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Digital instructional models: its effect on creating leadership training programs

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By

Alyaa M. Malibari

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MASTER'S THESIS

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CHAPTER 1

Introduction

Leadership is a concept that has many different meanings depending on the context. Lately, researchers are concerned about leadership for many different reasons. Leadership might appear as a solution for the problems that appear in different places at work, schools, and homes. On the other hand, female leadership, which is my main topic, might be unclearly defined for the majority. In the beginning, I need to explain the definition of female leadership and its advantages. Later, I must tell the difference between female leadership and male leadership. At the end, creating the leadership-training program must contain a digital component. The purpose of this case study is to know how the technology will modify my ideas regarding female leadership and what will be the digital contribution to it and if it will be effective.

Significance of the Study

The female leadership is what I like to describe as the way to empower women starting with their inner selves to the outer attitude. The empowering of the females will be the empowering of the entire coming generations.

At home women are the mothers, the sisters, or the nannies, so, they are responsible for the kids' healthy growth. That means they must be: well developed, educated, and strong. In other words, they must posses the qualities they want to deliver to these children. In the leadership-training program, I will explain more how a strong home environment will create a

strong generation. "The weak are more likely to make the strong weak than the strong are likely to make the weak strong" (Marlene Dietrich).

The common domain for women is the school that is why they have impact on the entire next generation. These days, the impact of the schools and the teachers' roles on the students' life has become a big issue and there are many ways to insure the students' achievement by developing the teachers who are mostly female (Lumpe,A. 2012).

Women statically are bigger in numbers than men. According to this sintific fact, women who are working in many areas are more than the men. The females' nature of dealing with work requirements might provide new perspective that lead to productivity and creativity. In a leadership-training program they will be more willing to add, share, give, and lead. Females have the qualities to facilitate this kind of cooperation and increase the quality of the performances, and this is the concept I want to promote in my training programs.

Statement of the Research Problem

The purpose of this project is to examine the benefits and the effects of developing an E-training program for females to be leaders in many aspects of their lives in Saudi Arabia KSA.

Research Questions

This research is focusing on these questions:

1. What is female leadership?

2. Why is it important?

3. What is the training program?

4. What is my digital implementation plan?

5. Is my digital tool effective for building leadership training programs?

All of these questions will be addressed during the entire process of this project.

Limitation of the Study

The kingdom of Saudi Arabia is a big country with different parts and traditions. In this case, what might work in and be acceptable in one area for female leadership might be unacceptable in the other areas. In addition, it is important to notice that the challenges that will face the female leadership are much and more than those in the male leadership. Knowing the challenges is going to be the way to understand how to build a strong training program emphasizing on these struggles.

The other important thing about female leadership is that people must know how the society sees it. Our society is having an important impact on the way the females and males are leading. For example, the west side of Saudi Arabia might accept a female leader who does not cover her face, while the north side of KSA will never accept that.

Finally, the digital tool I am building must consider these differences in our traditions. Also, it must consider the other type of differences such as the age, education level, and the main goal for the leadership-training program.

Definition of Terms

KSA: Kingdom of Saudi Arabia

CHAPTER 2

Literature Review

The world is growing fast and the needs for a productive people in many areas are demanding. The productive people must be strong from inside to outside. Being strong means they will not be just followers but leaders. The concept of leadership is not new but could be ambiguous to most people. Also, the concept of female leadership   might be unclear for many people as well. In fact, according to the last statistics regarding the population of the world, females are more than the males with about 6 million. Also, women are the main people who are raising the next generation -kids- including both genders male and female. Productive people must be leaders and female leadership will insure productive women, workers, and generations. We can't give what we don't possess, so they must be strong and affective to create the same.

For me, leadership is achieving what a person wants from himself or herself first and guides others to do the same. And female leadership is more likely to guide your children, which will create strong children.

Leadership is the most important word in my life. I have thought about it since I was a child when my father used to say that I am a little strong leader. In the beginning, I thought that being an independent student, crying for nothing, and getting everything wanted were the reasons behind this word. Later on, I realized that not only the personal qualities are defining the leader, the actions are important as well.

"I suppose leadership at one time meant muscles; but today it means getting along with people. " Ghandi. Being powerful to get things done was one of the ideas I got in the past. Now, I know for sure that knowing how to deal with people to get things done is much more important. I get my final thought when I became in leading positions such as the vice president of the Saudi club at Eastern Washington University, and the president of the Saudi ladies lead at EWU.

Leadership is in all aspects of our life, inside our houses, schools, hospitals…. In addition, everyone is a leader, but not everyone an extraordinary leader.

In this literature review, I will explain the reason for picking women. Also, the training program I want to design and its components. At the end, I will illustrate the challenges in this topic.

Female leadership is a needed concept in Saudi Arabia to build a strong community. And using technology to create the training program will be a great guideline to insure an effective leadership.

Female Leadership

According to Levitt (2010) "There is limited research addressing women's leadership."(p. 68) In this case I will start from my own experience regarding this topic.

The idea of women leadership-training program started when I was in the third year in the university, one of my professors introduced me to famous educational leader in Saudi Arabia, Dr. Meryam Sabban. This woman was one of the founders of many educational and charitable organizations. I met her because she had an idea and this is her idea: "to change a society we must start from the home and who run these homes are women." In addition to that, "All of it is to in my mind underscore that women and girls have a huge contribution to make to any society." (Jensen, 2011) The idea that connected women leadership, education, and change, gave me my own philosophy. Also, women leadership contains other advantages such as "women are more likely than men to lead in a style that is effective under contemporary conditions." (Eagly & Carli, 2003)

The most important thing to notice is that female leadership is different from male leadership.

Gary Smally and John Trent, Ph.D. both write about gender communication styles to maximize communication, insight, and understanding in interpersonal spoken relationships. Their review and analysis of research on gender differences is fascinating and valuable in understanding communication issues between men and women. The brain lateralization studies they cite (Harvard Preschool and Boston Children's Hospital studies) are particularly captivating—specifically the hormone research identifying differences in male/female brain development and impact upon behavior and communication.

According to this research, gender differences are evident before birth and throughout childhood. Studies characterize little girls as spending "a great deal of time talking to other children—and nearly as much talking to themselves! As for little boys, only 68 percent of their words were understandable words! The remaining 32 percent were either one syllable sounds like "uh" and "mmm" or sound effects like "Varooom" "Yaaaah!' and "Zooooom!." As one can imagine, these basic dissimilarities continue through growth and development posing real challenges in female/male dialogue. (Kelley, Martha J. M 1997, p. iv)

All these scientific studies give us a clear support regarding the natural differences between the girls and the boys' basic communication skills. Which led to the main point that they both lead differently; which means they need different training programs.

The Importance of the Female Leadership

Women are faced with accommodating the sometimes-conflicting demands of their roles as women and their roles as leaders. In general, people expect and prefer that women be communal,

manifesting traits such as kindness, concern for others, warmth, and gentleness and that men be agentic, manifesting traits such as confidence, aggressiveness, and self-direction (e.g., Newport, 2001; Williams & Best, 1990). This might be the reason behind defining a good female leadership in areas that need communication skills, caring and thoughtful positions, and that is why women fit usually with educational leadership without negative comments because it seems a natural place for females.

Because of these cultural stereotypes, female leaders face a double bind (Eagly & Carli, 2004). They are expected to be communal because of the expectations inherent in the female gender role, and they are also expected to be agentic because of the expectations inherent in most leader roles. However, because agentic displays of confidence and assertion can appear incompatible with being communal, women are vulnerable to becoming targets of prejudice. Sometimes people view women as lacking the stereotypical directive and assertive qualities of good leaders—that is, as not being tough enough or not taking charge. Sometimes people dislike female leaders who display these very directive and assertive qualities because such women seem unfeminine—that is, just like men or like iron ladies. From my own experience that is so true, the strong woman might seen as a man or "one of the guys" although she is not doing something restricted for men, but the idea behind the rare woman who is capable of anything metaphorically might be the reason behind the wrong image. For example, many people from my own country believe that a woman must study or work or get married; for them what I am doing by studying in a foreign country, volunteering with the Saudi club, dealing with males, and traveling alone are not signs for normal Saudi women.

In addition, the suggestion that men are better leaders through the years was the main concern in any topic regarding leadership and gender. "More recently, Ragins (1991) found that male and female leaders did not differ significantly in subordinate evaluations of effectiveness and that subordinates responded more to their leader's power than to their leader's gender." (as cited in Carbonell & Castro,

2008, p. 777) Therefore, there is no difference in the result between the male and the female, but the difference will be in the training them to be leaders because of the different nature.

Research indicates the importance of this topic.

Most of the research I have found regarding women leadership was done in places such as Africa or Asia, in countries that needed these programs to improve their life. In an article by Ryan Higgitt (2011) she was describing the leadership program for women to reduce poverty in Bangladesh. According to her "Expanding women's political space—generally, enabling them to participate more substantively in formal and informal government arrangements and address the relations of power which structure their homes and communities." (p. 94) The second study was about the females' leadership training program in Africa. The study was done by Cheryl de la, Gia, and Shahaaz (2003) who said simply that improving women will improve the whole community. The third study was done by Susan Madsen (2012) regarding the problem in improving higher education because many women were refusing to take a role in these higher jobs. The solution is providing leadership programs to empower them to run the higher positions in education and improve their education system. The other study was in Africa to empower women for political reasons, "The Women of Africa Leadership Development Program Research Phase was comprised of three main research elements: 1) desktop research, 2) qualitative interviews, and 3) consultative workshops." (Andela, C., Escandon, S. D., & Garlo, C. K., 2008, p.2)

The research objectives of these workshops were improving the decision-making skills, and hearing about the women's needs regarding leadership. Also, after these workshops, the researchers identify the following points regarding women leadership:

>Barriers and opportunities for women political and civil society; Differences
>
>between men and women leaders, focusing on the strengths of feminine

leadership; Leadership development needs, specifically, the current gaps in leadership training; and Personal stories of wise leadership in action, bringing to life regional wisdom, models and customs. (Andela, C., Escandon, S. D., & Garlo, C. K., p.2,3)

The results indicated the importance of the female leadership training as well as the lack of training opportunities. In addition to that, this study provides points such as the society and its influence on female leadership. This point is similar in almost every study done on similar subjects.

The training program for the female leadership

The main question here is "can leadership be studied?" The answer to that was addressed in an article by Jacob Heilbrunn (1994), he included the works of Max Weber (1864-1920).

> Devoting great attention to the unresolved tension between leaders and bureaucracies, he grew convinced that an in-exorable trend toward rationalization in every sphere of society made the role of leaders both more problematic and more important. Weber formulated three "ideal-types" of leadership: the rational-legal, the rational-au-thoritarian, and the charismatic. (p. 67)

The idea here is regarding the ability to teach leadership and the different types of it. So, yes leadership is a thing that could be taught; although, that doesn't mean it will be a great lesson to learn.

