

# FINAL REPORT

## AUSTRALIAN RURAL LEADERSHIP FOUNDATION: LEADERSHIP IMPACT STUDY

2017

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# 1. Introduction

The aims of this retrospective qualitative study including descriptive quantitative analysis undertaken by Deakin University were:

1. To determine the impact of ARLF programs on individual alumni and their leadership impact on their workplaces, industries and communities within context (local, state, national and international).
2. To develop a longitudinal evaluation framework that will enable the ARLF to track impact of alumni leadership in rural, regional and remote Australia.

The objective of the report is to record ARLF leadership impact to demonstrate how ARLF alumni contribute to:

- Changed processes and practices and/or ways of working;
- Industry (including industry clusters such as RDC's) across sectors and within communities;
- Communities through voluntary work (Consultancy Brief 2016 p.1).

## 1.1 Research questions

The following research questions guided the conduct of the research for this project

1. How does the individual recognise increased personal leadership efficacy post-program?
2. How does the individual gauge their impact as a leader at different levels – industry, workplace and community, post-program (both short and long term)?
3. What is the evidence of leadership impact and change post-program within industry, workplace and community (short and long-term)?
4. What are the sponsor and partner perspectives of the impact required by them?
5. How are alumni networks mobilised and to what effect?
6. What are the implications of the research findings for how programs can be evaluated and strengthened going forward?

## 1.2 Structure of the report

After the Introduction and Conceptual Framework, the analysis is organised around research questions 1 to 3. *Chapter 3* addresses how individual alumni recognise increased personal leadership efficacy following completion of their ARLF program (RQ 1). *Chapter 4* addresses how individual alumni gauge their impact as an individual leader within the workplace, industry and community, in the short and long-term and through ARLF networks (RQ 2 & 5). *Chapter 5* provides evidence of leadership and change within the workplace, industry and community, in the short and long-term, and draws on industry, sponsor and partner survey and interview responses (RQ 3 & 4). These findings and the conclusion in *Chapter 6* inform the evaluation of impact framework in *Chapter 7* (RQ 6).

### 1.3 Research design

The research captured the views of all stakeholders: alumni, industries, sponsors, community representatives, policymakers, the ARLF and its Board, regarding leadership impact.

#### Documentary Analysis

Extant data were reviewed and this informed the development of interview questions and surveys. Extant data included prior evaluation reports undertaken by and for the ARLF, alumni exit reports, ARLF website and social media information, curriculum documentation, annual reports, strategic plans, prior evaluations (e.g. Urbis 2008) and consultations (e.g. Kitchen Table) and the ARLF history.

#### Interviews

A total of 87 in-depth interviews were conducted, either in person or by skype, as follows:

- 62 alumni, including 7 Graduate Certificate of Rural Leadership graduates
- 17 sponsors or representatives of partner organisations, some of whom were also alumni
- 5 current or former ARLF staff members and ARLF Board members
- 10 individuals who were not alumni but who could comment first-hand on the impact of leadership exercised by certain alumni (for impact case studies and vignettes)
- 8 participants in two industry focus groups.

**NB.** [ 1-5 totals more than 87 because many alumni are also sponsors and partners]

Alumni interviewees were evenly divided by gender and were representative of program type and cohort, industry, public and private workplaces and location. Interviewees were each asked to:

- Provide a short summary of their career path prior to and after the ARLF program
- Describe how they understood success and impact in relation to their leadership
- Discuss short and long-term evidence of the impact of their leadership within organisations and/or workplaces, industry, community, family and public policy (where applicable) and other areas as relevant
- Identify the component of their leadership that could be attributed to their ARLF program.

## Surveys

An online survey of sponsor/industry partners received 29 responses from 93 invitations. A survey of alumni received 188 responses from 959 requests.

The multiple data sources and types for this study allowed for data triangulation as shown in the following table:

**Table 1 How the data were combined during analysis**

Method	Extant data	Interviews	Focus groups	Surveys
RQ 1: Personal efficacy	Urbis Survey Exit Reports Kitchen Table Annual Reports	Alumni interview	NA	Alumni survey
RQ 2: Self-perception of impact within workplace, industry and community	Urbis Survey Kitchen Table Annual Reports Website Newsletters	Alumni Interview	NA	Alumni survey
RQ 3: Evidence of leadership impact within workplace, industry and community	ARLF Annual Evaluations Urbis Survey Kitchen Table	Alumni and sponsor interviews	2 Regional industry focus groups	Alumni survey Sponsor survey
RQ 4: Sponsor and partners perspectives of alumni impact	ARLF Annual Evaluations Urbis Survey Kitchen Table	Sponsor and partner Interviews	2 Regional industry focus groups	Alumni survey Sponsor survey
RQ 5: Effect of alumni networks	Urbis Survey Kitchen Table Evaluations	Alumni Interviews and Surveys	2 Regional industry focus groups	Alumni survey Sponsor survey
Question 6: Evaluation framework	Exit reports Annual Reports Strategic plan Kitchen table	Findings of Report on Leadership Impact	Findings of Report on Leadership Impact	Alumni and Sponsor surveys

## 2. Conceptual framework

Contemporary leadership research shows that leadership is a relational and highly situated social practice. Leadership is both value and process driven in ways that are ongoing and changing. 'Leaders proactively 'read the situation', interpreting their context and mediate it through shaping those contextual factors that are manipulable, and feeding back the consequences of their actions into this context' (Wallace and Tomlinson 2012, p. 22). In particular, public service leaders are constrained by wider bureaucratic processes.

ARLF alumni come from across rural, regional and remote Australia and work in a wide range of industries and workplaces: NGOs, corporate and government organisations, family properties and businesses, industry and professional organisations and local communities—some in paid work and others volunteers.

In this research study, both formal and informal leadership are investigated.

