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**LABOR UNION WOMEN AND LEADERSHIP: USING LABOR EDUCATION TO
BUILD FEMALE LEADER PARTICIPATION FOR A STRONGER LABOR
MOVEMENT**

by

JACQUELINE DAUGHERTY

DISSERTATION

Submitted to the Graduate School

Wayne State University,

Detroit, Michigan

in partial fulfillment of the requirements

for the degree of

DOCTOR OF PHILOSOPHY

2021

MAJOR: INSTRUCTIONAL DESIGN

Approved By:

Advisor

Date

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DEDICATION

To my husband, Joe, for his unwavering love, support, patience, and encouragement that he gives me every day. And to our children, Joey and John, this journey has taught me that anything is possible so never limit yourself and dream big.

ACKNOWLEDGEMENTS

Dr. Monica Tracey. Thank you to my wonderful advisor, a true role model that is always generous with her time, inspiring words and instilled in me the belief that I could do this.

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CHAPTER 1: INTRODUCTION

The roots of the United States labor movement span well over two hundred years. The movement is made up of unions, organized around jobs or industry, that were created by workers who came together to build strength and a shared voice to bargain wages, hours and working conditions with employers. The labor movement is also a social movement, grounded in the core concepts of fairness, equity and justice for workers and working families. Organized labor led the fight for many of the employment rights and benefits that today's workers may take for granted, such as; collective bargaining, wage and hour laws, pension and retirement structures, child labor laws, civil rights legislation and even the weekend—just to name a few. Labor activists and leaders have come from all occupational sectors and from diverse cultural backgrounds, yet the legacies from the marginalized groups (women and minorities) within the labor movement tend to not only get left out of the history books but also continue to be reflected in a lack of formal leadership roles.

Throughout the history of the labor movement, female union members worked and fought side by side with their fellow union brothers; organizing workers, getting jailed and fighting for social and economic justice for workers and their families. Female union members currently make up close to half of all union membership in the United States, and yet a long-standing leadership gender gap with elected and appointed union leadership positions remains.

Labor organizations share many of the same organizational, structural and cultural barriers that other bureaucratic organizations have in this country. Larger societal biases and stereotypes play a role in the lack of female representation with leadership. However, as justice, fairness and equality are proclaimed and exemplified in the work of the labor movement, there is a contradictory nature to what is promoted and what is inside the organization itself. Faue (2017)

highlights this contradictory nature of labor by saying, “One of the principle sources of division and discord in the labor movement...is rooted in its dual character, first, as a social movement, which in periods of vibrant growth recruited, educated, and mobilized millions of workers and, second, as an institution, which accrued power, created and reinforced relationships with employers and government, defended its base, and served its members to the exclusion and sometimes detriment of other workers (p. 196).

Leadership in labor organizations needs to be more fairly representative of the membership. The current growth from workers that are attracted to forming unions at their workplaces stems from job sectors that are more heavily populated by women and minorities. With the current renewed worker activism, if the labor movement wants to reverse the overall downward trend and grow with the new generations in the workplace, leadership needs to be reflective of the whole membership.

Statement of the Problem

Taking into account the total union membership rate in the United States, women are underrepresented in leadership positions with labor organizations, despite the fact that women are nearly fifty percent of the total membership of organized labor. This leadership gender gap is longstanding and is demonstrated in all levels of organized labor, from local to international unions, as well as in the labor federations. As Ledwith (2012) describes, “The story of the persistence of women's subordinate position in trade unions is one that is continuously being told” (p.186). With the problem of the leadership gender gap remaining, it is critical to continue to explore and develop new strategies to remedy this leadership gender gap. The labor union membership is increasingly growing diverse, with the fastest growing demographic being women

and minorities. If the labor movement is to grow and reverse the downward trend, it needs to have a diverse and representative leadership to attract the growing union member demographics.

The significance of the gender gap with union leadership is not simply one of unfairness, but reflects the fact that if women are not holding leadership positions, then their issues and voices may not be represented at the bargaining table, affecting women's wages, hours and working conditions that are collectively bargained with employers by the elected union leadership. The lack of female leadership representation can also negatively impact labor's political candidate endorsement processes and overall essential union revitalization efforts. With the consequences just stated, the diverse negative effects from the problem of the gender gap of women in union leadership does not just affect female union labor membership, but has community-wide repercussions, too.

The problem of the leadership gender gap with union leadership has been going on for generations and therefore continues to need focus and attention from current union membership and leadership. There is much research that has already been conducted that identifies the barriers to union leadership positions for women, as well as strategies to address the deficit in leadership numbers. This study is unique because it takes the past research regarding women and union leadership into account but integrates current research on educational practices and strategies that can be used with labor education to build internal and external leadership skills for women.

Purpose and Research Question

This study focuses on how evidence-based instructional design strategies can be used in labor education to positively impact female union members that aspire to union leadership roles, and therefore work towards eliminating the leadership gender gap with unions. The question that guides this research study is the following:

Q1: What instructional design strategies used in labor education increase confidence and leadership skill sets of female union members into leadership roles?

Theoretical Constructs

With the focus of this study on how instructional design can influence women's confidence and leadership skills, the following learning and design theories are integrated into the research study; Bandura's Social Cognitive Theory and Keller's ARCS Motivation Model. Bandura's Social Cognitive Theory and Keller's work on motivation and his ARCS model complement each other on several fronts and are well suited to use with this study. Leadership theories will be incorporated into the course curriculum.

Social cognitive theory is comprehensive. The work stems from the behaviorist research circles but is focused on how learning can occur through observational learning or modeling. Moreover, what we learn does not happen in isolation, but also can influence our behavior and shape our attitudes. Observational learning is an important factor with this study due to the fact that role modeling and mentorships are an important recommendation to help build leadership skills.

Bandura's research also explores the learner's internal processing of self-regulation, self-efficacy and motivation. His work with self-efficacy is particularly important with my study because self-efficacy is linked to confidence, a key component of leadership development. Self-efficacy is one's belief in their ability to achieve a certain task or goal, an important factor linked to leadership roles. Keller (2010) also highlights self-efficacy with his work on motivation, "High self-efficacy leads to higher and more persistent effort, especially when faced with obstacles, and this leads to higher attainments. Thus, a positive spiral of expectancies, effort, and success which reinforces the positive expectancies is established (p. 146).

Motivation is an important factor to consider with any education program because it impacts learning, as well as influences people's commitment to projects and activities—or in this study's case, commitment to change initiatives. Keller (2010) further defines motivation to include, "...that which explains the direction and magnitude of behavior, or in other words, it explains what goals people choose to pursue and how actively or intensely they pursue them" (p.3). Generally, motivation can be either external or internal, with internal motivation especially important with the adult learners, who will be the audience for this study. As Merriam & Bierma (2014) emphasize, "...the most potent motivators for adults to learn are internal rather than external" (p. 54). Therefore, instructional designers need to take note of motivation levels of students when they enter a course and continually monitor the levels throughout instruction to make modifications as appropriate.

Keller's research work on motivation led him to develop the ARCS model. Keller (1987) states that the ARCS model was created, "...in response to a desire to find more effective ways of understanding the major influences on the motivation to learn, and for systematic ways of identifying and solving problems with learning motivation" (p. 2). The model demonstrates how to build the appropriate level of motivation into instruction based on the student audience via a systematic design format. The model centers on four key motivational factors for learners and instructional design; how to gain and maintain student attention, make the content relevant to the student, build and instill confidence and satisfaction for the student to continue to want to learn. Keller's factor on confidence and goal setting is especially important to this study and will be reflected in the instructional design strategies and with the data collection instruments. As Angelo (2017) supports, "Research has repeatedly shown that when learners feel intrinsic interest in a topic--that is, interest generated from within, independent of external rewards or punishments such

as praise and grades--they are more likely to be motivated to learn deeply and well and to persevere in their learning (p. 103).

Definitions and Key Terms

Gender.

Acker (2006) defines gender as, "...socially constructed differences between men and women and the beliefs and identities that support difference and inequality, is also present in all organizations" (p. 444).

Inequality in Organizations.

Inequality in organizations is grounded in the haves and the have nots, or who has control and power. Acker (2006) defines inequality in organizations as, "...systematic disparities between participants in power and control over goals, resources, and outcomes; workplace decisions such as how to organize work; opportunities for promotion and interesting work; security in employment and benefits; pay and other monetary rewards; respect; and pleasures in work and work relations" (p. 443). According to Acker (2006), inequality regimes in organizations are fluid, changing and linked to society" and are based on class, race and gender (p.443-444).

Instructional Design.

Richey, Klein & Tracey (2011) define instructional design as, "The science and art of creating detailed specifications for the development, evaluation, and maintenance of situations which facilitate learning and performance" (p. 190).

Labor Education.

Labor education can be defined broadly as educational and training programs provided to labor union members. Labor education may be provided by different entities; labor unions, labor federations, labor councils or university labor centers, etc. The United Association of Labor

Educators defines labor education as, "...an essential tool of union transformation, developing new leadership and meeting the ever-changing needs of unions and workers" (UALE, 2020).

Labor Union.

A labor union is made of workers who organize together into a unit to bargain collectively with their employers over wages, hours and working conditions. Members join labor unions for a host of reasons, most notably to have a collective bargaining agreement. Collective bargaining agreements, or labor contracts, outline workplace policies and procedures, such as; just-cause, grievance procedures for discipline and discharge, time off, vacation, scheduling, seniority, wages and benefits. Historically, workers joined select unions based on their jobs or industry of employment, but labor unions now represent a very diverse set of jobs and industries, for example the United Auto Workers represents workers in manufacturing, higher education, health care, etc. Unions are democratic organizations, with elected officers and leadership. Individual labor unions may also belong to a larger international union and joint federation groups with other labor unions, too.

Leadership Gender Gap.

With this study, the leadership gender gap refers to the problem that while women are nearly fifty percent of total union membership, the majority of leadership positions are held by men, leaving women underrepresented in leadership roles based on their respective membership numbers.

Leadership Identity.

Leadership identity refers to how people see themselves as leaders. "People's leader identity provides the organizing structure that frames and prescribes what environmental cues they

attend to, how they process information, and what behavioral prototypes or standards they use” (Zheng & Muir, 2015, p. 631).

Motivation.

“Motivation is the drive and energy we put into accomplishing something we want to do” (Merriam & Bierema, 2014, p. 147). Motivation can be internal or external and is important to any learning process to build and maintain momentum for student engagement. Furthermore, Keller (2010) adds that motivation helps explain the direction and magnitude of behavior...what goals people choose to pursue and how actively or intensely they pursue them” (p. 3).

Self-Efficacy.

Self-efficacy refers to one’s belief in their ability to accomplish any task at hand. According to Bandura (2009), “Unless people believe that they can produce desired effects and forestall undesired ones by their actions, they have little incentive to act or to persevere in the face of difficulties. Whatever other factors may serve as guides and motivators, they are rooted in the core belief that one has the power to produce desired results” (p. 179). Therefore, self-efficacy directly affects motivation and goal setting, too.

Significance

There is potential significance and value to this study. The issue of a leadership gender gap with labor organizations has been recorded and documented for generations. Just because something has been going on for years, does not make it right—or something that should simply remain an established practice. Having women fairly represented in leadership roles should be widely accepted by the labor unions that stand for justice, fairness and equality. We are at a critical time for all workers in the country, if the labor movement is going to survive, it needs to encourage and build fair representation for the membership—building leadership that looks like the

membership. Energized union campaigns are being led by women, “During the first decade of the 21st century, the most dynamic and successful union organising in the US occurred among low wage women workers: housekeepers, home care attendants, retail workers, food processing workers and child care workers” (Alvarez & Whitefield, 2012, p. 162). Increasing the number of female officers and leaders in their labor organizations also ensures that women’s voices heard in bargaining, and more importantly, that they also have a seat at the bargaining table.

One of Nelson Mandela’s famous quotes is, “Education is the most powerful weapon that can change the world”. The objectives of this study are to use the power of education and renew and invigorate discourse on the topic of the leadership gender gap and use labor education as a tool, for both male and female members, to educate the extent and full nature of the problem, creating a safe space to build leadership skill sets that will increase the number of empowered women to run for leadership positions and with organizations adopting positive change measures to increase diversity in their ranks.

Summary

The advancement of women into leadership roles is only a piece of the puzzle of building stronger labor organizations that need to bridge their own complicated history of division within their ranks that has been built and sustained through larger cultural stereotypes, bias and fear of losing power to mentor new leadership that is representative of the membership. While the trade union culture is built upon democratic election systems, it also brings with it a culture steeped in politics and, “...gender power relations construct not only the formal hierarchical structures of power but also the informal, mainly invisible social processes such as who gets encouraged and elected into positions and by whom, and once elected, the ability to lead and to represent interests” (Ledwith & Hansen, 2013, p. 5).

This issue of what is a leader, and what a leader should look like, needs to be brought up to the 21st century image of not only what union members look like, but what a leader looks like, as well. Education is a key for change and this instructional design study aims to create labor education initiatives to address the long-standing problem of the lack of female union members being represented in the leadership ranks.

CHAPTER 2: LITERATURE REVIEW

Introduction

The focus of this literature review is on women and leadership, specifically with labor organizations, and is meant to provide a background on; the leadership gender gap with women and union leadership, the contributing factors to the leadership gender gap and identify strategies recommended to address the problem. The strategies recommended by the research will be summarized and used to guide instructional design solutions.

While this study will be conducted with US workers across diverse occupations and union memberships, the literature reviewed includes research conducted in Canada and the UK. The literature points to the fact that union organizations in those countries share similarities and allows for using the cross national research; the unions are hierarchical organizational structures, the unions are facing a decline in overall union membership, they are focused on revitalization efforts and have the same problem of lack of proportional female leadership representation. The literature also points to the fact that female minority members face additional burdens when it comes to inclusion and ascending to leadership roles (intersectionality), but for the purposes of this study, the term “women” will represent females of all races and cultural backgrounds.

The literature review begins with an overview of female labor force participation and demographics of organized labor in the US. The second part of the literature review highlights the organizational structure of unions and characteristics of women and leadership, and examines the barriers contributing to the leadership gender gap. Finally, the last section of the literature review summarizes the core educational theories that will be used to ground the study and the recommended strategies stemming from the empirical research reviewed to address the barriers that women face with union leadership roles, and thus, aim to increase women’s participation with leadership.

The Leadership Gender Gap with Labor Unions

Women do not hold leadership positions with labor unions in proportion to their representative membership numbers, thus creating a leadership gender gap in union leadership. As Kirton and Healy (2012) summarize succinctly, “Union leadership has often been caricatured as ‘male, pale and stale’, and there can be no doubt that historically women, and especially black and minority ethnic (BME) women, have experienced exclusion” (p. 979-980). The issue of exclusion of women and minorities from top leadership roles is not a new phenomenon, it has been a long-standing problem. Women have been facing barriers to union leadership roles for generations. As prominent gender and labor researcher, Sue Ledwith (2012), asserts, “The story of the persistence of women's subordinate position in trade unions is one that is continuously being told” (p. 186). Many early labor unions outright excluded women from their ranks with the roots of organized labor stemming from skilled trade jobs that were segregated by trade and were exclusively white and male. Women in the labor force were looked at dismissively, as secondary wage earners in occupations that were not considered for organizing, and this stereotype continued for decades. Alvarez and Whitefield (2013) summarize this phenomenon by stating, “While women have historically been a significant force in US unions, the roots of the US labour movement lie mainly with white, male, skilled craftsmen and later, industrial workers” (p. 164).

Nevertheless, women have been leaders in the labor movement in their own right and continue to build upon their long and active history in the American labor movement. Women were active participants and leaders with the labor activity in the textile mills of the northeast since the early 1800's. Mother Jones Harris led both men, and their wives, from the mines of Appalachia to action, building support for the miners and helping turn the tide to the worker's favor (Kelly, 2019, paras 1). Or look to the Industrial Workers of the World (IWW), “The IWW boasted more women organizers than any labor union of its time and unlike other unions it organized in

occupations where women predominated: telephone operators, domestics, and textile workers” (Trasciatti, 2018, p. 3). The IWW’s slogan of “an injury to one is an injury to all” is still used in the labor movement today. The International Ladies Garment Workers Union (ILGWU), was founded in 1900 and was heavily populated by young, predominantly Jewish, immigrant women, led a strike of over 20,000 in 1909. Cobble describes these early labor female labor organizers as social justice feminists who helped build the early women’s movement (2014). These women believed that women faced disadvantages as a sex and they organized with other women and with men to end those disadvantages (Cobble, 2014). Women labor leaders were also groundbreakers in other social justice movements, as with the civil rights movement and champions of pay equity. As early feminists, Cobble further claims that by the 1960’s these female leaders had changed public opinion, workplace institutions, law and public policy in profound and lasting ways (2014).

Female Labor Force and Union Membership Participation

To present a clear picture, the first step with investigating the leadership gap is to examine women’s overall participation in the labor force and with union membership. Women are a large percentage of the overall US workforce. According to the Bureau of Labor Statistics, in 2017, women’s overall labor force participation rate is up to 57.0%, slightly lower than the peak of 60.0% that was seen in 1999 (2019). Although, women’s labor force participation differs depending on marital status, for example, the labor force participation rate is higher than the overall rate for never married women at 64.3%, divorced women is 61.5%, and separated women stands at 61.7% (Bureau of Labor Statistics, 2017). For women with children, the labor force participation rate is even higher. The labor force participation rate of all women with children under 18 years of age was up to 71.3%, and even more specifically, for women with children aged 6-17 years old the rate was as high as 76.0% (Bureau of Labor Statistics, 2017). Therefore, the majority of women are active in the US labor workforce. Furthermore, when looking at the percentage of women with

children in the workforce, it becomes clear that many working women also have family responsibilities that influence their schedules and priorities.

In regard to demographics of union membership in the US, based on the most recent statistics, the total number of wage and salary workers that belonged to unions in the United States was 14.7 million in 2018 with a density of 33.9% in the public sector and 6.4% in the private sector (Bureau of Labor Statistics, 2019). When examining union membership based on sex, in 2018 men had only a slightly higher rate of union membership, of 11.1%, compared to women at 9.9% (Bureau of Labor Statistics, 2019). The gap in union membership by sex has been shrinking over the years, in fact, since 1983 when the earliest comparable data was made available the gap has diminished by over 50% (Bureau of Labor Statistics, 2017). Therefore, women hold a considerable percentage of union membership, almost up to 50% of the total union membership, and this percentage is expected to grow over the upcoming years. As the Institute for Women's Policy Research asserts, "Women make up a large and growing proportion of labor union members and have been closing the leadership gender gap in union membership" (2015, p. 3).

Current demographics of labor union membership is far more diverse than in past decades, with the fastest growing demographic being women and minorities. As Zullo's research on the evolving demographics of union membership confirms, "Trend analyses indicate that the union movement is becoming less white and more female" (2012, p. 145). The Economic Policy Institute also cites that while in the past, union workers were predominantly white men, but as of 2016, roughly 10.6 million of the 16.3 million workers covered by a union contract are women and/or people of color and about two-thirds (65.4 percent) of workers age 18 to 64 and covered by a union contract are women and/or people of color (2017).

Zullo's study explains the growing membership rates of women being based on structural reasons, that women are less likely to transition out of union membership than men, not that there

is a large increase in new union elections (2012). And yet, while there has not been a large influx of new male or female members into the labor movement, there has been an uptick of recent campaigns and activity in the labor movement that has been led by unions with predominantly female membership. “At a moment when U.S. labor seems its most weak and vulnerable, a wave of teacher strikes and demonstrations led and carried out primarily by women shows promise of revitalizing the movement (Trasciatti, 2018, p. 1). Kelly (2019) also supports the phenomenon of recent labor activity being led by women saying, “This renewed energy is coming disproportionately from women” (para. 3). For example, teachers across the country led the Red for Ed movement through 2018-2019 to strike for major improvements to public education. Also, the Fight for Fifteen and fast food strikes have been predominantly led by women from the Service Employees International Union that is headed by Mary Kay Henry.

Labor Union Structures

The next concept to discuss involves the unique structure of labor unions, important because the structure has contributed to the long-standing problem of gender gaps with union leadership. Leadership gender gaps are not particular to just labor unions though, “As women represent only 5-6% of leadership roles within Fortune 500 companies, it is evident that organizations are failing to achieve gender equality in their most high-powered positions (Spencer, Blazek & Orr, 2019, p. 567). Acker (2006) also confirms, “All organizations have inequality regimes, defined as loosely interrelated practices, processes, actions, and meanings that result in and maintain class, gender, and racial inequalities within particular organizations” (p. 443). Yet, the uniqueness of labor union structures compounds the problem of leadership gender gaps.

As Briskin (2011) indicates, “For a complex, multilayered picture of women, leadership, and gender to emerge, the multiple spaces of union institutions need to be considered” (p. 514). There are various levels, or layers, of both elected and appointed leadership within labor

organizations. The layers of leadership lead to difficulty in getting a true and accurate picture of the leadership gender gaps and has also helps perpetuate the problem with officers holding on to positions for many years. A permeating culture of “holding onto” leadership positions and lack of grooming new leaders can create a leadership culture that is not receptive to change and leadership diversity. While the formal leadership positions are often elected, there remains a pervasive culture of once positions are won, they are held onto, as Kirton & Healy (2012) describe, “...leadership change in US unions is notoriously slow as positions are held on to, often for life, and may even be inherited by incumbents’ offspring” (p. 981). Furthermore, due to the organizational nature of layers of leadership, according to Ledwith (2013), traditionally, union leaders are "spotted" and groomed and what is especially significant are the informal political processes in unions which continuously renew leadership in the image of existing leaders (p. 94). Therefore, the structure of labor unions can make it difficult for women to break into leadership positions.

Unions are democratic and political structures with leadership positions largely elected by the membership or appointed by the elected officers. Union stewards typically are the first layer, either appointed or elected into their positions and generally work a full or part time job with an employer and have release time from their jobs to represent the bargaining unit throughout the workday. The next layer includes the elected union officers who hold seats at the local union executive board. Each union has a different set and number of leadership roles and positions. These executive board members are the top officers of the union and set the course and direction for the local union. Many local unions in the US belong to international unions that provide additional support services for the local unions, many of the local union officers may be in leadership positions with their international union, too. Lastly, leadership is also represented in the form of full or part time staff representative positions that may be hired or appointed by the local union officers. Unfortunately, Kaminski and Yakura (2008) describe the all too common role of women

and leadership as, “In local unions, women are more often recording secretaries than presidents, they are likely to chair a committee that organizes parties and picnics, rather than one that organizes new members (p. 469). What positions women hold in labor organizations determines how much influence they have with the organization’s overall vision and priorities.

The Gender Gap in Union Leadership

Analyzing the top, elected officers, of labor organizations can provide an overall picture of the leadership gender gap problem. The top officer positions are important because they are the ones responsible for leading the membership’s overall organizing, collective bargaining and political agendas. They are also responsible for the vision, long and short-term planning of the organization. “Generally, research has discovered that the more female dominated the union, the higher proportion of women in leadership and decision-making structures” (Kirton, 2017, p. 273). Nevertheless, the leadership gender gap is seen across a diverse group of local and international unions that include many of the female dominated unions. “Despite their growth as a percentage of union members, women are still not as likely as men to hold leadership positions in unions” (Institute for Women’s Policy Research, 2015, p. 3).

The representation on the AFL-CIO’s Executive Council demonstrates the gender gap in leadership for women. The AFL-CIO is the largest labor federation in the United States and is comprised of fifty-five national and international unions, representing 12.5 million men and women (<https://aflcio.org/about-us>). Member unions belong to the AFL-CIO to partner with other labor organizations on issues that they share a common interest in, for example political and community service programs and initiatives. The AFL-CIO has an Executive Council that is comprised of top officers of each member union. The Executive Council of the AFL-CIO (2019) is comprised of only 10 female representatives (24%), with the overwhelming majority of 42 seats held by men (<https://aflcio.org/about-us>).

Repercussions of the Leadership Gender Gap

The significance of the leadership gender gap with union leadership is not simply one of unfairness, but negatively affects working women at the bargaining table. Labor unions are hierarchical structures where the elected leadership represent the membership at the bargaining table with employers to negotiate wages, hours and working conditions. “The number of women now constitute a far greater proportion of union membership than they ever have, very often around half of members; yet, they remain under-represented in leadership and decision-making structures and roles” (Kirton, 2017, p. 270). The lack of female leadership representation can have a significant effect with collective bargaining and women’s wages, hours and working conditions that are negotiated at the bargaining table. “Study after study finds few women in union leadership positions, at all levels but especially the most senior ones, with few women involved in collective bargaining and the content of agreements remaining male-oriented” (Ledwith, 2012, p. 186). This lack of representation can lead to women’s issues being sidelined and ignored.

Crocker and Clawson’s study used a comparison of union contracts from workers in two occupations, one masculine (firefighters) and one feminine (nurses), to make visible the extent to which gender shapes contract language. The study demonstrated that contracts showed significant differences in contract language regarding scheduling and time off between the heavily male, firefighters union contract and the predominantly female, nurse’s contracts. The firefighter’s contracts were focused on being breadwinners and the nurse’s contracts were focused on work time and scheduling issues. Crocker and Clawson’s study on gendered patterns with collective bargaining demonstrate, “...there is a major variation in what unions push for; differences that are closely linked to the gender of membership, especially in the area of work-family considerations (2012, p. 459). Male and female union members may have different priorities when it comes to wages, hours and working conditions due to the fact that women tend to be the primary caregivers

in their families. If women are not actively involved in leadership positions that are responsible for bargaining, women's issues and priorities may not be represented at the table.

In addition to women's voices not being represented at the bargaining table, they also risk not being heard and represented in the union's local, state and national political endorsement process. This has a large impact on the number of female candidates that get endorsements with campaign donations and member volunteers for their campaigns. Thus, fewer women in labor leadership can also contribute to the leadership gender gap in women holding political positions and in supporting candidates that support women and working family agendas.