In another study by Blanchard and Donahue (2003):

> Are people born to lead, or can they be taught to lead? We submit that this question is moot for teachers in public administration/policy/affairs (PA) programs, particularly at the graduate level. Our graduates regularly find themselves in roles accorded substantial responsibility and authority. Yet prominent scholars of leadership have claimed for over two decades that our society faces a "crisis of leadership" - that we lack competent, responsible leadership (Gardner, 1990; Burns, 1978). Therefore we must teach

leadership; we can't afford not to! As Behn (1998, 1) claims, "Leadership is not just a right of public managers. It is an obligation." Leadership is an important part of PA curricula, and teaching it is one of the more difficult responsibilities that PA faculties face. Thus, a more appropriate question may be, "How should we teach leadership?" (p. 461)

According to them we could teach leadership; so, we could train them. In fact, training will be more sufficient according to research on leadership selection and training by F. E. Fiedler (1996):

If we have learned anything from the past, it is that leadership processes are highly complex. Most serious researchers in the area agree that leadership is an interaction between leader and the leadership situation, but this principle still has to be translated into practice. We cannot make leaders more intelligent or more creative, but we can design situations that allow leaders to utilize their intellectual abilities, expertise, and experience more effectively. In this highly competitive age, this is likely to be of considerable practical importance. (p. 249)

The concept of the female leadership and the important of creating leadership training programs appeared on the creation of similar programs in many places. One of the programs was in South Africa. The program started as a way to improve the community, which shows the importance of this topic again. The program was built on the literature on women's leadership and training. In addition, because of the lack of sources on how these programs must be shaped, they create their own questionnaires. These questionnaires came under five categories including one category about what are the best training strategies. These questionnaires were given to many organizations that provided materials to support their answers. The most significant point was self- motivation, which was indicated in most of the data. From these data they designed a program builds over the following points: empowerment, defining

leadership, gender differences, and the techniques of the training. For the techniques, they used block modules; it is built over Lambert theory (1994). Second, the learning and learner's best style. Third, using networks. Forth, the evaluations plan. Fifth, following up with the learners. The last conclusion from this study indicated that the experiential and the participatory methods were the most significant (Reya, C. d. l., Jankelowitza, G., & Sufflab, S., 2003).

One of the most interesting training programs was done in the United States of Emirates (UAE), which is a nearby country to KSA. Most of UAE traditions, culture, and people are so close to us in the Kingdom of Saudi Arabia (KSA). Also, reading about a training program in an Islamic country like us was great to examine the same value, concepts, and beliefs. Also, reading about an experience that used our own language (Arabic) and provided the study in English is similar to what I am doing now. IIam using a language (English) to build a training program for Arabs using the Arabic language. The switch between two languages in applying an idea and explaining it is not easy.

The study talked about two challenges for building the training program for Emirati women. The first one was the lack of opportunity for girls to be exposed to the concept of leadership during their childhood. The second challenge was the small number of Emirati women in a leadership position. The study interviewed 6 Emirati leaders to shape an image about their experiences and leadership positions. Also, in the paper they indicated that the lack of the resources from the UAE only led them to use other resources about women leaders in the other countries.

The study builds over two big ideas: developing leadership in early childhood and the growth- task model of human development.

Table 1. *Leadership-Development Influnces early in life for Arab womenand Possible Implications*

Influence	Summary	Implications
Home	Stable Homes	Have a good support system
Siblings	Birth order positions	Understanding the order
Father	The central motivator	Making the father proud
Mother	Not motivator as the father	Important for emerging leader
Personality	shy or out speaking	Develop confidence
School and activities	They focus on achievement	Ongoing challenges

(Madsen, S. R., 2011)

The table from this study and its contents are very like what we have in Saudi Arabia. Its really indicates how the females are really influnced by their small circles which is their family. Even the order of their sibilings have a huge impact on their leading attitude. For example the young girls will lead diffrently than their older sisters. The older sisters mostly lead with kindness and maternal feelings.

In another study done by Hertz-Lazarowitz and Rachel (2005) , Muslim females leaders in Israel shared the same influences points as the women in UAE. The home, the family, and the school effected the way the Muslim women lead in Israel.

General points shared in the training programs for leadership.

Most of the papers indicate similar points in the training program for leadership. I read about different leadership training programs; all of them share the same points.

The programs are designed to bring about a change in the knowledge, attitudes, skills, or performance of trainees, and may also be

used to change entire organizational units. For the trainee, the change is

usually intended to: (1) improve his performance in his present position,

(2) prepare him for the future requirements of his present position, or (3)

prepare him to meet the requirements of promotion to a higher position.

Leadership training, as a method of change, differs from other methods in

that it relies on learning and attitude formation as the major path toward

behavior change. Other methods frequently rely on power, as for example,

in bargaining; replacement of poor performers; realignment of

responsibilities; or realignment of structural factors such as authority,

policies, procedures, or controls. Change resulting from leadership

training involves a commitment on the part of the trainee.

(House, R. J., 1968, p. 558)

Another study indicates the importance of self-motivation or the desire of the learners in the

leadership-training program. In other words, "the importance of how the mental ability and how the

learners see them self as leaders in the future" (Neck, C. P., & Manz, C. C., 1996) is really making a

huge difference in creating the training program.

The training program might seem the perfect idea for improving our community. And the studies

and the ideas that were done on the same idea in many countries all over the world give good ideas of

how my program might work or what might be needed in the near future. The different studies from the

different countries show how much the families play an important role on how women see themselves.

Also, these programs provided a great contribution to the societies, which indicated more the importance

of this program for my country and the world as a whole.

My training program.

My training program will start by identifying the personality before acquiring the needed leadership-training program. By knowing the skills that a woman has or not, we could know a lot about the skills she has to develop and the skills she needs to build. One model for personality regarding the study of leadership, is described in a study by O'Connor and Jackson (2010). They concluded the important of using this model by saying that "The psychobiological model was found to explain variance in leadership emergence, and Harm Avoidance and Cooperativeness were found to be important predictors of leadership emergence." (p.194)

Next, I will use a leadership matrix from a book called 'The Leadership Challenge' by Kouzes, J. M., & Posner, B. Z. (2008); my professor Stafford, J. (1999) created a proposition matrix. This matrix contained the five practices and the ten Commitments that every leader must have. This matrix will be a great guideline to study other leaders and to draw your own leading path. The female models and their characteristics and the skills they had will be the main points in the matrix. Following these points will be good to motivate the females and to guide them as well.

One important thing for building the training program is to know how other female leaders develop themselves and how they lead. And that is why we need to use real female leaders in building the training program.

My training program is dedicated mostly to women and in the future will be regarding Saudi women. So, the female leaders must have similar circumstances to help us create training programs that match with their needs. I choose two famous female leaders in the Islamic world who were my models most of my life. The first one is Khadija bint Khuwaylid, the first wife of the Islamic prophet Muhammad, and she was from Makkah, my city. The second one is Benazir Bhutto the prime minister of Pakistan, the first women in the Islamic world who took this position.

Although my training program is the second step of my project, the vision of being able to create females who will be leaders is my vision. According to Hickman and Silva (1984): vision is a mental journey from the known to the unknown, creating the future from a montage of current facts, hopes, dreams, dangers, and opportunities. (as cited in Manasse, 1985, p. 150) That why my vision regarding the female leadership will be assisted by my digital tool.

Female leadership verses male leadership.

It must be clear that building a training program only for females will not be an exact match to the programs that are dedicated mainly to the males. The differences may not be that much but there are core differences. "It has been suggested that groups of men and groups of women have different norms and patterns of interaction: namely, that groups of men are marked by more centralized patterns of interaction and that groups of women have more egalitarian styles of communicating." (Berdahl, 2005, p.46) So, we have to consider these differences. Also, "According to the gender perspective, differences in leadership behaviors of men and women originate in socialization processes, whereby individuals learn to conform to societal expectations about their gender role." (As cited in Emmerik, 2010, p. 900)

However, knowing the differences is not the only goal in the training program, but actually how to prepare women to be able to deal with different leaderships' styles, models, males, and females as well. That why we need to study other circles around the women life to create the training program we want to use on them.

Communication and female leadership.

Communication is a skill that must be addressed in female leadership. Because the females are the most social gender everywhere. Furthermore, in a study by Haffey and Levant (1984), they addressed two skills training and communication.

To understand more about the training and the communication we need to understand how the females are communicating with each other.

       1. Woman + Woman

Women need to support each other and communicate well. Mothers for example must communicate with their daughters if they want to help them. This training program for women and mostly run by women so they need to learn how to deal with each other. For me this step required many strategies, and I am still working on knowing them for my program.

       2. Woman + Man

In order to be a female leader in a normal world, women must be able to communicate with men. The man is the father, brother, son, or the friend. They are creating the network any female might need in order to be the leader she wants.

       3. Woman + Community

It must be clear that leaders are dealing with their community. As a result there must be a connection between what the female leader wants and her environment. A woman must understand the tools to deliver her message clearly to her community. The clear message could resolve all the problems of misunderstanding and led to better solution.

(Malibari, 2012, p. 5&6)

In this explanation of the female method of communicating we could figure out the best way to empower the females.

The Digital Implementation

Building a leadership-training program for females by using technology must start with creating the instructional system model we will use and then adding the technology features to it. My study will

include two parts: the digital-instructional part to build the training program, and the applying of the training program. The first part will be the core of my project.

The instructional design model.

The Instructional design model is "guidelines or sets of strategies on which the approaches to teaching by instructors are based. Effective instructional models are based on learning theories. Learning Theories describe the ways that theorists believe people learn new ideas and concepts. Often, they explain the relationship between information we already know and the new information we are trying to learn." (Learning technology Service, NC State University - 18:11, 18 May 2006) Also, "Instructional design, also known as instructional systems design, is the analysis of learning needs and systematic development of instruction. Instructional designers often use Instructional technology as a method for developing instruction. Instructional design models typically specify a method, that if followed will facilitate the transfer of knowledge, skills and attitude to the recipient or acquirer of the instruction." en.wikipedia.org /wiki/Instructional design. In other words, it is the framework the whole curriculum. There are many examples of this model such as ADDIE Model, Kemp's Instructional Design Model, and Bloom's Learning Taxonomy. Furthermore, "ID models are less broad in nature and mostly focus on analysis and design, thus they normally go into much more detail, especially in the design portion." (2004,http://www.nwlink.com/~donclark/hrd/learning/d evelopment.html) In my country many teachers know these models in theory or do not know them at all because it is not part of their job as teachers. The whole curriculum is design entirely by specialists who applied one design to the whole kingdom and the teachers have to apply it in their teaching.

By studying at EWU and taking classes in instructional media and technology, we have learned how to create training programs in many fields. To do that we must read many books regarding the

instructional design models. As a teacher, I think that creating guidelines for anything will be beneficial. I collected the main components of one model and created digital forms. According to Sid "by encouraging individuals to reason from prior referent experiences it can promote the integration of new knowledge with previous knowledge." (Sid, 1993, p. 66)

For now I am using Dick and Carey model. The Dick and Careys' model (1978) according to the book (p. 1-12) introduced the concept of connected parts in the system unlike the old view of these parts as isolated components. The components of the Systems Approach Model, also known as the Dick and Carey Model, are the following:

- Identify Instructional Goal(s)

- Conduct Instructional Analysis

- Analyze Learners and Contexts

- Write Performance Objectives

- Develop Assessment Instruments

- Develop Instructional Strategy

- Develop and Select Instructional Materials

- Design and Conduct Formative Evaluation of Instruction

- Revise Instruction

- Design and Conduct Summative Evaluation

In this level of the program I will build my project to follow the instructions that were create in the smaller training program I have made for female leadership. The smaller program I am doing now at Eastern Washington University as a leadership club called "Saudi Ladies Lead" and that is the first implementation of my digital model in real practice.

