDENTS

LEADERSHIP APPLICATION WORKSHOP

Autumn 2017

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Center for Experiential Learning and Diversity (EXPD)
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- Intended to help UW students grow as independent learners and community leaders.
- An investment in you and your development as a leader or researcher.

- How will this project change/focus/expand your definition, philosophy and practice of leadership?
- Support your personal growth and passion for project
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Questions to ask yourself, keep in mind:

> **Leadership:** What does leadership mean to you? What has shaped your understanding of leadership? How will this activity influence that understanding?

> **Project:** What specific activity do you propose to undertake? With whom will you work? What will be your unique contribution? How will this help you grow as a leader?

> **Learning:** What do you hope to learn? How will this project foster your learning? What are the connections to your educational and/or life goals?

> **Outcomes:** What do you hope to know, do, become or be capable of as a result of this project? How will you know if you achieved those goals? Why are these goals important? How will the scholarship impact you?
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*Competitive applications:*

> Are **FOCUSED!** Clearly articulate an integrated statement about your conceptualization of leadership, project idea, goals and plans. Organize and balance your essay.
> Outline project milestones - not date-specific.
> Discuss long-term impact and how the project will prepare you for your next steps (academic learning, career, life, etc.).
> Include strong mentorship.
> Convey sincere engagement with project or activity.
> Discuss challenges.
> Properly cite references, figures, etc.
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*Competitive applications:*

> Require editing and rewrites – give yourself plenty of time! Give and get feedback from others.
> Depend upon the fit between the criteria and your application – study the criteria for evaluation.
> Benefit from clarity – be straightforward and clear in your writing.
> Are most compelling when unique – let your personal perspective, motivation and passion come through in your writing.
Leadership Essay Prompt:

> Please describe the activity or project you propose to undertake and how this experience will challenge you and allow you to grow as a leader. Include a discussion of why this initiative matters to you, what you expect to distinctively contribute, and your goals for developing your leadership potential. What do you need to learn about leadership and about being a leader yourself? Consider how your mentor and the context of your project will provide the support you will need to meet your learning goals.

Maximum Essay Limit:

> 1,250 words, 4 pages, (whichever is shorter)
> - In-text citations are not included in the word limit, but are included in the page limit.
> One additional page for images, figures, references.
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Leadership Essay Prompt (deconstructed):
> Please describe:
  – the activity or project
  – how this experience will challenge you and
  – how this project will allow you to grow as a leader
  – why this initiative matters to you
  – what you expect to distinctively contribute
  – your goals for developing your leadership potential
  – what you need to learn about leadership
  – what you need to learn about being a leader yourself
  – how your mentor will help you meet your learning goals
  – how/why this project will help you meet your learning goals.
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» Comprehensive review of whole application.
» Evaluate this project and its future – not past accomplishments.

Leadership Review Criteria:
  - Characteristics of the Applicant
  - Project Context
  - Leadership
  - Reflection and Growth
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**Leadership Review Criteria:**

- Characteristics of the Applicant
  - **Preparation** - Adequate preparation for the proposed work and the student's potential for success
  - **Motivation** - Sincere interest, enthusiasm and commitment to the project or leadership experience
  - **Mentor's overall assessment** of student's abilities, potential for learning, and ability to lead the project
“Working with homeless youth has its ups and downs. Once a week I volunteered at a drop-in center and spent time building positive relationships with homeless youth where it was incredibly rewarding to see how my own attitude influenced others positively. At times it was discouraging because I witnessed violence unfold as heated arguments escalated into physical fights. The fights themselves were not the greatest challenge; the most difficult challenge was helping the youth cope with their struggle to put their lives back on track. When one of the youths I had connected with relapsed after being sober for four months, I remember feeling helpless as I realized all I could do was lend an ear. This event taught me the importance of building relationships and to not become disheartened when unfortunate incidents occur. From this experience, I became encouraged to continue working with homeless youth through strengthening the relationships of the youth with the volunteers who come to support them.”
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Can someone else understand what you’ve written?
Can that person accurately describe why you are prepared and motivated to undertake this leadership activity?
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Leadership Review Criteria:

> Project Context
  – **Project** - purpose and goals are clear, steps to achieve goals are explained;
  – **Purpose/Impact** - need for project and impacts to others are explained;
  – **Feasible** - project is achievable given scope, timeline, resources available;
  – **Fit** - project makes sense for this student, essay articulates student’s unique role;
  – **Commitment** - why this project at this time;
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Leadership Review Criteria:

> Project Context

“My plan is to collect the stories of Asian American performers that have competed or guest starred at Kollaboration Seattle and at other Kollaboration shows across the nation. These stories would focus on how they got started in their pursuit of the arts, how they related (or could not relate) to media icons they grew up with, experiences with media stereotypes and prejudice during their careers, and how alternative media platforms like YouTube are lowering the “barriers to entry” in the entertainment field. These stories would be captured in 3-5 minute video clips and supporting photographs. Tentatively, my target is 10-15 artists in various disciplines (music, dance, spoken word etc.).”
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**Leadership Review Criteria:**