Finally, addressing the leadership gender gap also impacts the labor movement's revitalization efforts. As Kirton (2018) confirms, "Addressing the gender gap in leadership/decision making is necessarily integral to the union revitalization project" (p. 168). With the growing number of women in unions, it is important for unions to recognize this fact and create climates open to female participation and leadership. As Ledwith (2012) explains, "To many new potential women members, unions come across as exclusive, inflexible, unfathomable strongholds of maleness and masculinity, and increasingly among younger workers, irrelevant..." (p. 189). Female workers need to believe that labor organizations will represent and fight for their issues or they simply will not join the union. Mellor and Kath (2016) also substantiated this claim with their study where they cite that, "Revitalization may be contingent on making unions more attractive to women, especially we suspect from the literature, to women of color, who expect unions to be responsive to their noneconomic needs" (p. 57). Consequently, unions that do not become inclusive to women will continue the downward trend in total membership numbers. If labor revitalization efforts do not come to fruition, then improved economics for working women will then be impacted. Among full-time workers ages 16 and older, women represented by labor unions earn an average of \$212, or 30.9 percent, more per week than women in nonunion jobs, are

more likely to participate in a pension plan and are more likely to receive health insurance benefits through their job (Economic Policy Institute, 2015). Therefore, less women joining unions means less women are able to take advantage of the union advantage of better wages and benefits, as well.

Leadership Styles

There are numerous leadership styles that have been researched and documented over the years, and transactional and transformational leadership are two commonly cited examples. Both transactional and transformational leadership models may be used for different organizational purposes and fit with two distinct sides of how labor unions operate. First, there is a transactional side of leadership that fits with the servicing side of labor unions. For example, collective bargaining and the entire grievance handling process fit with transactional leadership because they follow a step by step process that builds upon preceding steps in a systems framework--a grievance or contract opens in the system and the organization follows the contractual steps throughout the process. Transactional leadership is also called the traditional “servicing side” of unions, a traditional union business model. Transactional leadership does not inspire, it gets the job at hand done by focusing on, “... exchanges, reward systems, control and monitoring...” (Belasen & Frank, 2012).

In contrast to the process style of transactional leadership, the second leadership model capitalizes on transformational leadership that is future oriented, inspires commitment and creativity (Belasen & Frank, 2012, p. 193). Transformational leadership fits with the union leadership because one of the core union principles of unionism is creating inspiration and solidarity to mobilize members around workplace and social justice issues.

Moreover, both male and female leaders in labor organizations need to be able to successfully work between both the transactional and transformational leadership models. Kirton and Healy’s study inferred this idea, as well, with “...it was the type of leadership that mattered,

not simply the leaders' gender" (2012, p. 994). Other research distinguishes that men and women internalize and execute leadership differently, but this can lead to inaccurate and damaging gender stereotypes for women. For example, part of a union leaders job entails negotiation and some women may simply approach negotiations differently, "...with men generally viewing negotiation as a game or contest and women often viewing negotiation as a collaborative process" (Buonocore, 2014, p. 489). There is no right or wrong to this example, some situations call for hard negotiations, others for a collaborative process. The problem is that women can get caught up in the different stereotypes of how women should act. For example, how women execute the transactional side of business can be seen as being either too feminine or too masculine and it can damage opportunities for holding elected leadership positions.

There is much research and literature that compares and contrasts male and female leadership styles. For example, Kirton and Healy compare and contrast leadership styles as, "Feminine leadership is defined as interpersonally oriented, democratic, collaborative and transformational, which contrasts with masculine leadership, defined as task-oriented, authoritarian, controlling..." (2012, p. 981). However, rather than characterizing the style differences, it would be more appropriate to focus on how women can navigate between both the transactional and transformational leadership models to successfully meet both sides of union leadership responsibilities (i.e. negotiate and inspire solidarity). Pocock and Brown emphasize that leadership types are not mutually exclusive but seem to be used in sequences or simultaneously (2013). Leadership styles can be a balancing act, with both women and men, needing to be able to navigate between both models, but with women needing to also break through the larger and overarching gender stereotypes and cultural biases.

Barriers to Female Leadership

Barriers can take micro or macro forms, as van Esch et. al (2017) describe, “Women and leadership can be understood at the most micro levels (that is, how an individual’s competencies or personality deter or facilitate leadership actions) to the most macro levels (that is, how societal structures hinder or help women achieve and enact leadership” (p. 127). I will next detail common examples of micro and macro barriers to women and leadership.

A conspicuous example of a micro barrier that will be discussed further with the theoretical construct section is in regard to self-efficacy. Self-efficacy, most famously identified with the work of Albert Bandura, refers to an individual's belief or confidence in their abilities. Self-efficacy plays a large role with leadership development. A strong sense of self-efficacy leads to a propensity of believing in one’s self and their ability to run for leadership positions, as well as with goal setting and developing a plan for how to get there. Knowing that one has some control over their decisions and environment and can lead to higher levels of motivation. An individual that has low self-efficacy would have a difficult time believing that they should, or could, aspire to leadership roles.

Related to self-efficacy is leadership identity, or how one perceives themselves as leaders because it plays a pivotal role in how leadership is viewed and with leadership development. “The social interactions in which people claim and grant leader identities do not occur ex nihilo but are shaped by culturally available ideologies about what it means to be a leader” (Ely, Ibarra, Kolb, 2011, p. 476). Leadership identity is how one sees themselves as leaders, but also how one is seen by others through feedback, it is a back and forth process between the two. Zheng and Muir (2014) also cite the importance of leadership identity and broaden the concept of leader identity further by stating, “People’s leader identity prescribes the organizing structure that frames and prescribes what environmental cues they attend to, how they process information, and what behavioral

prototypes or standards they use” (p. 631). Therefore, creating a positive leadership identity is a balancing act between internal and external forces. Positive feedback can not only strengthen a leader's identity but lead to positive achievements, while negative feedback can negatively affect a person's motivation and leadership potential.

At the organizational level, a consistent theme in the literature identifies the masculinity of trade union culture as being a prominent macro barrier for women with union leadership. “Increasingly, internal union factors including masculine culture and leadership styles, combined with lack of attention to 'women's issues' on the union agenda, are brought to the fore of debates about gendered obstacles to inclusion and participation” (Kirton, 2018, p. 153). The masculine trade union culture comes to light in many of the studies on gender and labor unions. “Again, study after study, especially those articulating women's own experiences, identifies the enduring power of the culture of hegemonic masculinity” (Ledwith, 2012, p. 186). Trade union leadership culture is often described as masculinized, whereby institutionalized (masculine) values and norms are embedded in structures, in communication, meeting rituals, election traditions and on-going daily work, and on top of that, leadership generally bears a masculine gender-mark (Hansen & Ledwith, 2013). The masculine trade union culture can be offset though, “Men who are committed to diversity and inclusion can be especially influential by using their leadership position to expand the pool of upcoming leaders so that it produces a leadership team that "looks like the membership" (Kaminski and Yakura, 2008, p. 469).

Additional macro barriers include long, perpetuated social and cultural stereotypes and bias. These stereotypes are not only a barrier but also create an uneven playing fields in leadership, for example, as Spencer, Blazek & Orr established, “Stereotype, gender bias, and discrimination result in unfair expectations and evaluations of female leaders” (2019, p. 568). Therefore, the uneven playing field in evaluations is especially problematic due to the fact that labor union

leadership positions tend to be based on elections and appointments. The results of the uneven playing field also can negatively impact those women that reach leadership positions. Briskin's study with female union leaders articulated feelings of isolation, dismissal, and marginalization (2014, p. 229). Moreover, Briskin's study on women in union leadership project presented findings that there is even a, "...disturbing level of harassment towards, and disrespect of, women leaders (2014, p. 228). It is critical to address these long-standing cultural barriers that face women and leadership. "When program participants have a deeper appreciation for how unconscious bias operates in their organizations, their commitment to being a change agent on behalf of other women is also strengthened" (Madsen & Andrade, 2018, p. 63).

Lastly, it is important to highlight the concept of intersectionality (race/ethnicity, age, sexual orientation, nationality, citizenship or physical appearance) when it comes to leadership. Intersectionality considers the fact that people can have more than one "subordinate identities" and face increased discrimination and bias. For example, women of color, can face further discrimination based on their race, in addition to their gender.

Another common macro barrier pertains to the historic segregation by gender of occupations, and therefore unions that organized around those occupations. The gender-segregated nature of jobs can create less opportunities for women rising to leadership positions, especially in unions that are heavily populated by men, as with the building trades unions--but even in the unions that are now growing increasingly diverse across occupations. Unions were traditionally organized around occupational sectors, so for example, the United Steelworkers Union of America was founded on the steel industry that was heavily populated by men. However, now unions are diversifying the industries that they represent, so the USW now represents workers in healthcare and education, but the deep rooted and male leadership structures are still in place with only two out of ten top international executive board positions currently held by women.

A final example of a macro barrier relates to women's own households that can be segregated by caregiving responsibilities and prevent women from taking on the activism and leadership with unions. Kirton refers to this hurdle as the "triple burden" of family, work and union roles and responsibilities (2017, p. 274). Women overwhelmingly are the primary caregivers in families. The primary caregiving role can create breaks in service and creates scheduling constraints that can deter women from union leadership positions. One of the results from the women's leadership study that was conducted by Kirton and Healy corroborates the fact that women's family life responsibilities can greatly interfere with leadership aspirations with the study respondents, who were already in union leadership positions, putting forth how while the leadership positions are a calling, they are also a personal sacrifice because it is hard to maintain relationships and is hard on the family (2013).

Visibility of Inequality

A question in the forefront of this problem is, if this is a well-documented and long-term problem, why does it continue? Acker (2006) defines the visibility of inequality as, "... as the degree of awareness of inequalities, varies in different organizations. Lack of awareness may be intentional or unintentional" (Acker, 2006. 452). "Visibility varies with the position of the beholder: "One privilege of the privileged is not to see their privilege. Men tend not to see their gender privilege; whites tend not to see their race privilege; ruling class members tend not to see their class privilege (McIntosh, 1995). People in dominant groups generally see inequality as existing somewhere else, not where they are. However, patterns of invisibility/visibility in organizations vary with the basis for the inequality. Gender and gender inequality tend to disappear in organizations or are seen as something that is beside the point of the organization" (Acker. 2006, 452).

Learning Theories

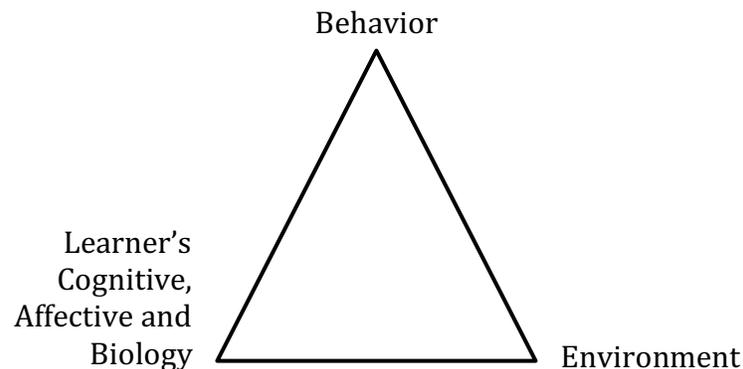
Proven instructional learning theories will be the foundation of this study, including elements from the Social Cognitive Theory and the ARCS Model.

Social Cognitive Theory

Social cognitive theory, led by Albert Bandura, evolved from the earlier behaviorist learning theories. The theory is based on a “triadic reciprocal causation”, with the learner’s cognitive, affective and biology in one corner of the triad, behavioral patterns in the second part of the triad and finally environmental events in the third corner of the triad—exemplifying how each corner influences learners. See figure 1.

Figure 1

Bandura’s Triadic Reciprocal Causation



Bandura (1999), p. 23.

In social cognitive theory, people are both producers and products of their social systems-or agentic operators. This human agency approach means that we don’t just live passively in this world and have things happen to us, we make judgements and decisions that affect our courses of action. Bandura (1999) explains that people, “...construct thoughts about future courses of action to suit every-changing situations, assess their likely functional value, organize and deploy

strategically the selected options, evaluate the adequacy of their thinking based on the effects which their actions produce and make whatever changes may be necessary” (p. 23).

Human agency is enacted personally, by proxy or collectively. How people view their individual self-efficacy has a direct impact on the collective, members of the collective that have high self-efficacy can lead to positive change. Collective agency can be used to make social and organizational change. Bandura (1999) states, “The stronger the beliefs people hold about their collective capabilities, the more they achieve” (p. 34). The collective agency can have dramatic effects on many different social systems, including the community and organizations and there can be a dualism as Bandura (1999) cites that organizational structures obstruct collective action though, because, “Those who exercise authority and control wield their power to maintain their advantages” (p. 37).

Observational learning and modeling are core components of social cognitive theory. “Much human learning occurs either deliberately or inadvertently by observing the actual behavior of others and the consequences for them” (Bandura, 1999, p. 25). When learners can observe appropriate behavior from “performers”, and successful outcomes of such behavior, it can inspire a change of behavior and/or elicit learning. Although people do not simply observe the modeled behavior, as Bandura (1999) explains, “...people have to transform and process diverse sources of information derived from enactive experiences, social guidance and modeling influences, and integrate them into cognitive models that serve as guides for reasoning and actions” (p. 26). Integrating role models into instructional design fits well with the observational learning component of social cognitive theory.

The anticipation of consequences, whether good or bad, regulates people’s behavior and actions. People tend to adopt and continue those actions that lead to positive consequences and can

therefore be considered motivation and lead to goal setting. Goal setting is an important practice that can not only lead to a positive future state but can serve as motivation.

Central to the anticipation of consequences, leads to one of the core components of social cognitive theory—self-efficacy, or how one views themselves in both the interactions with others and their environment and is based on one’s perception, attention and memory of the interaction experience. Self-efficacy is important because it influences people’s motivation, persistence and regard for embracing challenges. “Unless people believe that they can produce desired effects by their actions they have little incentive to act or to persevere in the face of difficulties. Whatever other factors serve as motivators, they are rooted in the core belief that one has the power to produce changes by one’s actions” (Bandura, 1999, p. 28).

Perceived self-efficacy plays a large role in motivation and what people expect with outcomes, if people have high self-efficacy, they also have a higher level of motivation. Outcome expectations are another feature of social cognitive theory and linked to self-efficacy. Outcome expectations are what an individual perceives as the likely consequence of certain actions, and can affect the outcomes. For example, if an individual expects to not have a chance at winning an election, it can play a large role in the outcomes of the election itself.

The ARCS Model

There is solid research supporting how motivation can be a key factor in positive student learning outcomes. The second learning theory that will be used with this instructional design study is in regard to motivation and Keller’s ARCS Model. Keller (2010) defines motivation, “...as that which explains the direction and magnitude of behavior, or in other words, it explains what goals people choose to pursue and how actively or intensely they pursue them (p. 4).

The ARCS Model was developed to better understand the various influences that motivation has on learning and recommendations of systematic design approaches to build in motivational support for positive learning outcomes. The ARCS Model contains three core features; specific categories of human motivation, sets of strategies that can be used with instructional design to improve motivation and a formal motivational design model (Keller, 1987, p. 2).

The ARCS Model is built upon four conditions of motivation; attention, relevance, confidence and satisfaction. The first condition includes gaining, as well as sustaining, the learner's attention to the appropriate stimuli. Student attention includes how to capture and maintain the student's interest to the appropriate topic at hand. The second condition of the model is how to make the material relevant to the learners so that the student recognizes the importance of the material to their lives. "If the student has a good feeling about the personal meaningfulness of the material, or consciously recognizes its importance, then the student will be motivated to learn it" (Keller, 2010, p. 48). The third condition is confidence and affects student persistence and how much they accomplish, the more confident student will continue learning through difficult material and mistakes rather than quitting or shutting down. A confident student knows that making mistakes is part of life and will continue to move forward. And finally, the fourth condition is satisfaction. Keller (2010) asserts, "If you are successful in achieving these first three motivational goals (attention, relevance, and confidence) then the students will be motivated to learn. Next, in order for them to have a continuing desire to learn, they must have feelings of satisfaction with the process or results of the learning experience" (p. 46). This final category builds in motivational practices or incentives for students to feel or receive rewards for their accomplishments.

As stated, in addition to the ARCS Model defining four conditions of motivation, the model includes specific motivational instructional design practices. The ARCS Model is a systematic problem-solving model that details a ten-step process for designers to integrate motivation into the design process (Keller, 2010, p. 9). Table 1 outlines the ten-step design process. Details on how the ARCS Model will be used with this instructional design study will be outlined in Chapter 3.

Table 1

The ARCS Model

The 10-Step Motivational Instructional Design Process

<u>Design Steps</u>	<u>Components</u>
1. Obtain course information.	Obtain course description and rationale. Describe setting and delivery system. Describe instruction information.
2. Obtain audience information.	List entry skill levels. Identify attitudes toward school or work. Identify attitudes toward course.
3. Analyze audience.	Prepare motivational profile. List root causes. Identify modifiable influences.
4. Analyze existing materials.	List positive features. List deficiencies or problems. Describe related issues.
5. List objectives and assessments.	List motivational design goals. Specify learner behaviors. Describe confirmation methods.
6. List potential tactics.	Brainstorm list of A, R, C and S tactics. Identify beginning, during, end and continuous tactics.
7. Select design tactics.	Integrate A, R, C and S tactics. Identify enhancement versus sustaining tactics.
8. Integrate with instruction.	Combine motivational and instructional plans. List revisions to be made.
9. Select and develop materials.	Select available materials.

- | | |
|--------------------------|--|
| 10. Evaluate and revise. | Modify to fit the situation.
Develop new materials.

Obtain student reactions.
Determine satisfaction level.
Revise if necessary. |
|--------------------------|--|

Keller (2010), p. 56

Recommended Strategies to Support Women in Labor Leadership

Kaminski and Yakura (2008) acknowledge that, “...no single strategy alone will result in a balance of female and male union leaders. Instead, multiple strategies must be employed to achieve an increase in the proportion of women leaders” (p. 466). From the research, three main themes emerge on ways to dismantle the gender gap with women and union leadership; labor education, creating collective spaces and building gender equality policies that include mentoring and role models.

Strategy #1: Labor, Leadership and Social Justice Education

The first strategy in eliminating the leadership gender gap and building female labor leaders involves creating labor education opportunities. However, the education needs to be more fully encompassing than simply a leadership training course, as Bierma (2017) points out, “A fundamental problem with leadership development is that it ignores the political, social, economic and gendered contexts where leaders work” (p. 147). The labor education leadership development needs to integrate both micro and macro level factors at play, but also the historical roots of the long-standing problem and how working collectively for change can ultimately build a stronger labor organization. “Labor education’s goals link women’s workplace struggles to broader social justice movements, while moving diverse groups of women into leadership roles at all levels of the labor movement” (Twargo et al., p. 10). While labor education is not the only solution, it is frequently highlighted as a source of overcoming the leadership gender gap barriers. “Although

union education is not a panacea, it has been successful in changing attitudes and practices" (Briskin, 2013, p. 153).

Pocock and Brown's recommendations also include using labor education to address leadership styles, "Teaching potential union leaders about the practices of both transactional and transformational leadership will be helpful, as leaders want to (and need to) be able to competently practice both" (2013, p. 44). Fairness in accessibility of labor education is a key though, as pointed out by LeCapitaine et al, as their study highlighted that the extent of union training received by female delegates is more important for their empowerment, although the male delegates were significantly more likely to have more extensive union training (2013, p. 405). If opportunities for labor education are not fairly implemented there may be a limited number of members that are able to take advantage of the trainings, and they may repeatedly be the same ones that can participate, as picked by current leadership.

Ely, Ibarra and Kolb (2011) take the education piece one step further by asserting that there is not a one size fits all approach to leadership education programs, or as they quote Martin & Meyerson (1998), an "add women and stir approach" (p. 475). Leadership education for women needs to be unique and address long standing cultural bias that can pit the traditionally perceived masculine leadership qualities against those that culture perceives as feminine--a double bind and standard that women leaders address. "Practitioners and educators lack a coherent, theoretically baked, and actionable framework for designing and delivering leadership programs for women" (Ely, Ibarra, Kolb, 2011). Therefore, leadership training needs to integrate leadership identity successfully, too, where one can ultimately recognize cultural bias and stereotypes and yet successfully create and internalize positive leadership identities and appropriate styles as and where needed.

Strategy #2: Building A Collective Safe Space and Network

Building labor educational opportunities also creates the collective spaces for women to build their voices, skills and network which is a second theme with recommended strategies. “Active women’s groups (committees, networks, conferences) that provide a ‘safe space’ for women to learn about union activism and to deliberate their gender specific concerns are another important ingredient of gender transformation” (Kirton, 2017, p. 274). Historically, as women were barred from some labor organizations, they formed their own spaces. In Pocock and Brown’s study, women talked more than men about the importance of support from within the union and beyond, at home and amongst friends and peers (2013, p. 41). The creation of collective spaces goes to the heart of building union solidarity, too, a key ingredient to member activism and participation. “While much emphasis in the leadership field is on the individual, in unions the development of collective power bases from which to un-do gender are essential if real political gender change is to stand a change” and further states that, “...the backing of feminist cadres helping sisters to read and carry the union gender and factional politics correctly is crucial for women (Ledwith, 2013, p. 108).

The Coalition of Union Women (CLUW) and the Women’s Schools are examples where labor education helped create the labor education opportunities and collective spaces to build female leadership. CLUW was founded in 1974 due to a severe underrepresentation of women in leadership and decision-making structures and to promote affirmative action, strengthen the role of women in unions, organize the unorganized and increase the involvement of women in politics (Kirton, 2015). To this day, CLUW continues to provide a collective space for women to connect and network. The study on the relevance of CLUW by Kirton concluded that while facing the challenges of being aligned with the male-dominate AFL-CIO and having its own bureaucratic structure barriers, overall it is still a beneficial forum for women. The Women’s Schools were

created over 100 years ago as training for women organizers and social justice activists, while the schools are run by different organizations today, they are still viable spaces for female labor education and networking. These are just two examples, there are many labor programs across the country to take advantage of and individual unions can, and do, create educational spaces, as well.

Creating a network can lead to successful collective efficacy. Bandura cites building collective efficacy as a means to make lasting change. “The findings taken as a whole show that the higher the perceived collective efficacy, the higher the groups’ motivational investment in their undertakings, the stronger their staying power in the face of impediments and setbacks, and the greater their performance accomplishments (Bandura, 2000, p. 78). “People’s shared beliefs in their collective efficacy influence the types of futures they seek to achieve through collective action, how well they use their resources, how much effort they put into their group endeavor, their staying power when collective efforts fail to produce quick results or meet forcible opposition, and their vulnerability to the discouragement that can beset people taking on tough social problems” (Bandura, 2000, p. 76).

When women have a support network, whether formal or informal, it enables them to thrive. Creating the support network, Murphy et. al (2017) outline five key developmental relationships that are critical; mentors, sponsors, peers, executive coaches and learning partners (p. 367). Mentors are individuals within the organization that have influence, who can support them with career support and role modeling. Sponsors, like mentors, have influence within the organization and are advocates for the individual. Peers, are those equal in the organizational structure that women can strategize with and provide social support. Executive coaches could take the form of teachers or others that can help provide feedback and help make valuable recommendations to the individual. And finally, learning partners are those friends, family and fellow students that can provide support.

Strategy #3: Organizational Change Policies and New Organizational Mindsets

The third strategy addresses access to leadership and deals directly with formal organizational gender equality policies that unions can adopt and practice. Eliminating leadership gender gaps is impossible without the organizations remedying their structural barriers that hinder women's advancement to leadership. "The steps forward can be characterized as structural changes in trade unions which both recognize gender deficits and attempt to put in place explicit remedial measures to arrive at some form of gender equality. Some work has been done with gender equity policies, "...many unions internationally have adopted gender equality strategies and altered various aspects of their modus operandi to mitigate their effects on women's capacity to participate" (Kirton, 2018, p. 153). While initiatives have been forthcoming over the years from unions, Ledwith states that overall the story is so far one largely of failure (2012). In the context of large unions, Kirton observes that the extent to which different GE [gender equity] strategies are implemented is influenced by a complex combination of: proportion of women in membership and among leaders; union history and structure; industrial and occupational base; championing of gender change by senior leaders; and existence of bottom-up grassroots pressure (2018, p. 115).

As Bierema (2017) pointedly states, "Women are being left behind when they continually get pushed into the same oppressive organization structures that have not worked, are not working, and will not work. If organization leaders are to meet their goal of creating strong, sustainable, and successful business, they must fully embrace diversity and discover new ways of thinking and structuring that eradicate gender bias" (p. 145). Union gender equity policies need to include basic hiring and evaluation practices. "Unions can remove a significant restraining force by ensuring that hiring and promotion practices foster inclusion, staff evaluations should be based on objective, clearly stated criteria and with the monitoring and training on hostility from peers (Kaminski & Pauly, 2013, p. 63). As labor unions are hierarchical and bureaucratic structures, the top leadership

of the organizations need to be visible proponents of leading diversity initiatives. The top officers can set the tone from the top but also need to model, lead and promote the initiatives to all levels of the organization to chip away at gender stereotypes and biases to create an all-inclusive union culture. Finally, as Bierma (2017) states, there are not one time-quick fix solutions, “If we are seeking lasting transformation and the development of leaders and organizations that diminishes sexism and bolsters inclusivity, then leaders must be in a continual state of critical learning that sustains thinning and action from a place of gender consciousness” (p. 158).

Another gender equality policy plan would be implementing mentorship programs. There traditionally has been uneven access to mentorship programs. Kaminski and Pauly’s study on gender and leadership point to the fact that men typically experienced more mentoring or training from in-house reps (2013, p. 57). Mentorship programs can be in the form of standing on the shoulders of those women that came before us. Kirton and Healy in their study found in both the UK and the US, “...women union leaders expressed a strong sense of accountability, not just to members generally, but specifically to other women--they wanted to lift other women as they climbed (2012, p. 994). The practice of role modeling fits very well with mentoring programs. “Role models in organizations are frequently cited as important for encouraging women to aspire to leadership both in unions and organizations more generally” (Healy & Kirton, 2013, p. 718). Both the Kaminski and Ledwith models, that identify what sustains union women’s participation rates with unions and in leadership, also highlight the important role of mentorship. “Mentors can increase their understanding of the demands placed on their mentees and can provide helpful suggestions tailored to the particular situation (Kaminski and Yakura, 2008, p. 469). There is a saying that is common in social justice movements, reach one teach one, and Kirton supports this concept in her work, “Research has shown how important it is for achieving a critical mass of women activists that women already on the inside and on the up/at the top encourage, support and

mentor other women (Kirton, 2017, p. 278). Leadership identity can also be strengthened with the social support of role models, too. As Hoyt & Murphy cite, "...female role models can play an important role in protecting women from threats to their identity in leadership roles" (2015, p. 392).