In the beginning I followed the ADDIE's (analysis, design, development, implementation, and evaluation).

The phases:

1. Analysis.

2. Design.

3. Development.

4. Implementation.

5. Evaluation.

After that I will distribute my content on Dick and Careys' Model (see Appendix B: Dick and Carey instructional model).

The Training Part

According to Lynton and Pareek (1967) "training is not for knowing more but for behaving differently." (as cited in Carlaw, 1970, p. 754)

The leadership training is focusing on developing skills.

> Teachers have used the Internet extensively for teaching the technical, quantitative, "hard" skills. The question is, can the softer, more qualitative, people skills be taught effectively in a solely online format? Three years ago, my belief was an unconditional No! How could students learn to improve the way that they interact with other people when they are not provided an opportunity to interact with others face-to-face? Then, a teaching experience. (Liebowitz, J., 2003, p. 82)

In other word, the leaders must be exposed to real situation or "real work". (Coleman, 1982)

To be more familiar with the training part, I design a website to create anything by using ADDIE (see Appendix C: Figure C1. Media package) . In this website I used the forms to help the designers of anything to follow easy steps to follow the model and create what they want (see Appendix C: Figure C2. Instructional goals form).

The idea I wanted to explore was how to make a media package for something and then use the same way to do a media package for my training programs. There will be differences such as adding the personal test pages, a specific guideline and forms for the training program, then pages that include activities for that specific goal which is creating female leaders.

The activities for the training program.

I am Designing a program for trainees who consider part of the new generation who used to play games and uses new ways in their lives. In other words, the trainee or the teachers are mostly from the digital generation who would love to try a digital tool to facilitate their training. During my search for activities to integrate in the e-training program, I read about branching stories.

> Interactive narrative systems are storytelling systems in which the user can influence the content or ordering of story world events. Conceptually, an interactive narrative can be represented as a branching graph of narrative elements, implying points at which an interactive user's decisions influence the content or ordering of the remaining elements. Generative approaches to interactive narrative construct narrative at runtime or preconstruct--on a per-session basis--highly interactive branching narrative structures. One generative approach--narrative mediation--represents story as a linear progression of events with anticipated user actions and system-controlled agent actions together in a partially ordered plan. For every possible way the

user can violate the story plan, an alternative story plan is generated. If

narrative mediation is powerful enough to express the same interactive

stories as systems that use branching narrative structures, then linear

narrative generation techniques can be applied to interactive narrative

generation. This article lays out this argument and sketches a proof that

narrative mediation is at least as powerful as acyclic branching story

structures.

(Riedl. M, 2006, P.1)

Using this game will be great in decision making which is the most important point for the leaders. Also, it will be a good way to see the consequences of certain decisions and vice versa.

On the other hand, there are amazing games that will be helpful such as the "Lead Out" game. This game is a group game requires the trust among the members of each group. Also, it's based on how to make an agreement between all of them. The best thing about this game is that it's possible to transfer it to a digital game and make it part of the media package. Also, I want to explore ways how to make it possible for the coaches to modify it the way they need it to better assist their training program.

Six thinking hats & Gardner's theory of multiple intelligences.

I want to design my activities by using the new thinking models such as the six hats of thinking (see Appendix D: Figure D1. six hats of thinking). I have an example of how to integrate these two methods in the education system to teach English for the Arab speakers.

We live in a new era, where everything changes around us in a very fast and advanced way. Because of all these demands, everything starts to change to work with the new generation even the way of teaching. As a student I was exposed to some of the old and the new methods. Then, when I became a teacher, I saw other new ways to teach. But I liked two learning models since the beginning, mostly

because my students liked them as well. The six thinking hats model and Gardner's theory of multiple

intelligences model were the models of change for me.
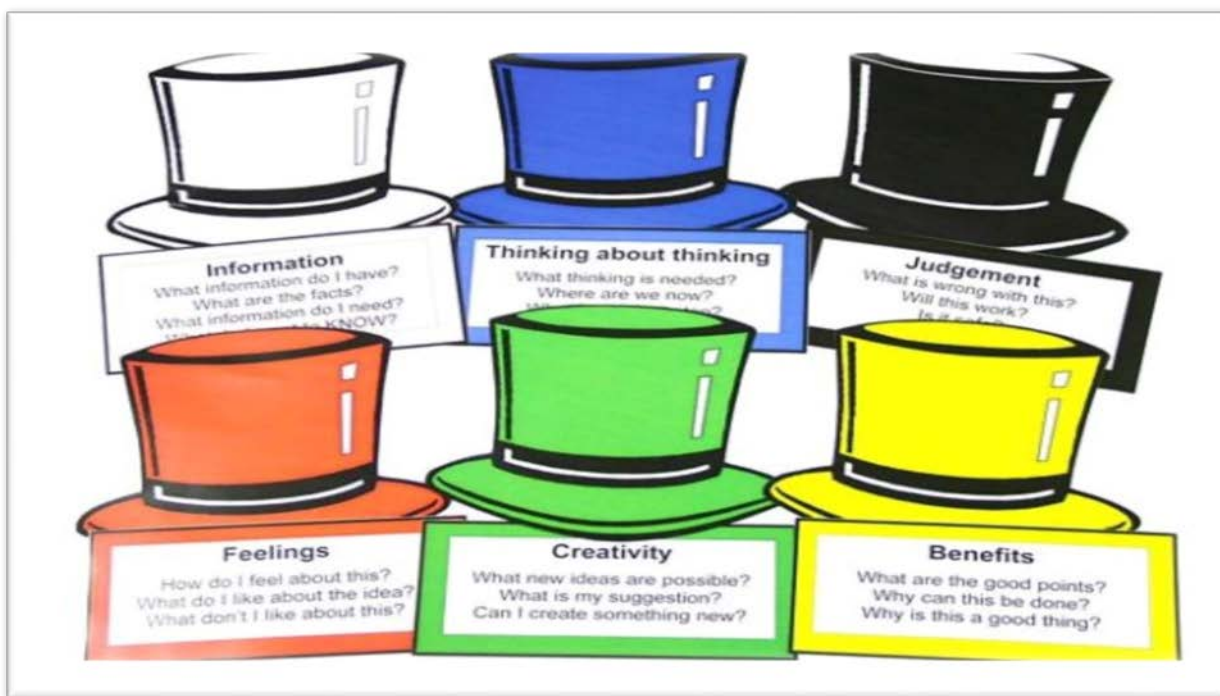
First, the six hats of thinking model is a direct method of teaching. This method depends on the

six hats that related the colors to the ways of thinking. The white hat means information, the red hat

means feelings, the black hat means caution or problem, the yellow hat means benefits or value, the

green hat means ideas or creativity, and the blue hat means facilitating or processing. We can apply the

meaning of these hats on individuals or groups. Actually, the idea of this model is to stimulate the

creativity on our students by focusing on more than one way of thinking. Plus, it made the class active

and more fun than the usual. Also, it only takes a small amount of time to create drills or exercises for

the class. Moreover, it's so easy to use it by using real hats, balloons, flashes or technology. For

example, let us take a grammar lesson about the past; as a teacher for English as a second language, I

was introducing the explanation of the role first then I was asking for examples from the students. But I

gave directions to do that. I was asking one student to wear the red hat and give me a sentence in the

past about his or her feeling like "I loved my cat when I was a child" or to wear the blue hat and say

something that processed in the past like (I created a house with the sand last year)…etc.

This theory gives me a clear perspective regarding how to use new models in teaching when I

know my subjects. I used to create my own class by using the new models I wanted and creating a

leadership training program will be similar but on a bigger scale.
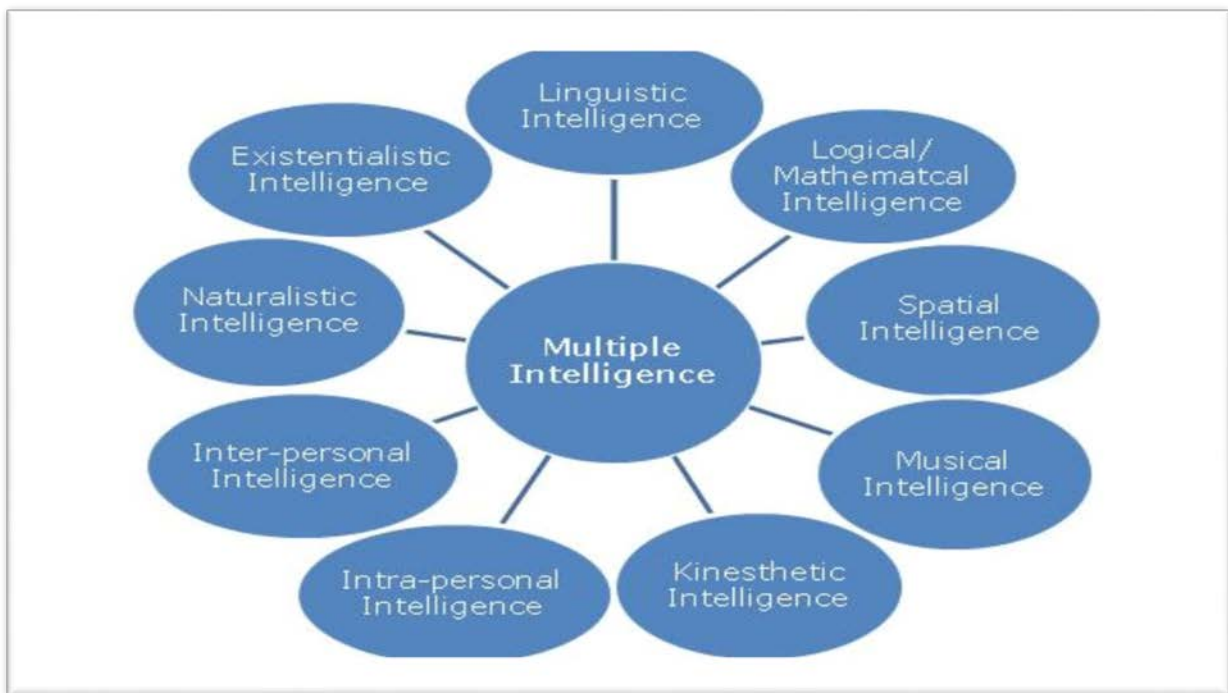
Second, Gardner's Theory of Multiple Intelligences (see Appendix D: Figure D2.Gardner's theory

of multiple intelligences) is an indirect model of teaching. This method is starting with nine kinds of

intelligence. Linguistic Intelligence which means the ability to use words and language; Logical or

Mathematical Intelligence which concerns numbers; Spatial intelligence is concerned with the abilities,

talents and skills involving the representation and manipulation of spatial configuration and relationship.