> Project Context

“My first goal upon arriving to Kenya is to learn how the students have been using the [Learning Resource Center] LRC building. Since the LRC is primarily a space for the seventh and eighth graders, the new library should seamlessly integrate into what the students are already doing with the center... I have received permission from the school’s headmaster and the head matron to have weekly meetings in the LRC building to discuss with the students how they are already using the center and how they imagine it to run with the addition of a library. These meetings will be structured by a guide that was created two summers ago from interviews with [the school] and its greater community. With this guide, the students and I will also discuss concepts like community involvement, environmental issues, and personal development to understand the role of education--like the LRC library--in promoting the students’ health. My goal is not only to work with the students in defining how they will use this center and library, but also to encourage these future leaders to use the LRC as a place to discuss being agents of social change in their communities after I return to Seattle.”
Can someone else understand what you’ve written?
Can that person accurately describe your project and your goals?
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Leadership Review Criteria:

> Leadership
  - Leadership - student defines his/her notion and understanding of leadership;
  - Project/Leadership Connection - why and how this is a “leadership” project, and how it will shape student’s leadership practice;
  - Collaboration - articulates with whom student will work and individuals’ roles;
  - Mentorship - both student and mentor articulate how they will work together on student’s project and leadership goals.

Note: Write about “leadership,” what it means to you, and how you hope you will grow as a leader. How do you define leadership? How will this project help you learn about leading?
Leadership Review Criteria:

> Leadership

“Leadership is taking personal responsibility for the welfare of the group, the initiative to make change, and having the ability to inspire and motivate others. This project represents what leadership means to me in three aspects. The first is advocacy. Advocacy is a powerful way to take on responsibility for a group. The second is that I will be taking the initiative to make dramatic changes in the approach to drug education in the jail. The third aspect is that teaching is a potent form of leadership; great teachers can effectively communicate ideas that inspire and motivate their students.”
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Leadership Review Criteria:

> Leadership

“My mentor will be Victoria Ju, the Executive Director of Kollaboration Seattle. Victoria participates in the CAC with me, so she has an understanding of the exhibit development process. Moreover, we have a pre-existing mentor relationship. When I joined Kollaboration Seattle in summer of 2011, Victoria trained me for my previous position as a Public Relations Director. Victoria will be helping me to break down my project into manageable steps and holding me accountable for completing my project in a timely manner since I report to her every Monday at our Executive Board meetings. Finally, given her professional connections to directors at other Kollaboration cities and managers of various artists/bands, she can help me identify and contact the artists I need for my project.”
Can someone else understand what you’ve written?

Can that person accurately describe your definition of leadership? Is it clear to them why/how your project is a leadership activity? Do they understand who your partners and mentors will be, and why?
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Leadership Review Criteria:

• **Reflection, Growth and Impact**
  > **Reflection** - how student will track and evaluate own learning;
  > **Challenges** - student identifies challenges and ways to approach becoming a better leader;
  > **Longer-term impact** - student discusses potential impacts to his/her future goals and aspirations, and the impact of the scholarship.
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**Leadership Review Criteria:**

> **Reflection and Growth**

“From being able to take on my volunteer position to the next level, I will develop my leadership skills because the project will require me to lead by example, connect with diverse individuals, listen to the ideas and needs they bring up, and work as a team to be the most effective. I hope to develop my attentive listening skills, get a chance to connect with a diverse youth population, and have an opportunity to learn about the issues ROOTS advocates for. My position and consistent presence at ROOTS will allow me to develop ideas to improve the volunteer training process for the future. Additionally, I am hoping to learn how ROOTS operates as more than just a shelter by recognizing the other organizations ROOTS is connected with as well as understanding how ROOTS establishes strong relationships within the community.”
Reflection and Growth

“I used to think that leadership in engineering was important because I could use it to amplify my own impact and that by bringing a team around me, I could accomplish more. I was wrong. What I have come to realize is that leadership in engineering is about amplifying what my team can do. It’s about dedicating myself to serving them and helping them to accomplish greater things. I have learned that by taking my ego out of the equation, or at least doing my best in that respect, I can help those on my team to become better engineers. It is easy to look at Formula and not see past the car. It’s fast and it’s flashy, but when it really comes down to it, a racecar seems like an inconsequential thing… The truth is, the primary deliverable of the team is not the car, but rather the engineers who constructed it. As a lead, I see pushing my team to become the best engineers they can be as my primary purpose. A great car is just a side effect, and winning competitions is just a nicety, because I know that even a couple more exceptional engineers in the world will do more good than I can ever hope to do. That is why I take my role on the team so seriously, and that is why I plan to continue as a lead on the team until I graduate.”
Can someone else understand what you’ve written? Can that person accurately describe your leadership learning goals and how you will evaluate your leadership development? Do they understand the challenges you’ve faced and those you expect to come? Is it clear how you hope this activity will prepare you for the future?
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Review Process:

> Every application is reviewed by three people.
> Approximately half (50%) of Leadership applicants are invited for an interview.
> Decisions announced last Friday of quarter.
> All applicants may receive feedback to strengthen future applications.
> Re-applications are encouraged!

> Approximately 90 awards per quarter
  - ~70 Research and ~20 Leadership
> Still highly competitive
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> **Deadlines**
  - Leadership: Oct. 23 at 5:00 PM
  - Research: Oct. 30 at 5:00 PM

> **Letter of Recommendation from Mentors are due two days later:**
  - Leadership: Oct. 25
  - Research: Nov. 1

> **Next application cycle in Winter 2018.**
  - CoMotion Mary Gates Innovation Internship applications accepted in Spring.
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> **Special thanks to:**
> - Jilene Chua
> - David Larson
> - Lummy Lin
> - Riabelle Vivas

> **Questions?**
> - expd.uw.edu/mge
> - mgates@uw.edu
> - Drop-In Advising:
>   > Thursdays, 2:30-4:30 PM
>   > MGH 171