Strategy #4: Building Self-Efficacy and Motivation

Finally, recommendations for the instructional design study will include the integration of core components of social cognitive theory, including building self-efficacy and social modeling. Bandura (2011) recommends, "The most effective way of instilling strong efficacy is through enactive mastery experiences structured through graduated attainments" (p. 184). How people feel about whether they can rise to challenges, as with leadership roles, is critical to reaching new levels. People need to build their confidence and motivation through small victories and gradually build up to higher attainments, using goal setting techniques. "Guided mastery provides one of the most effective ways of cultivating competencies" (Bandura, 2011, p. 186). By using guided mastery, you can build efficacy development, the four modes to integrate into the instructional design to best build efficacy through guided mastery are; identifying the appropriate skills to model to present the rules and strategies, use guided practice through simulated conditions or case studies to develop proficiency, apply the newly learned skills and transfer to their own life situations (Bandura, 2011, p. 187). Having the students build specific and manageable goal systems is also supported by social cognitive theory, goals are essential to building a foundation for self-regulation, strengthening motivation and increasing self-efficacy that will also have an impact on the collective.

Modeling is a critical component of social cognitive theory. People don't learn in isolation, but rather, we learn in social contexts and environments. Furthermore, the theory puts forth that people learn social roles by observing the behavior and then modeling. "Role models are

particularly useful in the field of education as a source of inspiration, providing roadmaps for possible career paths and enhancing motivation along the way” (Ahn, Hu & Vega, 2019, p. 2). Bandura outlines specific strategies to properly use modeling, or observational learning, that includes; gaining the learners attention, retaining the new knowledge, reproducing the new information and demonstrating the new learned behavior. With social modeling, Bandura (2011) cites that, “Competent models convey knowledge, skills, and strategies for managing task demands. By their example in pursuing challenges, models foster aspirations and interest in activities. Seeing people similar to oneself succeed by perseverant effort raises observers’ beliefs in their own abilities” (p. 185). There is much supporting research on the importance of how integrating role models with education is a valid form of observational learning that can have positive results. One such study by Ahn, Hu & Vega’s study (2019) on the impact of role models and student outcomes reports, “Role models exemplify specific goals, behaviors, and strategies that role aspirations (people exposed to role models who consciously and even unconsciously follow in the latter’s footsteps) internalize and imitate (p. 1).

Design Thinking

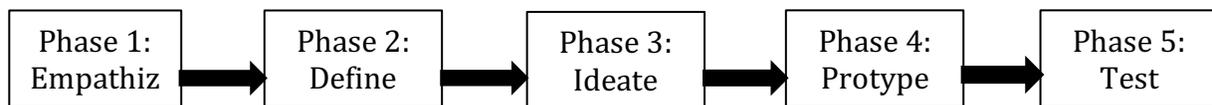
The study will be grounded in a design thinking framework. Design thinking is still a relatively new methodology, dating back to the last forty years or so, but has had an increase in popularity due to the creative problem-solving nature of the process that meets the reported 21st century competencies. Design thinking lacks a singularly accepted definition due to the fact that it is a methodology used with a variety of purposes; from business case studies that focus on how designers can best meet customer needs to the human-centered and iterative problem-solving side of design thinking that includes collaboration and teamwork to create prototypes and solutions for a variety of objectives or human experiences across topical fields. With education and instructional

design, Luka (2019) tailors the design thinking with education as, “...a practice-oriented constructivist approach to learning, as learning is a holistic process based on learners’ experience which is enriched by collaboration under the guidance of teacher” (p. 499).

Two prominent models of design thinking are found at the Stanford d.school and with IDEO. Micheli et. al (2017) summarize that the models typical all, “...start from an initial exploration with the objective of understanding the problem to be solved...move onto an ideation stage to generate possible alternatives...concluding with an implementation and testing phase, based on prototyping and iteration” (p. 131). While design thinking may have common models, no two design thinking projects are the same. Rauth, Köppen, Jobst & Meinel (2010) expand on design thinking with their study on the positive link between design thinking and creative confidence for both designer and student, the design thinking steps that they used in their study reflect what Micheli et. al state about how most models have similar steps—see Figure 2.

Figure 2

Design Thinking Phases



Rauth, Köppen, Jobst & Meinel (2010), p.5

A large premise of design thinking is putting people first, as IDEO asserts, design thinking has a human-centered core (2020). Empathy is a consistent term that reoccurs in the research and literature in regard to the human-centered nature of design thinking and is best described as being able to put the user (whether a client or student) first and walking in their shoes. With instructional design and education, “...the role of the learner should take precedence over the preferred teaching style of the teacher/lecturer/professor” (Martin & Beese, 2020), p. 1). Building in empathy,

“...focuses on everyday life experiences, and on individual desires, moods, and emotions in human activities, turning such experiences and emotions into inspiration” (Mattelmäki, Vaajakallio & Koskinen, 2014, p. 67).

Building in empathy compliments the recommendations cited for making positive change to address the leadership gender gap; labor education, building collective spaces, mentorship programs and the use of role models and transformational leadership. Furthermore, it supports labor’s bedrock doctrine of building solidarity to stand for the greater good of all members. Empathic design places the user, in this case would be the female union members, at the center of the change initiatives and training spaces. “The central premise of empathic design is that the best-designed products and services result from understanding the needs of the people who will use them” (Fraquelli, 2015, p. 89). Having all layers of leadership, as well as the membership ranks, of labor unions have a more complete understanding of the barriers and obstacles to female leadership by “walking in their shoes” through empathic design is the first step in making positive change.

Overall, design thinking is a creative and systematic problem-solving process, that is based on trial and error and iterative in nature. Several studies note that the design thinking is ideal to tackle “real world problems” where there are no linear and clear-cut resolutions, problem solving that requires interdisciplinary collaboration and innovation. The term, “wicked problems” was cited often in the literature, or as Stanford d.school (2020) explains, “...just like humans, problems are often messy and complex—and need to be tackled with some serious creative thinking”--and that is where the design thinking process fits well with creative problem solving. Design thinking relies on reflection throughout the design process, to evaluate and be comfortable making modifications throughout the process. Finally, design thinking moves ideas to a visualization or prototype stage.

The work of Micheli et. al (2017) on the research with design thinking, cites the most common design thinking tools and methods that include; ethnographic methods, brainstorming and visualizing techniques (p. 136). Ethnographic methods include using observation techniques and interviews, that are empathic and human-centered in nature, to truly learn about the people whom the design is for. Brainstorming is a common collaborative process, where the synergy of several can come up with more creative and possible solutions than a single person can. And finally, there are numerous ways to use the process of visualization. Visualization can take the form of sketches, storytelling or actual prototypes. Novak & Mulvey (2020) study cites how these tools and methods support student engagement, "...design experiences support students' deep conceptual understanding of a subject and communication and collaboration skills" (p. 1). A study by Novak & Mulvey (2020) addressed how well design thinking tools and methods fit with the integration of technology, as well. Their quantitative study used the tool of blogging through the instructional design course study and students favorably reported that it fit well with the aspect of reflection with design thinking and felt that they connected with their peers and supported a collaborative learning community (Novak & Mulvey, 2020, p. 9). Finally, a study by Hennessey & Mueller (2020), worked with faculty to discover the benefits and challenges to using design thinking, found that one consistent challenge involved the assessment of students but that there are several innovative ways to conquer that with learning logs, project-based and student-driven holistic assessments that also meet the 21st competencies (p. 514-515).

While design thinking is not an easy process, due to the fact that it is meant to tackle tough problems and the requirement of remaining fluid, flexible and adaptable to change--there are numerous studies that strongly support using design thinking. A stirring example that resonates with the instructional design study on the leadership gender gap is a partnership between a higher education institution and community partners to create an interdisciplinary curriculum for adult

learners. Lake et. al (2018), "...found that engaging adult learners in community problem-solving projects through design thinking methodologies meets the students' motivational needs and results in deep learning" (p. 160). The program integrated social justice themes across the interdisciplinary units that were highly received the students, as Lake et. al (2018) further state, "Our experience demonstrates that this pedagogical approach helps students integrate learning across artificial disciplinary dives, wrestle with the complexity of social issues in their communities, develop the skills and virtues necessary for addressing such issues (p. 160).

Summary

Remedying the gender gap in union leadership not only helps women union members in multiple ways but will also support the labor movement's revitalization efforts. With renewed activism by female union members, now is the time to build momentum to dismantle both the internal and external barriers that female union members face when aspiring to leadership positions. "By aspiring to--and ultimately achieving--a leadership that looks like its membership, unions and union leaders can fully develop the careers and potential of all of its members, rather than limiting this to a select few" (Kaminski and Yakura, 2008, p. 472).

While the leadership gender gap has a long-standing history, change can happen and needs to continually be pursued, "Leadership in labour movements is a gendered social process which produces and reproduces masculinized leadership forms, but which may also be challenged and undone by women, and men, trade unionists" (Ledwith, 2013, p. 91). Cornwall (2016) further points out that, "Two vital levers are needed, first a shift in consciousness that includes overturning limiting normative beliefs and expectations that keep women locked into situations of subordination and dependency, challenging restrictive cultural and societal norms and contesting the institutions of everyday life that sustain inequity. The second is engagement with culturally embedded normative beliefs, understanding and ideas about gender, power and change. Formally

instituted training courses, women coming together with other women to share experiences and offer solidarity” (p. 346). Both of Cornwall’s levers will be addressed through this instructional design study.

Education can empower women to pursue leadership roles. As the literature demonstrates, through labor education initiatives, creating collective networks, organizational policy changes and addressing self-efficacy and motivation, the gender gap with leadership roles in organized labor can continue to be challenged. Cornwall best sums up this process as the empowerment process as a long journey and I feel confident that this study can help women on that journey where, “...women can travel alone or in the company of others, through terrain that may be pitted with thorny thickets, fast-flowing rivers, mud and marshes, and along paths that can double-back on themselves, meander on winding side-routes and lead to dead-ends, as well as opening up new vistas, expanding horizons and extending possibilities” (Cornwall, 2016, 345).

CHAPTER 3: METHODOLOGY

Introduction

The study used a qualitative research design framework to address the following question;
Q1: What instructional design strategies used in labor education increase confidence and leadership skill sets of female union members into leadership roles?

Creswell (2018) defines qualitative research as, "...an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p. 4). Qualitative research is ideal due to the fact that it is grounded from a constructivist perspective, providing a foundation to explore the issue of women and leadership through the design and from working with the participants of the study. The ultimate goal of conducting this study was to reexamine the ongoing problem with the underrepresentation of women in union leadership roles, and through research supported instructional design strategies, use education as a tool to empower members to continue to tackle this long-standing dilemma.

Chapter 3 outlines the study's research methodology, including; the researcher's experience relevant to this study, the research setting, recruitment and participant information, the design, development and implementation of the study, data collection and analysis, ethical considerations and issues of trustworthiness.

Researcher's Work and Experience

I have direct and relevant work experience with this topic that will assist in building the research study, from recruiting a range of appropriate participants to implementing the instructional design prototype. First, I have worked in the labor movement for over twenty years for a variety of labor organizations, as well as in labor education. Not only have I built relationships and contacts with a diverse number of members, but I am very familiar with the unique structures and cultures of the varying organizations that will assist with representative recruitment for the

study. Having worked with labor organizations has also helped me develop a deep understanding of the structural barriers that female union members face, I am not looking in from the outside of this study, I have first-hand and direct experience that women face when addressing the leadership gender gap.

Secondly, I have been teaching labor education courses for over eight years, both in person and developing curriculum online for distance education. This experience will be beneficial to the study due to the fact that not only do I have instructional design skills and experience in developing courses with the Canvas course management system, but as a staff member, I have a very vested interest in successfully launching this course to add value to the Center's course programs and full support of the department's Interim Director.

Rationale for Design of the Study

Qualitative research methods were used in this study. Qualitative research studies use an exploratory process to generate greater meaning, allowing researchers to, "...build a robust understanding of a topic, unpacking the meanings people ascribe to their lives—to activities, situations, circumstances, people, and objects" (Leavy, 2017, p. 124). Qualitative research allows for diverse methodological strategies. It is also a flexible and fluid investigatory process, as Leavy (2017) further describes that the research, "...often follow(s) malleable designs in which the methodology is revised in accord with new learning acquired as the research unfolds" (p. 124). As the research moves forward, the researcher can adapt and make the appropriate changes as necessary.

Research Setting

The research study was conducted from a labor education center, housed in a tier one research university in the Midwest part of the United States. The center has a 55-year history of teaching labor education programs to workers. In 2015, the center began to offer online educational

training programs, and due to the fact that the online schedule was so well received by students the entire certificate program is now offered both online and on the main university campus.

The 5-week, noncredit, instructional design study took place in an online, asynchronous, environment that was hosted on Canvas, the University's online course management system. Hosting the instruction in an online format allowed for the potential of a much broader audience for the study and was necessary due to the parameters of the COVID pandemic.

Research Participants Recruiting and Sampling Procedures

The labor education center's Interim Director gave approval to use the instructional design study as a newly created women's leadership course and offer it as part of the advanced labor education program course offerings. Participants for this instructional design study were recruited through departmental advertising, along with all of the labor education programs through the center, using; outreach via emails from the internal student contact database, direct outreach to labor unions advertising the programs and through social media outreach. The center's internal database has over 4,000 potential, current and alumni contacts from the center's history of educational program offerings.

The participants were adult learners. Adult learners are students who are not full-time students and that have additional work and life responsibilities (Merriam & Bierema, 2014, p. 11). With this comes the fact that the audience will likely cross several generations and come to the course with varied life experiences. Furthermore, these students were non-traditional adult learners, some students may have advanced college degrees and others may not have completed high school. With this large variance in adult educational background, brings to light the fact that the instruction needs to reflect the diverse audience. One condition that the adult learners from this

study do share though, is the fact they volunteered to take this course of their own free will and choice.

Approximately 20 students were expected to participate in the research study. Students volunteered to enroll in the course either through the center's online registration page or by calling the office directly. The students were predominantly labor union members from the Midwest, from a variety of different labor organizations. After registering for the course, students were emailed a Research Informed Consent Form to request if they would volunteer to participate in the study.

Foundations for the Instructional Design

The instructional design for the study incorporates design thinking and Keller's ARCS model for motivational design.

Design Thinking

The architecture of this study is grounded in design thinking. Design thinking is an innovative methodology that can be used to solve difficult and ill-defined problems and works well with the qualitative nature of the study. It is a forward thinking, collaborative and iterative design process that is used for a variety of design purposes in a host of fields. Design thinking typically has five core steps; empathize with the user, define the problem, ideate and brainstorm solutions in a collaborative format, develop a prototype and test. Using a design thinking approach, allows creative solutions to address complex problems, with the end result being a product or prototype that can be used to continually address said problem.

Design thinking is an ideal methodology to use with the study, both with the instructional design process and with the end users in mind—the students taking the course. With instructional design, design thinking has the benefit of providing a framework for the instruction that benefits the end product with the user-centered approach and systematic problem-solving structure. For the student, the design thinking methodology fits well with this instructional design study due to the

fact that the leadership gender gap does not have a simple solution, it is a complex or “wicked” problem that is due to comprehensive factors. The stages regarding defining the problem and ideation are an ideal fit to use with a participatory and collaborative group of female leaders to brainstorm recommendations and ideas for positive change. By using the creating problem solving process of design thinking, with the collaborative nature of problem solving and engaging tools and methods used with the methodology, to create an actual prototype of a leadership development training course that can be refined and offered repeatedly, that has the potential to be transformational and make change happen for numerous union members. Using design thinking also has the potential to increase student’s creative confidence and self-efficacy. As Lake et. al (2018) found with their study with adult learners and social justice themed units, design thinking can, “...reframe the way students think about the purpose of education, coming to value themselves as potential change agents in their work and community lives” (p. 175).

Keller’s ARCS Model

Keller’s research on integrating motivational design is also an important feature built into the study and is complementary to design thinking. Creating an environment conducive to building student motivation can lead to better student outcomes and can build commitment to lasting change, both important conditions with the leadership development course. Increasing student’s motivation can be facilitated by recommendations from the ARCS model, as Keller (2010) summarizes motivational design, “The primary focus of motivational design is on people’s motivation to learn and refers specifically to strategies, principles, processes, and tactics for stimulating and sustaining the goal-oriented behaviors of learners” (p. 23). Keller’s recommendations are integrated into the formal instructional design prototype.

Table 2*Instructional Design Incorporating ARCS and Design Thinking*

ARCS Motivational Design Process Stages (Keller, 2010, p. 56)	Design Thinking	Description and Tasks
Obtain Course Information		<ul style="list-style-type: none"> ● Define course description. ● Define course format.
Obtain Audience Information	Empathize	<ul style="list-style-type: none"> ● Who is the audience?
Analyze Audience	Empathize	<ul style="list-style-type: none"> ● Learner characteristics. ● What skills do they come with? ● What is their attitude and motivation coming into the course?
Analyze Existing Materials	Define	<ul style="list-style-type: none"> ● Do I have current material to use? Is it appropriate for this course?
List Objectives and Assessments	Define	<ul style="list-style-type: none"> ● What are the objectives of the course? ● What skills do I want the students to leave the course with?
List Potential Tactics	Ideation	<ul style="list-style-type: none"> ● What are the main course components?
Select and Design Tactics	Ideation	<ul style="list-style-type: none"> ● Choose the main course components and organize around the 5-week course schedule.
Integrate with Instruction	Ideation	<ul style="list-style-type: none"> ● How to integrate the course curriculum and motivational design factors?
Select and Develop Materials	Ideation	<ul style="list-style-type: none"> ● Select the final course materials. ● Finalize formats for activities and assignments.
Evaluate and Revise	Prototype and Test	<ul style="list-style-type: none"> ● Launch the course (prototype) ● Evaluate

Research Design

This section will detail the study's research design, implementation, data collection and analysis. The study incorporates the recommendations from the literature review.

Design, Development, and Implementation of the Instructional Intervention

The structure and design of the study begins with a design thinking framework that incorporates Keller's motivational design research, with the following five phases; empathize, define, ideate, prototype and test.

Design Thinking Phase 1, 2 and 3—Empathy, Define and Ideate: September 28- October 3, 2020

The initial step of any instructional design is knowing the audience, therefore, phase one of the study began with conducting an audience analysis of the students that are taking the leadership development course. In design thinking, this is where the instructor will empathize with the students, learn who is in the room, better understand why they are there and learn their current knowledge and skill set on the subject. This stage is critical because it helps drive the design for the overall course. This stage will also incorporate the formal research of the extent of the problem, as begun with the literature review. This stage started approximately four to six weeks out from the start date of the formal instruction.

A small participatory group of six female union members, representative of four different occupational/union sectors (manufacturing, public sector, service sector and building trades), was invited to work with phases 1-3 of the design thinking framework. The participants were hand selected to reflect diverse demographics and labor organizations and they are also at varying levels of leadership within their particular organizations, from international union vice president to shop stewards. Forming the committee of practitioners from the labor field and student audience is grounded in the design thinking research methodology and will allow for empathic design, ideation and brainstorming. Gathering a group of female union members that not only feel strongly about the topic at hand, but who have also walked in the shoes of women aspiring to union leadership, will help with empathizing with the students, with step two of more fully defining the extent of the

problem and with developing the ultimate goals for the instruction. The participatory group also led into stage three of the design process, ideation, where the group will help brainstorm recommended topics and activities to support the instruction. The participatory group met virtually on October 8, 2020.

Design thinking Phase 4—Prototype: October 3-18, 2020

By October 2020, phase four was fully launched and included the formal design of instructional design—or prototype. The recommendations from the participatory group were taken into account, along with the research from the literature review, to create the formal instructional design activities.

Design Thinking Phase 5—Test: October 19, 2020

Finally, phase five began the week of October 15 with the test of the prototype and the course opening. The instructional design study was conducted in an online, distance education, format on Canvas. The course was 5-weeks in length.

The tentative timetable for design, development and implementation was as follows;

Table 3

Design, Development and Implementation Phases

Design Thinking Phase	Time Frame	Instructional Design Description and Tasks
Phase 1: Empathize	4-6 Weeks from Course Launch	<ul style="list-style-type: none"> ● Create a small participatory group for the research study. ● ARCS Motivational Design Model Stage 1-3: obtain course information, obtain audience information, audience analysis.
Phase 2: Define	4 Weeks from Course Launch	<ul style="list-style-type: none"> ● Objectives and Goals for Course ● Define core content areas.

		<ul style="list-style-type: none"> ● ARCS Motivational Design Model Stages 4-5: analyze existing material, list objectives and assessments.
Phase 3: Ideate	2-3 Weeks from Launch	<ul style="list-style-type: none"> ● Brainstorm Activities ● ARCS Motivational Design Model Stages 6-8: list potential tactics, integrate with instruction.
Phase 4: Prototype	October	<ul style="list-style-type: none"> ● Finalize activities and strategies for each week. ● ARCS Motivational Design Model Stages 9: select available materials
DT Phase 5: Test	10/19-11/23/20	<ul style="list-style-type: none"> ● Draft course design complete. The course will be offered in an online format over a 5-week time period. ● ARCS Motivational Design Model Stage10: evaluate and revise

Data Collection and Analysis

The data collection and analysis encompass the following; a researcher's reflection journal, a pre-course audience analysis survey, a post intervention survey and interview, and an exit analysis survey and interview. All students will be assigned code names to protect their anonymity.

Researcher's Reflection Journal

The researcher's reflection journal served two purposes. First, the researcher's reflection journal aligns with design thinking. There is the reflection-in-action approach with design, knowing that design is not a static process, but rather a fluid process where designers anticipate changes will occur and are flexible to modify as appropriate through the design process. For

example, new ideas might come out of student activities during the course or sometimes activities fail to do what the instructor intended, and when these natural things happen during the instructional design process, the instructor needs to make adjustments to strategy and/or activities to successfully reach the ultimate course goals. Reflecting through the design process may take a variety of forms, including; sketching, creating drafts, drawing and journaling, etc. The articles of the reflection were maintained directly by the researcher and are addressed in detail post-study in Chapters 4 and 5.

The second purpose of using the researcher's reflection journal was to address reflexivity. Qualitative research is a meaning-making and interpretive methodology where the researcher is involved with the participants. Therefore, researchers need to acknowledge their role and all that comes with it. Creswell (2018) warns that researchers need to acknowledge the, "...biases, values, and personal background, such as gender, history, culture, and socioeconomic status (SES) that shape their interpretations formed during a study" (p. 183). Addressing the reflexivity of the researcher through the process also addresses ethical considerations. Leavy (2017) describes addressing the issue of reflexivity with the researcher strongly due to the fact that, "This issue involves personal accountability and an awareness of the role of power in research practice" (p. 48).

Pre-Course Audience Analysis Survey

The pre-course audience analysis survey aligns with the empathic design of phase 1. Learning who is in the course will help to better understand the end-user and make modifications as appropriate to meet the needs and background of the audience. The pre-course audience analysis survey also aligns with Keller's ARCS model due to the fact that the pre-course audience analysis survey will help take stock of the motivational attitudes of the participants. Keller (2010) cites the importance of the audience analysis by stating that it is, "...the basis for the rest of the motivational

design process” (p. 58). Furthermore, the audience analysis and learning who is in the class provides ideas for strategies, as well as give advance notice on any possible technology or learning barriers, with the course design. The survey was emailed directly to the participants that volunteered to participate in the study.

Survey and Interview Post Intervention #1

In week 3 of the course, a survey was emailed to participants, post-intervention strategy, addressing self-efficacy and leadership skills. The survey, as seen in Appendix F, was hosted in Qualtrics, a survey management software. Four students were randomly chosen for post-survey virtual interviews conducted via Zoom. The interviews were recorded, and the researcher took notes through the interview. The semi-structured interview questions were used with the post-survey interview, found in Appendix F. The results from the survey and interviews were coded, using an open coding system, that highlights recurring themes and patterns. The themes and patterns were then compiled in a descriptive narrative.

Exit Analysis Survey and Interview #2

Finally, an exit Analysis Survey, as seen in Appendix G, was emailed to all participants at the conclusion of the course in the final weekly module in Canvas. The survey was hosted using the Qualtrics survey management software. Five students were randomly picked for virtual interviews via Zoom, the questions are shown in Appendix G. The semi-structured interviews were conducted with four of the five participants, recorded, and the researcher recorded notes through the interviews. The results of the survey and interview were open coded and analyzed for themes and patterns. The themes and patterns were then compiled into a descriptive narrative. The data collection, analysis and time frame for collection was as follows;

Table 4*Draft Data Collection, Timeline and Analysis*

Collection Method	Purpose/Description	Theoretical Stages	Time Frame	Data Analysis
Researcher's Reflection Journal See Appendix D	To document the design process, as well as document thoughts and reflections throughout study on the course development.	Design Thinking Phase 1: Empathy Phase 2: Define Phase 3: Ideate Phase 4: Prototype Phase 5: Test	Ongoing	Self-document
Pre-Course Audience Analysis Survey See Appendix E	Design Thinking empathy stage 1 Ties to ARCS and knowing the audience.	Keller's ARCS Model. Create course specific questions and integrate ARCS.	Sent via email upon registration for the course. Leading 2-weeks before course launch.	Collect via Qualtrics. Downloaded into Excel, open coding to analyze themes and patterns.
Survey and Interview Post Intervention #1 See Appendix F	To gauge change in student self-efficacy and leadership skills, post instructional design assignment A in Week 3, written survey to the entire sample and interview the highest and lowest X. The 'whys'.		Week 3 or 4 of course, with time for post survey interviews.	Collect via Qualtrics. Downloaded into Excel, open coding to analyze themes and patterns.
Exit Analysis Survey and Interview See Appendix G	Written survey to the entire sample on the 'what's'. Interview 6	Have the course goals been met?	Final week 5 of course, with time for post survey interviews.	Collect via Qualtrics. Downloaded into Excel, open

	students from sample.			coding to analyze themes and patterns..
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Qualitative Validity, Reliability and Trustworthiness

Qualitative validity was ensured through formative and summative accuracy checks throughout the study. In addition, the validity of the study will be ensured by the use of the multiple data collection methods; surveys and interviews. The pre-course, instructional intervention and exit surveys, and interview questions will be reviewed by the participatory committee to secure common understanding and interpretations of what is being asked of the students. Triangulation will be reached with the analysis of the multiple forms of data collection and research from the literature review. After the interviews, the use of member checking was used, whereby there was a post-interview follow up with some participants to verify the findings if necessary.