Musical Intelligence is for those who can think in music, rhythm and pattern. They also sing, hum,

whistle to themselves. Kinaesthetic Intelligence is the Knowledge through body sensation and describes

those who have excellent motor coordination. Intra-personal intelligence is the type which includes

knowledge and understanding of one's own self; Inter-personal intelligence is found in those who understand people and keep good relations by communicating with them; Naturalistic intelligence is the Ability to recognise and classify plants, minerals and animals. Existentialistic Intelligence is for those who are concerned with cosmic or existential issues. They seek experiences in religious mythology, deep thoughts towards life and death.

This model could be seen as stimulation to the group's work or cooperative learning. It gives the word competition another meaning inside the classroom and adds more goals for the students to achieve together. However, this way of teaching needs more preparation from the teacher to achieve his or her goals. In the beginning, there is a pre-test or diagnostic test to determine the intelligence order for each student. Then, the teacher needs to plan the appropriate drills or activities for the class. Sometimes most of the class shares the same first intelligence so we need to look to the second one. Mostly, the class will be dividing into groups of different intelligences, but some teachers like to have the students with the same ability in the same group. Once you figure that out, it will be easy to apply it on the school. For me, I prefer to have mixed groups in my class, so the students can play fairly. I like to use models when I teach vocabulary. For example, a word such as "Love" could be represented by the student with the Musical Intelligence who could sing or dance in a way to make a sense of a competition between teams.

This model is useful for identifying the subjects for the training programs. It could work for the personal test on the learners when we design the training program. Also, that will be great for female leadership because that will give a new perspective to their strong intelligences. And in case of women they have types of intelligences by their nature and we need to consider that as well.

These two models concern about the differences. When we create a leadership training program we must consider similar model; because we are dealing with different people and different personalities.

The six hats, it will be used more in the activities for the workshop of the training programs. For example, in the branching stories when they will be able to wear a different hat each time such as the use of the red hats (emotion) in completing a story. The decisions build over the emotion will give an end to the story, which will be so different if they wear the black hat (negative). This will create six ends for the story based on the way they are thinking. As a result, this will give the women a perspective about the important of using different ways of thinking in their lives.

The Acceptance of Women Leadership

This program will be used mostly for women and later for Saudi women. My country is a conservative place but willing to try new things especially if these things were aiming positive changes. From my own experience in this area before, it won't be easy but we must identify a good way to deliver the concept. The resistance is not from the country, but from some people who might not understand the concept or who refuse the changes.

There are few things we must respect in building a training program for female leadership. First, the Islamic religion: "Islam is the single factor that has shaped the history and character of Saudi Arabia" (Alarifi, 2004, p. 349). Second, the family. Third, the tradition. In case the program is going against one of these components, it will be rejected immediately.

The Conclusion

The studies I was reading were so helpful to recognize the important of such a topic. Especially the ones that were conducted in Africa and UAE. Africa is a place where many countries have many problems and they start believing that women leadership could help the community. Also, the study in UAE, which is a neighbor country that shares our values, indicates that this system will be effective in my country. My goal is providing something that will improve the future. Women are the mothers, teachers, and the guides for the next generation who will improve the future.

For me this program is a big part of my life and won't be possible to apply it without adding many innovative ways to think about it. Furthermore, the resources from my country regarding similar topics are not plentiful. And using the technology for this purpose is not well defined or available. In other words, I am starting from zero in this project.

CHAPTER 3

Project Design

Introduction

Building leadership-training programs does not come as a new concept. However, the same could not be said about female leadership training where attention has been non-existent to minimal when it comes to providing access to such training. The idea of females leading simply hasn't been seen as beneficial or important by many sectors in many nations. Despite the difficulties, there has been a positive movement towards accepting the idea and providing training. I pursued this field of study because I realize that it is one step, one tool that could help me reach my life-long dream of being able to design my own leadership programs for women of all ages and walks of life. I look forward to designing a more organized and simpler form of the ID model. I would like for the future trainees to find the steps much more comprehensive and clear. I used Dick and Careys' model and I created a digital form of it.

The Media Package

I designed E-forms as a media package online that contains all the steps in the instructional design model. Then I asked the subjects of my study to use it to design their own leadership training programs. I used a qualitative survey and I used quantitative interview questions.

Targeted subjects

Two subject groups:

1- The subjects who never used this type of instructional design models as structured in the class (Education 533). They are 4 females who are working at Eastern Washington University and need to create leadership-training programs as part of their work.

2- Four students from the Education Department who took a class in instructional design (Education 533). This class was designed to teach the students how to create curriculum for a class, training session, or a regular course. They used the same model I am using for my digital tool, though they used it the typical way.

Action plan

This project will examine the effect of using a digital version of an instructional design model provided as E-Forms to build leadership-training programs. I created a website online and the E- Forms were created in it based on Dick and Carey's instructional design model. The target subjects were chosen based on their work position requirement to create female leadership-training programs. The experiment is designed as a case study. The study's steps included meeting the subjects, interviewing them, providing instructions on how to use the digital model, displaying examples of previous training programs, and requesting that they use the website and complete the created survey available through it. Subjects were given one week to start using the website and complete the survey.

I used the interview as the qualitative method and the survey's multiple-choice questions as the quantitative method. Finally, the review and analysis of the results was comparing the effect of ID knowledge and experience of the subjects versus lack of it.

CHAPTER 4

Project Implementation

General Information

Before implementing this project, approval for the implementation was obtained from Institutional

Review Board for Human Subjects Research at Eastern Washington University (see Appendix A: IRB

Documents). The subjects were chosen according to the one criteria which is the previous enrollment in

EDUC 533. The Instructions packages were designed, printed, and handed to all the subjects (see

Appendix C: Instructions package). This project was implemented during Winter Quarter 2013 at

Eastern Washington University and was over a 2- week period. The subjects who took the class in

instructional media package were four. The subjects who did not take the class but needed to build a

leadership training programs were four as well.

The usage of the instructional design model

Teachers, principals, employees, and coaches need to create training programs for many different

reasons. The need for creating leadership training programs is on high demand. In order to create these

programs, one must know the fundamental basics, and one of those is the familiarity with using

instructional design models. There are many types of the ID models, but many share the same concepts.

Learning these concepts will require a lot of reading and enrollment in various classes. Unfortunately, not everyone has the time or the money to do all those.

As a student at the Instructional Media and Technology in the Education Department, I learned how to build a leadership training program the hard way: taking many classes and reading a lot. I decided to make it easy for the other students who took the class after me, and those who don't have a background regarding the topic. So in the spring quarter of 2012 I created digital forms for one of the Instructional Design Models- Dick and Carey's- as part of my internship. At that time the plan was to create a leadership training program for the members of my own club, Saudi ladies lead at EWU. The forms were easy to follow and start the club and the first training session. Later on, the idea of using these digital forms for helping generate other training programs came up to my mind. I used the program I built by using the digital forms from the Ladies Club and the same hints available for all the blank areas in the forms.

Digital Forms Creation

I took a class in web design to learn how to build my own website which would include all the forms. HTML and CSS3 were the main subjects in that class. Furthermore, I learned it in the hard and long way in one quarter to establish my own website. Even though its moderate, creating the digital forms is not very advanced as there is room for it to improve..

Changes Made

There were three major changes since I started this project. The first two changes happened before beginning my case study, while the third one happened during it.

The first change idea came when I took the class called Instructional System Development (EDUC 533). It was the first time I learn about ADDIE and the instructional design model. It took me a great

deal of time to understand the concept behind these models. At that point I thought that it would be great to create my own instructional design model.

The problem I faced was that I only had minimal knowledge regarding ADDIE concept. Furthermore, inventing a new model wasn't my goal for combining technology and leadership. Also, as a challenge, I felt that my education and my non-comprehensive background which came from a very conservative and separate gender education system from Saudi Arabia might affect my ability to create the model I wanted to invent.

The second change idea was to use one of the ID models to build my own leadership-training program like I did in the class, take that program, and apply it in the future in my country, in my own organization. I faced many problems when I came with the idea to take my program and apply it back home. First, I couldn't guarantee finding the subjects I needed during my vacation in Saudi Arabia. Secondly, I had no access to professional trainers to train the subjects. Thirdly, the program I built was mainly for girls, and was funded by the Saudi government. Getting all the approval will require my presence back there for at least five months, which was not possible. The last problem was regarding the language and translation of everything as I needed to prove the effectiveness of the program I built by using ADDIE. It would have been a great waste of time and energy to try to implement the program in Saudi Arabia.

The third change idea was to simplify the use of the instructional design model and create digital forms. At that time, I did an internship using my own digital tool to create a leadership training programs for the Saudi girls at EWU and members of the Saudi ladies club. I thought that I could measure the effectiveness of the program by using the digital forms. The problem I faced regarding this particular idea. The program I built for the internship worked with Saudi females who lived in the USA and studied at EWU. So, even if the program was a great success as it was in the internship with the

subjects at that time, there would be few Saudis who are going to need such a program here, especially that most of them are having a scholarship for a certain amount of time based on a plan that is designed for only 15 years (8 years of which have already passed). Moreover, the subjects that attended the first workshop for the internship refused to continue the training according to the basic steps. They also thought that by having me as their friend, it was not crucial for them to follow all the steps, which were important.

After all this, I realized that I have a passion regarding leadership; and I am addicted to technology and that what matter at this point is focusing on my studies and achieving my goal. I want to use technology as an effective tool to help the leaders. The digital forms will be the technology I am going to provide for leaders, hoping that it will be useful for developing their leadership. I need to narrow my focus to the effectiveness of the tool I am building to help not only those who are focused on leadership, but all others peoplethat are interested in creating training programs.

Data Collected

The primary data collected during this project was through the survey. The subjects received the instructions in a package (See Appendix E: Instructions packages).

Data Analysis

My data will be analyzed according to two main points. First, data results belonging to the subjects who took EDUC 533 (Students). Second, data results belonging to those who didn't take the class but who needed to build leadership-training programs for their work at Eastern Washington University (Employees). The educational levels for them were varied (see Table 2).

