

# Student Leadership Showcase TOUR: Student Leadership Development Through Global Learning Opportunities

#### **Presenters:**

**Dr. Martha Asselin**, Director, Center for Leadership and Service, University at Albany **Dr. Dominik Hammer**, Vice Dean International, Munich University of Applied Sciences













#### Meet your presenters:

**Dr. Martha Asselin** 







**Dr. Dominik Hammer** 















#### **AGENDA:**

- 1. THE HISTORY OF HOW THIS BEGAN: AN OVERVIEW OF THE PARTNERSHIPS
- 2. UALBANY'S CENTER FOR LEADERSHIP & SERVICE COVID DISRUPTION TO TRAVEL
- 3. A TEAM-BASED LEARNING LEADERSHIP EXPERIENCE
  LEADERSHIP ASSESSMENTS AND THE MYERS-BRIGGS ASSESSMENT (MBTI)
  INTRODUCING THE CLASSMATES AND THE CASE STUDY
- 4. ATTENTION THIS COURSE EXPERIENCE HAS ATTRACTED
- 5. COURSE COMPLETION REVIEWS AND THE CERTIFICATE AWARDED
- 6. AN OPPORTUNITY TO MEET CURRENT STUDENTS: AIDA HRUSTIC AND J.T. STONE
- 7. QUESTION AND ANSWER SESSION













#### The History – How The Course Experience Came to Be

#### **Inquiry and Partnerships**





# International Virtual Academic Collaboration















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**About Us** 

Leadership **Opportunities** 

**Engage UAlbany** 

**UAlbany Votes** 







#### **Center for Leadership and Service**

We, the Center for Leadership and Service, create an inclusive and respectful environment that challenges students to become positive agents of social change, whereby students are empowered to lead and follow as example, engaged in the community and recognized as world class leaders.

Learn to lead. Be a leader. Serve through leadership.











#### Center for Leadership and Service

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E-Mail Center for Leadership and Service





CENTER FOR LEADERSHIP AND SERVICE

### Learn to LEAD. Be a LEADER. Serve through **LEADERSHIP**.







Declaring the Leadership







#### **Team-based Learning with Diversity**

**Myers-Briggs Personality Assessment:** 

https://my-personality-test.com/personality-type-indicator

The Myers-Briggs ™ Type Indicator

(The Keirsey Temperament Sorter)

$\mathbf{E}$	S	T	J
Extroverted	Sensing	Thinking	Judging
(Expressive)	(Observant)	(Tough-Minded)	(Scheduling)
I	N	F	P
Introverted	Intuitive	Feeling	Perceiving
(Reserved)	(Introspective)	(Friendly)	(Probing)

NF Valuing nifesting universal va

Manifesting universal values and valuing people Possible

INTJ

Mastermind

**ENTJ** 

**Field Marshall** 

INFJ

Counselor

**ENFJ** 

Teacher

NT Visioning

Pulling people with ideas to an optimistic future

Logical

Personal

persuiders. Great satespecção Vary Historistip-oriented. Like to motivate groups.	Senous academicture. Often professors or offer themselves to a miligious order.	Believe everything has room for improvement. Superior planners and visionaries of systems.	reflicancy, reflectiveness. Take charge people. Can be over- whething to less outgoing types.
ENFP Champion Second only to ESPPs for An. Ware have filed with exchanges and romance. Very enhaussized and creative. Often head for develop, and delarge,	INFP Healer Note sensiting society. Different from SFP's, they by to lacke long-term problems. Other psychologists or counsitivs. Want to save the wheller and carefulness.	INTP Architect Despet analysis of problems to bo solved. Often physiciats, scientiss. Most stoof of types. Circuit friefens.	ENTP Inventor Visit one secting creating eather solve. Good at analysis, consider Harmedews, but of regionally and Seas. Other Involved in comp structures analysis, delign.
ESFP  Performer  Nancier one in fan and erthussenn. Aknays in the ESF fis to you gain, The most generous of all types. Wares, teardy, vitural popple, Escalers all distincts practice.	ISFP Composer Cuelly harmonicus with world. Why observang, betweelers, Riched breadt worth with people in read. Work to owde problems of the immediate such as homeless, but deprop hanger	ISTP Operator Fleshy to try smything once. Flushed with the rush of the. Seek sectioners. A love of book and the utility they often inchest lowed mechanical devices, can take upon if a commercial payming	ESTP Promoter Exclament audients. Nation had not asked the form when taking risks. Canad negotation on the form and. Exclading promotional & entrageneouslic application of a transpromouslic application of a consumer can be according to the contract of th
ESFJ Provider Hods & hostesses. Orsidousness of the type region them secularity at entiritaring, cookingten, Mey be feachers, russes. Wey conscious of	ISFJ Protector A high sense of duty. Upholders of family tradition. Other found in stadition in higher purelisations in the duty of the d	ISTJ Inspector Does of what should be done. Masters at completing practical defails and adding five-firing four-fire. Dief-4-done people. Superb administratives: Duty	ESTJ Supervisor Administration, workers, pilers of strength in correctings. Loyal mates, parents, employees. Other proceded to management positions. Dependation.