The qualitative reliability indicates the consistency of research practices throughout the study. Interviews were conducted in a consistent manner and format with the creation of an interview protocol. Lastly, by utilizing the researcher's reflection journal, any potential bias on findings or interpretations were explored and the journal can be used to document all processes to demonstrate consistency with all processes of the study—an added source of reliability.

Interpretation

Creswell (2018) outlines that qualitative interpretation, "...involves several procedures: summarizing the overall findings, comparing the findings to the literature, discussing a personal view of the findings, and stating limitations and future research" (p. 198). After gathering the results from the surveys and interviews, patterns emerged. As the researcher, I took the patterns and themes and made revisions and modifications to the instructional design. The results might also provide further ideas on how the instructional design prototype can be expanded to a larger

audience, and the results highlight any limitations to the study. By comparing the findings from the data collection to the research from the literature review, direction for recommended next steps emerged. The results will be discussed in Chapter 4.

Potential Limitations

There were potential limitations to the study. For one, there is no control over the student's union affiliation that register for the course so there is the potential for a majority of the students to belong to a select number of labor organizations rather than having broad and equal representation across several sectors (manufacturing, public sector, service industry and the building trades). With the labor education center being located in the Midwestern United States, particular labor unions are more saturated than others so there is the potential for those industries that have higher union membership than others to participate, as with manufacturing.

Secondly, due to the fact that this study will only be conducted over a 5-week course period, there will be no longitudinal data to collect and analyze. Having the study be conducted over a longer time period would have allowed for more data specific to how many female union members actually run for leadership positions and that data would be quite powerful being that it is action oriented.

Ethical Considerations

Prior to conducting the study, IRB approval from the university was met (Appendix A). Participation in the study was purely voluntary and the students were asked to sign a consent form that outlined the study's purpose, procedures, benefits, risks and costs to all participants. With the data collection, confidentiality was ensured with only the researcher having access to the data collected until all names of the participants have been removed to protect their identity. Transparency of the results of the study will be arranged, with the results of the study being

provided to the participants. Results of the study will be destroyed upon completion of the research study.

Summary

Using education to build and empower female union member voice and participation with leadership in their labor organizations can positively impact not only female union members, but also the labor community as a whole. This qualitative study was designed to explore and gain further knowledge on the longstanding problem with the leadership gender gap with labor unions and includes direct participation from the labor community through the participatory committee and with the student participants themselves. The design of the study, as well as the instructional design strategies used, are supported by proven educational models and research and have the potential to expand labor education leadership outreach on a larger scale to build powerful change agents to transform their organizations.

CHAPTER 4: RESULTS

Purpose of Study

The purpose of this study was to identify instructional design strategies that can be used in labor education to motivate and increase confidence and skills sets for female union members that aspire to union leadership roles, and therefore work towards eliminating the leadership gender gap with unions. The question guiding this research study is the following:

Q1: What instructional design strategies used in labor education increase confidence and leadership skill sets of female union members into leadership roles?

Chapter Four will present and analyze the data collection. The chapter is organized into two main sections for analysis; the instructional design of the women's leadership course that was the foundation of the study and the second section explores the data collected from the participants and analysis.

Results and Analysis

Women's Leadership Course Design

The research study is structured around a newly created asynchronous online union women's leadership course that was designed using Design Thinking and the ARCS Model. The following table outlines the stages that were used with the curriculum design.

Table 5*Instructional Design Incorporating ARCS and Design Thinking*

ARCS Motivational Design Process Stages (Keller, 2010, p. 56)	Design Thinking	Women's Course Instructional Design
Obtain Course Information		<ul style="list-style-type: none"> • The research question of the women's research study helped define the course description. • The course format was framed by the 5-week, asynchronous course format used with the other labor education courses.
Obtain Audience Information	Empathize	<ul style="list-style-type: none"> • Audience information was collected with the first research participant survey, the Audience Analysis Survey, also with the first introductory activity in week 1 of the course.
Analyze Audience	Empathize	<ul style="list-style-type: none"> • Learner characteristics and demographics were identified with the Audience Analysis Survey (Questions 2, 3, 5). • The student skill sets were defined in the Audience Analysis Survey (Questions 9, 10). • Participant attitude and motivation coming into the course was defined in the Audience Analysis Survey (Questions 4, 7, 6, 8, 12) . • Discussion Board Week 1 Question that had them introduce themselves.
Analyze Existing Materials	Define	<ul style="list-style-type: none"> • Using the research and recommendations from the Literature Review, initial core topics to include in the course were established. • The information collected from the Participatory group was analyzed.
List Objectives and Assessments	Define	<ul style="list-style-type: none"> • The core topics were narrowed down to the 5-week time frame. • Weekly learning objectives were defined (Appendix).
List Potential Tactics	Ideation	<ul style="list-style-type: none"> • Using the weekly learning objectives, initial student activities were brainstormed.
Select and Design	Ideation	<ul style="list-style-type: none"> • Further ideation of what to include in the form

Tactics		of weekly activities that were personalized for the audience were selected for each week.
Integrate with Instruction	Ideation	<ul style="list-style-type: none"> ● Motivational design factors were integrated each week, as well as information to try and make personal for each student.
Select and Develop Materials	Ideation	<ul style="list-style-type: none"> ● The final course materials were selected after weighing how much material was in each weekly module and timing the activities out. ● Formats for activities and assignments were finalized.
Evaluate and Revise	Prototype and Test	<ul style="list-style-type: none"> ● Launch the course (prototype) ● Evaluate with the student feedback via the weekly activities and the data collected.

The initial stage of curriculum development for the 5-week course began by taking into account the research from the literature review, as well as developing an understanding of the audience. After analyzing the research from the literature review, I narrowed down the consistent subject areas of women and leadership with labor unions to five-weekly core topics; Introduction to Women and Labor Leadership, External Barriers, Internal Barriers, Identifying Leadership Skills, and Creating Vision, Goals and Action Plans. The weekly activity parameters consisted of approximately 2-hours of work each week.

After developing the 5-weekly core topics, the next step was creating the learning objectives, activities and assessments, both formative and summative assessments were included in the course framework. The weekly student activities were built into the five weekly online modules to support the learning objectives and build engagement with the material. The weekly activities include; instructor lectures to introduce the weekly material, discussion board activities, and links to videos, readings and websites.

Adding strength and validity to the curriculum, an email (Appendix H) to solicit support and recruit participation from thirteen female labor leaders that were randomly chosen based on the intent to gather feedback on the topic of female union leadership for the curriculum design from diverse demographics and union membership, six leaders agreed to participate and meet. On October 8, 2020, four of the six female labor leaders met virtually with the researcher to discuss women and labor union leadership, the core weekly topics and generally discussed what a women's leadership course for union members should include. The participatory group included representation from leaders and members of the International Union of Operating Engineers (IUOE), Michigan Nurses Association (MNA), the International Brotherhood of Electrical Workers (IBEW) and the United Auto Workers (UAW) and AFL-CIO. A follow up conversation was also held with a member and leader of the International Brotherhood of Teamsters (IBT). The participatory group reaffirmed the research from the literature review of the persistent leadership gender gap in labor union leadership, examples of barriers that female union members face with leadership roles, with recommendations of what should be included in the curriculum. The initial curriculum was then slightly modified to reflect and incorporate the participatory groups recommendations.

The first 5-week course was held in the Fall of 2020, 10/19/20-11/23/20 and the second course was held in the Winter of 2021, 2/15/21-3/22/21. The data collection from the women's leadership course consisted of the following five sources; the Audience Analysis Survey (AAS), a Post-Instructional Intervention Survey (PIS) and Interviews (PISI), an Exit Survey (ES) and Interviews (ESI), Discussion Board Questions and the Researcher's Reflection Journal. The survey data from the participants was collected using Qualtrics, the data was downloaded into a working spreadsheets and participants were assigned a participant code to protect anonymity. The

interviewees were randomly chosen by drawing names out of a bowl, those chosen were then sent an email request to participate in interviews, interviews were conducted via Zoom.

Trustworthiness of the data analysis was established with a two-phase review process with peer reviewers. The initial review of the data analysis was conducted with two volunteers from the labor education field after the researcher's initial review and identification of themes of the data. After feedback from the initial review of the data analysis, a second review of the data with codes was reviewed and supported by two volunteers from the learning and design field.

Data Collection Results and Analysis

This second section of Chapter 4 will explore the data collected from the surveys and interviews. The initial IRB allowed for the collection of data from the Audience Analysis Survey, Post-Instructional Intervention Survey and Interviews and Exit Survey and Exit Interviews was approved on 9/30/21, with an amendment to include the discussion board responses approved on 2/02/21. The surveys were sent to all participants of the research study using email with links to surveys created in Qualtrics. Once the data was collected, it was downloaded and compiled into spreadsheets by question and subsequently categorized multiple times around the core research question to analyze for primary themes (Appendix); What instructional design strategies used in labor education increase confidence and leadership skill sets of female union members into leadership roles? The final results of the categorization and analysis led to the data being organized into four main categories that correlate to the research question; Participants, Instructional Design Strategies, Confidence and Leadership Skill Sets.

Table 6*Primary Categories for Data Collection Analysis*

Category	Themes
A. Participants	<ul style="list-style-type: none"> ● Participant Characteristics ● Leadership Background
B. Instructional Design Strategies	<ul style="list-style-type: none"> ● Teaching Strategies ● Online Course Format ● Instructional Intervention: Role Models
C. Confidence	<ul style="list-style-type: none"> ● Course Expectations ● Leadership Positions Held (Past, Current, Future) ● Personal Value ● Leadership, Role Models and Confidence ● Teaching Strategies and Confidence
D. Leadership Skills	<ul style="list-style-type: none"> ● Defining Critical Leadership Skill Sets ● Teaching Strategies and Leadership

Participants

Participants were recruited via email requests that were sent to all students enrolled in each course asking them to voluntarily participate in the research study. Multiple email requests were sent to participants to garner as much participation as possible. With the first course offered in the Fall of 2020, twelve participants agreed to participate in the study and eight participants from the second course offered agreed to participate in Winter of 2021.

Participant Characteristics

The information detailing the background of the participants was collected from the Audience Analysis Survey (AAS), see Appendix E. The purpose of collecting the student background information was not only to gather participant information for the study, but also to provide audience analysis information for course design and instruction per Keller's ARCS Model for instructional design and empathy building with Design Thinking.

Table 7*Summary of Participant Characteristics*

Data Collection Source and Question	Summary Analysis
Where do you work? What do you do there? Audience Analysis Survey (AAS Q#2)	The participants come from diverse job sectors.
What union do you belong to? How long have you been a member? Audience Analysis Survey (AAS Q#3)	Due to the variety of job sectors that participants come from, a diverse group of labor union membership is represented, as well as a varying years of seniority.
Are you currently, or have you been, in a leadership position with your union? If so, please describe your role and responsibilities. Audience Analysis Survey (AAS Q#5)	The majority of participants have held, or currently hold, leadership positions with their labor organizations.
Describe any potential barriers, external or internal, for running for leadership positions with your union. <i>Audience Analysis Survey (AAS Q#13)</i>	The data supports the research on common barriers to union leadership; union culture, male dominated, incumbent system, no role models, member apathy, lack of access to members (non-incumbents), fear and lack of confidence, racism/sexism/ageism, triple burden.

The demographics and union background of the participants is illustrated in Table 8. The participants work across a range of jobs that allow for a variety of unions being reflected. While the majority of participants belong to the UAW and come from the manufacturing sector, likely due to the geographical area of participants, there is a broad range of other job sectors and unions reflected. Participants work in health care, manufacturing, professional office jobs, education and public safety. Both male and female union members are also represented in the research study. The years of union membership provide information on the length of time that the participant has been a union member with their labor organizations and can help capture the participant's experience

with labor unions. The final column lists the participant's leadership experience, both current and previously held.

Table 8

Participant Background

Participant	Union Affiliation(s)	Years of Union Membership	Current or Past Leadership Roles
P5	Service Employees International Union (SEIU)		Precinct Delegate, Member Political Organizer
P18	United Food and Commercial Workers (UFCW)	8 months	Union Staff
P19	United Food and Commercial Workers (UFCW)	7 years	Union Staff
P7	United Steelworkers of America (USW)	13 years	Local Union Recording Secretary
P4	United Auto Workers (UAW)	31 years	Committee Member
P8	United Auto Workers (UAW)	8 years	Chairman of Election Committee, Recording Secretary of Community Service and Education Committees
P9	United Auto Workers (UAW)	17 years	Yes
P11	United Auto Workers (UAW)		Not Currently
P12	United Auto Workers (UAW)	26 years	Alternate Representative/General Council Delegate
P13	United Auto Workers (UAW)	21 years	Chair of Women's Committee
P16	United Auto Workers (UAW)		Leader in Workplace

P20	United Auto Workers (UAW)	22 years	Local Union Vice President
P17	United Auto Workers (UAW)	18 years	Bargaining Representative
P3	United Auto Workers (UAW) and Communication Workers of American (CWA/TNG)	Over 40 years	Committee Person, Chair of Education Committee, Bargaining Committee
P2	Michigan Nurses Association (MNA)	9 years	Local Union Secretary Treasurer, District Representative
P10	Deputy Police Lieutenants & Sergeants Association and AFT		Local Union President
P15	Wayne County Deputy and Sherriff's Association	22 years	Local Union 2nd Vice President
P6	International Association of Fire Fighters (IAFF) and Michigan Professional Fire Fighters Union (MPFFU)	23 years	Local Union Secretary, 1st/3rd District VP for MPFFU
P1	Detroit Federation of Teacher (AFT) and Phoenix Elementary Classroom Teachers Assoc (NEA)	3 years	Past Local Union President
P14	Saginaw Intermediate Federation of Teachers (AFT)	5 years	Local Union President

Leadership Background and Barriers

The majority of the participants have held, or currently hold, leadership positions in their labor organizations which indicates a strong signal of their entry level of confidence, self-efficacy, motivation, current leadership skill levels and experience. Knowing the participants' experience

with leadership helped develop the weekly course material, allowing for the material to be relevant and targeted for this specific audience.

The data reflects a wide range of leadership roles, both elected/formal positions and informal positions in their organizations. Out of the twenty participants, fifteen have held or currently hold formal elected or appointed positions of leadership in their labor organization, including; President, Vice President, Secretary Treasurer, Steward and Committee positions. Of the remainder of participants, two of the participants hold union staff positions, one holds an elected community precinct delegate position, one considers themselves an informal leader and only one participant cites no formal leadership role or title.

Even though a large number of participants do hold leadership positions with what would assume was organizational decision-making authority, as with the elected positions of President, Vice President and Secretary Treasurer, the far majority noticeably cite examples of common and persistent union leadership barriers. Out of the 20 participants that answered this question, only one participant out of 20 cited no barriers to union leadership, the remainder cited barriers such as; the incumbent system, sexism and racism, fear, no history of female leaders or mentors, lack of transparency with elections, low voter turnout and member apathy and internal confidence issues. It was important to identify barriers to leadership, both from the research and connect to their personal experiences, to build a curriculum that includes opportunity to deliberate ways to overcome said barriers and therefore build motivation and confidence moving forward in their leadership journeys. The data collected from the participants reaffirmed what the research cites as barriers to union leadership, but also is an indicator of what many of the participants have already experienced in their leadership journeys or see with their organizations. The participant's experiences were shared publicly on the Week 1 discussion board for students to share and discuss

their experiences, followed by Weeks 2-3 solely focused on identifying and strategizing internal and external barriers to leadership.

Instructional Design

Preferred Teaching Strategies

The participants were surveyed on their preferred teaching strategies entering the course with the Audience Analysis Survey and at the conclusion of the course with the Exit Survey. The exit interviews also gathered information on final thoughts of the overall course format. The data gathered regarding preferred teaching strategies is illustrated below.

Table 9

Summary of Preferred Teaching Strategies

Data Collection Source and Question	Summary Analysis
What teaching strategies do you prefer? <i>Audience Analysis Survey (AAS Q#9)</i>	The students prefer a combination of strategies or activities each week as with videos, lectures, reading links, including hands-on and real-world material.
What is your experience with taking online courses? <i>Audience Analysis Survey (AAS Q#10)</i>	Pre-course, the majority of students have had positive past experiences with taking online courses.
How was your experience with the course in an online format? <i>Exit Survey (ESQ#7)</i>	Post-course, the online course format was received very well by all of the students.
How did you like the course format? <i>Exit Interviews (EI)</i>	The students had positive responses to the online course format that included a combination of activities each week that correlated to their preferred teaching preferences, as well as the course content. The role model activities and narratives were positively received.

The results from the initial audience analysis survey documented that participants prefer a range or combination of teaching strategies or course activities, including; hands-on activities, interactive assignments, pre-recorded lectures, videos, articles, discussion boards and quizzes. Participants strongly prefer a combination of such activities each week. In addition to the combination of weekly activity formats, participants also prefer the integration of real-world material, as Participant 19 stated, “I like learning by example”. The course design aligned with the participant’s teaching strategy preference by having a variety of weekly activities, including real world role model examples throughout the course and opportunity for them to apply the material to their personal and professional spaces.

Online Course Format

The majority of participants, eighteen of the twenty, had positive experiences taking online courses previous to this course and are comfortable with online formats. Only two of the twenty participants were new to the online learning environment. The exit survey and interviews asked participants of their experience with the online format and all participants indicated a positive response to the online course format and weekly course content. The online course provided the combination of strategies and activities each week that the participants prefer, see Appendix I to review the course curriculum. Some participants did state that they would have liked the integration of some synchronous class time, or real time activities, as P1 stated, “The online format is more flexible for working adults, but I would love to have more opportunities to engage with others in real time”. It was the intention to include an optional synchronous class period, but extenuating circumstances prevented it with the first Fall 2020 class, one synchronous class period was provided with the Winter 2021 class and one participant attended. The lack of attendance with

the second class could have been for a variety of reasons but the integration of synchronous class times should be explored with future classes offerings.

Instructional Intervention: Role Models

An instructional intervention was developed for Week 3 of the course that focused on building self-efficacy using an activity with role models.

Table 10

Summary of Post-Instructional Intervention

Data Collection Source and Question	Summary Analysis
What was your experience with this WebQuest activity? <i>Post-Instructional Intervention Survey (PIS Q#2)</i>	All students indicated a positive response to the WebQuest activity. The students found it informative, interesting and allowed for further research.
What did you like about the design of the WebQuest activity? <i>Post-Instructional Intervention Survey (PIS Q#3)</i>	
Think of the role model that you selected, what are the leadership skills or qualities that you admired the most? <i>Post-Instructional Intervention Survey (PIS Q#10)</i>	The reoccurring leadership skills that participants cite are; courage, determination, perseverance and that they are motivating.
How did this activity affect your engagement with the course material? <i>Post-Instructional Intervention Survey (PIS Q#6)</i>	Positively received by all students because it allowed for independent research, was flexible, easy to navigate and allowed for a combination of activities and mediums.
How did the activity affect your thoughts on motivation and leadership? <i>Post-Instructional Intervention Survey (PIS Q#8)</i>	Female role models can be motivating and demonstrate leadership skill sets. The students found the role models and narratives inspiring.
How did the WebQuest stimulate curiosity on the topic of women and labor leadership? <i>Post-Instructional Intervention Survey (PIDS Q#9)</i>	The structure of the activity allowed for students to have the choice of further research, the role models encouraged them to want to do more and share their stories. The role model's stories also provided ideas for reducing leadership barriers.

<p>How has your understanding of role models changed after this activity? <i>Post-Instructional Intervention Survey (PIS Q5)</i></p>	<p>The role model activity broadened the understanding of who are role models and introduced them to female leaders that they had never heard of.</p>
<p>How did reading about different female leader's stories and experiences affect you? <i>Post-Instructional Intervention Survey (PIS Q#7)</i></p> <p>Please share any additional thoughts on the WebQuest activity and how it impacted you as a student and union member. <i>Post-Instructional Intervention Survey (PIS Q#12)</i></p> <p><i>Post-Instructional Intervention Interviews (PII)</i></p>	<p>The WebQuest activity on role models demonstrated leadership skills, opened up narratives of female leaders most had never heard about that led students to feel inspired, confident and motivated. The role models also helped students try and incorporate into their own lives with vision and goals. They also had a positive response to the design of the activity that led to flexibility and student choice.</p>

While each week female union leaders or “trailblazers” were highlighted in the weekly course modules, the primary activity in Week 3 was devoted to role models (Appendix). The Week 3 WebQuest activity provided several links to websites on female leaders and role models, both past and current. The students had the flexibility to choose a role model and introduce that leader to their classmates in the weekly discussion board. The instructional intervention was built into Week 3 of the course and aimed to address confidence and leadership skill sets for female union members. On the whole, the weekly activities involving role models and narratives were positively received by the participants. In addition, the role models provided the real-world content that aligns with participant’s preferred teaching strategies.

The responses from the post-instructional intervention survey and interviews strongly demonstrated a positive response for the activity and met with the students preferred teaching strategies. The participants frequently noted that they liked the WebQuest activity because it provided a combination of formats from the links provided to that aligns with the participant teaching strategy preference; videos, readings, pictures and websites to research at their own pace.

As P14 stated, “I liked having all of the different links to choose and being able to navigate from one page to another to learn about the different women”. The activity also helped bring the issue of role models to participants individual lives, making it real, as P 13 stated, “It made me think of all of the trailblazers like Ms. Moon who after my speech during a UAW rally at the last CLUW conference sat me down and told me I have arrived and you’ve got this”.

The activity was also positively received because it introduced the participants to female role models that they had never known of, with stories that many noted as inspiring and impactful. While three participants stated that their understanding of role models did not change after the activity, the far majority cited that their understanding of role models broadened. P9 describes, “Role models have a great influence on our lives. Until asked, I did not realize how important they can be to build and empower the Labor Union”. P17 gave an additional example of how the activity broadened her understanding of role models, “Brought new perspective and allowed for a different point of view”.

Engagement with the course material was clearly demonstrated with the Week 3 activity. P7 stated, “It brought me into the conversation, by requiring me to put forth one example of a person who I view as a role model; as opposed to simply telling me about role models”. Furthermore, P20, stated that, “It inspired me to do deeper research on some of the subjects my classmates chose”. The Week 3 activity also helped participants feel more engaged with the course overall, as P16 stated, “It caused me to anticipate more activities and material” and as P18 stated, “It was my favorite assignment of the course and got me excited early on”.

Finally, students remarked on how the role models exemplified exceptional leadership skills and demonstrated how to overcome leadership barriers. Consistent leadership skills that participants cited of the role models included; courage, fearlessness, perseverance, dedication and

motivation. Overwhelmingly, the students stated that the role model activity demonstrated leadership skills that were inspiring and created the desire to want to do more and share the information with others. P1 stated, “These women overcame a ton of obstacles and still pushed on to do what was right. This motivated me to continue to push through in the labor movement, because I know that we can only make change if we fight for it”.

Confidence

Course Expectations and Interest

Knowing the participant’s interest level in the course topic is an important indicator of self-efficacy and confidence, as well as part of Keller’s ARCS model for motivational design. The first step in the motivational design involves gaining attention, as Angelo details, “Research has repeatedly shown that when learners feel intrinsic interest in a topic--that is, interest generated from within...they are more likely to be motivated to learn deeply and well and to persevere in their learning” (2017). The following questions helped gather information on participant’s interest and attention level of the course topic.

Table 11

Summary of Course Expectations and Interest

Data Collection Source and Questions	Summary Analysis
What are your expectations for the course? Do you believe that the course will be difficult, easy, boring or interesting? <i>Audience Analysis Survey (AAS Q#4)</i>	The majority of the participants came into the class with the expectation that the course would be interesting.
Do you believe this course was difficult, easy, boring, or interesting? Why? <i>Exit Survey (ES Q#3)</i>	The majority of the participants cited that the course was interesting, with half of the participants citing that the class had increased to “very interesting”.

All of the participants entered the course with the expectation that the course would be interesting. From the initial audience analysis survey, participants expected the course to address how to become effective and empowered leaders, overcoming barriers to leadership and women and labor issues. All but one of the participants cited that the course would not be difficult, the one participant who did state that the course may be difficult said that it was due to the sensitivity of the subject matter. Post-course responses from the exit survey overwhelmingly demonstrated that the participants found the course to be interesting, about half cited also increased from “interesting” to “very interesting”. The exit survey data also indicates that the participants overwhelmingly preferred the flexible online course structure, the introduction of female role models from the labor movement that they had never known of and the broader definitions of who are leaders in the workplace and within their labor organizations--that leaders are more than just formal elected titles.

The following questions, pre-course compared to post-course, demonstrate the majority of participants made personal or professional growth on the topic of women and union leadership. Several participants cited that their understanding of women and leadership expanded, that they learned about female role models in union leadership that they had never known of and that the course provided links to material that they can further explore. At the beginning of the course the participant’s interest and attention was high, which continued to the end of the course that was gauged with the exit survey. The responses also demonstrate that Keller’s second category in motivational design was met, with the fact that the participant’s noted the relevance of the material.