Table 2. *Subjects' Educational Levels*

| Education	Students	Employees
Master	4	2
PHD	0	2

This variation on subjects' experience was helpful for me to analyze the effectiveness of the tool and seeing if experience had a direct effect on the product's success (see Table 3). As a result, 50% had less than 3 years experiences, 25% had between 10 - 20 years experiences, and 25% had over 20 years experiences in the leadership. (see Graph 1)

Table 3. *Subjects' Leadership experiences*

Experiences period	Students	Employees
3 years or less	4	0
10-20 years	0	2
20+ years	0	2

Graph 1. *Intersiting in leadership*
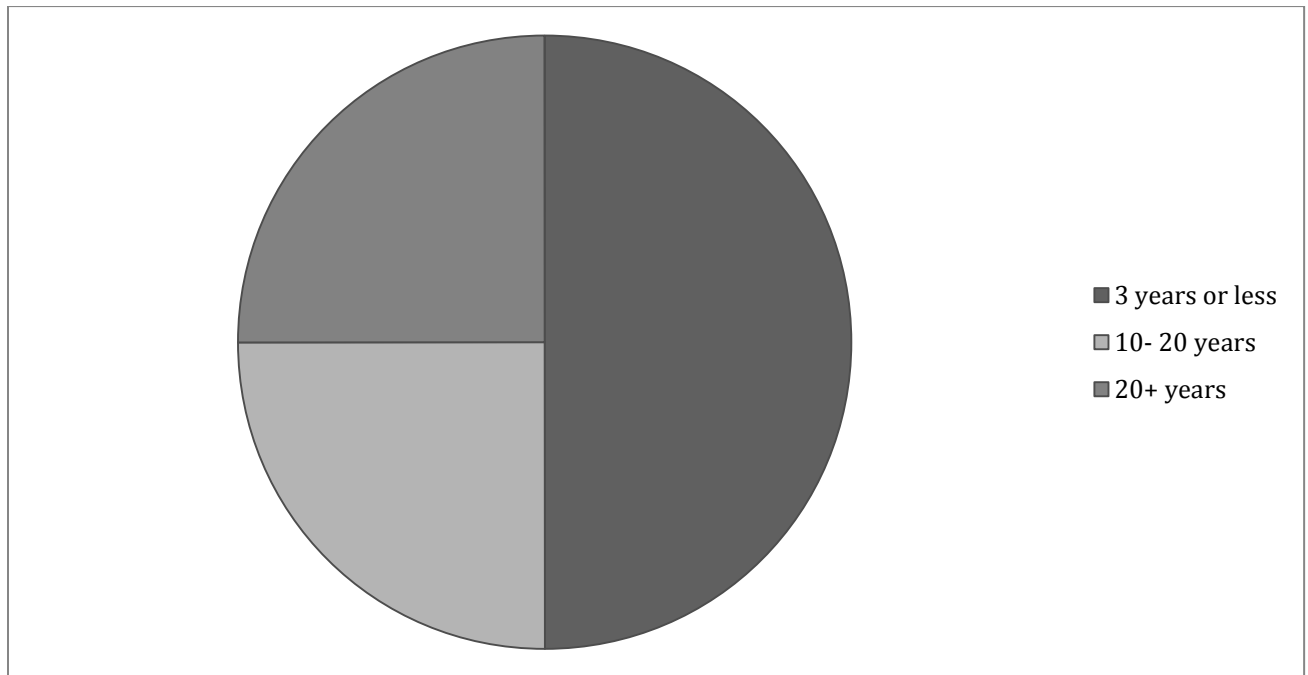
The employees were explaining their reasons behind their great interest in leadership. When they asked why they are interested in leadership, the first subject said, "I believe it can change the world". The second subject said, "It is what shapes the team, provides the vision and guides others to common goals", and the third answer was "Leadership activities create great opportunities for students to learn critical thinking skills". The final answer was "Leadership plays a vital and integral role within any organization. The success of the organization depends on successful leadership". (Appendix F: Employees' responses results)

The most interesting question in my study was regarding the use of other instructional design models for building leadership-training programs. In case of the students, they have used other ID models in their class. Not all of them used it for leadership training program, but all of them wanted to

use a new tool for the same purpose. While only one of the employees used a method she thought was

one of the ID models, she used the Bowens Theory of Leadership. This is a great theory for leadership

but it's not an instructional design model for designing training programs. Another employee indicated

that she didn't use ID models, but as she put in her survey "I use a blend of different models and

theoretical frameworks. From the Blueprint Model to Servant Leadership Framework." This indicated

that these two subjects had a background knowledge regarding models that could be supported by the ID

models in building the leadership-training program. From this point we could understand the answers to

the following questions regarding the learning of a new tool to create the desire programs. In this

analysis I will add a few changes to my table; I will start to identify the employees who have

background knowledge about the models in general (See Table 4).

Table 4. *Interested in Learning New Tools for Developing a Training Programs*

Interesting	Students	Employees + Background	Employees
Yes	4	2	0
Maybe	0	0	2
No	0	0	0

The rest of the case study based on this fact. As a result, we have three groups. The groups are the

students who have the same experience and knowledge regarding the ID models, the employees who

have some basic knowledge regarding the use of the models for building leadership training programs,

and the employees who didn't have or use any model for building training programs for leadership.

According to this, the numbers of those who have an experience with using the models are 75% and who

don't have it are 25% (see graph 2).

Graph 2. *Knowledge regarding the models*
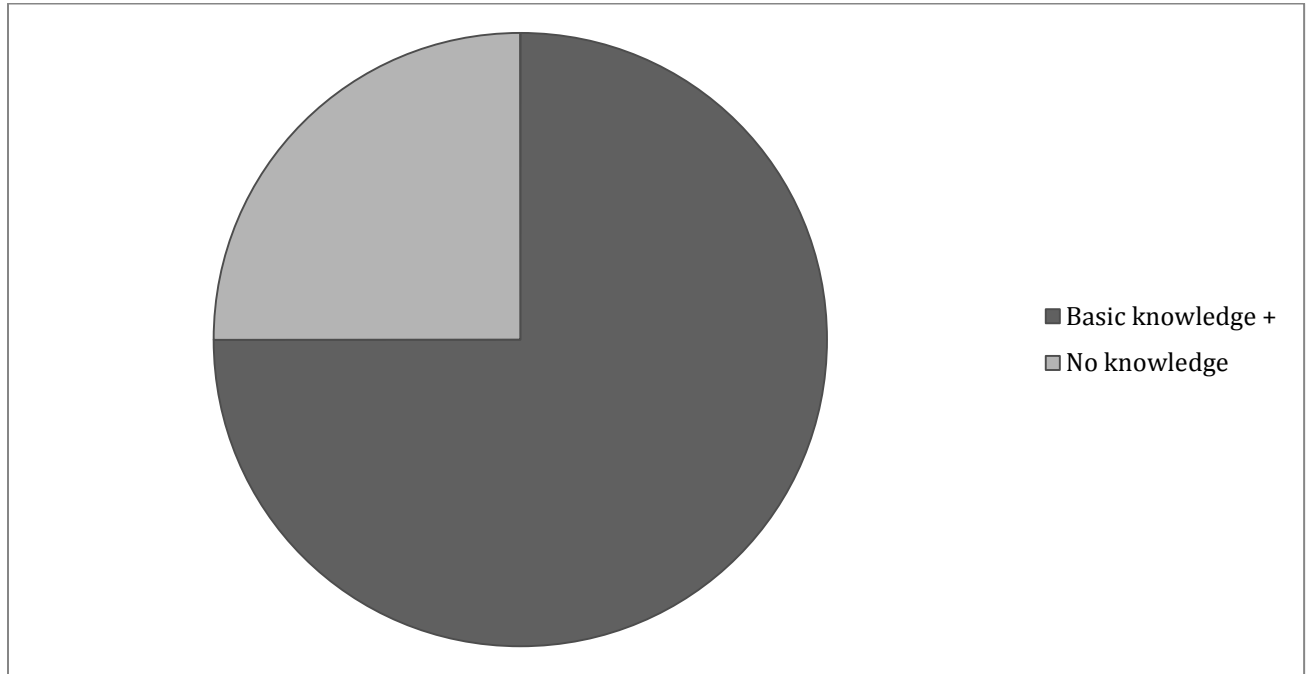
Now starting with the tool I have created for the study, I needed to know how effective it was for my subjects. First, I asked them if using my digital tool was a good idea? (see Table 5)

Table 5. *Using the Digital Tool*

Good Idea	Students	Employees + Background	Employees
Agree	4	1	1
Neutral	0	1	1
Disagree	0	0	0

On one hand, the students who took the class for one quarter thought it was a good idea to use my tool. This digital tool was used during my internship in their class when I was helping Dr. Kevin Pyatt .

Some students used it but it wasn't applicable for the entire class at that time because I didn't develop the tool perfectly. On the other hand, the employees were giving me really surprising responses in every step during applying my case study. And every time I go through their responses I understand more why they responded like that. First, the employee with background who thought it was a neutral idea for using the digital tool is the one who has indicated clearly she have never used an ID models although she knew many models (see Appendix F: Figure F4. 4th Employees' Responses). The other employee without background knowledge thought it's a neutral idea to use my digital tool is the employee with over 20 years experiences in leadership who has never used an instructional tool and is a little interested in learning a new tool (see Appendix F: Figure F3. 3rd Employees' Responses). In case of the employees who thought it is a good idea to use my digital tool, one of them included a kind of model in her creation of leadership training programs for more than 20 years (see Appendix F: Figure F1. 1st Employees' Responses). The last one was the one who doesn't have a background but her experience is not that long as the other one in the same category; so she is willing to accept new ideas and even if she had hesitated before trying the new tool, she thought it was a good idea after she used it (see Appendix F: Figure F2. 2[ed] Employees' Responses).

The next important thing I found in my study regarding the subjects, especially the employees, concerns the instructions for using the tools. My digital tool is simply digital forms which the subjects must complete in order create the final image of their training program. I didn't explain that in order for the subjects to examine the effectiveness of the tool and to see if it could be self directed to everyone. I just provided general instructions. Clearly it wasn't helpful for everyone in my study (see Table 6).

Table 6. *The Instructions*

Helpful	Students	Employees + Background	Employees
Agree	4	2	0
Neutral	0	0	0
Disagree	0	0	2

On one side, the students who were familiar with the idea of following the steps in any ADDIE or ID models were 100% agreed with the general explaining of the instructions in the website of how to use the digital tool (see Appendix G: Students' Responses). In addition, the employees who had a background knowledge regarding the models agreed with this point (see Appendix F: Figure F1&F4. 1st & 4th Employees' Responses). On the other side, the employees who didn't have that background and they didn't understand the main point of the tools because of the general instructions clearly indicate that the instructions were unhelpful. The general instructions weren't enough for them to give them the importance of following each step in the model.

The following results were identical and they are regarding the design of the form,s if it was easy to follow, promoting of the self-direction of the digital model, saving time, and using hints (see Table 7). The first group – the students—agreed. Even the experienced employees agreed on that easiness of the design to follow. Furthermore, the two employees gave two different responses. One of them disagreed with all the three points (see Appendix F: Figure F2. 2ed Employees' Responses). The second one thought they were neutral (see Appendix F: Figure F3. 3ed Employees' Responses). The different responses were so helpful to narrow the future users of my digital forms.

Table 7. *The Desgin of the Forms, The Self-Direction, Saving Time*

Easy or is it there?	Students	Employees + Background	Employees
Agree	4	2	0
Natural	0	0	1
Disagree	0	0	1

The following result was identical to the previous ones except for one point. The main point here the hints I put it in every blank in each form. I asked them about the use of the hints (see Table 8); the first group – the student- agreed on the importance of using hints. Even the experienced employees agreed on that helpful feature. Furthermore, the two employees gave two different responses. One of them was uncomfortable all the time with the tool but thought the hint was a helpful (see Appendix F: Figure F2. 2[ed] Employees' Responses). The second one thought it was neutral (see Appendix F: Figure F3. 3[ed] Employees' Responses).