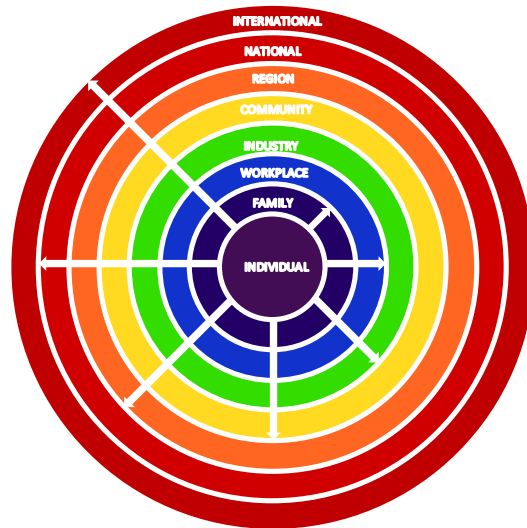
**Positional leadership** refers to decision-making authority that derives from a formal position of responsibility within an organisation both paid and unpaid (e.g. CEO, CFO, Board member, employee).

**Informal leadership** occurs while in unpaid roles in communities, through building relationships within communities, working as a volunteer, organising community activities, mentoring and teaching within the community, lobbying and policy advocacy, among other things.

Leadership is also about *influencing* and *engaging others*, informing policy and practice.

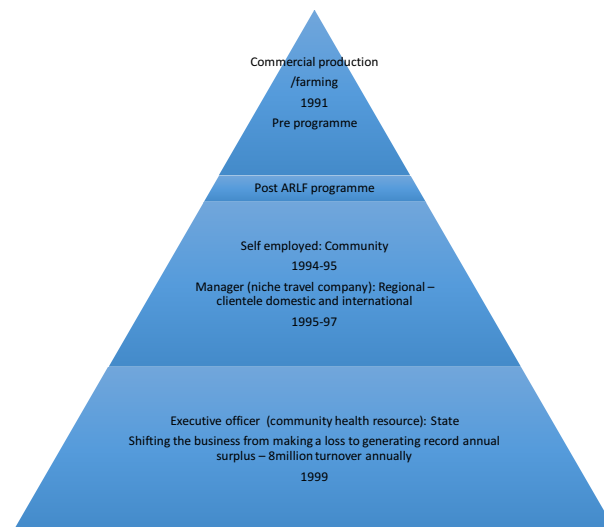
### **Leadership impact**

Leadership impact varies according to geographical reach or scale, but each is no less significant in terms of capacity building of rural, regional and remote Australia.



**Figure 1 The scope and scale of individual alumni impact**

The *scale* of an individual's leadership impact can be at a local, regional national level or international levels, or at an organisation or community level. Leadership impact is also about *scope*: the diversity and range of activities in which leaders are involved within and across industries, government and nongovernment sectors, and in paid and voluntary work.



**Figure 2 Leadership impact of one ARLF alumnus**

Figure 2 exemplifies how the scope and scale of this alumni's leadership expanded with changes in work focus, location and movement across private and public sectors within rural and regional Australia. Vignettes throughout the report will provide similar examples of alumni leadership in different contexts.



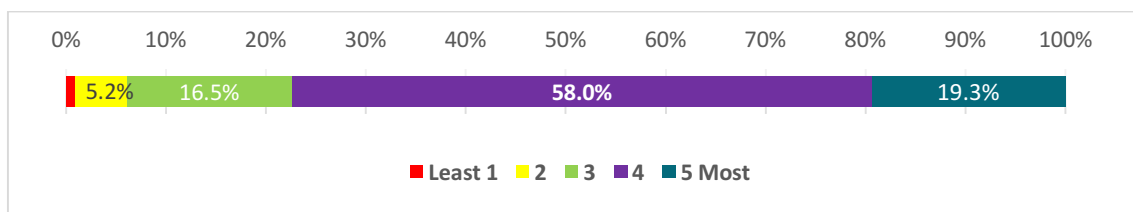
### 3. Impact post-program on individual self-efficacy

This section presents the findings and evidence of how individuals recognised their increased personal efficacy post-program (Research Question One).

Social network and actor network theory argue that ‘individuals become entrenched in social structures that influence how one views reality, and regulate access to valued resources’ (Saari & Kallio 2011, p. 229; Vardeman et al. 2012). In this report, alumni provided evidence that the ARLF programs helped them become less entrenched in their social structures. One example of this was an alumnus who discovered that:

*Initially, if I’m truly honest, it probably challenged some of my own stereotypes and perceptions about rural Australia... (Interview 206/17, Alumni ARLP C14).*

Overall, alumni reported (via interviews and survey data) that their ARLF program had made them more effective leaders. Figure 3 highlights this attribution as named by 106 male and 82 female 2017 survey respondents.



**Figure 3 Attributing increased personal leadership efficacy to ARLF program**

More than 77% of 2017 alumni survey respondents strongly attribute increased personal leadership effectiveness to their ARLF program.

There were 6 key areas in which alumni reported increased self-efficacy:

- Increased Self-Awareness
- Improved Communication
- Improved Negotiation
- Effective Problem Solving
- Confident to Mentor
- Increased Resilience

### 3.1 Evidence of increased self-awareness

The 2015 Kitchen survey data when compared to the 2016 interviews and 2017 survey shows that the ARLF programs continue to develop participant self-efficacy. The evidence of this (in part) is recognised by their reporting increased sense of self-awareness where they consistently recognised having somewhat limited personal leadership capacities prior to undertaking their ARLF program. For example, one respondent noted that before the program they ‘had much less emotional intelligence’. For others, their ARLF program led them to see how they had previously possessed only a very ‘limited understanding of effective leadership, stakeholder engagement and personal strengths and weaknesses’ and on reflection that this significantly impacted leadership capacity at that time. For example, one respondent learnt that they had ‘lacked courage, and was afraid of being [their] true self. This made it difficult to make real change in case I rocked the boat’. Another learnt that while they had ‘cared, [and] were motivated they realised that they lacked confidence to completely say or contribute [their] true feelings or ideas, despite a history of positive outcomes’ This changed the ways they worked. An ARLP graduate, now sixteen years after the course remains passionate about human behaviour, leadership and change:

*Leadership is to see the future first but then you help people understand what they do and how they contribute to it. You need to be holistic but you have to know yourself first, and the ARLP did that.*

For some it meant, as with bureaucrats in agriculture

*a sort of opportunity to reflect on myself and where I was going and what I could do. (ARLP Cohort 4)*

### 3.2 Evidence of improved communication

A consistent finding across all data sets (Urbis, 2008; The Kitchen Table survey, 2015; Deakin interviews, 2016; Deakin survey, 2017) is alumni attributing post program an improved ability to communicate more effectively across all spheres of activity. For example, in the 2017 survey it was not uncommon for respondents to acknowledge that prior to their ARLF programme their ‘communicating style was too limited to get any real traction’. The majority continued to acknowledge how they are now ‘much more confident and able to communicate with any audience or individual’ (2017 alumni survey).