Table 12*Comparison of Pre-Course to Post-Course Expectations*

PC	Audience Analysis (Pre-Course) Question #4 What are your expectations for the course? Do you believe that the course will be difficult, easy, boring or interesting?	Exit Survey (Post-Course) Question #3 Do you believe this course was difficult, easy, boring or interesting? Why?
1	I would like to learn more about how to empower the women in my union and the history behind organizing around specific women's issues. I would also love to learn some history about other badass women labor leaders.	I thought that the course was interesting and I learned a lot about women union leaders that I didn't know about before. I also loved gaining access to new resources to do more of my own research later on. I thought that the course met the needs of the various levels of students and the flexibility was important for working adults.
3	Understand how younger women are navigating the paths to leadership. I think the course will be interesting.	Interesting. It expanded my thoughts on role models and women leaders.
4	I expect to learn about the obstacles that hinder women or prevent them from becoming leaders. I also expect to learn about innovative ways to overcome these obstacles.	The course was interesting because of the many women that I had no knowledge of that were leaders in the union.
5	I enjoyed the course and better than I expected. The course is not difficult easy or boring, I was interesting and made me think about what matters most and ways to get things done.	The leadership course was eye opening for me because I recognize as a rank and file member wanting to build our membership, I have been using skills as a leader and didn't consider myself a leader until now.
6	I'm very excited for this course! It's already really interesting, both the material & group feedback.	Extremely interesting & perfect pace for Covid pandemic craziness. Appreciated virtual concept w/pandemic
7	I believe it will be both difficult and interesting. Difficult because we will be discussing topics which can be sensitive,	I think it was fairly easy, but also interesting. I was able to gain perspectives that aren't always readily

	and of which I am not very knowledgeable. But I think it will also be interesting, for the same reasons.	presented to me, as a man.
9	Knowledge on Women. Interesting	Very interesting and rewarding
10	Engage with others in understanding labor issues and finding solutions. / Course: interesting	This course provide a challenge in exploring roles and responsibilities from past to the present while forcing one to look at the real challenges of today. The course was very interesting. Recommendation for a regular semester credited class.
12	Leave with more knowledge- Interesting	Interesting. Facts of past and present. How women have changed History for standing up for what they believe in.
13	I am a woman in leadership with the labor movement. I have received awards for my work on behalf of labor. I was presented with an award from the region that for the first time was to honor a local union member. Yet I was passed over time and time again for other opportunities in our region. I put together and taught a woman in labor history class. So I want to learn more history and facts about those before me as well the class personal views and experiences	INTERESTING FOR SURE! I HAVE MY GOALS OUT MY HEAD AND ON PAPER
14	I believe the course will be fairly easy but also interesting and informative.	This course was very interesting. I enjoyed learning about the history of women in the labor movement as well as learning about current leaders.
17	My expectations are to learn about women leaders in the union and get insight on what opportunities are available to do the same. I believe the course will be interesting, always glad to learn something new.	The course was interesting because it allowed for an introspective view as well as help identify what gaps exist when it comes to women in leadership
18	To understand the biases of others and myself and make changes. Learn about	Interesting. I learned more about topics I had a little experience in and learned

	women and their contributions that have been forgotten or looked over. I think it will be interesting.	completely new things.
20	To gain knowledge in regards to women studies and women in leadership roles	Very interesting...so many topics were covered and the history lesson on female leaders was excellent
2	I expect it to be interesting and not particularly difficult. I like history and social sciences - I was a history major before going to nursing school - so even if there is more reading, as seems likely from the first week's materials, I expect to find the materials more enjoyable than the more "nuts and bolts" classes in the Labor School program.	It was very interesting, not really difficult or easy. I learned a lot and got some new/deeper perspectives on other things that were not completely new to me.

The next area of data collection connects to the participant's motivation. The pre-course Audience Analysis Survey demonstrates that the majority of participants came into the class highly motivated and the Exit Survey reflects the fact that participants either remained motivated or increased to "highly motivated". The results connect to Keller's third category of the ARCS model, with addressing confidence. With the participants from this study, they came in motivated with having an interest in the topic, as well as having held or currently holding leadership positions. The following category of questions does indicate some growth in motivation, confidence and self-efficacy by participants.

Table 13

Summary of Pre-Course to Post-Course Motivation for Leadership

PC	Audience Analysis (Pre-Course) Question #6 What is your current motivation level for running for leadership positions?	Exit Survey (Post-Course) Question #2 How would you describe your current motivation level for running for leadership positions after completing this course?
4	My motivation level is aspiring. I am working to obtain knowledge that will be useful to me at that time.	I am motivated more than I was before the course. I am motivated more, because it was so exciting to learn of all of the women leaders past and present and read a little about their journey.
5	Highly motivated, however I feel there is still more that I should know to lead an organization.	My level of motivation level is high in running for a leadership position after completing this leadership course!
9	High	Enthusiastic to start
13	I am motivated and I am a well respected leader at my local but I have run for local office and lost all 3times	I WAS SHOOTING FOR THE EB! I AM CURRENTLY THINKING ABOUT A MORE IMPACTFUL POSTION LIKE BARGINING COMMITTEE IF NOT SHOPCHAIRMAN
14	I did not seek out the president position, I was asked and accepted. I am also in leadership positions for the Junior League of the Great Lakes Bay Region	I am very motivated about continuing my leadership position
17	My current motivation level for running for leadership position is about a 5.	It is high
20	To educate the younger generation and instill in them the values and need for the union	I am currently Vice President...tbis course has motivated me towards running for President or getting on International staff
1	Highly motivated	I recently served as the President of my local, so I would like to take a break for a bit to focus on family. Eventually, I would like to take on roles at the state and/or national affiliate levels.

3	None, tired.	My motivation would be to act as a mentor, guide, and give support.
6	Bring it on!! Love a new challenge, always ready to learn & work hard!	Highly motivated! Ready to run for additional positions & encourage fellow female firefighters to do so as well!
12	Very motivated	Ready to get started, and mentoring others

Leadership Positions Held (Past, Current, Future)

Looking at how many of the participants currently hold, or have held, leadership positions indicates levels of confidence and motivation with union leadership roles. The following questions not only pertain to audience analysis, but also provide a gauge for confidence and self-efficacy coming into the course and at the conclusion of the course.

Table 14

Summary of Participant Leadership Roles (Past, Current and Future)

Data Collection Source and Questions	Summary Analysis
What is your current motivation level for running for leadership positions? <i>Audience Analysis Survey (AAS Q#6)</i> What leadership roles do you aspire to with your labor organization? <i>Audience Analysis Survey (AAS Q#12)</i>	Coming into the course, the majority of participants noted that they are motivated and aspire to run for leadership positions.
How would you describe your current motivation level for running for leadership positions after completing this course? <i>Exit Survey (ES Q#2)</i> What leadership roles do you aspire to with your labor organization? <i>Exit Survey (ES Q#9)</i> What are your next steps with leadership development? <i>Exit Interviews (EI)</i>	There is a positive demonstration from where many students aspired to pre-course, to where they state they want to (motivated) attain post-course.

The majority of the students entered the course motivated for leadership roles with their organizations and listed a diverse range of positions that they aspire to. Post-course surveys and interviews indicate a continued positive correlation in being motivated to aspiring leadership roles. Some participants cite feeling higher motivation since taking the course, as with P4, “I am motivated more than I was before the course. I am motivated more, because it was so exciting to learn of all of the women leaders past and present and read a little about their journey”. Another participant, P13, stated in the Exit Survey, “I was shooting for the EB! I am currently thinking about a more impactful position like bargaining committee if not shopchairman”. The fact that participants either continued motivation levels for them to remain in leadership positions, or where aspirations had grown into higher level leadership roles, is an indication of sustained and slight increases in motivation and confidence.

Personal Value

Examining if the participants view the course as having personal value to them is an indicator of interest, and thus potential attention and motivation levels with the course topic.

Table 15

Summary of Participant Personal Value to Course Topics

Data Collection Source and Questions	Summary Analysis
Does this course have personal value to you? If so, please describe. <i>Audience Analysis Survey (AAS Q#7)</i>	Entering the course, all of the participants said that the course had personal value to them, going into the class.
Did this course add personal value to you? And if so, please explain. <i>Exit Survey (ESQ#4)</i>	Post-course, the participants cited that the course added personal value.
How has your confidence in your leadership skills changed since taking this course? <i>Exit Interview (EI)</i>	Regarding confidence in leadership skills, all interviewees cited that their confidence positively changed since taking the course.

From the initial Audience Analysis survey, all of the participants entered the course with the belief that the course topic had personal value to them, an indicator of interest in the course topic and material that aligns with Keller’s ARCS model and the attention phase. The post-course survey showed a continued sense of participants having a high sense of personal value, with several detailing an increase in personal value from taking the course, as well as citing examples of what topics added to their feeling of an increase in personal value to them, from both male and female participants. P10 stated that the course, “...provided a sense of purpose, and self-worth after leading an organization, stepping down from the organization and now after this course realizing that I’m not done yet. It has started that “fire” again to stand up and make a difference”.

A question from the Exit Interviews asked participants if their confidence in their leadership skills changed since taking the course, and all of the interviewees cited an increase in their leadership confidence since taking the course. P10 stated, “It reignited in me, to let me figure out what I am about and what I want to do”. P5 discussed how she never thought of herself as a leader before, but now can identify as a leader with her union.

Leadership Role Models and Confidence

The next area focuses on leadership skills, role models and effects on participant confidence.

Table 16

Summary of Admired Leadership Skills and Qualities from Role Models

Data Collection Source and Questions	Summary Analysis
Think of the leadership skills/qualities that you admire most about the role model that you highlighted, how do these skills/qualities affect your leadership confidence? <i>Post Instructional Intervention Survey (PIIS Q#11)</i>	Participants cited a positive link between the skills that their role model demonstrated and their own confidence and how they can incorporate into their lives.

Participants responded with a positive correlation between the role models and to their leadership confidence. Participants also cited that the role models demonstrated how they can incorporate the demonstrated leadership skills into their lives, as with P18, “It made me want to be more like her. And bring her qualities to my leadership style”. The distinct feeling of inspiration from the role models is also demonstrated in participant’s responses as with P7, “Reading and knowing about adversity that people in these positions faced in the past inspired me to face whatever adversity I encounter with courage and resolve”.

Teaching Strategies and Confidence

The final questions regarding confidence pertain to specific teaching strategies that impacted their confidence.

Table 17

Summary of Link of Teaching Strategies to Participant Confidence

Data Collection Source and Questions	Summary Analysis
Where do you feel that your skills and abilities are for running for leadership positions? <i>Audience Analysis Survey (AAS Q#8)</i>	The participants recognize personal leadership skills and abilities coming into the course.
Which teaching strategies and/or course activities increased your leadership confidence? <i>Exit Survey (ES Q #5)</i>	Weekly course topics were listed as helping to increase leadership confidence.

The majority of the participants came into the course able to cite positive examples of their own personal leadership skills and abilities, with only one citing that they felt that they had only moderate skills and one participant citing the desire to improve skills and abilities. The fact that they came in able to identify their own leadership skills can be linked to self-efficacy. Examples of leadership skills and abilities that were identified include; being good with different

communication skills, collaborator and team players, feeling empathic and motivated, knowledgeable on core union and employment topics, truthful and being approachable and putting the membership first.

The post-course exit survey asked which specific teaching strategies increased their leadership confidence and the participants that all of the participants listed a range of core weekly topics that positively affected their leadership confidence, including; the role model activities, leadership philosophy and leadership skill set activities, as well as the combination of teaching strategies that were used (lectures, articles, videos, etc.) and interaction with classmates with different perspectives.

Leadership Skills

Defining Leadership Skill Sets

Moving to the final category of questions that pertain directly to leadership skill sets, the following questions help to answer what skills participants value in leaders and where they think their personal leadership skill sets are and if they have grown over the course of the 5-week leadership class. The exit interviews and final week 5 reflection activity also align with supporting that Keller's fourth and final phase of satisfaction were met.

Table 18

Summary of Participant Defined Leadership Skills

Data Collection Source and Questions	Summary Analysis
What skills should leaders have? <i>Audience Analysis Survey (AAS Q#11)</i>	Participants were able to cite various examples of skills that leaders in labor organizations should have, as well as the aspects of formal and informal leadership roles.
What skills should leaders have? <i>Exit Survey (ES Q#8)</i>	Post-course, the participant's responses to defining what examples of skills that union

	leaders should have did not change from pre-course responses.
How have your leadership skills developed? Exit Interview (EI) Discussion Board Week 5b--Final Reflections	The participants indicate that their personal leadership skills developed from taking the course.

From the Audience Analysis survey, the participants cited examples of necessary leadership skills that labor leaders should have, such as; leaders that focus on the membership, being inclusive and team oriented, having strong problem-solving skills, being good communicators and being someone that motivates or engages the membership. The responses from the Exit Survey on defining leadership skills did not change significantly, but the exit interviews and the final discussion board reflection activity indicate that participants felt that their personal leadership skills developed from taking the course. P10 stated that she learned to focus on improving her listening skills because what is being said may not be the message intended, P5 described how she now understands that leaders need vision and goals and P7 described how the new material created an opportunity for personal and leadership growth.

Teaching Strategies and Leadership

When asked which teaching strategies and/or course activities increased their leadership skill sets, the participants' responses cited several of the weekly core topics and activities that were covered each week.

Table 19

Summary of Correlation of Teaching Strategies to Leadership Skills

Data Collection Source and Questions	Summary Analysis
Which teaching strategies and/or course	The answers correlate to the other questions throughout the study, students discussed; role

<p>activities increased your leadership skill sets? <i>Exit Survey #6</i></p>	<p>models and the combination of activities each week. Students prefer a diverse array of activities, mixing it up, including the discussion board activities that provide time for reflection and interaction.</p>
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The course topics that participants cited that increased their leadership skills sets include; role models, mentoring, overcoming leadership barriers, action planning and next steps. The teaching strategies that were cited include the mix or combination of activities each week, which included; videos, readings, short lecture videos, discussion boards, etc.

Summary

The purpose of this study was to determine what instructional design strategies used in labor education increase confidence and leadership skill sets of female union members. Using an instructional design framework that incorporated the ARCS Motivational Design Model and Design Thinking, an asynchronous, online non-credit short course was created to use as the base for the study. The core weekly topics for the course were drawn from the study's literature review, as well as feedback from a participatory group of female union leaders. The initial course prototype was offered in October 2020 and March 2021.

Twenty students from the course volunteered to participate in the research study. The participants are affiliated with a diverse number of unions, as well as come from a variety of job sectors. The majority of participants have held, or currently hold, leadership positions with their labor organizations which indicates that the participants came into the class already with an elevated level of self-efficacy and confidence.

In regard to general instructional design strategies, the participants are comfortable with online course formats and prefer a combination of weekly activities. A combination of student activities includes; videos, lectures, reading links, etc. The participants also indicated that they

prefer the incorporation of hands-on and/or real-world material. The preference for a combination of weekly activities, as well as the integration of real-world material, aligns with proven research in adult learning pedagogy.

An instructional intervention that focused on role models and self-efficacy during the third week of the course. Overall, the participants reported a very positive response to the weekly activity. The participants not only found the WebQuest format favorable due to the flexible nature of the activity that allowed for in-depth and independent research, but moreover, the focus on role models proved to be highly valued by the participants. The participants cited that the activity was engaging and broadened their understanding of role models and introduced them to female labor leaders that they had not previously known of. The data collected from the participants recorded that role models demonstrated to the participants how to overcome leadership barriers and inspired them to the fact that they, too, can make positive change in leadership roles.

In regard to confidence and leadership skills specifically, the participants came into the course interested in the course topic and motivated to take on leadership roles with their labor organizations, with several noting an increase from motivated to very motivated for future leadership roles in their organizations. The participants also came into the class with the understanding that the class had personal value, with an uptick from many that there was an increase in value from the leadership course topics covered. Overall, participants indicated personal and/or professional growth with their understanding of women and labor leadership. The participants also cite a host of sample activities that they participated in throughout the course that positively affected their leadership skill sets, such as; the role model activities, weekly readings and videos and discussion boards. While the role model activities stand out as having a positive effect on the participants confidence and leadership skills, it is worth noting that the participants

cited several different course activities that they participated in that leads to the assumption that leadership courses need to be well-rounded and holistic to fit the diverse audience experiences and skill sets.

CHAPTER 5: DISCUSSION AND CONCLUSION

The purpose of this study is to identify instructional design strategies that can be incorporated into labor education programs to increase confidence and leadership skill sets of female union members. With female union members representing half of overall union membership, and the majority of new union members, the ultimate goal of the study is to discover strategies that labor education can use to strengthen female leadership programs to build a more active female union base, as well as more diverse and inclusive leadership structures of labor organizations. Using the research from the literature review and feedback from a small group of female labor union leaders, a curriculum was developed for a 5-week, non-credit online course that was offered through a midwestern labor center. The qualitative study participants consisted of sixteen female and four male union members that voluntarily participated in the study.

The first chapter in this study provided information on the background and significance of the deep-rooted problem of the leadership gender gap with labor unions. The first chapter also discusses the theoretical constructs of Bandura's Social Cognitive Theory and Keller's ARCS Motivation Model that were both incorporated into the design of the women's leadership course. The second chapter in this research study is the literature review that focused on the research of the leadership gender gap with labor unions, leadership styles, barriers to female leadership and recommended strategies to support women in labor leadership. The third chapter outlines the research study's methodology. The fourth chapter presents the results of the data collected with analysis. The purpose of chapter 5 is to discuss the major findings from the research study, implications to the field of Learning, Design and Technology and labor education, limitations and recommendations for future research.

The question that guides this research study is the following:

Q1: What instructional design strategies used in labor education increase confidence and leadership skill sets of female union members into leadership roles?

The fundamental goal of this study is to discover what instructional design strategies will support, encourage and motivate female union members into leadership roles to address the leadership gender gap with labor unions. The results of the data collected, organized into consistent themes, point to the following findings.

General Instructional Design Preferences

General teaching strategy preferences of the participants correlate to long-standing research regarding adult learning theories. With the participants being adult learners from differing educational and professional backgrounds, they come with varying life experiences. The data collected from the participants aligns with the research that supports the fact that adults prefer a constructivist design framework where they can tap into their experiences, create meaning with the material through hands-on and real case scenarios. When the participants were asked what their preferred teaching strategies are, several participants directly cited hands-on and learning by example. The majority of participants also cited that they prefer a combination of activities, such as; lectures, readings, videos, discussion boards, etc. The combination of activities also directly correlate to constructivism in that it provides the students a mix of mediums for them to use with their learning.

An example of where these teaching strategies (combination of activities, formats and application to real-world) were all demonstrated was with the week four curriculum that focused specifically on leadership skills. In week four, the students started the weekly activities by watching a lecture video by the instructor that provided an overview of the week's topic areas, with the remainder of the weekly material consisting of a combination of readings and videos that

focused on demonstrating leadership skills and strategies. The primary assessment activity of the week culminated in having the students apply what they learned from the week that focused on leadership skills and strategies to create their personalized leadership philosophy statements that were shared and discussed in a discussion board, creating an activity that tied all of the weekly material together to create a connection to their lives or real-world applications. P17 responded to this activity with the following leadership philosophy statement, that connects the leadership material to their own lives as follows;

Table 20

Sample Leadership Philosophy Statement

Week 4 Leadership Philosophy Statement Example
<p>With my leadership;</p> <p>I always...plan to succeed and plan for contingencies for the just in case.</p> <p>I believe in spending time...in the other person's shoes. It allows to see things from their perspective and what they may perceive as a challenge.</p> <p>I value...constructive feedback and open dialogue.</p> <p>I respect...the process and precedent set by those that came before me. The foundation of the things that have come before are pillars of what has been tested and proof of what works.</p> <p>I listen with...active intent and purpose as a means of hearing what the "real" issue is not what the "assumed" issue is.</p> <p>I care about...the membership and those directly impacted by the decisions being made.</p> <p>I inspire...to motivate others. To get them excited about the Union and the things that have changed and benefits the workforce has enjoyed from their existence.</p> <p>I aspire to...do more and get involved in other projects and other levels within the Union.</p>

While these teaching strategies have already been proven with research through the years, it is still worth presenting to continue to add strength to these teaching strategies and reinforce these methods for labor education programs in both in-person and online learning formats. Adult learners do not want to simply be lectured to, they want to be engaged in the material and be able to apply it to their lives to make their sacrifice of time and energy worth it.

Role Models: Positive Links to Confidence and Leadership Skills

The purpose of this study was to identify specific instructional design strategies that can be used in labor education to positively affect confidence and leadership skills of female union members into leadership roles, and the most striking finding points to the impact of the role model activities. The research is clear, as Ahn et al. points out, “Role models are particularly useful in the field of education as a source of inspiration, providing roadmaps for possible career paths and enhancing motivation along the way” (2019, p. 2). Therefore, incorporating role model activities was especially a good fit for the leadership course because the participants could observe the demonstration of skills from the role models, internalize that they could do it too, with the goal that they would then go forward and demonstrate those same skill sets in facets of their own lives. This correlates to the work of Bandura, where, “At the core of observational learning theory is understanding the role of modeling in inspiring learning and imitation in observers” (Ahn et al., 2019, p. 3).

Overall, the impression that role models had on the participants was positively demonstrated across the responses from the participants in the Post-Instructional Intervention Survey, Exit Surveys, Interviews and final Week 5 student reflection discussion board activity. Essentially, the participant’s responses throughout the course kept coming back to the influence of the role models. I will now discuss three sample activities that were incorporated into the

instructional design of the course design to support the positive connection of role models to confidence and leadership skills; the weekly trailblazers, the week 3 WebQuest activity and week 5 goal setting discussion board activity.

The Weekly Trailblazers

For people to even begin to imagine higher aspirations in leadership they need to see someone that reflects some of their own characteristics that reinforces that they can do it, too. It is important that they can relate to the role model and see parts of themselves in that role model. Therefore, each week a female role model or “trailblazer” was highlighted to introduce examples of real female union role models, raise awareness of the diversity of participation in union leadership and exemplify the fact that women have played significant roles in advancing worker rights and in building the labor movement through time. The weekly “trailblazers” were intentionally chosen to reflect diverse demographics and union backgrounds to demonstrate female union leaders as diverse as the participants in the course, as well as to highlight women that often get left out of the general labor history books so to speak. The trailblazers that were included each week reflected diverse demographics and leadership roles through history, as female role models from the International Lady Garment Workers Union, United Farm Workers, United Food and Commercial Workers Union, Service Employees International Union and the United Auto Workers. One of the participants, P14, details how the diverse role models impacted her, “It was eye-opening to read about all of the different women and very interesting to see how many races and cultures were represented as well as how many different time periods”, this reflection reiterates the importance of knowing your audience and choosing diverse role models to reflect the participants with the instructional design.

A fierce past female labor leader from the Amalgamated Meat Cutters Union, now the United Food and Commercial Workers Union was the trailblazer in week three of the course. In the trailblazer section of the module, I included a short video of her discussing her role with the union, as well as a link to an article that detailed her life and career. She was specifically chosen because she was an African American female labor leader that began her labor career in the 1950's when the membership in that industry at the time was majority white and male. She is unique in the fact that she was an African American female that overcame barriers to rise to not only the first President of her local, but on to become the first Black and female International Representative with her union and a staunch civil rights and religious leader, too. This female role model is quoted as saying, "I know that I wanted to help other workers, and I found out that I could help them by joining with them and making the union strong and powerful enough to bring about change" (ufcw.org), a sentiment that is at the core of the purpose of this study in how to engage members to stand together and make a positive difference with their labor unions.

The trailblazers each week demonstrated positive leadership skills, showed the students the diversity of females in union leadership, and have the potential to build self-efficacy. Furthermore, the trailblazers established how the participants can incorporate some of those best traits and strategies into their own personal or professional lives. P20 succinctly describes how these factors all came together, and the impact that the week three trailblazer had on her;

"The leadership qualities that stood out to me...the way she used different resources to achieve the things that needed to be achieved especially during the time of the Civil Rights movement when being a African American woman could have been viewed as a double negative...her drive and dedication speak volumes towards her leadership skills. [She] never give up and never lie down attitude and that's what I strive to have".

Role Model WebQuest Activity in Week 3

Another example of where role models were integrated into the curriculum that had a positive effect on the participants was with the instructional intervention activity in Week 3. Self-efficacy is a large component of any leadership training, therefore, a core component of the leadership course also focused on building self-efficacy due to the fact that individuals with high self-efficacy are more likely to be motivated and set and achieve leadership goals. The focus of the curriculum in Week 3 was on the importance of self-efficacy and confidence with leadership that included a variety of reading links. The primary class activity was in the form of a WebQuest that was built into a discussion board with numerous links to different sites that housed material on female role models through history. The activity allowed participants to choose their own role model of interest to them and then on a discussion board to; introduce their role model to the class, explain why they chose that role model, to identify leadership qualities that the role model best demonstrates and to discuss if and how role models can be integrated into union education programs. This discussion board activity of the students presenting their chosen role model allowed for the benefit of exposing additional role models to the entire class, other than the select weekly trailblazers that were chosen for them each week.

The participant responses indicate that the role models were inspiring to the students, a nod to motivation and self-efficacy. For example, P4 stated, “It excited me to see how far females can go. After reading some of the things they went through in the earlier years, it really inspired me” or how P10 states, “It lead me to wanting to do more along with the fact of realizing that my work is not complete”. Lastly, P20 stated that, “It encouraged me to share with the other women in hopes in getting them more involved”.

Participants were able to clearly identify how their chosen role model exemplified specific leadership skills on a micro level, but even more importantly, they were able to make the connection to the benefits of integrating role models into the larger macro sphere of their own labor unions and putting in the context of real-world examples. The following table gives sample responses from participants from the week 3 activity, listing the leadership qualities that the participants admired and their recommendations on how to integrate role models in a broader context to strengthen their labor organizations.

Table 21

Admired Leadership Qualities and Application to Organizations

PC	(Micro Level) What leadership qualities does she demonstrate that you admire?	(Macro Level) How can labor organizations benefit from using role models? How can role models be integrated into union education or membership programs?
17	<p>Pennie McCoach, AFSCME Empathy and compassion. Her ability to reach out on behalf of women, make her relatable. These qualities may be subtle and not deemed part of what most think of when it comes to leadership, but I beg to differ. In my experience, when a person in a leadership position has a keen sense of what is going on for those still in the struggle it makes one feel like they can keep on fighting because someone understands what it is like when you are giving it all you got. You are then determined to give just a little more because he/she is in the trenches with you. Pennie seems to be connected with those doing the job because she too is doing the hard work. Her concerns are those of the</p>	<p>Role models are needed in all facets of life be it in school, work or play. In the labor organizations they can serve as a beacon of light.</p> <p>They allow those coming up through the ranks as a positive sign that success can be obtained. Even if that success is not related to the union. On some level the things they represent can translate into positive reinforcement and motivation to keep moving forward.</p> <p>Role models can be integrated into union education or membership programs as examples of what can be accomplished.</p>

	<p>members but also those in the community. She too lives and dies by the contract that was negotiated for all-therefore she has a personal stake in everyone's success not just her own.</p>	
1	<p>Sue Cowan Williams, Teachers Union She fought for something that she believed in, even though she had to risk, and eventually lose, her job. It would have been difficult to be a woman and stand up for yourself in the courts, but as a black woman, her plight became even more courageous. Despite losing her first case, she continued to appeal and took backlash from her Superintendent and other administrators in her district. She made the greater good of the teaching profession and the future of Black educators a priority, even if it cost her something she loved. Luckily, she was able to get her job back eventually and has been an honored piece of Little Rock's history!</p>	<p>Many of our members have a lot of fear and don't want to do labor actions to get what they need.</p> <p>Remembering the stories of those that came before us and demonstrating how they were leaders can be encouraging and can drive membership and involvement.</p> <p>We need to highlight role models in our programming and through membership drives to show that our members and potential members that there is a place for them in the union and that our union needs members like them to make a change.</p>
14	<p>Ai-Jen Poo, Domestic Workers Alliance I admire that she didn't let a very daunting task dissuade her. In just a short amount of time (~12 years) with help of affiliate organizations, the National Domestic Workers Alliance has passed Domestic Worker Bills of Rights in 9 states and the city of Seattle.</p>	<p>I think role models are so important. When I think back on my career, I think back to the role models and mentors that I've had, and I've been so fortunate and learned so much from them! This is my first year as President and our Treasurer is a recent past President, there have been many times this year I have turned to her for advice. In addition, one of my close co-workers is a past President as well and although her involvement is not as recent, I am lucky that I can turn to her for advice as well. I am not sure that I would feel as comfortable turning to someone I don't have as close of a relationship with.</p>

Demonstrating a diverse set of role models and their stories turned out to be a powerful technique that built engagement with the course material. The end result of the discussion board activity was a long stream of examples of female leaders, the majority of whom were from the labor movement that many students had never heard of. The activity impacted the participant's engagement with the course and motivation to do more both in and outside of the course, as P5 states, "It made me want to share the information with others" or as P1 stated, "This week was my favorite so far and I am excited to learn more about women leaders".