SF

Relating Including and building trustworthiness

Present

Directing
Action from a strategic perspective













# INTRODUCING YOURSELF TO YOUR CLASSMATES:





#### Nicky Angelo Chavez

al Student

ngeles, CA

ersity: Cal Poly, San Luis Obispo (CA)

ess Administration (3<sup>rd</sup> Year)

ration: Information Systems

Football, Mountain Biking, Star Wars

Type: ESTJ















# THE SHARED CASE STUDY ON LEADERSHIP:

The 1996 Mount Everest Disaster



Events of 10–11 May 1996, when eight people were caught in a blizzard and died on Mount Everest during attempts to reach the summit





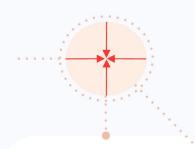








#### **Team Building & Leadership Roles | Actual Situation**



#### **Storming**

- Lack of participation
- Undefined rules
- Task distribution to volunteers



#### Performing

- Setting internal deadline
- Consistent performance by MUAS teammates
- Additional work due to missed deadline by some team members



#### **Forming**

- Team-building based on MBTI Test
- Attempt to find a communication style suitable for all team members
- High motivation



#### **Norming**

- MUAS students are coming together
- The task of everyone has become clear
- Attempts to increase engagement of some students



#### **Adjourning**

- Presentation day
- No feedback among the group















## Decision-Making Process

#### Decentralized

Decision-making process was spread out throughout the team members. There were no clear decision makers in either team, and each member could/should contribute to the decisionmaking process.



#### Communication was key

The decisions themselves were reached through an active and direct communication within the team. Suggestions, feedbacks and impulses made the decision process possible.

#### Responsibility for own tasks

At the beginning, all tasks were split up in the teams. After more specific tasks were defined (e.g. different leaders of the case study), each person was responsible for their own decision in relation to the task.

## In some situations, direct decision was necessary

Due to inactive team members, decisions had to be made directly for those inactive members by other members. In this case, other tasks were given to the inactive members, while the remaining task was handled by someone else.











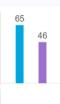


#### **Communication & Feedback | Hofstede**<sub>4</sub>



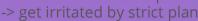
#### **Indulgence**

#### **Power Distance**



#### **Uncertainty Avoidance**

Americans do not require a lot of rules



#### Indulgence

Work hard and play hard mentality

#### **Power Distance**

Expected to be self-reliant and display initiative. Difficulty to develop deep friendships.

-> Different approach to Uncertainty Avoidance, Indulgence and Power Distance caused friction in the communication















The teams did not just learn about leadership practices and theories by studying the Mount Everest case, but learned the most by working, collaborating, and communicating within their groups and with the students of the University at Albany.











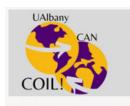




#### The Experience Has Been News Noteworthy

**Campus Leaders have visited the class** 





#### **UAlbany Faculty Keep Internationalization at the Forefront**

ALBANY, N.Y. (April 1, 2021) – Despite the restrictions of the pandemic, University at Albany faculty are finding creative ways to work with valued international partners to further UAlbany's strategic goal of internationalization. Five faculty are teaching classes this spring in which their UAlbany students partner with students at universities in Germany on project-based learning on global teams. These are called

COIL activities, for Collaborative Online International Learning, an ongoing initiative of the State University of New York.

Learn more about UAlbany's engagement on the UAS7 Virtual Academy!



#### Virtual Academy Spotlight Hochschule München: Leadership project welcomes guest speakers from both sides of the Atlantic

ALBANY, N.Y. (April 15, 2021) – As part of the UAS7 Virtual Academy pilot phase Dominik Hammer of Hochschule München University of Applied Sciences (HM) and Martha Asselin of the University at Albany (UAlbany) are co-teaching a virtual course on interdisciplinary leadership with a focus on decision-making processes in crisis

situations. On April 7, the transatlantic class was joined by high-ranking experts of both institutions who shared valuable insights into their own leadership experience in crisis situations.



#### **UAS7 Virtual Academy**

The UAS7 Virtual Academy brings together students from Germany and the US in virtual and blended mobility formats. In its pilot phase, starting November 2020, nine transatlantic projects in six disciplines will lay the foundations for a future digital collaboration format to be

expanded over the coming months and years.



#### Project Overview

In its pilot phase, starting November 2020, nine transatlantic projects will lay the foundations for the future UAS7 Virtual Academy. Students from six disciplines at four UAS7 and three SUNY schools will strengthen their intercultural, social and digital skills through collaborative learning. Projects take the form of virtual lectures,

workshops or blended mobility - with physical mobility phases integrated where possible.



