Table 8. *The Self-Direction, saving time*

The promote	Students	Employees + Background	Employees
Agree	4	2	1
Natural	0	0	1
Disagree	0	0	0

The last result I found is that those who have the knowledge with using models agreed on the effectiveness of the digital tool I have built.

Finally this is a list of the some of the final thoughts from the subjects.

1-   The project is really helpful because I have taken the course before and I see many

differences. This project summarizes three to four classes so is save my time as student

and instructor's time. It is clear and every option has a description.

2-   I was a bit confused on the website- was it designed to introduce the entire project? Or is it

meant to be the training itself? I think this is an excellent concept and appears to be very

well thought out and intentional, which will be helpful in meeting your objectives.

3-   I thought this was a very confusing form and I was a bit frustrated while trying to navigate

through it. I was unsure on almost every page of what I was supposed to be putting in the

boxes and I thought there was a great deal of repetition. I think that the instructions could

be improved and perhaps an explanation of the model would be helpful. I like the idea of

creating something like this to assist in the development of leadership programs and would

be interested in using something like it in the future after further refining.

4-   This project and leadership model was excellent and very well defined.

5-   Hint section very useful, though I might consider adding a brief instruction section under

each section header, too. Very useful tool to guide educators through the process!

CHAPTER 5

Conclusions and Reflections

Project Summary

This project started as an outgrowth of instructional system design class project and a following internship experience with the use of this digital tool for creating effective leadership training program. The difficulties I have faced during that class were the reasons to think about finding an easier way for others and for myself in the future. Also, I was part of an organization for creating female leaders and we always struggled with the appropriate training program. During that time which was 5 years before taking the class I had never heard about the instructional design models. Also, after taking the class on ID models, I wasn't very comfortable with the usage of the models and felt lost in each step. The important thing is that I was one of the first Saudis who took that class and that was hard. I spent a great deal of time thinking of how I could illustrate a tool that will make any model so easy to follow. And technology was the appropriate tool for me. I used it during my internship in an instructional system design class and provided it to the Saudi students in the program and they liked it. Also, I built a leadership program for the ladies club at EWU. The final thought was measuring the effectiveness of this digital instructional design model over a regular model in facilitating the developing of any training programs especially for leadership.

Although the subjects were not a very big number it was just because I needed to study them clearly, especially those who are interested in building a leadership training program. Also, the feedback

from other students who tried both the regular and the digital model were the answers to all questions regarding the effectiveness of my tool.

Recommendations

This digital tool is much easier to follow if someone has at least a background knowledge regarding the models. In case of the instruction page, it must contain a description of why they have to do these steps and main point for using ID models. In addition, the tool must have a customize features such as, adding customize hints, colors, saving options, and languages.

For now, this tool is a great tool to use it in a classroom for instructional system design. Or for those who have a background knowledge of the models.

Also, I believe that this tool could have a demo video to explain more before starting the actual use of the website.

The last recommendation is adding a final page where you could pick the important information you want to include for your training program. This page must include other examples and a chatting space to exchange information with other instructors.

Personal Learning

This digital tool might be easy to follow but it wasn't like that to create. I had never learned the HTML or the CSS3 in my Bachelor's Degree. And taking one class for only one quarter to learn how to do that was challenging. Also, during the application of my study I was learning new things regarding the leadership or the technology in every step. I grew a lot from this experience. Now, I can take this tool and go back to my country and create a strong female leadership program based on a scientific tool and model not just on theories or what we used to do. Finally, I think that all the departments must provide a class that helps others to create their own class, workshop, or training; and this tool could help in facilitating that class.

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    strategies training on employee cognition, behavior, and affect. *Journal of

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APPENDICES

Appendix A: IRB Documents

EASTERN WASHINGTON UNIVERSITY

Office of Grant & Research Development
210 Showalter Hall, Cheney, WA 99004-2444
509-359-6567

start something **big**

TO: Alyaa Mohammad Malibari, Department of Education

FROM: Ruth A. Galm, EWU Human Protections Administrator

DATE: January 25, 2013

SUBJECT: The Using of E-forms to create a leadership training program (HS-4140)

Human subjects protocol HS-4140 entitled "The Using of E-forms to create a leadership training program" has been approved as an exemption from federal regulations under CFR Title 45, Part 46.101(b)(1-6) under CFR Title 45, Part 46.101(b)(1-6).

Student research qualifying for an exempt IRB review is valid for a period of one year. If subsequent to initial approval, the research protocol requires minor changes, the Office of Grant and Research Development should be notified of those changes. Any major departure from the original proposal must be reviewed through a Change of Protocol application submitted to the IRB before the protocol may be altered. Please refer to HS-4140 on future correspondence as appropriate as we file everything under this number.

Cc: HS-4140
       Dr. Christina Valeo, RPI
       Graduate Office

**Institutional Review Board
for Human Subjects Research**

Application for Exemption

A S 4146

OFFICE OF GRANT AND
RESEARCH DEVELOPMENT

JAN 2 5 2013

Return original and two copies to: Grants Office, 210 Showalter

Principal Investigator/Title/Department /Address/Phone/email	Responsible Project Investigator/Department/Phone/email
Alyaa Mohammad Malibari **MA student at instructional media and technology** **Education Department** **1090 W Betz RD #1033 Cheney, WA 99004** **3605566479** alyaamalibari@hotmail.com Mailing address/phone, email or fax where you can be reached (note: only provide mailing address on original not on copies)	(faculty or staff supervisor required <u>if PI is a student</u>) **Christina A. Valeo** **Education Department** **Phone: 509.359.6026** **Email:** cvaleo@ewu.edu

Title of Project
The Using of E-forms to create a leadership training program

For students only: Is this research being done to meet a course, thesis or other academic requirement? (please specify)
If not, why is it being done? **Thesis Requirement**

Project anticipated starting date   2-1-2013   Anticipated termination date 12-1-2013

Funding: Non-funded__**X**___ Internal funding_____ External funding_____
Funding status: proposal in preparation_____ pending agency decision_____ funded_____
Funding Agency (if applicable):   Grant or Contract Number:

Check the type of exemption applicable to the project
1._____ 2.___**X**_____ 3._____ 4._____ 5._____ 6._____ None_____
Why should this project be considered exempt?
To examine The effectiveness in using technology in building training programs

Please state the purpose and methodology of the research:
**Simply stated I believe that using technology to help instructors build a leadership training program
will be a useful tool that will save time and money.
In this example, I use e-forms to take instructors through Dock and Carey's systems approach model;
however, in the future any model of instructional design can be used.**

Describe the procedures: what specifically will subjects do? If data are anonymous, describe the data gathering procedure for
insuring anonymity.
1- visit the website:
http://studentweb.ewu.edu/amalibari/media.html
2- fill the forms to create their own training program.
3- Take the survey:
http://www.surveymonkey.com/s/WDZ5L3L

Attach all surveys, questionnaires, cover letters, information sheets, etc. (including required IRB contact information
(see instructions)

The information provided above is accurate and the project will be conducted in accordance with applicable Federal, State
and University regulations and ethical standards.

Signature, Principal Investigator(s) _____ Date_1/25/13_

Recommendations and Action   Date   Approve/Disapprove

Faculty Sponsor (for student)_Christina A Valeo_ 1/25/13 _approve_

Dept IRB Representative or Dept Chair_Christina A Valeo_ 1/25/13 _approve_

Institutional Review Board_Ruth A. Galm_ 1/25/13 _approve_

Conditions:_____none_____ Approved from_1/25/13_ To_1/24/14_

rev. 5/31/06

Exemption Decision Aid

Research Qualifying for Exemption from Federal Regulations for the Protection of Human Subjects
(Quoted from the Code of Federal Regulations, Title 45, Part 46.101(b)(1-6))

(1). Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or on the comparison among instructional techniques, curricula, or classroom management methods.

(2). Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior, unless: (i) information obtained is recorded in such a manner that the human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

(3). Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under paragraph (b)(2) of this section, if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) requires without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

(4). Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or though identifiers linked to the subjects.

(5). Research and demonstration projects which are conducted by or subject to the approval of the department or agency heads, and which are designed to study, evaluate, or otherwise examine: (i) public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.

(6). Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level of and for a use found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.


Based on both federal policy and/or University policy, exempt status may not be granted for research in the preceding six categories if any of the following conditions applies (except for certain exemptions for children):

Yes	No	
_____	__X_	If any of the subjects are confined in a correctional or detention facility.
_____	__X_	If pregnancy is a prerequisite for serving as a subject.
_____	__X_	If fetuses *in utero* are subjects in this research.
_____	__X_	If any subjects are presumed not to be legally competent.
_____	__X_	If personal records (medical, academic, etc.) are used without written consent.
_____	__X_	If data from subjects (responses, information, specimens, etc.) are directly or indirectly identifiable.
_____	__X_	If data are damaging to subjects' financial standing, employability or reputation
_____	__X_	If material obtained at autopsy is to be used in the research.
_____	__X_	If subjects are to be asked sensitive questions about personal feelings, behavior, interactions, or sexual experiences.
_____	__X_	If alcohol or any other drugs will be ingested.
_____	__X_	If blood or body fluids will be drawn.
_____	__X_	If any of the subjects are children as defined by state law.*
_____	__X_	Will the child participate in a survey?
_____	__X_	Will the child be interviewed?
_____	__X_	Will the investigator manipulate the environment or interact with the child as part of the data gathering?