What alumni repeatedly report from the 2015 and 2016-2017 interviews is how they have learnt:

*In all their daily interactions with clients, family, govt. departments, and community and am aware of a changed / improved quality in the way I approach these relationships (2015 Kitchen Table survey)*

*One of the real things this program has assisted me in actually recognising is that you need to modify your language to meet your audience needs. (Interview 2016/17, Alumni ARLP C18, Banking)*

Their enhanced communication has almost inevitably led to their being confident to

*express [themselves and ideas] in a way that establishes common ground and you're actual working towards a win-win. And that's definitely a ... skill that I learned from the ARLP.*

(Interview 2016/17, Alumni ARLP C22, Government)

### 3.3 Evidence of improved ability to negotiate

Alumni self-efficacy was associated also with having an improved capacity to negotiate. Alumni would often report how their 'negotiation skills have changed' (Interview 2016/17, Alumni ARLP C13, Government). The impact on the individual often was visible when they highlighted that this enabled them 'to bring to the table difficult problems and seek an outcome through mutual understanding and respect'.

Other alumni in positions of authority reported that they now have a 'much greater personal understanding and awareness [of] more effective stakeholder engagement, [and the] ability to communicate and [engage] partnership[s] to achieve outcomes'. Improved abilities to negotiate was often aligned with increased

*understanding [of] the emotions, drivers, values and philosophies behind what I did and what others were doing, to try and get that alignment happening.* (Interview 2016/17, Alumni ARLP C10, Not for Profit)

### 3.4 Evidence of effective problem solving

Strongly related to improved self-efficacy was the alumni's recognition that their ARLP program heightened their ability to problem solve. This remains a consistent finding for example, a respondent to the 2015 Kitchen Table Survey noted that the ARLP had:

*... utterly changed my approach to working with people on difficult (and not-so-difficult) problems. Provided experiential learnings and experiences which I've taken with me and utilised regularly in my professional and personal life.* (2015 Kitchen Table survey)

In turn, the 2017 survey findings also indicated attribution to enhanced capacities to understand and respond to complexity through the opportunity to develop:

*... a much broader perspective about the issues that are important to resolving a conflict or problem. Also have a better understanding of the context of the situation.* (2017 alumni survey)

Another interviewee found she was now able to successfully engage in:

*... quite complex controversial issues where there's been a lot of angst and a lot of infighting within our industry and actually managing to have meetings where people at least can appreciate each other or each other's issues and don't fight all night and shout at each other.* (Interview 2016, Alumni TRAILblazer, Consultant)

The quotes above are a representative sample of the evidence provided by alumni over time. Even the newest alumni attribute their program learning has led them to feel effective as: problem solvers, conflict resolution mediators, and that they can achieve successful outcomes even when situations often seem to be surrounded by intractable issues.

### 3.5 Confident to mentor

Increased self-efficacy is also equated, in part, with being confident to become a mentor, and to do this effectively. 69.23% of 2017 alumni survey respondents indicated that they have undertaken a mentoring role since completion of their ARLF program/s. The alumni continue to advocate that:

*you've got to embrace the young people and you're got to assist them and develop them and train them...* (Interview 2016, Alumni ARLP C13, Agriculture)

This is a consistent finding over time as the 2015 Kitchen Table survey respondents previously had indicated a similar scope and scale of mentoring that the alumni are engage with –

*Inspire[ing] and lead[ing] others as well as work as part of multi-disciplinary, multi-regional teams - both professionally and as a volunteer.* (2015 Kitchen Table survey)

### 3.6 Increased resilience

On many occasions interviewees were transparent about how their ARLF program/s helped them to mentally face life's challenges. Being able to be resilient occurs when there is self-efficacy. Among ARLF alumni there was frequent references to the Kimberly context, where they learnt that despite different contexts, and challenges they could not only manage but thrive. This was evident when comments were made such as:

*... in terms of resilience - knowing that I can get past things that I didn't think I could.*  
(Interview 2016/17, Alumni ARLP C10, Not for Profit)

*... even my mentality or seeing that particular circumstance [which] is challenging but I'm [now] willing to take that risk and step in.* (Torres Strait alumni 2017 interview).

The reported increase in self efficacy is also reflected in the following figure, where the alumni also attribute the ARLF as a major contributor to their becoming effective leaders.

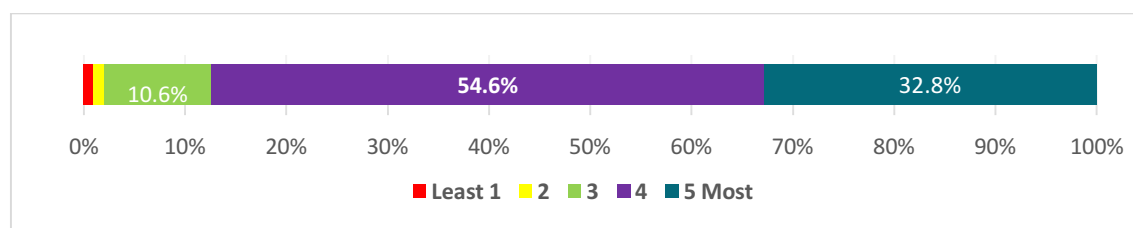


Figure 4 Impact of ARLF program equipping participants to be effective in leadership role

87.4% of alumni survey respondents also reported that their ARLF leadership program/s had better equipped them to be effective in a leadership role.

A vignette regarding how alumni attributed improved self-efficacy to ARLF programs encapsulates what the majority of alumni communicated through surveys and interviews.

