***BUSX 460 – Internship Project: Giovanna Barbaro (Fall 2020)***

*Empowering Diverse Voices Through Gamification & Video Technology*

*In Spring 2020 semester, Giovanna and her team developed a team building training exercise in the form of an online game that can be used with companies. This game was selected as the top by a partner game industry executive.  Theoretically, the project is based in a method of gamification that companies are using to engage, recruit, and retain employees, particularly Gen Y and Gen Z.  After speaking with companies, I developed this project based on their input.  Giovanna was able to utilize new online tech and software that I strongly believe will benefit companies in the near future. Further, student’s competency in these technical skills combined with leadership skills will make them highly competitive in the career market. In this independent study project, she and I developed a “how to make a tic-tac-toe “game using StratSketch (free online). I then designed my own tic-tac-toe game and presented it in a workshop to the MNGT 391 course in Spring 2021. We will work on developing a series of videos that will empower student voices in a new virtual world These videos will consist of (a) overview of tech, (b) case studies of the top students projects from 16 original team leadership projects from 2019-2020; (c) clips of students in the development of their online presentation; and (d) motivating tools to further develop creativity and innovation online.*

1. *How to optimize Gen Y and Gen Z leadership voice and skills in a virtual workforce*
2. *How to use creative online technology to develop, implement, and facilitate team training activities*
3. *How to use gamification virtually to develop original team development activities that will enhance employee recruitment and retention*
4. *How to develop team presentations creatively using accessible technologies that will educate, motivate, and engage your audience*

**BUSX 460 – Internship Project (gaming): Julie Ayele Aytabi (Fall 2020)**

***Empowering Diverse Voices Through Gamification & Video*** *Technology*

*Julie completed two projects. First, she worked with Giovanna to interview the game designers from Space Race with the goal of understanding how they found power in their leadership voices. Second, she developed a presentation for the Office of Diversity, Equity, and Inclusion about how to improve the campus climate regarding hate a bias. For the gaming technology aspect, she developed videos with Giovanna that provided* (a) overview of tech, (b) case studies of the top students’ projects from 16 original team leadership projects from 2019-2020; (c) clips of students in the development of their online presentation; and (d) motivating tools to further develop creativity and innovation online. Overall learning objectives included:

1. How to optimize Gen Y & Gen Z leadership voice and skills in a virtual workforce
2. How to use creative online technology to develop, implement, and facilitate team training activities
3. How to use gamification virtually to develop original team development activities that will enhance employee recruitment and retention

**BUSX 460 – Internship Project (leadership video book series): Kayla Mathis (Spring 2021)**

***Igniting Passion in Student Leadership Voices in 2021” Internship***

Assist Dr. Mariana Lebron in creating a “virtual leadership ‘videobook’ series” that combines/highlights and teaches about discovering power in your leadership voice. These videos will compile the raw footage from speaker Mr. Samuel Cachola – our MNGT 395 Organizational Behavior Leadership Speaker with the raw footage from students’ videos – their voices- about the key leadership lessons they learned.

*For Kayla’s internship, she developed an online leadership video book series in which she developed the structure for what a motivating, engaging, leadership “video book” would include that would engage Gen Z. Specifically, we took videos that students filmed and wrote about how MNGT 395 Mr. Samuel Cachola inspired them to find power in their diverse voice and working with me on developing a Leadership Video Book series where students’ videos are the “chapters” of leadership lessons about finding power in your diverse voice.*

Her learning objectives included:

1. Take initiative in finding/utilizing multimedia resources at Towson University
2. Take initiative to learn about video editing secrets/techniques to make this leadership series go “viral” to inspire other students’ voices=
3. Work collaboratively with other students and alum with whom Dr. Lebron has been working on other power in student leadership voice videos
4. Learning how to develop 3–5-minute videos creatively using accessible technologies that will educate, motivate, and engage your audiences so they perceive the content to be valuable

**BUSX 460*: “How Companies are Optimizing Gamification for High Performance”Internship – Nicholas Lopatka (Fall 2022)***

Internship - Goal:

* To write a Blog about how companies are using gamification for high performance. Blog will have 8-10 posts that can be launched Jan 1 2023.
* Work with Professional Writing & Social Media Content Experts on editing/revising/setting up blog
* To compile data on gaming research study for leadership

Blog – Goal

* To educate company leaders about how gaming/gamification can be used to maximize performance
* To educate company leaders about how gaming/gamification is being used to recruit/retain/train Gen Z employees
* To develop a dictionary of “games” and “gaming platforms”
* [Focus = on companies that are targeting Gen Z}

How:

* Meet weekly at 11am Thursdays by Zoom

Week 1 -2 (Due 9/21)

* Nick will meet with Research librarians to find out how to research topics quickly/efficiently
* Start researching what are the top companies Gen Z wants to work for and why
* Research those top companies and find out how they are using gaming/gamification
* Develop a research database for what you find
* Write a 250- word (1 page) blog post about one company and its use of gaming /gamification

***MNGT 495: Independent Study: Julie Ayele Aytabi (Fall 2020)***

How students at TU view issues of diversity and inclusion on campus with the TU Office of Diversity, Equity, and Inclusion. Developed a presentation after researching with the Office and students.

Independent Studies (SP17, ): Leadership, Power and Influence (topics chosen by students)

***Kassim Okusaga Independent Study: Power, Influence, and Social Justice***

***SP17 MNGT 495 (4 credits); (career objective – business position in music industry)***

* Learning objectives
	+ How to use current platform (music/video) to influence members of your community (targeting peers -18-25; descendants of immigrants; minority/marginalized within DC, MD, and VA) to develop solutions to everyday problems.
	+ To be able to articulate the relationship among power, influence, and being a positive change agent for social justice in ways that help enhance top performing teams.
* Specific questions (Kassim sought to answer these questions)
	+ What is problem? Overcoming fear and changing the system [Fear, green cards, process, difficulty].
	+ What is reality?
	+ What motivates people to make a change? (personal interactions with the unknown)
* Vision: Target population will see reality in the audiovisual; stop pretending the real world isn’t the real world (e.g., sees examples of real problems happening as well as people who are ignoring by choice?)
* Deliverables:
* Weekly written analysis of research articles and personal reflection
* Interviews as assigned with change agents/sessions
* Final Project Deliverable
	+ Section 1: “Kassim’s Book” “the complete book” - compile weekly insight/reflections/article summaries with ONE reference list at the end.
	+ Section 2: “Hues” Multimedia (Instagram/Visual Art Gallery); enter the gallery Langston Hues song/closed by Mecca’s poem (include weblink); Langston Hues” Song written by Kassim, and Mecca; Social media art gallery (trailer) \*features poem by Mecca\*; Mecca’s Poem is distributed in a written format via Kassimmusic.com; Video incorporating her poem with more images; Terrance’s artwork is displayed in the virtual art gallery via kassimmusic.com
	+ Section 3: Documentary Video -interviewed people on campus
		- Instructional guide for video

**Alexandra Kosowska Independent Study: Power, Influence, and Social Justice**

***SP17 MNGT 495 (1 credit):***

Goal:

* To find academic journal research articles that will provide information about step-by-step processes to motivating social change/activism; power in social resistance.

Learning objectives (to be developed):

* To conduct a review of research regarding power, influence, social justice, and resistance movement, specifically, using the context of women’s rights in our current societal context.

Deliverables:

* Weekly meetings (research summaries; links to news articles)
* End of the semester: PowerPoint presentation; poster board session; research report
* Each week - find 3 new contemporary articles (e.g., Forbes) and 2 research articles (e.g., peer-reviewed academic articles).
* Summarize articles. We will continue to edit/revise your same piece of written work. You must upload this written piece of work each week.

Research items:

* Are there effective and ineffective models to the use of power/influence in protests/resistance
* How is power and influence relevant to the social justice movement?
* Describe the social justice issues involved in the women’s movement? (what are issues; relevant facts)
* Focus on analyzing power and influence regarding the current situation you described (e.g., Ivanka Trump and Nordstrom).