* Children are persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law of the jurisdiction in which the research will be conducted. If subjects have the legal status of emancipated minors, or are mature minors, i.e., they may legally be treated as adult for certain purposes, they may be exempt from the restrictions applicable to children.
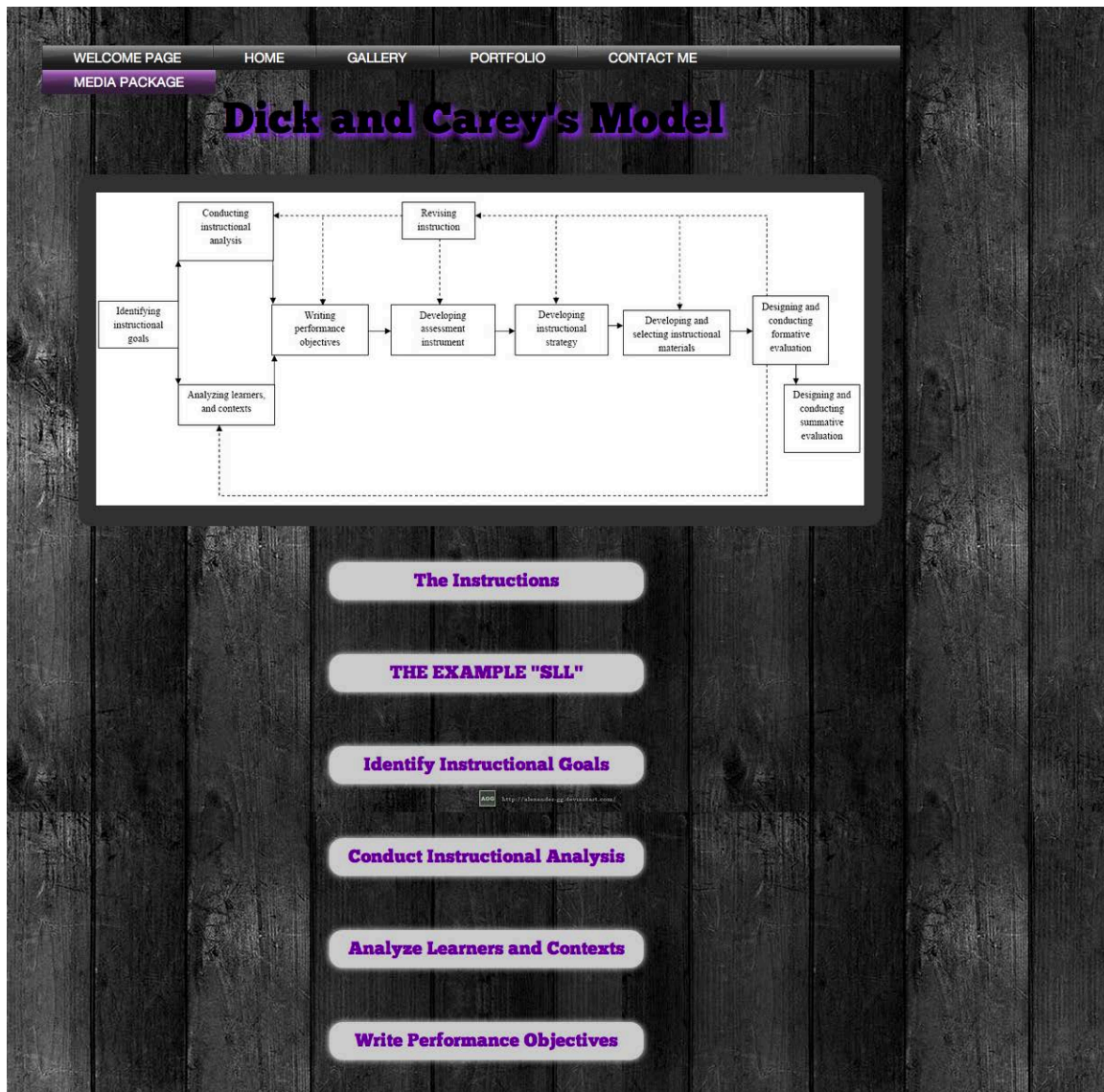
rev. 5/31/06

Appendix B: The instructional design model

(Figure B1. Dick and Carey instructional model)
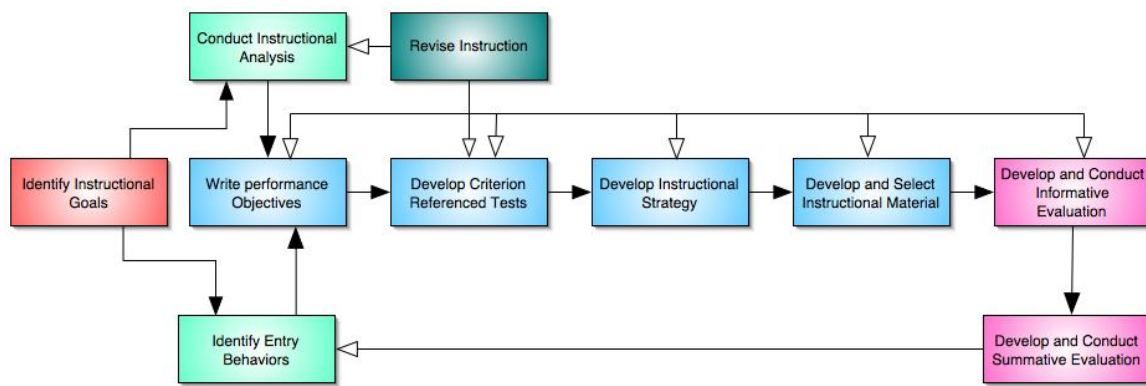
Dick and Carey Instructional Design Model

Appendix C

(Figure C1. Media package)

(Figure C2. Instructional goals form)

Identify Instructional Goals

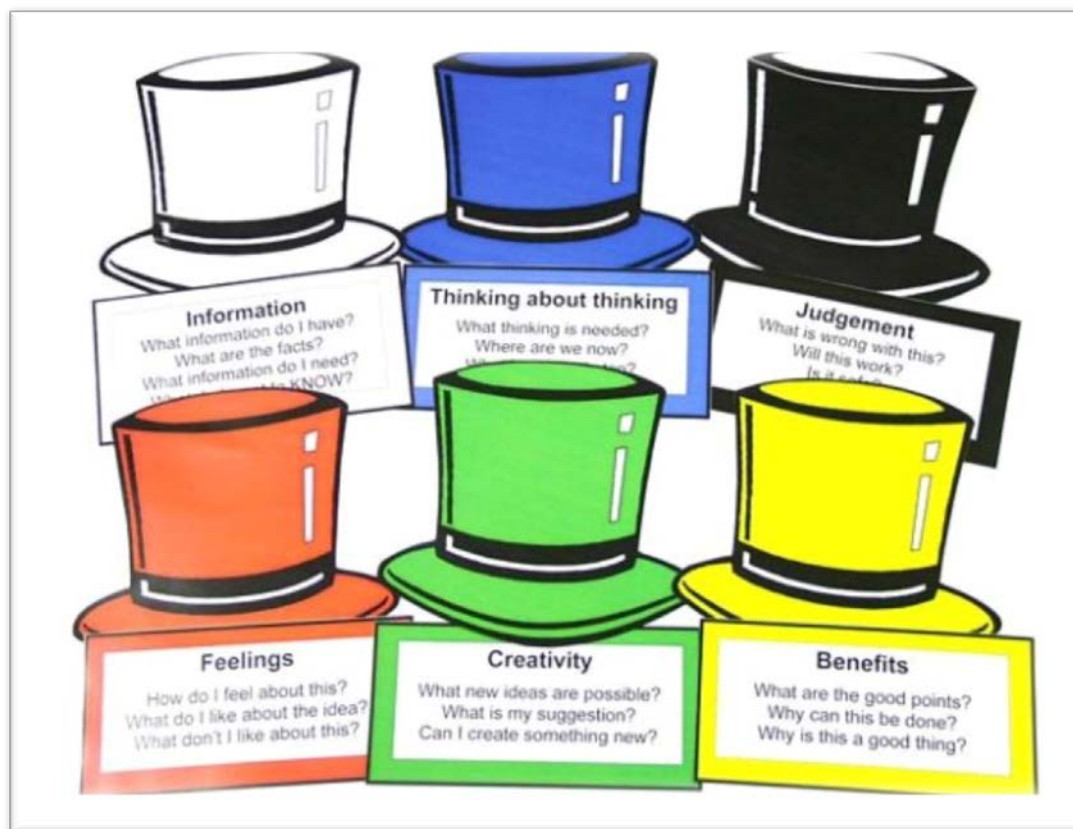**The Idea:**

The Main Goal:

The Problem:

The Model:
- Discrepancy-Based Needs Assessment
- Problem-Finding-Problem Solving Needs Assessment
- Innovation Needs Assessment

The idea of this single media package is to represent how technology can assist in building a leadership training program for Saudi girls at Eastern Washington University.

Appendix D

(Figure D1. six hats of thinking)

Information
What information do I have?
What are the facts?
What information do I need?
What ___ to KNOW?

Thinking about thinking
What thinking is needed?
Where are we now?

Judgement
What is wrong with this?
Will this work?
Is it ___

Feelings
How do I feel about this?
What do I like about the idea?
What don't I like about this?

Creativity
What new ideas are possible?
What is my suggestion?
Can I create something new?

Benefits
What are the good points?
Why can this be done?
Why is this a good thing?

(Figure D2. Gardner's theory of multiple intelligences)

Appendix E

(Figure E1. Instructions packages 1)
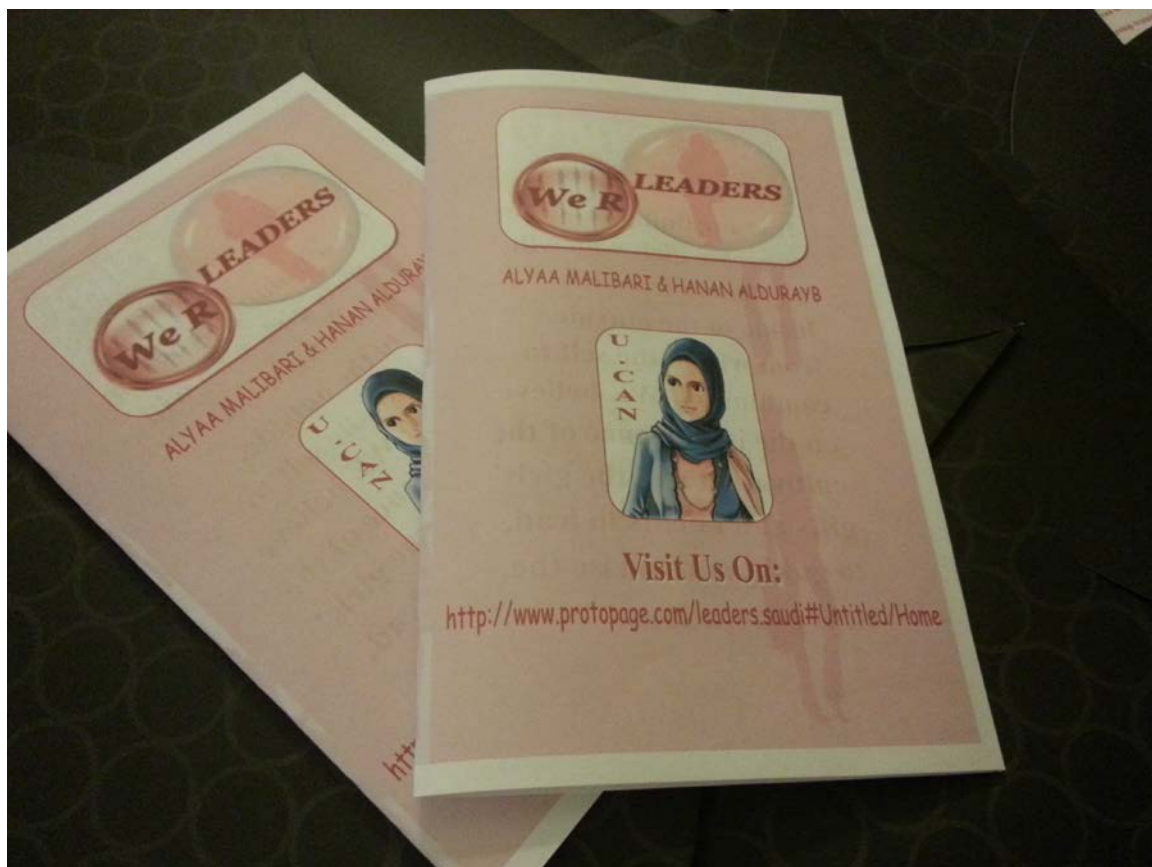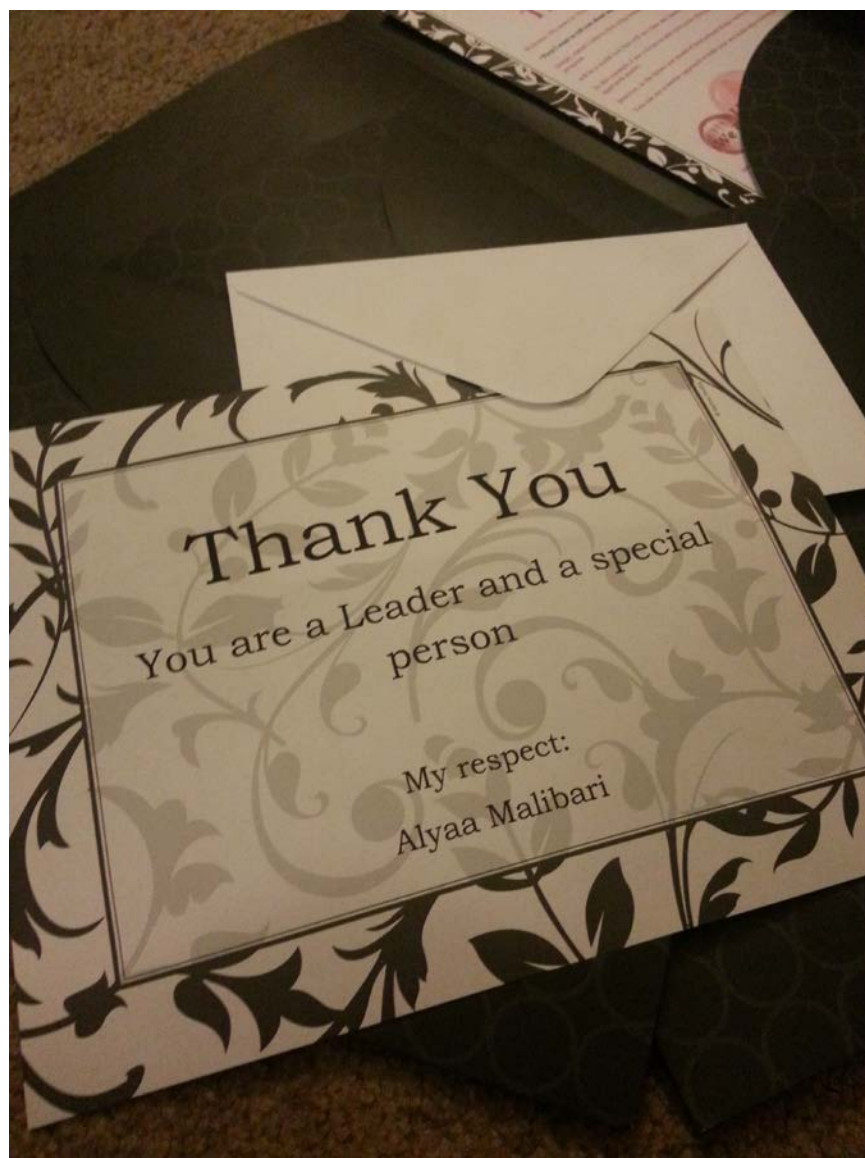
Figure E2. Instructions packages 2

