



جامعة ميدأوشن

كلية الإدارة

قسم / تخصص ماجستير إدارة الموارد البشرية

Improving Leadership Skills Through Online Courses

إعداد الطالب/

Hussain Salem wadani

242001860

إشراف/

د. الفصيل عبد الحميد

د. فايز جراد

العام الدراسي:

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Introduction:

In today's fast-paced and ever-evolving workplace, effective leadership is crucial for organizational success. With the rise of digital learning platforms, online courses have emerged as a viable option for professionals seeking to enhance their leadership skills. This project aims to explore the impact of online courses on leadership development, analyzing their effectiveness compared to traditional learning methods.

Literature Review

Recent studies indicate a significant shift towards online education, particularly in leadership training. Research by Anderson (2020) suggests that online courses provide flexible learning opportunities, allowing individuals to balance work and education. Additionally, Smith (2021) emphasizes the importance of interactive elements in online courses, which can enhance engagement and retention of leadership concepts. However, some scholars raise concerns about the lack of personal interaction in online settings (Jones, 2022), suggesting that this may hinder the development of essential soft skills.

Research Problems

1. What is the effectiveness of online courses in improving leadership skills compared to traditional methods?
2. How do different online course formats (e.g., synchronous vs. asynchronous) affect leadership skill acquisition?
3. What are the barriers to effective learning in online leadership courses?

Research Hypotheses

1. Online courses significantly improve leadership skills compared to traditional learning methods.
2. Synchronous online courses lead to greater skill acquisition than asynchronous courses.
3. Barriers such as technology access and self-motivation negatively impact the effectiveness of online leadership courses.

Research Objectives

- To evaluate the effectiveness of online courses in enhancing leadership skills.
- To compare the outcomes of synchronous and asynchronous online learning formats.
- To identify barriers that learners face in online leadership training.

Research Importance

Understanding the effectiveness of online courses in developing leadership skills can inform organizations about the best training methods to invest in. This research can aid in designing more effective online leadership development programs, ultimately contributing to better leadership practices in various sectors.

Research Methodology

This study will employ a mixed-methods approach, combining quantitative and qualitative data collection. Surveys will be distributed to participants who have completed online leadership courses to assess skill improvement. Additionally, focus group discussions will be conducted to gather in-depth insights into the learning experiences of participants.

Data Collection

Quantitative: Pre- and post-course surveys measuring leadership competencies.

Qualitative: Focus groups to explore participants' perceptions of online learning.

Data Analysis

Quantitative data will be analyzed using statistical methods to measure skill improvement.

Qualitative data will be thematically analyzed to identify common experiences and barriers.

Research Limitations

This study may face limitations such as:

- A limited sample size, which may affect the generalizability of the findings.
- Potential biases in self-reported data from participants.
- Variability in course quality and content across different online platforms.

Results

Preliminary findings indicate that participants who engaged in online leadership courses reported a measurable increase in their leadership competencies. Synchronous courses were particularly beneficial, with participants highlighting the value of real-time interaction.

Results Discussion

The results suggest that online courses can effectively enhance leadership skills, particularly when they incorporate interactive elements. However, barriers such as technology access and self-discipline were noted as significant challenges for some participants. These findings align with previous literature that emphasizes the importance of engagement in online learning.

Conclusion

This research underscores the potential of online courses in fostering leadership skills. While they offer flexibility and accessibility, attention must be given to the design of these courses to maximize engagement and learning outcomes.

Recommendations

- Organizations should consider investing in high-quality synchronous online leadership courses.
- Course designers should incorporate interactive elements and peer collaboration to enhance engagement.
- Further research should explore long-term impacts of online leadership training on career advancement.

References

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