Role Models and Goal Setting in Week 5

A final area to highlight where role models positively influenced confidence and leadership skills was in the final week 5 discussion board. As discussed in the literature review, goals are essential to building a foundation for self-regulation, strengthening motivation and increasing self-efficacy, so it was an ideal fit to create a culminating activity at the conclusion of the course where they reflect on the course material and discuss their next steps of how they can incorporate what they learned into their lives.

With the final reflection discussion board activity in week 5, students were asked to reflect on a short and long-term goals since taking the course and the responses from the participants enunciate clear and well-thought ideas to for personal and professional growth, as well with engaging support to increase the participation of female union members into leadership roles with their labor organizations which ultimately was the purpose of this course and study. Examples of goals from this discussion board activity are shown in Table 22.

Table 22*Sample Short and Long-Term Goals*

PC	Name one short term goal and one long term goal (Week 5 Discussion Board)
1	Short-term: Share information about the role model that I wrote about on social media. Long-term: Work with union leadership at my state level to find ways to empower women leaders and possible offer a session or training at our summer leadership institute. Thank you so much for this class! This has been one of my favorite courses in the WSU Labor School so far!
2	A short term goal would be to approach leadership development efforts with a greater awareness of the ways the patriarchy has distorted women's sense of self worth and ability to be great leaders. A long term goal would be to change the culture of my union to promote a culture of mutual respect, support and sisterhood as opposed to bullying, belittling and berating which is unfortunately the current culture. I would like to see, to paraphrase Sandra's comments from a few weeks ago, a new "positive queen bee" culture to replace the toxic variant that exists now.
4	My short term goal is to continue to share what I learned in this class with my family and friends, even the ones who are anti union. I need them to see and try and to understand the vision. My long term goal is to continue to educate myself and at some point seek a position that will allow me to use the things that I have learned in the many classes I have taken or plan to take.
6	A short term goal is to include some of the stats/information from this class in our union firefighter history class, so firefighters will see that women were involved in unions from the start. (We do already have the Triangle Factory Fire story and the union involvement that followed, so baby steps I guess). Long term goal is to continue to recruit female firefighters both for on the job and within the union ranks. Best sign of success is to see someone you recruited carrying on the torch for us when we leave (although I still plan on being active somehow in the union until I'm at least 90....)
15	Introduction phase is my next step, since I can't always get the female membership to come to our meetings as much as some of the males. I'm going out to them. By next year this time, I plan to have at least have another female member sitting on our board in a leadership position.
14	I think as a local we will continue to encourage women to apply for positions of leadership. I think implementing a mentorship program would be very impactful as well. I think being open and honest about the roles and responsibilities (as well as all the AWESOME learning opportunities (e.g. Wayne State's Labor School))will help to

	alleviate some of the concerns that these positions are too much of a time commitment or that they don't have the knowledge to be successful in a leadership role).
18	Short term I would like to have discussions with women leaders in my union about this topic. Long term I would like to become a leader in my union and use my influence to change the culture for future generations of union employees.
13	My short term goal is to do a hard ask of our UAW International President Mr Roy Gamble to- Implement one or a women driven mentorship or leadership training that has a transition to leadership within the region and or international staff of the UAW. Also, to not put men in leadership roles over women programs, classes and or training on any level of the UAW.
16	A short term goal of mines would mines is to finish taking my labor study classes. As I take my classes, I will pass on the information that I've obtained during the process. A long term goal is to use the knowledge and education that I've gained along the way to make a difference for the better of us all. I am interested in mentoring the younger generation who will eventually be in union leadership positions. They are the future and we have to prepare them for the journey.
20	I plan on taking everything that I learned in this class and sharing it with every woman that is willing listen and learn from me. As far as a short term goal I plan on developing a short module to educate women on the importance of becoming leaders in the workplace as well as society. As far as a long term goal, I would like to continue to educate myself in regards to women in leadership and possibly someday be able to teach a course like this one. I also hope to advance within my union possibly to the Regional or the International level as well. I plan on using all the tool that I acquired from this so much needed class.

These examples of short and long-term goals indicate an excitement and motivation to make positive change, to take what they have learned and put it in action. Some participants cite their own personal or professional leadership goals and others want to take it a step further, by making organizational change happen with the leaders and members of their labor unions. The strong and positive goals point to the fact that the participants connected to the course material, internalized it and want to recreate it in their environments. The participants can envision ideas of how to make change in both short and long-term contexts. Due to the short time frame of the

course, Bandura's four phases of observational learning (attention, retention, motor reproduction and motivation/reinforcement) could not be wholly realized. A women's leadership course with a longer time frame could incorporate and monitor all four phases, with the addition to future course offerings of activities to apply newly learned skills sets and with follow up feedback and encouragement. With future course offerings, I would build space for networking outside of class so the students have the opportunity to continue to motivate each other into actually reproducing the selected behaviors and goals, and of course in running for leadership positions.

I would like to close the discussion on role models with the powerful words from P20 that beautifully summarizes the influence of role models to union leadership;

“I feel that we need to integrate the past with the now day and the future. If we go back and use role models like Addie Wyatt and individuals like Walter Reuther then maybe we can get the Union back to where it is supposed to be. I think that over the years we have lost focus on what the backbone and what the Union is supposed to be. I think that the mission statement has evolved to be something it isn't supposed to be, and that is something that is more pleasing to management and not that of the working man or woman. We have role models that risked their lives to accomplish need things in the movement and we have just given it back or lost sight of what we are supposed to stand for. We need to stand united and take back what is ours. We will only achieve this by revisiting the past and all that was given and bring it forward and implement it into the struggles that we are dealing with today.

Our Role Models Matter”.

Further Effects of Instructional Design to Leadership Skills

The participants entered the class with a strong foundation and expectation of what skills union leaders should have, as well as recognizing their own unique leadership styles. Therefore, the intent of the leadership specific course material was to examine a diverse array of role models and assess their styles and strategies. Furthermore, each week the participants explored the many dynamics of leadership; as with in week 1 by defining leadership, identifying barriers to leadership in weeks 2-3, exploring leadership skills and strategies demonstrated from role models in week 3,

creating their own unique leadership philosophies in week 4, and finally creating vision and setting goals in week 5 of the course.

In addition to the positive effect of the role model activities, the responses from the participants on specific instructional strategies and/or course activities that increased their leadership skill sets reflect the many different elements of effective union leadership discussed each week. Participants cited a true array of diverse examples from the course material and strategies from the different weeks of what personally affected their leadership skills. The Exit Survey specifically asked what teaching strategies and/or course activities increased your leadership skill sets? One participant, P4, points to the second week of class that focused on external barriers, “Learning about external barriers helped me with my leadership skill sets. Also, the some of the discussions made me take a deeper look at myself”. While P2 cites that the articles about leadership skills helped increase his skill sets. And finally, other participants cite the influence of role models in general, as with P 5 who states, “Learning how to include what has been successful with new ways of being a leader”, so examining past role models but applying the strategies to today’s membership. Therefore, from the results of the study that asked what influenced their leadership skills the most, the findings really point to the fact that leadership training should be viewed as unique to each participant and that diverse topics and activities should be provided to meet participant’s unique leadership preferences and needs to be developed from a wide-lens that takes a holistic approach.

Implications With Union Leadership and Labor Education

There are implications from this study that labor education and unions can utilize to build stronger member and leadership programs. The voices of the union members that took this leadership course speak directly to several core improvement strategies. To begin with, the

participants' discussion of barriers to labor leadership should not be dismissed and reaffirms what the research confirms, that labor unions are bureaucratic organizations that construct, whether intentionally or not, barriers to leadership from the trade union culture itself, as Hansen & Ledwith assert, "...the most obdurate barrier to change is trade union culture" (2013, p. 1). While this study outlines teaching strategies that labor education can continue to embrace, as with role models, that is not enough though to dismantle enduring barriers to leadership. As Briskin (2011) details, "Undoubtedly role models may encourage some women, yet an emphasis on role models as a route to changing the demographic profiles of leadership also makes less visible the systemic and structural barriers that prevent women from accessing leadership positions" (p. 517). The fact of the matter is, labor union officers need to address the long-standing barriers to females with union leadership to build inclusive and representative leadership environments.

In week 2 of the course, the focus of the curriculum was on external barriers to union leadership. The activities for the week included a mix of lectures, reading links and videos on identifying external barriers and strategizing ways to overcome such barriers. Examples of barriers that were discussed in the week's curriculum were drawn from the literature review that included; the trade union culture, social and cultural stereotypes and bias, the queen bee syndrome, historic occupational segregation and the triple burden. One of the week's discussion board activities asked them to choose two of the most prevalent barriers that they see and to list a short and long-term goal to eradicate said barriers. From this discussion board activity, several participants noted the trade union culture itself--specifically in the everyday verbiage that unions continue to use. For example, a prevalent term still used in some unions is calling the shop stewards by the antiquated terms "committeeman" and "chairman". This continued practice may seem marginal to some because these terms are still used today, but these are the core worksite leader positions that are

still designated with male terminology. P20 discusses that one of the very first steps with unions becoming more inclusive is to address these terms that are used to designate the worksite leaders, “A short term strategy that the Union can use is to start changing male dominating gender terms. Committeeman should be Committeeperson, Chairman to Chairperson and other terms as such to be more inclusive to women in those positions is a start”.

Additional examples of trade union cultural barriers were also cited from participants in the Audience Analysis Survey that can be seen below in Table 23. The purpose of asking this question was to gather information on the audience to determine how much content in the leadership course should even focus on barriers to leadership, and the results from this survey question indicate that barriers to union leadership from the organizations themselves clearly exist and needed to be incorporated into the curriculum for discussion and to brainstorm strategies to dismantle said barriers.

Table 23

Examples of Barriers to Leadership from Audience Analysis Survey

PC	Describe any potential barriers, external or internal, for running for leadership positions with your union. (Audience Analysis Survey, Q#1)
2	Generally speaking, incumbents have an advantage, especially when there is not much transparency to the membership about the internal leadership dynamics. Another barrier is the tradition of leaders retiring mid-term and anointing a hand-picked replacement, who then becomes the new incumbent who has name recognition and other resources at the time of the next election.
4	First of all the position I want is currently held by two men. I'm a female. In general I work in the automobile industry which at one point was predominantly male. Although the culture has changed, the glass ceiling still exist. It seems the females who get positions in leadership are not taken as seriously, because of this some females are not being good leaders they are being dictators. Breaking the barriers will allow women to excel without changing. We will be able to be soft, but firm. soft spoken, but heard prideful, but not overbearing. empathic, but not indifferent. gentle, but not mushy. Not

	only am I a female, but I'm a black female so for myself I have to set the bar even higher just to level the playing field.
6	There hasn't been any women on my local Executive Board before but I'm happy to say there are 2 of us now! I think once people saw my work ethic it opened doors for me at the state level.
12	Didn't think I had any until I ran in election during covid. Wasn't use to politics and lies. This is my 3rd plant you do better if you're from same area
15	Fear of involvement with the Union, lack of knowledge regarding the Union and it's function, preconceived notions and prejudices regarding certain positions
16	Lack of support from current leadership
17	No go to person for possible mentoring, access to those in current roles is shielded
20	The Uaw is male dominated and utilizes the appointee system thus the cycle of the good ole boy system

Identifying the barriers to leadership is the first step, but more importantly is creating space for the participants to name specific recommendations for dismantling barriers for female union members rising into leadership and this was done in both the discussion boards for week 2 and in the student reflections in week 5. Many of the recommendations from the participants correlate back to the recommendations from the literature review, as with creating mentorship programs and building more union education programs for female union members on leadership. Before you can begin the steps of creating programs though, commitment from current leadership to build more inclusive leaders and support from the membership is needed.

Formal mentor education programs to develop leadership skills and offer opportunities for networking and education were repeatedly recommended by the participants. From this study, the voices of the participants are speaking loud and clear supporting education and mentorship programs at their local unions. The participants overwhelmingly cite that they want to see

mentorship programs to help empower and train female members. As P17 outlines in her goals, to “...continue to take advantage of classes that will build on the knowledge/skills already obtained. Long-term will be to put the knowledge/skills into play. Empower those around me (in/out of the Union) to speak up for what is right and support them on their paths to do so”. There is past research to draw upon on how to build union mentorship programs, as with the work from the partnership between the Institute for Women’s Policy Research and the Berger-Marks Foundation, “The Next Generation: A Handbook for Mentoring Future Union Leaders (2012), it just takes building the commitment and drive to start and implement such programs.

An additional fact that has positive implications to labor education surfaced from the study, the fact that the majority of the participants are comfortable with online course formats. The responses from the audience analysis spoke to the fact that the majority of the participants came into the online course with experience taking online courses, and the exit survey indicated that they continued to have positive response to this course format. The participants cited the ease of the asynchronous course format and how well it works with adult schedules that often revolved around work and family responsibilities. In the Exit Survey, the participants were asked about their experience with the course in an online format and every response confirmed that they had a positive experience, some loved it and others cited that they appreciated the flexibility due to “juggling a career, union positions and family” (P6). Typically, labor education at the organizational level takes place at the union halls with times that try to capture the diverse member work schedules that in some industries change routinely. But the online course option is complementary to the face-to-face format and can take advantage of having larger member participation in education programs.

Implications to Learning Design and Technology Field

Learning theories are built into the foundation of instructional design. However, while learning theories are a base for instructional designers to work from, no single learning theory can be a focal point for adult education, especially when working with an online learning environment (Arghode et al., 2017). The instructional design for this study drew from constructivism due to the fact that the audience were adult learners with varied life experiences. Also, the participants cited that their teaching preferences included working with a combination of activities each week, as well as the importance of connecting the material to various aspects of their lives.

This study was able to add to the research in the field on incorporating constructivist design principles in an online environment with adult learners. Research has already demonstrated the best practices for adult learning, but due to the evolving field of technology and online teaching formats, as well as the uniqueness of experiences of learners, designing for a constructivist online learning will never be static and will continue to have room for research practices to grow.

Strategies and student activities in the course were designed with a constructivist perspective, allowing the participants to discuss the weekly topic areas and share how they can be applied in their personal leadership journeys or with their organizations. A core principle with adult learning is providing opportunity for the application of new skills. Discussion boards were used weekly in the course to provide space to share ideas for skill building and application. “Authentic discussion topics can empower adult learners to take past learning and construct new takeaways to be applied to real-world situations. The asynchronous nature of online discussion can also provide an opportunity for critical reflection before crafting a response” (Arghode et al., 2017, p. 603). Discussion boards can also help build the student community in online courses, where the students and instructor can engage with each other’s ideas back and forth, to build stronger ideas

and concepts for possible real-world application. As the instructor, I engaged with the students in every discussion board activity, to support their learning and help them make connections to their own leadership skills or with the application to their organizations.

The study also added to the base of research on leadership development. Built into the foundation of the course was not simply acquiring new knowledge, but for students to take that knowledge and make positive change with either their own personal leadership skills or with their labor unions to get more female members involved in leadership roles. Therefore, a critical aspect regarding the application of the learning and skills was building empathy regarding the leadership gender gap, increasing leadership skill sets, as well as building self-efficacy and motivation to join together in tackling the problem. Creating an environment for the students to gain empathy was critical because while the new learning was to target gaining new knowledge and skill sets, empathy touches and pulls on the heart strings to garner stronger support for taking the knowledge and moving forward. The primary design concept to address moving from knowledge acquisition to making positive change was through the integration of role models through the curriculum. The role models not only helped build the needed empathy, but also modeled beneficial leadership skills for the students to adopt.

Future Research

This research study created an initial course proto-type, a 5-week online women's leadership course. The goal of hosting the course was to try and increase confidence and leadership skill sets for female union members, to encourage and motivate them to actively take steps to increase the ranks of female leaders with their local unions. The next step of this project would be to expand the course and take it the next step further, as in a multiple-phase course(s), to add the additional needed time to delve deeper into the subject matter and add more case studies for

application purposes. Also, the longer format would allow time to incorporate the necessary space for building active female networks, as the research supports to build their skills, confidence and mentorship opportunities. The longer time format for the course allows for further assessment on effects to confidence and leadership skill sets, as well as in goal setting and accountability and follow through to ultimately reach leadership roles.

A second area for future research would be on the best practices for the instructional and system design of formal mentorship programs to incorporate with labor organizations. One of the recommendations that is supported by the research that positively affects organizational change, that is also well supported and documented from the participants of this study, is how to create formal mentorship programs to allow for more equitable leadership development.

Final Reflections

Reflection is important for both instructor and student to take a moment and introspectively examine the divergent set of course factors. Reflection aligns with design thinking that gives the chance to reflect and make changes to the instructional prototype and run again. Whether you are in the role of instructor or student, participating in a course is a learning experience and allows for growth for both parties. The practice of reflection for an instructor is to try to learn from each instructional opportunity, revise and improve to make each course offering better than the last--as well as to grow as a professional.

Researcher's Reflections

As an instructor, I learn from both my students and as a professional moving through the instructional design process. With teaching, every course is unique. As with the two women's leadership courses, they were very different, had a different group dynamic and were affected by my own personal and professional influences at each time.

Essentially, I believe that Keller's ARCS model was appropriate to use with the instructional design of the course. The ARCS model helped provide a framework for a course that attempted to build interest and motivation for the participants to build their own leadership skill sets or help their organization grow female participation with leadership roles. Integrating the main components of Design Thinking, from gaining empathy of the participants to the creative process of ideation of the weekly material, to ultimately offering the course prototype. Empathic design, as well as building empathy from the participants, was an important factor with this course. Gaining empathy from the participants helps garner their support for attempting to follow through with making change to the issue of the gender gap with union leadership.

Under the design thinking framework, this course is an initial prototype, and therefore, upon reflection, I would definitely recommend changes for the next prototype. For example, problem-based scenarios and case studies should be incorporated that would help connect to the real-world examples--this also aligns with what the participants cited as a preferred teaching preference of creating activities for the students to apply what they are learning to simulated scenarios. "Link learning to real-life contexts with authentic assessment, construct knowledge and personal meaning through experiences and provide customized training based on learners' characteristics" (Chuang, 2021).

It was also a huge challenge to narrow down the quantity of information regarding women and labor leadership into a 5-week course--a course that was also thrust into an online asynchronous environment due to the COVID pandemic. To be able to capture the many nuances of women and labor leadership, the course definitely needs to be longer, possibly in a multi-segment format that includes the building of supplemental long-term networking opportunities.

The longer time frame would also allow for more time to build activities for the participants to create their own short and long term personal or organizational leadership plans.

The robust response to the role model activities leads to the support of complimentary storytelling activities. Storytelling has the power to not only provide role models to highlight, but also help tell labor's stories. There is research on the benefits of storytelling for organizational change and inspiring social justice. It also fits well with adult learners who can bring experiences to the table that can be utilized for structured learning experiences. As Michelle Kaminski discusses in "Teaching Leadership to Union Women: The Use of Stories", union leadership can be a "catch-all" of labor education topics but stories are powerful because people can relate and remember them (p. 67). Storytelling can help learners better understand complicated and large-scale problems, as well as help explain the purpose and mission of organizations.

A final area for further development with future leadership programs would be to build more content regarding the intersectionality of multiple social identities for women and union leadership. Gender is not the only factor when considering how to build more inclusive and representative leadership structures, other social identities such as race, sexuality and nationality also play a role with leadership identities and development. This fact came through in the course from the content on intersectionality that was discussed in week two of the course. Divergent identities are demonstrated as P3 cites, "I entered the labor movement socialized like a male, as a woman and as an African American". P1 also details how the sometimes conflicting identities affect leadership, "I am a woman and an Arab. I am also white-passing, which I am cognizant of and can recognize white privilege due to this. I have not always been valued as a participant in decision-making sometimes for both of these identities, but sometimes just for one of them, so it is important to me that I include all voices when making a decision that encompasses a broad

group. I believe that in order to address inequities, we need to make sure that all stakeholders have a place at the table”. Hearing these stories on intersectionality and leadership not only illustrate the difficulty in addressing the many nuances of leadership, but also the importance of doing so to make sure that the different factors affecting leadership are addressed.

Student’s Final Reflections--Sharing Vision, Goal Setting and Next Steps

Student reflection was a priority each week with the women’s leadership course, and not just at the completion of the course. During the course, reflection was important to gain the attention of the students on the subject of the gender gap with union leadership, as well as to provide opportunity for the students to reflect on how the material applies to their unique situations. Throughout the course, students were asked to reflect on their definition of leadership, how the topic of women and unions affect them, barriers that they face with leadership, their unique leadership philosophy and the final overall course reflection involving setting goals and next steps.

The final discussion board activity in Week 5 is very telling because it captures what are the major factors that the participants are leaving the course with (Appendix M). The reflection activity first asked the participants what discoveries they made in the class. By far, what stands out from the participants is the fact that they learned about so many female role models. The far majority of participants cite that they discovered female labor leaders that they had never heard of before, but moreover participants cite that they now have ideas to bring back to their local union, “I think the concept of role modeling in particular is valuable and may be helpful in creating a culture change in my union” (P2). The role models not only opened views that yes, there are many female union leaders throughout history whose stories are rarely highlighted, but that these role models show that they can do it, too. P5 describes this fact with, “In this class, I learned a lot about myself and my role in my community, business, and union. I learned that I have been showing

some leadership skills and how to be a better leader. I have shared, we are all stakeholders with a job to do”.

The women’s leadership course was designed to educate, but to also agitate for making change, rather than taking a class and then just moving on. The next question in the Week 5 reflection asks the students what are some ways they could share what they learned with friends, family and fellow union members. The answers point to the fact that the participants highlight the fact that they want to see formal mentorships with their organizations, which aligns with the literature review, as with P15 who states, “I leveraged the idea of more women involvement in union leadership as means of equally representing all of our members adequately. I’ve spoken to both our Union President and 1st Vice President about ways to foster more women leadership involvement and possible mentorship”. Not only formal mentoring ideas were put forth, but several answered with the fact that it is about starting to have the conversation and using personal one-on-ones and word of mouth to discuss women and leadership, “By expressing the impact that it has made on us all. By word of mouth and mentoring others in ways leaders should” (P12).

The next reflective question asks what they would like to learn more about. By far, the responses again indicate that the participants want to learn more from female union leader role models. They cite that the role models can address how they overcame barriers, organized for elected roles, how to foster involvement and their journeys overall. The role models many discuss would be in the form of current leaders that can have direct conversations and answer questions, this is an activity that can be integrated into future course offerings. One additional topic area that was highlighted as missing from the course was that the issues of the transgender community should be addressed in this course, too.

And finally, what are their next steps and to name a short and a long-term goal. Setting goals are important, “Goal adoption enlists self-investment in the activity. Once people commit themselves to valued goals, they seek self-satisfaction from fulfilling them and intensify their efforts by discontent with substandard performance” (Bandura, 1999, p. 28). Goals also indicate motivation level. The participants overwhelmingly cite that they want to take the information from the leadership course, share it with others and try to make a difference. The participants cite ways to make a difference or change including; approaching leadership to have more fair representation on committees and boards, create educational opportunities with their membership and recruit more women to be active with their organizations.

Limitations to the Study

There are limitations to the study. First, the study was conducted with participants from one geographical area, primarily from Southeast Michigan. While there was diversity in unions represented by the participants, about half of the participants are members of the same union and in the manufacturing sector. A second, and larger limitation, would be the timeframe of the study. With each course only being 5-weeks in length, the time frame did not allow for longitudinal examination or follow up with and between the participants. This then speaks to the difficulty in measuring changes in confidence, which would take a longer time frame to better measure changes with the participants. Building confidence and leadership journeys take time, networking and support.

Summary

In conclusion, this study examined women and union leadership, focusing specifically on identifying labor education strategies to address the long-standing gender gap with union leadership. The course opened with setting the stage by introducing the topic of women and union

leadership, traversed through two weeks that focused on internal and external barriers, spotlighted female union role models, emphasized leadership skills and strategies and concluded with reflecting on goal setting and next steps.

This short course set out to reignite member interest and momentum to the importance of building inclusive labor leadership and identify instructional design practices that labor education can use to address the problem with the gender gap in labor leadership. As an instructor, with every class I hope to make a difference with the students, and I can honestly say that this is one of the best courses that I have developed and I am very proud of the impact of this course. Upon subsequent conversations and feedback with participants, I can say without a doubt that this course was successful in starting the first steps of engaging in the conversation of the persistent gender gap with union leadership, making female union members feel proud of their legacies, and in building momentum to make positive change at the organizational levels. I know the course was a success when I see P20 articulate, “This class has also shown me that I am a force to be reckoned with”. The work is now in the participant’s hands, to take back to their unions, empower their members and build future leaders.