*My cohort had 'a good cross section'. The Indigenous content was excellent... The whole experience was powerful and one that has lasted for my life. This was the most powerful learning experience you can go through...sharing leadership with amazing people and had profound effect in terms of self-discovery. ... The whole course opened me up—my mind—got rid of lot of prejudices and baggage. It led to a big change in that I saw leadership not from the front, but how to do it with others. Great leadership is where you empower group of people to gain ownership, let them discover and act as a mentor...and this is what the ARLF did (Interview 2016, Alumni ARLP C8, Cotton)*

Overall, there were consistent findings over time that individuals readily contributed to greater self-confidence together with enhanced leadership capabilities that enabled them to initiate and sustain change in different contexts. There was a strong sense of reflecting on ethical practice and what values driven leadership means. This was summed up by one participant in Cohort 22: 'You go outside your comfort zone but not when core values are in conflict'.



## 4. Alumni perceptions of their leadership impact on workplace, industry and community

Section Two address the second research question regarding how individuals gauge their impact as a leader at different levels (e.g. community workplace, industry, nationally and internationally).

### Findings

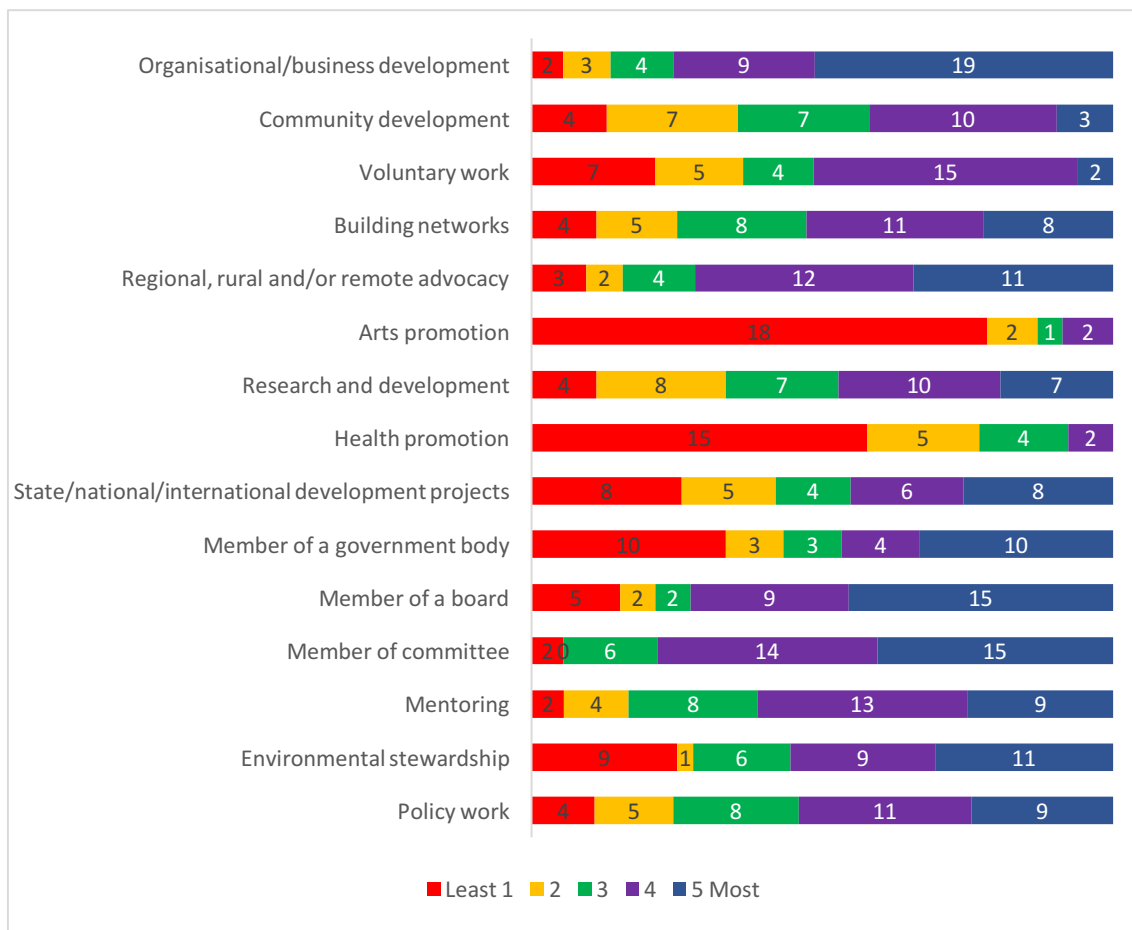
There were seven ways in which the alumni gauged their leadership impact:

- Initiating change
- Expanding the scope of their leadership
- Influencing others
- Leading successfully within different contexts
- Perceptions of others of their leadership
- Leadership impact over time
- Benchmarking against ARLF leadership principles

### Scope of leadership impact

The organisational and industry context, location and individual circumstance were considered to be highly significant in terms of how alumni felt they were enabled or constrained in practising their leadership capabilities and achieving their aspirations. As summed up by an ARLP alumnus: 'We learn how to make changes within the parameters of what we can change'.

The scope of alumni leadership indicated both breadth, with many working across sectors (rural and urban), industries as well as in policy and advocacy, and depth in terms of working in positional leadership roles, acting on boards and in industry organisations and informally in community roles.



**Figure 5 Context of alumni leadership**

While individual alumni undertake a range of activities, the data indicates that the greatest sphere of influence and engagement occurs through membership of boards and committees where alumni advocate for rural and regional Australia.

### Initiating Change

Leadership is made evident when changes are observable to both individual leaders and others. Table 2 highlights how ARLF alumni understood they had through their initiative had an impact within a particular organisational, industry or community context at local, regional and national levels.

**Table 2 Changes led by ARLF alumni**

<b>Alumni survey responses</b>
Coordinated integrated health care for an Aboriginal chronic disease response
Led water reform in Murray Darling Basin, enhancing long-term sustainability
Led an initiative to develop a national Horticulture Code of Conduct, providing transparency for transactions between farmers and wholesalers
Led introduction of an industry Quality Assurance process that lowered costs and achieved higher acceptance by external stakeholders
Drove a significant triple bottom line landscape change through role on a Research Development Corporation and Meat and Livestock Australia boards
Facilitated greater cohesion and capacity to influence policy to achieve greater commercial outcomes for the industry through role as Chair of peak industry organisation
Drove the creation and development of a forward-looking industry vision
Created a funded national peak industry body through role as member of industry forum
Improved industry recognition of women as farmers with the first election of a female to a national industry body by peers
Achieved innovation within the wine industry e.g. developed mulching applications and also experimented with native grasses in the mid-row swards. Was also an advocate for the preservation of trees in new vineyard developments within SA

These comments are representative of multiple examples of initiatives undertaken by alumni which have an impact within the agricultural sector nationally with significant flow on effects in rural and regional economies.