#### **CERTIFICATE OF COMPLETION**

This is to certify that

#### SHANE BARONE

successfully completed the 2021 enhanced transatlantic virtual seminar entitled

LEADERSHIP STUDY OF 1996 MOUNT EVEREST EVENT

at the following institutions:

HOCHSCHULE MUNCHEN UNIVERSITY OF APPLIED SCIENCES
AND THE UNIVERSITY AT ALBANY





















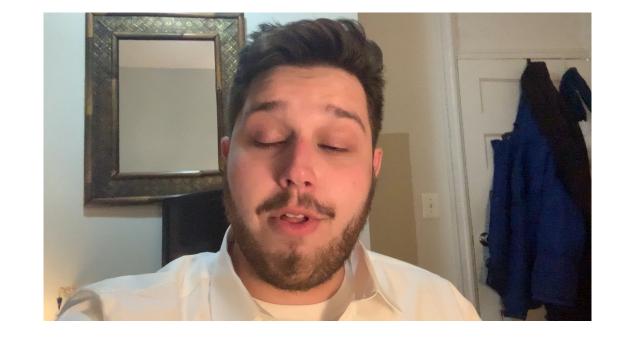


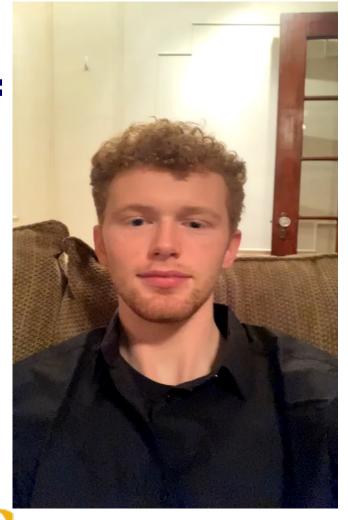




#### Former Student Feedback on the Experience:

Great reviews
from our
students. Meet
Christian Vitek
and
Aiden Morgan.

















"This course has helped me become a better leader by studying and examining techniques of the leaders in the teachings of the Mount Everest event. Going into depths and understanding why these two different leaders took a certain route and their reasoning behind it. This course was also a new and exciting experience - allowing for diversity and learning about culture and differing viewpoints. The two teachers did a great job combining their experience in leadership and complementing each other's teaching styles. Both teachers were excited and motivated to teach this course helping students in any way possible. The course was very well structured and organized in teaching us about leadership then transitioning it over to us to incorporate leadership amongst our groups to work towards a final presentation tying the class to an end." ~Gianni Charalambous







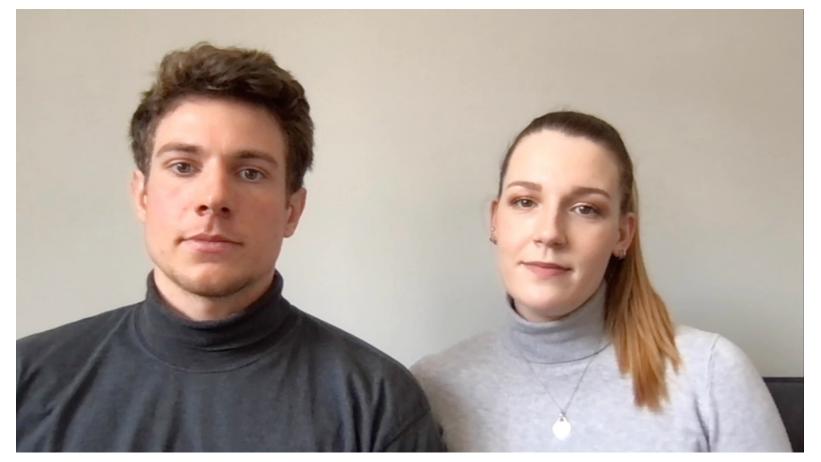


"The exchange of ideas from such an internationally diverse group of students brought such a thorough analysis to our discussion on leadership and the Mt. Everest disaster. One of my favorite courses of the year! ~Matthew Gamble





















In March 2022 we introduced this global classroom experience for the third time! We invited current students from our the class to join us as panelists...











## Meet Aida Hrustic and J.T. Stone:

#### J.T. Stone

From Ithaca, New York

Freshman at the University at Albany

Journalism Major Communications/Leadership Minor

MBTI Score: ENFJ (Extravert, feeling-oriented)

Loves horror movies, writing and radio production!



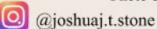


- o University at Albany
- o Major: History
- o Minor: Educational Studies
- o Hometown: Utica, NY
- o MBTI : ENFP
- o Hobbies: Painting, reading,
- o Fun Fact : I was born in





Photo of me vacationing in Scotland





@joshua jt stone



The strengths of this course experience greatly outweigh the challenges.































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