The fact of the matter is that labor organizations need to embrace more inclusive leadership structures that fairly represent the membership to survive for the long haul, to represent their growing diverse ranks. Looking at women and labor leadership historically, you can find examples of role models that helped pave the way, but it was a difficult journey. P3 details her initial experience as a women with union leadership from only about 30 years ago;

“There were certain rules in the male socialization model. First, never let them see you sweat or cry. Secondly, be the best whether it being best the softball pitcher (on the all men’s team), drinking 151 and being the last one standing, being fearless confronting a 6’3” male when you are only 5’3.

I never really considered the ‘women’s vote’, because I was one of the ‘boys’. I ran for Committee person and kept winning. Then came the alignment of the stars. Four women in my local we’re running for leadership positions and the International Union was being deliberate in bringing women on staff. Can’t remember but someone called a women’s meeting to discuss strategies. I agreed. During the meeting most of us were in tears. We had never had an opportunity to talk about what we had gone through to assume leadership in our union. I came in a ‘boys’ girl and left a feminist”.

Strides for women and union leadership have been made since then, but hurdles remain which validates the fact that members need to fight and organize for more equitable leadership structures, as detailed by P20 of her experiences with leadership as of more recent years;

“Prior to this last election the only women that held leadership positions at my local were stewards, and had only been elected the term before. Historically, women have been appointed to positions but when it came to electing them it always seemed as though the good ole boy system prevailed. Currently, we have 2 women in the top 4, myself as Vice President and X holds the number 3 slot as Recording Secretary. With the change of dynamics, the negotiations that we are about to enter for our local contract will probably be a little different from what they are use to. X and I will view some things from a woman's perspective when it comes to day to day life outside of the workplace, things that affect family, and most significantly the way things impact women in the workforce. The two of us will be able to shed some light on a system that up until now has been predominantly guided by our male counterparts. The diverse change has made me proud to not only be a woman but to be a PROUD, STRONG union woman who's voice is now being heard.

My being elected had such a huge impact on the female population at my plant. We have had female Recording Secretaries in the past but never a female higher than the number 3 spot. The women now feel that anything is possible and are being a little more vocal than in the past. When they see someone that looks like them representing them it makes them proud and feel a part of something they feel was never there in the past. They are now looking to achieve greater things through the women's movement. They now see that it is possible for women to hold leadership positions that are high ranking. With the growing number of women in manufacturing they now see that we can have a bigger piece of the pie and that we are a force to be reckoned with”.

This study identified instructional design strategies that can be used to help build confidence and leadership skills sets for female union members, and hopefully the work can begin by growing support for building more labor education programs that take the best practices from this study and put them to use to build and empower more female union members. As P18 states in an exit interview, “I hope that in the future, we don’t need classes like this, because women,

women leaders are just leaders". It is admirable to hope that the day may come where inclusive leadership is the norm, but if that day doesn't come, then let us remember the role models that paved the way and the advice of female trailblazer Shirley Chisholm, "If they don't give you a seat at the table, bring a folding chair" (retrieved from <https://www.biography.com/news/shirley-chisholm-quotes>).

APPENDIX A RESEARCH STUDY UNIVERSITY INTERNAL REVIEW BOARD APPROVAL LETTER



IRB Administration Office
87 East Canfield, Second Floor
Detroit, MI 48201
Phone: (313) 577-1628
www.irb.wayne.edu

CONCURRENCE OF EXEMPTION IRB-20-09-2714-B3 Expedited/Exempt-EXEMPT

DATE: October 01, 2020
TO: Daugherty, Jacqueline, Deans Office Education
Hill, William, Administration & Organization Stud
FROM: Millis, Scott, Professor, B3 Expedited/Exempt
PROTOCOL TITLE: Labor Union Women and Leadership: Using Labor Education to Build Female Leadership Participation for a Stronger Labor Movement
FUNDING SOURCE: NONE
PROTOCOL NUMBER: IRB-20-09-2714

The above-referenced protocol has been reviewed and found to qualify for Exemption according to category 1

The following attachments and consent/assent documents have been reviewed and approved by the IRB.

Notes:

NOTE TO PRINCIPAL INVESTIGATOR: Due to the COVID-19 health crisis please note whenever possible research should maintain remote study interventions/visits as per IRB approval. Only research that can provide a direct benefit to the participant may resume with in-person visits at this time. Direct benefit means that the participant is expected to receive benefits immediately themselves from participation in the clinical/research trial. This is not intended to mean indirect benefit that arises from participation such as a free physical exam, or long term benefits to society.

In-person research activities require additional precautions at this time to protect both the participant and the research staff. Principal Investigators should review and follow the instructions for IRB Appendix N: Resumption of In-Person Clinical Research and also contact the research site for any additional information and/or approvals. For more information regarding Appendix N and IRB resumption of research requirements visit: research.wayne.edu/irb/coronavirus.

When clinical research is conducted in a clinic/hospital setting, please follow that sites COVID-19 precautionary standard operating procedures. For research conducted at a WSU research facility, refer to the university guidance. Information on restarting WSU research operations can be found at: research.wayne.edu/coronavirus/restartguidance.

If you have questions please contact the IRB Administration Office, email: irbquestions@wayne.edu or telephone: 313-577-1628.

NOTE TO PI: This project has been given a Status Check-In Date. The Status Check-In Date is 09/29/2022. The Minimal Risk Status Update Form should be used to provide a status report to the IRB. Please submit the status update at least 6 weeks before this date. The Minimal Risk Status Update Form is available on the IRB's Forms and Submissions website (www.irb.wayne.edu). The Minimal Risk Status Update should be submitted as an expedited amendment via eProtocol with the Minimal Risk Status Update Form. Include the Minimal Risk Status Update Form as an Attachment using the label: Minimal Risk Status Update.

Protocol/Proposal/Dissertation (received 09/25/2020)

Research Informed Consent (dated 09/15/2020)

Recruitment Advertisement

Labor Studies Center Fall 2020-Winter 2021 Schedule



IRB Administration Office
87 East Canfield, Second Floor
Detroit, MI 48201
Phone: (313) 577-1628
www.irb.wayne.edu

Post-Exit Analysis Semi-Structured Interview Questions

Post Intervention Follow-Up Interview Semi-Structured Questions

The following data collection materials have been reviewed and approved and does not require a WSU IRB stamp for use. These documents are approved and noted in the IRB file (4): (I) Researchers Reflection Journal, (II) Pre-course Audience Analysis Survey, (III) Post-Intervention Survey, and (IV) Exit Analysis Survey.

Medical records are not being accessed therefore HIPAA does not apply.

Attachments

Daugherty org ltr of support
 adv ls ad rev 2020
 LSC fall 2020 draft 2e
 APPROVED Appendix F Post Int Int
 APPROVED adv ls ad rev 2020
 APPROVED LSC fall 2020 draft 2e
 APPROVED Daugherty Research Informed Consent 09-15-2020
 APPROVED post exit analysis interview
 Prof Staff Review Daugherty 2020
 Appendix F Post Int Int
 post exit analysis interview
 Appendix F Post Int Survey
 App D Researchers Reflection Journal
 Appendix E Precourse aud analysis
 Appendix G Exit Analysis Survey
 Daugherty Dissertation Proposal

* Exempt protocols do not require annual review by the IRB, however you may have been granted a Status Check-In Date.

* All changes or amendments to the above-referenced protocol require review and approval by the IRB BEFORE implementation.

* Adverse Reactions/Unanticipated Problems AR/UP must be submitted on the appropriate form within the time frame specified in the IRB. In the event of an unexpected problem use the Unanticipated Problem Report Form.

Note: Studies conducted at DMC sites or DMC medical record used for affiliate review Authorized DMC personnel have been added to this submission under Personnel Information "Other".

Administration Office Policy www.irb.wayne.edu/policies-human-research

NOTE: Upon notification of an impending regulatory site visit, hold notification, and/or external audit the IRB Administration Office must be contacted immediately. Also Notify the IRB of any changes to the funding status of the above-referenced protocol.

To view stamped documents associated with this approval, please see the Protocol Information- Attachments section-IRB Initial Approval Stamped Documents.

APPENDIX B LETTER OF DEPARTMENTAL SUPPORT



WAYNE STATE
UNIVERSITY
Labor Studies Center

September 22, 2020

Jacqueline Daugherty
Ph.D. Candidate, Instructional Design Technology
3242 FAB
Detroit, MI 48202

Dear Ms. Daugherty,

I am writing to offer the enthusiastic support of Labor@Wayne including the Doug Fraser Center for Workplace Research and the Labor Studies Center on your research proposal titled, "Labor Union Women and Leadership: Using Labor Education to Build Female Leadership Participation for a Stronger Labor Movement". I am pleased your doctoral pursuits include research on labor education, women and union leadership. The research areas you have outlined and pursue greatly support the vision, mission and work of Labor@Wayne.

I understand this proposal requires the support and cooperation of Labor@Wayne and we happily do so. Labor@Wayne will cooperate and assist with this project by supporting your development and facilitation of a non-credit, five-week, asynchronous course titled "Women Leading Forward" through the Labor Studies Center's Advanced Labor Leadership Academy. This course will begin the week of October 19, 2020. Additionally, Labor@Wayne will offer a venue for you to present the findings of your important study and research through the Fraser Center.

The best to you for a successful proposal and please let me know if I may be of further assistance.

Sincerely,

Gayle Hamilton, J.D.
Interim Director, Labor@Wayne

APPENDIX C INITIAL DRAFT CURRICULUM

Table 24

Draft 5-Week Curriculum Tied to Recommendations from Literature Review

The learning objectives and content will be fully developed after working with the participatory committee in phases 1-3 of the design study.

This table gives a starting point of recommended topics and strategies from the literature review; what is the problem (week 1); barriers (weeks 2-3); leadership styles, leadership identity (week 4), creating collective spaces/networks, motivation and goal setting, organization and policy change initiatives (week 5).

Date	Learning Objectives	Content	Data Collection and Analysis
Week 1 10/19/20	Pending	<ul style="list-style-type: none"> ● Introduction ● History ● Foundation/Groundwork ● Course Activities 	Researcher's Reflection Journal Pre-Course Audience Analysis Survey
Week 2-3 10/26/20	Pending	<ul style="list-style-type: none"> ● External Barriers: organizational/structural, stereotypes, bias, etc. ● Internal Barriers: leadership identity, Confidence-Self-Efficacy ● Strategies: Mentorships, Role Models and Policies ● Course Activities 	Researcher's Reflection Journal Survey and Interview Post Intervention #1
Week 4 11/9/20	Pending	<ul style="list-style-type: none"> ● Leadership Styles/Strategies ● Course Activities 	Researcher's Reflection Journal
Week 5 11/16/20	Pending	<ul style="list-style-type: none"> ● Goal Setting: Planning, Next Steps ● Building Future Spaces and Opportunities ● Course Activities 	Researcher's Reflection Journal Exit Analysis Survey

APPENDIX D RESEARCHER'S REFLECTION JOURNAL

Design Phases	Questions to Guide Reflection
Phase 1: Empathize	<p>Document what is happening each week. Who are the learners? What are their skill sets for online course planning? What are their experiences? Are any currently in leadership positions? How can I relate or walk in their shoes? What are the students looking to gain from this course? What are their future aspirations?</p> <p>From ARCS Model How well do the learners in this class know each other, if at all? Are they a reasonably homogeneous group, or are there distinct subgroups? What are the learners' overall motivational attitudes toward this course? (Keller, 2010. p. 207)</p>
Phase 2: Define	<p>Document what is happening each week. What is the problem? Does the problem definition align with the research? What are the various dimensions of the problem? What are the barriers? What should the learning goals?</p>
Phase 3: Ideate	<p>Document what is happening each week. Brainstorm Ideas What engaging activities will align with the weekly goals/objectives? Is the material chunked appropriately each week? Are the activities appropriate for the audience's skill sets?</p>
Phase 4: Prototype	<p>Document what is happening each week. What content will be used and why? Is there enough time for the allotted material each week? How will the content be presented to learners? What activities will they be asked to complete? What are the end products—the weekly modules? How will the learning each week be assessed?</p>
Phase 5: Tes	<p>Document what is happening each week. What is working? What did not work? What needs to be modified and how?</p> <p><i>Post Course:</i> What was the student's overall experience? What made an impact? Was there learning growth from week 1-week 5? Were the student's goals met? What did the data collection tell me?</p>

APPENDIX E PRE-COURSE AUDIENCE ANALYSIS SURVEY

Pre-Course Audience Analysis Survey

	Questions	Purpose
1	What is your name?	
2	Where do you work?	Audience Background: Will help determine where the students work in the room to gauge job sectors. Will students from different job sectors have different experiences?
3	What union do you belong to? How long have you been a union member	Audience Background: To determine the different union affiliations, different experiences.
4	What are your expectations for the course? Do you believe that the course will be difficult, easy, boring or interesting? (Keller, 2010, p. 207)	Audience Background: This question will help gauge if there is a difference in experiences based on years of union affiliation. Will also help see the different generations in the course.
5	Are you currently, or have you been, in a leadership position with your union? If so, please describe your role and responsibilities.	Audience Background/Motivation: To see the factors of why the students signed up for the course. Leadership
6	What is your current motivation level for running for leadership positions entering this course?	Audience Motivation
7	Does this course have personal value to you? (Keller, 2010. p. 207)	Audience Motivation, Self-Efficacy/Confidence
8	Where do you feel that your skills and abilities are for running for leadership positions?	Audience Motivation, Self-Efficacy/Confidence
9	What kind of teaching strategies do you prefer?	Design
10	What is your experience with taking online courses? (Keller, 2010. p. 207)	Design

11	What skills should leaders have?	Leadership
12	What leadership roles do you aspire to with your labor organization?	Leadership
13	Describe any potential barriers, external or internal, for running for leadership positions with your union.	Leadership

APPENDIX F POST-INTERVENTION SURVEY AND INTERVIEW QUESTIONS

Post-Intervention Survey based on the WebQuest activity from Week 3 on Role Models

	Question
1	What is your name?
2	What was your experience with this WebQuest activity?
3	What did you like about the design of the WebQuest activity?
4	What did you not like about the design of the WebQuest activity?
5	How has your understanding of role models changed after this activity?
6	How did this activity affect your engagement with the course material?
7	How did reading about different female leaders' stories and experiences affect you?
8	How did the activity affect your thoughts on motivation and leadership?
9	How did the WebQuest stimulate curiosity on the topic of women and labor leadership?
10	Think of the role model that you selected, what are the leadership skills or qualities that you admired most?
11	Think of the leadership skills/qualities that you admire most about the role model that you highlighted, how do those skills/qualities affect your leadership confidence?
12	Please share any additional thoughts on the WebQuest activity, and how it impacted you as a student and union member.

Post Intervention Follow-Up Interview Semi-Structured Questions

1	<p>One of the challenges with online education is making the activities interesting and engaging for the students. It is easy to just ask a DB question and wait for responses, or create Q&A quizzes. The WebQuest is a semi-structured activity, where students can explore online, research and hopefully get inquisitive on the topic at hand.</p> <p>Could you tell me your experience with the WebQuest and what kind of online activities do you enjoy as a student?</p>
2	<p>I had the activity focus on role models because there is a lot of positive research, across multiple disciplines on how role models have a positive effect on confidence and with leadership development.</p> <p>How did the concept of building role models, or integrating role models into leadership development programs affect you? Was it strong? Weak? Did it connect to union building programs?</p>
3	<p>I am curious to hear your interpretation of the roles between role models and motivation.</p> <p>Did the concept of role models affect your sense of motivation?</p>
4	<p>There is a lot of research on leadership skills, the different types, when to use, etc. One criticism with leadership development programs for women is that traditionally programs use a “add women and stir” approach. They stick to the same format and topics. With the course, I went a different direction.</p> <p>What is your opinion with the course addressing leadership skills and qualities?</p>
5	<p>Can you share with me your experience with the course overall?</p>

APPENDIX G EXIT ANALYSIS SURVEY AND INTERVIEW QUESTIONS

Pre-Course Questions from Audience Analysis	Post Course Questions	Purpose
What is your current motivation level for running for leadership positions entering this course?	What is your current motivation level for running for leadership positions after completing this course? (Keller, 2010. p. 207)	Audience Motivation
Do you believe this course will be difficult, easy, boring or interesting? (Keller, 2010. p. 207)	Do you believe this course was difficult, easy, boring or interesting? (Keller, 2010. p. 207)	Audience Design/ Motivation
Does this course have personal value to you? (Keller, 2010. p. 207)	Did this course add personal value to you? (Keller, 2010. p. 207)	Audience Motivation
Where do you feel that your skills and abilities are for running for leadership positions?		Self-Efficacy/ Confidence
What kind of teaching strategies do you prefer?	Which teaching strategies increased your leadership confidence?	Design
	Which teaching strategies increased your leadership skill sets?	Design
What is your experience with taking online courses? (Keller, 2010. p. 207)	How was your experience with the course in an online format?	Design
What is your experience with leadership roles with your labor organizations?		Leadership Skills
What skills should leaders have?	What skills should leaders have?	Leadership Skills
What leadership roles do you aspire to with your labor organization?	What leadership roles do you aspire to with your labor organization?	Leadership Views, Motivation, Self-Efficacy, Goal Setting
What skills are necessary to run for leadership positions?	What skills are necessary to run for leadership positions?	To show any growth in recognizing leadership skill sets, motivation, goals.

Post-Exit Analysis Semi-Structured Interview Questions

Semi-Structured Interview Questions
How did you like the course format?
How has your confidence in your leadership skills changed since taking this course?
How have your leadership skills developed?
What are your recommendations for modifications to the course?
What are your next steps with leadership development?

APPENDIX H LETTER OF APPEAL TO PARTICIPATORY GROUP

I am writing to request your support with my doctoral dissertation research study, “*Labor Union Women and Leadership: Using Labor Education to Build Female Leadership Participation for a Stronger Labor Movement*”.

The focus of my study is to identify what instructional design strategies can be used in labor education to positively impact female union members that aspire to union leadership roles and eliminate the leadership gender gap with unions.

My research study will be conducted alongside the asynchronous online Women’s Leadership 5-week course that begins the week of October 19 with the WSU Labor Studies Center.

Building a participatory group of women will help add validity and strength to the study. I am asking for your assistance in being my sounding board and guide, to allow me to run through the curriculum with you and gather your recommendations and feedback for the 5-week course topics and activities for building confidence and leadership skill sets of female union members.

The advancement of women into leadership roles is part of building stronger labor organizations and a stronger labor movement overall. I believe that education is a key for change and this instructional design study will help identify strategies and tools that students can take back to their unions to use to become positive change agents.

I am not asking for a huge time commitment. I would like to offer the following options that will hopefully work with your schedules, to either;

1. Participate in a 30-45 min Zoom conference as a group on Thursday, October 8 from 7:00-7:45, or
2. I can call you individually and we can discuss.

Please let me know if you are available to participate.

Thank you,

Jackie

APPENDIX I FINAL COURSE CURRICULUM

Date	Learning Objectives	Content/Activities
Week 1	<p>Assess the concept of leadership and recognize the different forms that leadership takes with labor unions.</p> <p>Identify current and projected membership demographics with labor unions.</p> <p>Define "leadership gender gap" and identify the consequences of such gaps with female union members, working families and organized labor overall.</p> <p>Illustrate the diverse history of female leaders in the labor movement that is often left out of labor history.</p>	<p>Objectives</p> <p>Intro Lecture</p> <p>1st DB: Leadership roles in labor unions take many different forms. Think of all of the different leadership roles in your own organization.</p> <p>Now, read the following short article on, "What is Leadership (Links to an external site.)". The article details how difficult it is to define leadership. For this discussion board, I would like to hear from you on what your definition of leadership is.</p> <ol style="list-style-type: none"> 1. Please begin by introducing yourself. 2. Have you held, or do you currently hold, any "leadership" positions? 3. How do you define "leadership", specifically with organized labor? Think about how leadership takes many different forms with organized labor--from the workplace or shop floor, to the local union halls, to the national unions and federations, and so forth. <p>After you answer the question, log back into this discussion board through the week to review and comment to your classmates on their interpretation of leadership.</p> <p><u>State of Working Women and Organized Labor-Header</u></p> <p>Union Member Summary, BLS 2020 (https://www.bls.gov/news.release/union2.nr0.htm)</p> <p>Our Voices-A Snap Shot of Working Women, AFL-CIO (pdf)</p> <p>Women in Unions, IWPR Briefing Paper (pdf)</p> <p><u>Recognizing Women's Roles with Organized Labor-Header</u></p> <p>Women's Rights: Breaking the Gender Barrier-A Women's Place in in Her Union (https://www.lib.umd.edu/unions/social/womens-rights)</p>

		<p>Unions owe debt to black women (https://www.usatoday.com/story/money/2017/02/13/unions-owe-debt-black-women/97422252/)</p> <p>We Were There (4 min video)</p> <p>Week 1 Trailblazer: Meet Rose Schneiderman-Header</p> <p>One of the Most Influential Leaders of the American Labor Movement (https://www.pbs.org/wnet/americanmasters/she-went-working-factory-advising-president-zeyjko/14409/)</p> <p><u>Women and Labor Leadership: Looking Forward-Header</u></p> <p>How women are transforming organizing labor. The WP, pdf.</p> <p>2nd DB: We covered several topics this week to lay the foundation for the topic of women and leadership in labor unions, including;</p> <ul style="list-style-type: none"> ● The diverse definitions and roles with labor leadership. ● Female union membership rates and leadership roles with labor unions. ● Leadership Gender Gaps ● The distinctive roles that female labor leaders also played in labor history. <p>With this final discussion board question, I would like you to personally reflect on and answer the following questions.</p> <ol style="list-style-type: none"> 1. How does this issue, of women and leadership in labor unions, affect you? How does it impact your union? 2. What is holding us back? What obstacles or barriers in labor organizations in general are keeping female union members to achieving greater gender equality with leadership? 3. Did you have an "aha moment" (insight or discovery of something new) this week? If so, please explain what struck you. Please take the time to respond to at least two of your classmates on their discussion board responses.
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Date	Learning Objectives	Content/Activities
Week 2	<p>Identify external barriers to women and leadership roles, including examples of; social and cultural stereotypes and bias, the trade union culture and occupational job segregation by gender.</p> <p>Recognize how marginalized individuals and groups face additional obstacles with leadership roles.</p> <p>Compare and contrast strategies to counter external barriers facing women aspiring to labor leadership positions, including the integration of organizational gender equality policies and mentoring programs.</p>	<p>Objectives</p> <p>Week 2 Lecture</p> <p><u>Resources Addressing External Barriers (macro)--header</u></p> <p>Well-behaved women seldom make history--Intro to Stereotypes https://www.pbs.org/newshour/extra/app/uploads/2014/02/Introduction-to-Gender-Stereotyping.pdf</p> <p>Are you biased? I am--Kristen Pressner TED Talk (9 min video) https://youtu.be/Bq_xYSOZrgU</p> <p>Pandemic Makes Evident Grotesque Gender Inequality in Household Work--NPR https://www.npr.org/2020/05/21/860091230/pandemic-makes-evident-grotesque-gender-inequality-in-household-work</p> <p>The Effect of Intersectionality in the Workplace--NYT https://www.nytimes.com/2018/09/30/us/the-effect-of-intersectionality-in-the-workplace.html</p> <p>Why Women (Sometimes) Don't Help Other Women--the Atlantic https://www.theatlantic.com/business/archive/2016/06/queen-bee/488144/</p> <p>DB #1: Think of 1-2 ways your own identities have impacted you.</p> <ul style="list-style-type: none"> ● How is your own leadership style been impacted by those intersecting identities? <p>Based on what you've learned this week, brainstorm ways to create environments that are more equitable and intersectional.</p> <ul style="list-style-type: none"> ● What can I do right now? ● What can I work on over time? ● What do I wish others would do? <p><u>Strategies to Counter External Barriers--header</u></p> <p>Sara Nelson on Next-Gen Leadership and Helping People Find Their Own Power</p>

		<p>Why Intersectionality Matters Even More in 2020 https://www.catalyst.org/2020/08/18/intersectionality-workplace-2020/</p> <p>The Next Generation: A Handbook for Mentoring Future Union Leaders-- Berger Marks http://womensequitycenter.org/wp-content/uploads/2016/11/BergerMarksMentoringHandbook2012.pdf</p> <p>Week 2 Trailblazer: Meet Dolores Huerta--header</p> <p>Labor of Love: Activist Dolores Huerta still fighting for change https://www.youtube.com/watch?v=vT-C68OucQo&feature=youtu.be</p> <p>DB#2 This week we focused on external barriers for women and union leadership roles. For this last discussion board for the week, I would like you to ;</p> <ul style="list-style-type: none"> ● Choose 2 examples of external barriers, can use examples that I cited this week or include your own additional examples (please don't highlight internal barriers, we discuss that next week). See below for examples. ● Why did you choose this barrier. ● Detail one short term and one long term strategy that unions and members can do to dismantle the barrier for women and union leadership. <p>Examples of External Barriers</p> <ul style="list-style-type: none"> ● Trade Union Culture ● Social and Cultural Stereotypes and Bias ● The "Queen Bee" Syndrome ● Historic Occupational Segregation ● The "Triple Burden" ● Other <p>Optional Virtual Zoom Class Survey for Week 5--(cancelled)</p>
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Date	Learning Objectives	Content/Activities
Week 3	<p>Define leadership identity and explain how our leadership identity impacts how we see ourselves with leadership.</p> <p>Identify internal barriers for union leadership, including the role of self-efficacy and confidence.</p> <p>Compare and contrast strategies to internal barriers facing women aspiring to labor leadership positions, including empowerment initiatives and the integration of mentoring and role modeling.</p> <p>Recognize the diverse history of female leaders in the labor movement and the important roles they played in social and civil rights movements in the United States.</p>	<p>Objectives</p> <p>Mini Lecture: Internal Barriers</p> <p><u>Resources Addressing Internal Barriers (Micro)</u>--header</p> <p>How Gender Stereotypes Kill a Women's Self-Confidence (HBS) https://hbswk.hbs.edu/item/how-gender-stereotypes-less-than-br-greater-than-kill-a-woman-s-less-than-br-greater-than-self-confidence</p> <p>A Lack of Confidence Isn't What's Holding Back Working Women (the Atlantic) https://www.theatlantic.com/family/archive/2018/09/women-workplace-confidence-gap/570772/</p> <p>How to build your confidence--and spark it in others (TED) https://youtu.be/b5ZESpOAoIU</p> <p><u>The Power of Role Models</u>--header</p> <p>Mini Lecture: Role Models</p> <p>How Women (and Men) Can Find Role Models When None Are Obvious https://hbr.org/2016/06/how-women-and-men-can-find-role-models-when-none-are-obvious</p> <p>Role Models Are Key in Gender Diversity--Especially in Tech and Engineering https://shecancode.io/blog/role-models-are-key-in-gender-diversity-especially-in-tech-engineering</p> <p><u>Week 3 Trailblazer: Meet Addie Wyatt</u>--header</p> <p>Remembering activist Addie Wyatt https://www.wbez.org/stories/remembering-activist-addie-wyatt/85df2ccf-9ce6-42fa-8a59-bc222ab58000</p> <p>Black History Month: Addie Wyatt http://www.ufcw.org/black-history-month-addie-wyatt</p> <p>DB#1 Role Models and Self-Efficacy (I Can Do It) We discussed the power of role models this week. "A role model is an individual who displays certain behaviors or has achieved certain success that other people look up to and wish to (or try to) emulate. Because a role</p>