### **Widening scale of leadership**

The survey (2017) respondents gauged their impact via its scale (workplace, industry, national and international). The following alumni evidence illustrates this finding

*My current work has been showcased at national level*

*In my workplace, I am also an innovator of new technology, having improved our vineyard trellis systems for better disease prevention and flavour development and developed two new vineyards with new soil preparation technology and trellises.*

*I have widened my sphere of influence to national and international level. I am now mayor ... and chair of two national bodies.*

*Leading projects at [the] request of state funding organisations. I am also more involved in community development.*

Compared to the Kitchen Table (2015) survey, the increased scale of the leadership influence of individuals remains a key measure by which alumni consider their leadership impact. In 2015, alumni reported that

*I have since become head of a Government agency and able to exert considerable influence for the benefit of rural and regional Australians. I have also been able to contribute in a meaningful way to reducing Indigenous disadvantage. I am sure that I would not be in the position I am in today if I had not undertaken the ARLP (Kitchen Table Survey 2015).*

The following vignette from the 2016/17 interviews adds further authority to this finding, as sponsors also saw the expanding scale of leadership with an individual's leadership transitioning from community level activity to a regional, state or national level as an indicator of impact.

*The Torres Strait Regional Authority board, membership is 20... in the past where we might have got 3 or 4, we did increase to 10 female candidates this time although only 3 got on the board ... women [are] putting their hands up, it's sort of rung a few bells [out] there. ...and 3 or 4 participants from the women's program put their hands up in their communities. ...There's others who've really grabbed what they've learnt from the program. ... one (alumnus) has got some political aspirations, her community input has just gone through the roof. She's done quite significant stuff with communities to increase involvement, community togetherness type activities. (Interview 2016/17, Alumni TRAILblazer, Government).*

This vignette is also illustrative of how the ARLF programs are building capacity with the Torres Strait region and in alignment with the strategic plan of the Authority in terms of increasing female representation in governance.

## **Influence**

Influence that brings about change was a further key factor in how the alumni (survey respondents, 2017) gauged their leadership impact. As one alumnus indicated

*I am now more able to bring about change with influence.*

Further evidence for this finding is when they referred to being able to influence:

*Government policy regarding the mining industry – leading practice.*

*Policy development, advocacy, lobbying, governance across various sectors.*

The alumni survey (2017) self-report regarding impact and influence is supported by 19 of the 23 sponsors (survey respondents) who indicated that the alumni had developed the capacity to influence through extended networks. One sponsor interview provides concrete evidence of how alumni had been able to place themselves within positions of influence, when they noted that '...today we've got a female mayor, three female members on our board. We've got more female presidents of local NGOs. They're actually stepping up to the plate' (Interview 2016/17, Alumni TRAILblazer, Government).

The following example from an alumnus (2017 interview) illustrates how they have exercised influence within the finance industry to focus on rural and regional issues.

*... influence is within a certain scope ... My involvement has restored parity and [provided] a separate voice. And similarly, nationally... I'm involved with some national programs particularly as regards to some financial situations and advice to ensure that rural and regional Australia don't miss out. (Interview 2016/17, Alumni ARLP C13, Government)*

Both survey and interview data indicated that commitment of individual alumni to the RRR sector remains regardless of their location and occupation. Indeed, scaling up or expanding the scope of leadership meant for many advancing their positional leadership moving to an urban location.

Many alumni move into consultancy, where the influence is less obvious but no less significant.

*The information that I capture, provides accurate information for companies, local government and Research Development Corporations, advice to plan and invest in infrastructure. This will create change to the freight task to the domestic and export markets, lowering the freight cost to industry and making access to the global market, more efficient (2017 Alumni survey)*

*I have... done quite a few jobs where I was...quite brave in making recommendations for good change for things ...at a national level in biosecurity or in research. ... people actually don't know because I'm doing the work, obviously, of a consultant in the background ... but they can see new development. (Interview 2016/17, Alumni/Staff, TRAILblazer)*

### **Leading successfully**

The survey alumni (2017) also gauged their impact via their ability to successfully lead people, which included developing others capabilities, in their specific context. The following examples from the alumni survey (2017) reflect alumni's indicator for leading successfully:

*Able to get people on board and have been seen as a leader of my team*

*I am more effective as a leader currently and actively seek to direct change rather than having to respond to change.*

Understanding their own leadership impact was consistently connected to how effectively they considered they were interacting with others at the community level. As one alumnus noted leading successfully 'on a community level it is more about supporting people and groups more effectively' (2017 Alumni survey, Meat and Livestock).

The alumni's self-report regarding leading others successfully was also connected to their observing how 'most [of their] impact[was] on immediate staff and program'.

The self-reports are supported by 16 of the 23 (surveyed) sponsors (in 2017) who responded to this question who identified the alumni as being able to develop the capabilities of others.

The following vignettes add weight to how alumni leaders were more effective, and also indicate the significance of context with regard to opportunity to model leadership.



*Women are coming to me more now because they've seen success from other women and how I've dealt with them and how I've helped them...when it comes to domestic and family violence and child abuse ... some women are afraid to report [and or] just don't know how to and so I'm helping them through all that (Interview 2016/17, Alumni, Torres Strait Women's Leadership Program)*

*Currently I train others to sit at the bedside of the sick and dying - of any faith or no faith. As such my impact has a ripple effect not just with the students but with the patients and their families. It also has a flow on effect to the health organisation and its staff on a local and regional levels (Alumni Survey respondent 2017).*

The alumni's ways of viewing how their leadership is valued and legitimated by those leaders within their community, workplace, and industry aligned with sponsors' ways of recognising the scope of alumni's leadership impact, as with this government sponsor.