Figure E3. Instructions packages 3

Appendix F

Figure F1. 1st Employees' Responses

1. ((Demographics of Instructor)) What is your education level?

PhD

2. How long have you been interested in leadership?

20+ years

Leadership plays a vital and integral role within any organization. The success of the organization is dependant upon successful leadership.

3. ((Usage of instructional design model)) do you use a specific model to create a leadership training program?

Yes

The Bowens Theory of Leadership

4. Are you interesting in using new ways to create the leadership program you want?

Yes

5. ((Usage of my website)) Do you think using the Digital form of the instructional design model is a good idea?

Agree

6. Do you find the instructions were helpful?

Agree

7. Do you think the design of the forms was easy to follow?

Agree

8. Do you think using this website can promote self-direction?

Agree

9. 9) do you think the use of the Digital model was helpful in saving time?

Agree

10. Do you think the idea of putting "hints" was helpful?

Agree

This project and leadership model was excellent and very well defined.

Figure F2. 2ed Employees' Responses

1. ((Demographics of Instructor)) What is your education level?

Master's Degree

Educational Psychology

2. How long have you been interested in leadership?

10- 20 years

Leadership activities create great opportunities for students to learn critical thinking skills.

3. ((Usage of instructional design model)) do you use a specific model to create a leadership training program?

No

4. Are you interesting in using new ways to create the leadership program you want?

Maybe

5. ((Usage of my website)) Do you think using the Digital form of the instructional design model is a good idea?

Agree

6. Do you find the instructions were helpful?

Disagree

7. Do you think the design of the forms was easy to follow?

Disagree

8. Do you think using this website can promote self-direction?

Disagree

9. 9) do you think the use of the Digital model was helpful in saving time?

Disagree

10. Do you think the idea of putting "hints" was helpful?

Agree

I thought this was a very confusing form and I was a bit frustrated while trying to navigate through it. I was unsure on almost every page of what I was supposed to be putting in the boxes and I thought there was a great deal of repetition. I think that the instructions could be improved and perhaps an explanation of the model would be helpful. I like the idea of creating something like this to assist in the development of leadership programs and would be interested in using something like it in the future after further refining.

Figure F3. 3rd Employees' Responses

1. ((Demographics of Instructor)) What is your education level?

Master's Degree

2. How long have you been interested in leadership?

20+ years

It is what shapes the team, provides the vision and guides others to common goals.

3. ((Usage of instructional design model)) do you use a specific model to create a leadership training program?

No

4. Are you interesting in using new ways to create the leadership program you want?

Maybe

5. ((Usage of my website)) Do you think using the Digital form of the instructional design model is a good idea?

Natural

6. Do you find the instructions were helpful?

Disagree

7. Do you think the design of the forms was easy to follow?

Natural

8. Do you think using this website can promote self-direction?

Natural

9. 9) do you think the use of the Digital model was helpful in saving time?

Natural

10. Do you think the idea of putting "hints" was helpful?

Natural

I was a bit confused on the website- was it designed to introduce the entire project? Or is it meant to be the training itself? I think this is an excellent concept and appears to be very well thought out and intentional, which will be helpful in meeting your objectives.

Figure F4. 4th Employees' Responses

1. ((Demographics of Instructor)) What is your education level?

PhD

Higher Education & Leadership

2. How long have you been interested in leadership?

10- 20 years

I believe it can change the world.

3. ((Usage of instructional design model)) do you use a specific model to create a leadership training program?

No

I use a blend of different models and theoretical frameworks. From the Blueprint Model to Servant Leadership Framework.

4. Are you interesting in using new ways to create the leadership program you want?

Yes

5. ((Usage of my website)) Do you think using the Digital form of the instructional design model is a good idea?

Natural

6. Do you find the instructions were helpful?

Agree

7. Do you think the design of the forms was easy to follow?

Agree

8. Do you think using this website can promote self-direction?

Agree

9. 9) do you think the use of the Digital model was helpful in saving time?

Agree

10. Do you think the idea of putting "hints" was helpful?

Agree

Appendix G

(Figure G1. 1st Students' Responses)

1. ((Demographics of Instructor)) What is your education level?

Master's Degree

Education, Instructional Media and Technology

2. How long have you been interested in leadership?

3 years or less

3. ((Usage of instructional design model)) do you use a specific model to create a leadership training program?

Yes

Wiggins and McTighe, Theory of Understanding

4. Are you interesting in using new ways to create the leadership program you want?

Maybe

5. ((Usage of my website)) Do you think using the Digital form of the instructional design model is a good idea?

Agree

6. Do you find the instructions were helpful?

Agree

7. Do you think the design of the forms was easy to follow?

Agree

8. Do you think using this website can promote self-direction?

Agree

9. 9) do you think the use of the Digital model was helpful in saving time?

Agree

10. Do you think the idea of putting "hints" was helpful?

Agree

Hint section very useful, though I might consider adding a brief instruction section under each section header, too. Very useful tool to guide educators through the process!

(Figure G2. 2^{ed} Students' Responses)

1. ((Demographics of Instructor)) What is your education level?

Master's Degree

Instructional Media and Technology

2. How long have you been interested in leadership?

3 years or less

Because I care empowering people.

3. ((Usage of instructional design model)) do you use a specific model to create a leadership training program?

No

4. Are you interesting in using new ways to create the leadership program you want?

Yes

5. ((Usage of my website)) Do you think using the Digital form of the instructional design model is a good idea?

Agree

6. Do you find the instructions were helpful?

Agree

7. Do you think the design of the forms was easy to follow?

Agree

8. Do you think using this website can promote self-direction?

Agree

9. 9) do you think the use of the Digital model was helpful in saving time?

Agree

10. Do you think the idea of putting "hints" was helpful?

Agree

(Figure G3. 3rd Students' Responses)

1. ((Demographics of Instructor)) What is your education level?

Master's Degree

Instructional Media and Technology

2. How long have you been interested in leadership?

3 years or less

Because I care empowering people.

3. ((Usage of instructional design model)) do you use a specific model to create a leadership training program?

No

4. Are you interesting in using new ways to create the leadership program you want?

Yes

5. ((Usage of my website)) Do you think using the Digital form of the instructional design model is a good idea?

Agree

6. Do you find the instructions were helpful?

Agree

7. Do you think the design of the forms was easy to follow?

Agree

8. Do you think using this website can promote self-direction?

Agree

9. 9) do you think the use of the Digital model was helpful in saving time?

Agree

10. Do you think the idea of putting "hints" was helpful?

Agree

(Figure G4. 4th Students' Responses)

1. ((Demographics of Instructor)) What is your education level?

Master's Degree

2. How long have you been interested in leadership?

3 years or less

3. ((Usage of instructional design model)) do you use a specific model to create a leadership training program?

No

4. Are you interesting in using new ways to create the leadership program you want?

Yes

5. ((Usage of my website)) Do you think using the Digital form of the instructional design model is a good idea?

Agree

6. Do you find the instructions were helpful?

Agree

7. Do you think the design of the forms was easy to follow?

Agree

8. Do you think using this website can promote self-direction?

Agree

9. 9) do you think the use of the Digital model was helpful in saving time?

Agree

10. Do you think the idea of putting "hints" was helpful?

Agree

VITA

Author: Alyaa M. Malibari

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2013 Eastern Washington University, Cheney, WA, USA
Instructional Media and Technology
MEd

2013 Eastern Washington University , Cheney, WA, USA
Leadership certificate

2012 Eastern Washington University , Cheney, WA, USA
Teaching with technology certificate
Master of Arts

2007 Umm Al-Qura University, Makkah, Makkah, Saudi Arabia
English as a second language + Education
Bachelor of Arts

2002 38th secondary school in Makkah, Makkah, Makkah, SA

Professional Experience:
12/2011 - Current Saudi Arabian Cultural mission & Eastern Washington
University
President and the founder at Saudi ladies lead at EWU:

06/2011 - Current Saudi Arabian Cultural mission & Eastern Washington
University
Vice president Of the saudi Club

12/2009 - 12/2010 Assembly of Umm al-Qura Charity Women's section
Makkah, Makkah
An interpreter and tour guide(volunteer)
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