		<p>model sets an example that others try to follow, a role model is thus a leader". We also discussed self-efficacy this week, an individual's belief or confidence in their abilities. Creating situations to build social modeling or using role models can help build self-efficacy.</p> <p><u>Discussion Board Activity (10 points)</u> Review the following websites, or find one of your choice, and select a female labor leader role model (either from the past or present) that demonstrates leadership qualities that you admire, then answer the following reflection questions.</p> <ul style="list-style-type: none"> • Who did you choose? What is her profession and union affiliation? • Why did you choose her to highlight as a role model? What stood out to you? What leadership qualities does she demonstrate that you admire? • How can labor organizations benefit from using role models? How can role models be integrated into union education or membership programs? • Include a picture of your role model and/or links for additional information to your classmates. <p><u>Sample Sites to Visit to Discover Role Model/Leadership</u> Walter Reuther Archives: Women in Labor Unions (Several links on this page to female labor leaders) http://reuther.wayne.edu/node/8502Links to an external site. Black Women Oral History Project Interviews, 1976–1981: Schlesinger Library, Harvard University https://www.radcliffe.harvard.edu/schlesinger-library/collection/black-women-oral-history-project Zinn Project: Women in Labor History https://www.zinnedproject.org/materials/women-in-labor-history/ 26 Labor Heroines You Should Know--UFCW http://www.ufcw.org/womenshistorymonth Meet the Women Leading Today's Labor Movement https://supermajority.com/news/education-fund/meet-the-women-leading-todays-labor-movement/ Black Women in the Labor Movement Have Long Defended American Workers https://www.teenvogue.com/story/black-women-in-the-labor-movement Biographies of Jewish Labor Leaders https://jwa.org/teach/livingthelegacy/biographies And Still I Rise: Black Women Labor Leaders' Voices-Power-Promise https://and-still-i-rise.org/</p>
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Date	Learning Objectives	Content/Activities
Week 4	<p>Define and recognize the role of power with leadership.</p> <p>Analyze leadership styles and strategies that correlate with effective leadership with labor unions.</p> <p>Evaluate when and how to use various leadership styles depending on the nature of the task at hand.</p>	<p>Objectives</p> <p>Mini Lecture</p> <p><u>Leadership Skills and Strategies--header</u></p> <p>10 Common Leadership Styles (Plus Ways to Develop Your Own) https://www.indeed.com/career-advice/career-development/10-common-leadership-styles</p> <p>An Important Leadership Skill: Get Comfortable with Being Uncomfortable (TED) https://youtu.be/QijH4UAqGD8</p> <p>Important Leadership Skills for Success https://www.thebalancecareers.com/top-leadership-skills-2063782</p> <p>The New Generations' Leadership Style https://www.westmountmag.ca/new-generations-leadership-style/</p> <p><u>Week 4 Trailblazer: Meet Mary Kay Henry--header</u></p> <p>How Labor Leader Mary Kay Henry Is Fighting for Frontline Workers in a New World https://time.com/5829770/mary-kay-henry-seiu-president/</p> <p>DB #1: What is Your Leadership Philosophy A strong leadership philosophy is key to successfully running teams and organizations.</p> <p>Stop trying to label your leadership styles! Instead, determine your values and principles that will guide your leadership.</p> <p>When your leadership style is rooted in a strong set of values and principles, you'll remain committed to your goals, and you'll be more likely to motivate and inspire others on a regular basis.</p> <p>A leadership philosophy is essentially a belief system that guides your decision-making. It consists of your core principles, perspectives, and values.</p>

		<p>By answering the following questions, you will begin to develop your leadership philosophy that will guide the leadership styles and strategies that you choose on your leadership path.</p> <p>With my leadership;</p> <ol style="list-style-type: none">1. I always...2. I believe in spending time...3. I value...4. I respect...5. I listen with...6. I care about...7. I inspire...8. I aspire to
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Date	Learning Objectives	Content/Activities
<p>Week 5</p>	<p>Create strategies for building future spaces for labor education and opportunities for networking, support and encouragement of female union members into labor leadership roles.</p> <p>Identify tools and techniques for developing vision, goals and action plans to build and sustain motivation for leadership building moving forward.</p>	<p>Objectives</p> <p>Mini Lecture</p> <p>What you need to know about equity, inclusion and social justice in the workplace. https://www.weforum.org/agenda/2020/10/equity-inclusion-and-social-justice-in-the-workplace/</p> <p>Where do we go from here? Start the conversation and setting goals--header</p> <p>Gender Equity and You: A Conversation Kit https://www.wire.org.au/conversation-kit/</p> <p>Successfully Navigating “Difficult” Conversations http://womensleadership.com/coaching-tips/difficult-conversations/</p> <p>Growing the Number in the Trades (Chicago Women in Trades) PDF</p> <p>Building Allies, Support and Leadership/Education Program Development--header</p> <p>How to support more women in leadership roles https://www.weforum.org/agenda/2020/03/international-womens-day-women-leadership-roles/</p> <p>A Guide to Organizing Women’s Committees: Everything You Need to Know to Make a Difference http://www.ibew.org/LinkClick.aspx?fileticket=eyYq4BHtVAQ%3D&portalid=31</p> <p>How Men Can Become Better allies to Women https://hbr.org/2018/10/how-men-can-become-better-allies-to-women</p> <p>DB#1: Where do we go from here? Idea Generator Class Conversation starter: Where do we go from here?</p> <p>What are some ideas for next steps to build and empower more female labor leaders?</p> <p>Really try and think outside of the box. Let's brainstorm a large list of ideas for next steps that we can all take back to our members and organizations. Ready, Set, Go!</p> <p>Week 5 Trailblazer: Cindy Estrada--header</p>

		<p>Cindy Estrada, Vice President, UAW https://www.craigslist.com/awards/cindy-estrada</p> <p>3 questions to ask yourself about everything you do--Stacey Abrams https://youtu.be/3zJHwOwirjA</p> <p>DB#2: Final Reflection</p> <p>The act of reflection is a critical tool for learning. If we don't know where we've been, what we've accomplished (or not accomplished), and what we want to aspire to, then we wander aimlessly through life.</p> <ul style="list-style-type: none">• What discoveries did you make in this class?• What are some ways you could share this learning with your friends, family and fellow union members?• In regards to women and union leadership, what would you like to learn more about?• What are your next steps in regards to this topic? Name one short term goal and one long term goal.
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APPENDIX J PARTICIPANT LETTER OF RECRUITMENT

Dear Labor School Students,

You have registered for the upcoming *Women and Union Leadership* course that I will be teaching, and I am so excited for the class to begin!

I would like to request your voluntary support with my PhD research study that will coincide with this course. The focus of my study is to identify what instructional design strategies can be used in labor education to positively impact female union members that aspire to union leadership roles and eliminate the leadership gender gap with unions. There are no risks to this study, and the benefits of this study can help identify tools and strategies to build stronger labor organizations.

To support my research study, you would voluntarily agree to complete the following;

1. One short **audience survey**. An important piece of instructional design to provide background of students and allow for course modification if necessary.
2. One short **post-instructional activity survey** in week 2 or 3. From those that have consented, around 3-4 will be also be randomly chosen to **interview** remotely with me via Zoom.
3. One short **exit survey**. From those that have consented, around 3-4 will be randomly chosen to **interview** remotely with me via Zoom.
4. Discussion Board responses may be used in the data collection.

Your submissions are completely confidential. I will be the only one to collect and review your responses and your names and information would not be shared in any further work.

To participate in the study, you need you to sign the following [electronic consent document](#).

I would really appreciate your support with this study, and I hope that you join as a participant. Please let me know if you have any questions.

Thank you,

Jackie Daugherty
Wayne State University
Program Coordinator, Labor Studies Center
313-577-5769 - ak3618@wayne.edu

APPENDIX K WEEK 3 POST-INTERVENTION INSTRUCTIONAL ACTIVITY

Discussion Board

Role Models and Self-Efficacy (I Can Do It)

We discussed the power of **role models** this week. "A **role model** is an individual who displays certain behaviors or has achieved certain success that other people look up to and wish to (or try to) emulate. Because a **role model** sets an example that others try to follow, a **role model** is thus a **leader**". We also discussed **self-efficacy** this week, an individual's belief or confidence in their abilities. Creating situations to build social modeling or using role models can help build self-efficacy.

Discussion Board Activity (10 points) Review the following websites, or find one of your choice, and select a female labor leader role model (either from the past or present) that demonstrates leadership qualities that you admire, then answer the following reflection questions.

- Who did you choose? What is her profession and union affiliation?
- Why did you choose her to highlight as a role model? What stood out to you? What leadership qualities does she demonstrate that you admire?
- How can labor organizations benefit from using role models? How can role models be integrated into union education or membership programs?
- Include a picture of your role model and/or links for additional information to your classmates.

Sample Sites to Visit to Discover Role Model/Leadership

Walter Reuther Archives: Women in Labor Unions (Several links on this page to female labor leaders)

<http://reuther.wayne.edu/node/8502>Links to an external site.

Black Women Oral History Project Interviews, 1976–1981: Schlesinger Library, Harvard University

<https://www.radcliffe.harvard.edu/schlesinger-library/collection/black-women-oral-history-project>

Zinn Project: Women in Labor History

<https://www.zinnedproject.org/materials/women-in-labor-history/>

26 Labor Heroines You Should Know--UFCW

<http://www.ufcw.org/womenshistorymonth>

Meet the Women Leading Today's Labor Movement

<https://supermajority.com/news/education-fund/meet-the-women-leading-todays-labor-movement/>

Black Women in the Labor Movement Have Long Defended American Workers

<https://www.teenvogue.com/story/black-women-in-the-labor-movement>

Biographies of Jewish Labor Leaders

<https://jwa.org/teach/livingthelegacy/biographies>

And Still I Rise: Black Women Labor Leaders' Voices-Power-Promise

<https://and-still-i-rise.org/>

**APPENDIX L FINAL STUDENT REFLECTIONS FROM DISCUSSION BOARD
WEEK 5**

P	What discoveries did you make in this class?	What are some ways you could share this learning with your friends, family and fellow union members?	What would you like to learn more about?	Short-Term and Long-Term Goals
1	I discovered that there were a lot of women in labor history that I had no idea about. I loved reading the stories from other labor leaders in this class and learning how they are working to grow women leaders in their own locals. I have a lot of new ideas to bring to my own local on this topic.	Since many of us are working remotely, I think that social media is a powerful tool. I want to share information about what I have learned through my personal accounts and encourage others to do some of their own learning. I want to reach out to my local leaders to see how we can increase the involvement of our women and particularly the involvement of moms to make women's leadership a priority.	I would like to continue to learn about other women role models. I would also like to learn more about what other unions have done to successfully grow women leaders. I would like to take some of what has worked for them and implement them in my local and state affiliates.	Short-term: Share information about the role model that I wrote about on social media. Long-term: Work with union leadership at my state level to find ways to empower women leaders and possible offer a session or training at our summer leadership institute. Thank you so much for this class! This has been one of my favorite courses in the WSU Labor School so far!
12	The discoveries that I found in this class are. Many women have and continue to change the world by stepping in and letting their voice and actions change the world daily that I didn't know.	By expressing the impact that it has made on us all. By word of mouth and mentoring others in ways leaders should.	I would like to know how they deal with preparing for an election, the positive and negative.	My next step would be to try mentoring ones who want to be involved and talk more with my lady friends I admire, for the leadership and obstacles they've overcome. Alethia Smith and Dianna Robertson even taught at seminars and helped others to meet expectations. Women I admire also in all they do!!

7	I discovered several female union activists that I had never heard about before.	There are a handful of new hires/new members in my shop who are women, and who have expressed an interest in the union. I've made it a goal to engage this interest and see if I can get them active in leadership roles, and much of what I've learned in this class will help me in my approach.	I would like to learn more about women activist divisions that may exist at other unions.	I am currently the USW Women of Steel coordinator for my local. This is obviously not optimal, but I was the only one who stepped up. My short-term goal is to find a female co-worker/member who would like to take over this position and grow this chapter within our local. All of the candidates for this that I have in mind as of right now are new to union membership, so my long-term goal will be to assist this person in learning about the union and growing in their position, and in recruiting other women to get active.
5	In this class, I learned a lot about myself and my role in my community, business, and union. I learned that I have been showing some leadership skiles and how to be a better leader. I have shared, that we are all stakeholders with a job to do. Setting goals, visions, and time management are achievable.		I would like to learn more about what our next generation of women are thinking and how they feel about unions. Thinking about the generation before us and what they went through so that we can continue to make life better. It's our turn to leave it better for the next generation of women.	My short term goal is to finish this course and my long term goal is to expand my business in homecare, be an effective president of my block club and organize the best Healthcare Local Union Healthcare Mi.

2	<p>Prior to taking this class, I had thought of women's oppression in a primarily material way - that the problem could largely be resolved by equalizing the burden of domestic and reproductive labor, ensure equal pay for equal work and the like. This class gave me a much greater understanding of the ways in which our patriarchal society has underdeveloped many women's sense of self confidence and ability to be great leaders.</p>	<p>I think the concept of role modeling in particular is valuable and may be helpful in creating a culture change in my union. Sharing stories of strong women in the labor movement who did not treat each other in the deplorable way our local' president does - you don't have to be a bully to be strong. Also, instituting mentorship programs with an emphasis on women to women mentoring would be a big step forward.</p>	<p>This class did not address trans women in union leadership. That is something that might be good to address in future years in the interest of inclusion if nothing else.</p>	<p>A short term goal would be to approach leadership development efforts with a greater awareness of the ways the patriarchy has distorted women's sense of self worth and ability to be great leaders. A long term goal would be to change the culture of my union to promote a culture of mutual respect, support and sisterhood as opposed to bullying, belittling and berating which is unfortunately the current culture. I would like to see, to paraphrase Saundra's comments from a few weeks ago, a new "positive queen bee" culture to replace the toxic variant that exists now.</p>
4	<p>I discovered many females in leadership and their stories were interested. I was surprised at the amount of females that were leaders for labor.</p>	<p>You can share this learning by talking. Conversations can educate and educating can bring change.</p>	<p>I would love to know about the life of a women currently in leadership, what she deems as the pros and cons, how she got to where she is, and is this her final stop (if not, what next).</p>	<p>My short term goal is to continue to share what I learned in this class with my family and friends, even the ones who are anti union. I need them to see and try and to understand the vision. My long term goal is to continue to educate myself and at some point seek a position that will allow me to use the things that I have learned in the many classes I have taken or plan to take.</p>

6	<p>I discovered so many amazing labor leaders, loved reading all the biographies. I learned how imperative it is to have mentors, be confident in yourself to become a strong leader and then become a mentor yourself. I loved all the TED talks and strong women in all different fields.</p>	<p>I've already shared many of these biographies with my 16 year old daughter and her friends-I can't wait to show her the Stacy Abrams video! I've already talked to my Mom and sisters about this class, as well as some female firefighters, would not be surprised if some of my fellow firefighters sign up for this class down the road... I took tons of notes and plan on using some of the female labor stats in our firefighter union history curriculum.</p>	<p>I'd like to see stats on female involvement on union boards-in negotiating contracts and health care so I could share with my members in our union history class.</p>	<p>A short term goal is to include some of the stats/information from this class in our union firefighter history class, so firefighters will see that women were involved in unions from the start. (We do already have the Triangle Factory Fire story and the union involvement that followed, so baby steps I guess). Long term goal is to continue to recruit female firefighters both for on the job and within the union ranks. Best sign of success is to see someone you recruited carrying on the torch for us when we leave (although I still plan on being active somehow in the union until I'm at least 90....)</p>
17	<p>The thing that stood out the most is the gap in leadership on the executive levels. It would have merely been a blip on the radar had it not had light shone on it, to me. The fact of the matter is there is just as much silence about the issue in the Union as it is in Corporate America.</p>	<p>I tend to share what I learn every week with at least one or two people I encounter. I like to share new information and get feedback on what they think about an issue as a layperson. At times I have been amazed at what kind of insight they have when it came to certain topics.</p>	<p>I would like to learn more about the journey and exactly what kind of connections should be made when one is looking to pursue leadership positions. I understand that there is more than one way to get there, but there should be some fundamentals one could walk away with. There should be a consistent person within the Local, Region, & International, that those of us seeking to be where they can be sought out as a mentor.</p>	<p>Name one short term goal and one long term goal. Short term goal is to continue to take advantage of classes to that will build on the knowledge/skills already obtained. Long-term will be to put the knowledge/skills into play. Empower those around me (in/out of the Union) to speak up for what is right and support them on their paths to do so.</p>

15	<p>The discover of the impact the imposed class ceiling has had on women. As a male taking this class I sought out to find creative ways to be of assistance in breaking that glass ceiling. This course provided a multitude of insight that I can apply in my position as Union 2nd Vice President to just that. I pledge to each of my class mates that I intend to get in, "Good Trouble", as the late John Lewis would say by doing just that.</p>	<p>Truthfully, I've been doing just that already. I leveraged the idea of more women involvement in union leadership as means of equally representing all of our members adequately. I've spoken to both our Union President and 1st Vice President about ways to foster more woman leadership involvement and possible mentor ship.</p>	<p>More ideas to foster involvement of women in union leadership positions. Often many don't engage in running for positions due to the good ole boy narrative. How to get the idea of involvement in the minds of our female membership to foster the visualization of women in positions that have been traditionally held by men.</p>	<p>Introduction phase is my next step, since I can't always get the female membership to come to our meetings as much as some of the males. I'm going out to them. By next year this time, I plan to have at least have another female member sitting on our board in a leadership position.</p>
14	<p>The most eye-opening thing to me is how different women in leadership in other professions is. I also REALLY enjoyed learning about the history of women in the labor movement.</p>	<p>We have shared about woman's history month and women in the labor movement in our monthly newsletter that goes out to our members.</p>	<p>I think it is interesting in learning about current women in leadership in various unions. I think the exchange of ideas and networking is very important.</p>	<p>Name one short term goal and one long term goal. I think as a local we will continue to encourage women to apply for positions of leadership. I think implementing a mentorship program would be very impactful as well. I think being open and honest about the roles and responsibilities (as well as all the AWESOME learning opportunities (e.g. Wayne State's Labor School))will help to alleviate some of the concerns that these positions are too much of a time commitment or that they don't have the knowledge to be successful in a leadership role).</p>

18	I learned so much from this class. I always love to learn about women in power and the forgotten women of history. There are far too many. I'm so glad that classes like this exist but I hope in the future we can one day live in a world where these classes aren't necessary because women are given their proper credit for all of their contributions to society in all aspects.	I have already begun to share with my family and friends about the things I have learned in this class. I had a long discussion with my mom about all of our biases and stereotypes that are subconscious. I showed her that terrific Ted talk from a few weeks ago. We talked about our own biases and discussed ways of redirecting our minds when we have them. Education is the key. Acknowledging or biases is the only way to get rid of them.	I would like to learn more from the women in my union. What struggles they face and what obstacles they have had to overcome.	Short term I would like to have discussions with women leaders in my union about this topic. Long term I would like to become a leader in my union and use my influence to change the culture for future generations of union employees.
19	I've learned a lot of things through this class. Mostly of the many women that came before me and their causes that they fought for.	By talking about them and showing them different articles.	How the women overcame bias and stereotypes to become who they are.	Name one short term goal and one long term goal. I'm really not sure what my next steps are. My short term goal is to listen and gain knowledge from previous leaders. My long term, to figure out what kind of path I want to take professionally.
13	I learn that my leadership style is democratic. My leadership philosophy is I believe everyone should participate in the process. I care about my team and will always work to inspire and lift them up.	First by sharing my experience in the class what i've learned, reinforced and gained in new prospective. Also by sharing the information on the Wayne State Labor Studies Program and how I grew from the 10 class education program.	How to break the chains of gender bias, Is there any women currently in union leadership doing anything to bring other women along as they make their way through this male dominated industry.	I am currently taking more training on leadership, Women's History in leadership, Racial Inequality and gender bias. My short term goal is to do a hard ask of our UAW International President Mr Roy Gamble to- Implement one or a women driven mentorship or leadership training that has a transition to leadership within the region and or international staff of the UAW. Also, to not put men in leadership roles over women programs, classes and or

				training on any level of the UAW.
16	<p>This class was very interesting and informative to me. I would say that I discovered a lot, but one thing in particular was the power that so many women held in union leadership roles. Even with that being a factor, I also realized the imbalance in women versus men in leadership roles. As women we have power, but if we stick together and support one another, there's no telling where we could take our power. We are strong alone but even stronger together. This class has reiterated that for me.</p>	<p>There are so many opportunities to share this information with others, on a personal and business level. I am an appointed union representative. I have relationships and duties that allow me to share information. When people trust what you say, they will listen. I could share this information with co workers on a daily basis or as I see fit. During union meetings when recognizing women or union leadership I could share information I have learned. Teaching my family union history is also a way that what I've learned can be shared.</p>	<p>As far as what I would like to learn about women and union leadership, I want to learn any and everything there is to know. I am very interested in how to get more involved in the union women activities. I'm interested in learning more about the history of our women as well. I want to be educated enough to make a difference.</p>	<p>A short term goal of mines would mines is to finish taking my labor study classes. As I take my classes, I will pass on the information that I've obtained during the process. A long term goal is to use the knowledge and education that I've gained along the way to make a difference for the better of us all. I am interested in mentoring the younger generation who will eventually be in union leadership positions. They are the future and we have to prepare them for the journey.</p>

20	<p>That more than not that we as women are our own worst enemies. This class has also shown me that I am a force to be reckoned with. Lastly, that women can be and are just as successful if not more successful in leadership roles than most men. Women tend to be more compassionate than men which tends to make them better listeners when in a problem solving mode. Women in most cases because of that compassion are a little more rational when making major decisions.</p>	<p>Sharing this information can be done several different ways. Social media could be utilized when trying to reach a large audience while the member to member approach could be used for one on one conversations. Pamphlets and any form of paper communication is another great way to reach the masses. Group meeting and Union meetings will work as well. Workshop and educational classes to share information are always helpful and successful.</p>	<p>Other women in the past that paved the way for women today. A more in depth history lesson of Women In The Labor Movement.</p>	<p>I plan on taking everything that I learned in this class and sharing it with every woman that is willing listen and learn from me. As far as a short term goal I plan on developing a short module to educate women on the importance of becoming leaders in the workplace as well as society. As far as a long term goal, I would like to continue to educate myself in regards to women in leadership and possibly someday be able to teach a course like this one. I also hope to advance within my union possibly to the Regional or the International level as well. I plan on using all the tool that I acquired from this so much needed class.</p>
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ABSTRACT**LABOR UNION WOMEN AND LEADERSHIP: USING LABOR EDUCATION TO BUILD FEMALE LEADER PARTICIPATION FOR A STRONGER LABOR MOVEMENT****by****JACQUELINE DAUGHERTY****December 2021****Advisor:** Dr. Monica Tracey**Major:** Instructional Design**Degree:** Doctor of Philosophy

Female union members are nearly fifty percent of the total membership of organized labor, and yet female union members continue to be underrepresented in leadership positions creating a leadership gender gap. The problem of a leadership gender gap is longstanding and is demonstrated in all levels of organized labor, from local to international unions, as well as in the labor federations. The problem stems from deep-rooted barriers that women face with leadership in labor organizations and impacts female union member's voices and issues being heard at the bargaining table, and can therefore negatively affect women's wages, hours and working conditions that are collectively bargained with employers by the elected union leadership.

The purpose of this study was to determine what instructional design strategies used in labor education can increase confidence and leadership skill sets of female union members and empower them into leadership roles. Using an instructional design framework that incorporated the ARCS Motivational Design Model and Design Thinking, an asynchronous, online non-credit short course was created to use as the base for the study. The core weekly topics for the course

were drawn from the study's literature review, as well as feedback from a participatory group of female union leaders. The initial course prototype was offered in October 2020 and March 2021.

Regarding general instructional design strategies, the participants were comfortable with online course formats and prefer a combination of weekly activities and the incorporation of hands-on and/or real-world material. An instructional intervention that focused on role models and self-efficacy was conducted during the third week of the course. The focus on role models proved to be highly valued by the participants. The participants cited that the activity was engaging and broadened their understanding of role models and introduced them to female labor leaders that they had not previously known of. The data collected from the participants recorded that role models demonstrated to the participants how to overcome leadership barriers and inspired them to the fact that they, too, can make positive change in leadership roles.

The participants also indicated personal and/or professional growth with their understanding of women and leadership skill development. The participants cited a host of course activities that positively affected their leadership skill sets, such as the role model activities, weekly readings and videos and discussion boards. While the role model activities stood out as having a positive effect on the participants confidence and leadership skills, it is worth noting that the participants cited several different course activities that they participated in that leads to the assumption that leadership courses need to be well-rounded and holistic to fit the diverse audience experiences and skill sets.

AUTOBIOGRAPHICAL STATEMENT

Jacqueline Daugherty currently works as a Program Coordinator in the Labor Studies Center at Wayne State University. As a Program Coordinator, she designs instruction and teaches labor education courses in the credit program with Labor@Wayne in employment and labor relations and non-credit courses and workshops in the Labor Studies Center certificate program. Her previous professional experience includes working for labor unions in a variety of roles, including member education and outreach, dispute resolution, research, organizing and collective bargaining. Jacqueline has earned a Bachelor of Arts (BA) in Labor Studies, a Master of Arts degree in teaching (MAT) and an Education Specialist Certificate from Wayne State University.