*... leadership doesn't necessarily have to be going to the top, it could be just providing leadership qualities with the people around them. It would certainly be something that's meant to grow people and so on ...even if they could go into an unpaid job and still be a great leader (Interview 2016/17, Alumni, Government).*

### **Perceptions of others**

A further way the alumni (2016/2017 interviewees and survey respondents) reflected on their leadership impact was via how others perceive them. For example, one alumnus recalls how 'people have come back and say [since the program] I work totally differently with my partner, my husband, and then when I at work I actually listen to people' (Alumni interview, 2016/2017, Government). The (2017) Alumni survey evidence of this was found in statements such as:

*I have gained [a] reputation as someone that can make things happen even outside of my area of expertise.*

*Within my industry I have been recognised as having the capacity to deliver at both a regional and statewide level.*

The following vignette is further supporting testimony as it highlights how alumni are being perceived by each other and how they recognise each other's capacity to produce change. It also indicates how an individual has significant influence and impact at the local level.

*...when he did the course and he's never participated in any national organisations. He's been the mayor ...for over ten years and he's been the chair of the Queensland Rural Remote Local Government Associations and he's been influential in that big region of south-west Queensland relating to indigenous engagement, involvement and reconciliation, and water reform and drought management, and you think, well, he's got to run a property at Cunnamulla. He's going to have a bit of trouble getting involved at the national scale from Cunnamulla, but he's actually made a difference at Cunnamulla. And you flick through the Rural Press he's there. So, he's at it again, so I know exactly what he's doing, where he is ... the statements I've seen him make have been statesman-like and helpful and they've contributed. ... he has done a job – So, I'd actually say that's a success.*

*Another in my course - a woman – the amount of free time she's given to people in how to communicate and engage with rural Australians is incalculable and she's a professional in the field, and she's giving it away for free. Communication and training and these skills and networks – It's very hard to measure these things in a way that some people think is desirable (Interview 2016/17, Alumni ARLP C4, Executive manager, Government)*

This sponsor (2017) and ARLF alumnus highlights how from their position in government they have an overview regarding the influence of individual ARLF alumni across agricultural industry sectors and policy networks. Understanding how influence operates in this way was viewed by many sponsors as a crucial indicator of leadership achievement.

### **Leadership impact over time**

Another way that the alumni gauged their impact overtime. They reflected on what their leadership impact was at the time of their ARLF program and then considered what they have achieved since then. The following Table (3) highlights the scale and positive progression of their impact for the majority of respondents.

**Table 3 Gauging leadership impact over time**

<b>Scale</b>	<b>ARLF program (%)</b>	<b>2017 (%)</b>	<b>Impact over time (%)</b>
<b>International</b>	6.6%	20.5%	<b>13.9%</b>
<b>National</b>	26.9%	47.1%	<b>20.2%</b>
<b>State wide</b>	32.1%	45.2%	<b>13.1%</b>
<b>Regional</b>	43.4%	47.6%	<b>4.2%</b>
<b>Town or farm/property(ies)</b>	37.3%	35.7%	<b>-1.6%</b>

Sponsors also cited how they observed alumni impact over time and that it was dependent on opportunity within an organisation or industry as well as timing in personal life. As one alumnus, now sponsor, noted

*Now sometimes the environment's perfect and we get that return straight away and sometimes we've just got to wait for the environment to be right and when the environment's right, it actually starts growing and giving a harvest but not all plants take off at the same time and not all seeds will germinate. (Interview 2016/17, Alumni/sponsor ARLP C8, Wool)*

### Benchmarking- ARLF leadership principles

Throughout most of the interviews and also evident in the alumni survey (2017) was that the ARLF principles of leadership constantly acted as a benchmark by which the alumni considered their leadership impact in their workplace, industry and or community.

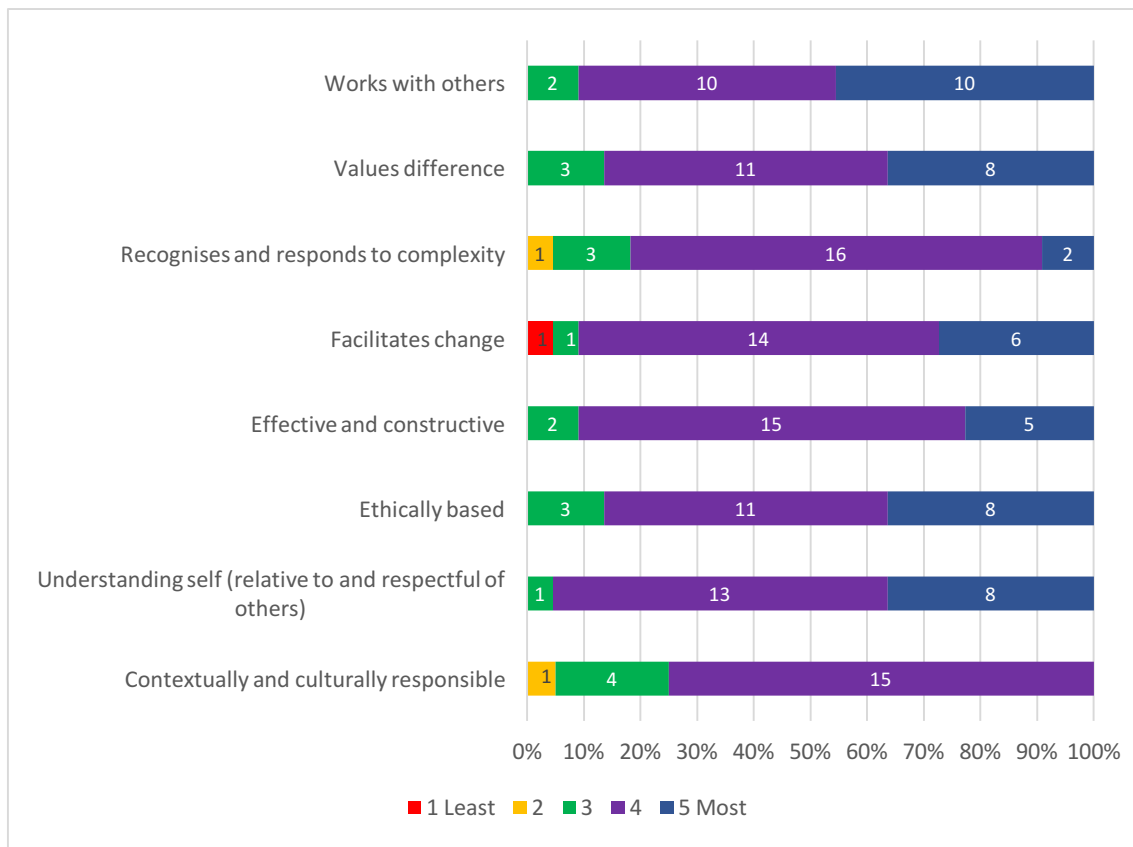


Figure 6 Benchmarking leadership practice against ARLF principles

Areas in which post program they were most aware of in what had changed in their leadership practice were understanding self in relation to others, being culturally astute and respecting difference as well as being ethically attuned.

In particular, alumni espoused a wider concern about being pro-actively involved within their local communities.

*Many of the alumni speak about how building capacity of RRR Australia is also about being active citizens to contribute to the common good. Some enact their civic responsibility through being involved in a range of community activities--sports groups, social groups, arts groups, community development groups, advocacy groups, regional development agendas, economic development agendas...I'm a fairly active citizen myself (Interview 2016/17, Alumni ARLP C22, Health)*

Both interview and survey responses demonstrate that alumni reflect on and enact their personal or individual leadership in complex, contextualised and nuanced ways that are consistent with and reflective of the ARLF values-based leadership approach. The data shows significant increases in personal leadership capacity in areas including communication, negotiation, problem solving and conflict resolution skills; and mentoring and leadership capacity development. It highlights that alumni have developed higher order leadership capabilities, including increased understanding of and respect for others; increased self-awareness in the context of perceptions of their leadership capacity; an expansion of personal horizons; increased resilience; and enhanced capacity to respond to complexity. In summary, the alumni considered their leadership impact through multiple lens and in ways that recognised the limitations and possibilities of context.

## 5. Evidence of leadership impact and change post-program within workplace, industry and community (short and long-term)

This section addresses research question 3, 'What is the evidence of leadership impact and change post-program within the workplace, industry and community (short and long-term)?' In the following sub-sections these are addressed in turn.

### Summary of key findings:

ARLF alumni have experienced significant increases in positional leadership at international level (from 4.7% at time of program completion to 15.7% now), national level (from 25% to 41.9%) and state-wide level (from 28.8% to 37.1%)

- 72.5% of ARLF alumni survey respondents have led or are leading significant organisational and/or business change
- Through their interview and survey responses alumni overwhelmingly attribute enhanced workplace leadership to their ARLF program. Qualitative data suggest that many alumni have specific plans for their future leadership and impact
- 21 of 23 sponsor/partner survey respondents considered alumni more competent in addressing pressing issues in the organization. 18 of 21 sponsors/partners reported improved organisational performance by alumni in areas such as workplace culture, teamwork and strategic planning
- 67.9% of alumni survey respondents have taken on an industry leadership role
- 72% reported being instrumental in bringing about significant industry change, a key measure of leadership impact
- 71.1% reported that their ARLF program/s had strongly influenced their decision to take on an industry leadership role
- 87% percent of alumni industry leaders reported being more effective in their leadership roles as a direct result of their ARLF program
- Eighteen of 21 sponsor/partner survey respondents agreed to a high and very high extent that ARLF programs benefitted their industry organisation.
- 72.2% of alumni survey respondents apply their leadership expertise through voluntary work within their community
- All alumni survey respondents located in remote areas are engaged in volunteer work, compared with just over half of alumni located in urban areas. Alumni in rural areas are also heavily involved in volunteer work
- 21 of 23 sponsor/partner survey respondents considered alumni were more competent in responding to community needs
- Qualitative data from interviews and survey responses indicate that ARLF alumni make significant and meaningful contributions to volunteer and community organisations



## **Alumni positional leadership and workplace leadership impact**

This section demonstrates the impact of alumni in positional leadership roles. It also addresses the impact of alumni leadership within their place of work, or workplace.

### *Summary of key findings for positional and workplace leadership impact:*

- ARLF alumni have experienced significant increases in positional leadership at international level (from 4.7% at time of program completion to 15.7% now), national level (from 25% to 41.9%) and state-wide level (from 28.8% to 37.1%).
- 72.5% of ARLF alumni survey respondents have led or are leading significant organisational and/or business change.
- Through their interview and survey responses alumni overwhelmingly attribute enhanced workplace leadership to their ARLF program. Qualitative data suggest that many alumni have specific plans for their future leadership and impact.
- 21 of 23 sponsor/partner survey respondents considered alumni more competent in addressing pressing issues in the organization. 18 of 21 sponsors/partners reported improved organisational performance by alumni in such areas as workplace culture, teamwork and strategic planning.

### *Change in positional leadership impact*

Survey responses indicated that alumni have experienced significant increases in positional leadership, especially at:

- international level (from 4.7% at time of program to 15.7% now)
- national level (from 25% to 41.9%)
- state wide level (from 28.8% to 37.1%).

Smaller increases were reported at regional (from 37.4% to 41.4%); industry (from 44.3% to 48.1%); and organisation (from 62.3% to 63.3%) levels. That is, the most significant increases in positional leadership were at international, national and state-wide levels.

### *Alumni leadership of workplace change*

72.5% of ARLF alumni survey respondents had led or were leading significant workplace change. Alumni also attribute significant improvements in strategic and operational leadership capacity to completion of their ARLF program. Selected examples from survey responses are shown below:

**Table 4 Alumni leadership of significant workplace change**

<b>Alumni survey responses</b>
I am still passionate and driven by the need to bring about change, however ... I now see more points of view and am able to bring better collaboration to change, resulting in better buy in.
I now operate at a more strategic level and am better able to see more of the components of the bigger picture. Within my organisation I am now better able to manage operations and find time to develop strategic programs.
Able to influence change in workplace

The following interview excerpt is typical of how alumni described the effect of ARLF program completion upon their workplace leadership and efficacy:

*It accelerated my development, definitely, from a leadership perspective ... my boss, the general manager, he [has] absolutely ... seen how I've handled my role and the leadership development I've had [through the program].* (Interview 2016/17, Agriculture)

21 of 23 sponsor/partner survey respondents considered alumni more competent in addressing pressing issues in the organization. 18 of 21 sponsors/partners reported improved organisational performance by alumni in such areas as workplace culture, teamwork and strategic planning.

Alumni also reported increased personal confidence and leadership capacity which had direct benefits for the workplace. For example, one alumnus observed that he was much more willing to take on challenging and unfamiliar roles than before:

*So the organisation ... whether they see this as a direct involvement from what my learnings were from the course or what, that doesn't really matter. I know they've got all the benefits [because] I ... wouldn't have been able to do [these roles] without having the program standing behind me.* (Interview 2016/17, Alumni ARLP C18, Banking)

This is consistent with evidence from the change literature which indicates that a sense of agency and capacity to make a difference, of feeling in control, as well as recognition of and respect for difference and ideas in self and others, are essential for successful leadership of change (Farhurst & Cooren 2009).

Alumni reported specific plans for workplace leadership in the future. Selected examples are shown below.

**Table 5 Alumni plans for future workplace leadership**

<b>Alumni survey responses</b>
I have aspirations to bring about change in within the company I work for to increase organisational accountability for social and environmental impacts. In my Board role I aspire to change the way government addresses the critical issue of the impact of agricultural industries on the Great Barrier Reef
Workforce development
Organisational cultural change, in the context of recognising the importance of diverse voices/ perspectives involved in decision making. A more genuinely collaborative, and less competitive approach.

That is, alumni have not only led significant workplace change in the past and in the present but are seeking to make significant workplace change in the future. They also attribute their increased workplace leadership capacity to their ARLF program.

### **Alumni leadership impact within industry**

This section demonstrates the impact of alumni leadership within industry.

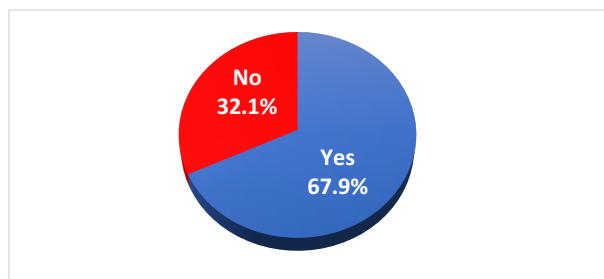
*Summary of key findings for leadership impact within industry:*

- 67.9% of alumni survey respondents have taken on an industry leadership role
- 72% reported being instrumental in bringing about significant industry change, a key measure of leadership impact
- 71.1% reported that their ARLF program/s had strongly influenced their decision to take on an industry leadership role
- 87% percent of alumni industry leaders reported being more effective in their leadership roles as a direct result of their ARLF program.
- Eighteen of 21 sponsor/partner survey respondents agreed to a high and very high extent that ARLF programs benefitted their industry organisation.

#### *Alumni leadership roles within industry*

ARLF alumni are currently employed within 17 of the 19 officially designated ABS industry sectors. More ore than half of all alumni respondents currently work in agriculture, forestry and fishing' (54.25%), the largest proportions being in red meat (28.8%), grain (other than rice) (23.4%), cotton (19.8), wool (12%), wine (10.8%), dairy (8.1%) and other (18%).

67.9% of alumni survey respondents have taken on an industry leadership role.

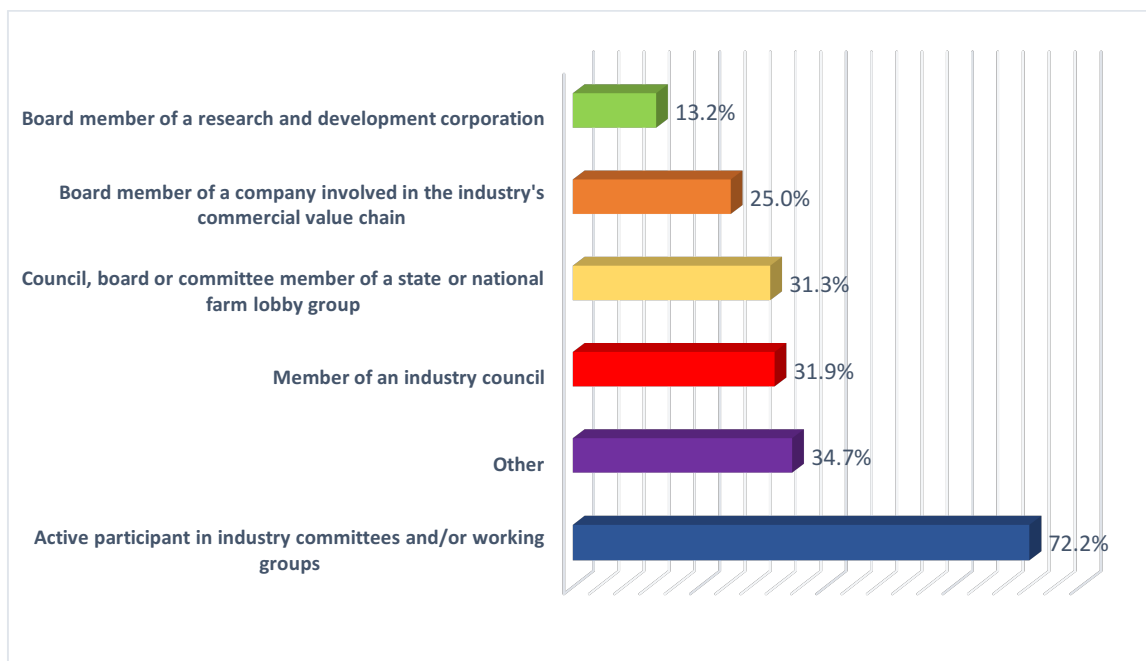


**Figure 7 Proportion of alumni survey respondents in an industry leadership role following ARLF program completion**

That is, a significant majority of alumni have taken on industry leadership roles and they see this being normal and expected:

*If I look at everyone [in my cohort] ... all of them now either have some board role or a significant leadership role. (Interview 2016/17, Alumni TRAILBlazer 2013, Cotton)*

Alumni held a wide variety of industry leadership roles as shown below. Respondents could select more than one option (hence the total exceeds 100%).



**Figure 8 Distribution of leadership activities of alumni**

The largest proportions of alumni were active participants in one or more industry committees /and or working groups (72.2%), members of an industry council (31.9%), members of a board or committee for a farm lobby group (31.3%) and board members for a company in an industry value chain (25%). Within the 'other' category (34.7%), alumni industry leadership roles included ministerial appointment to various government industry advisory committees, membership of ministerial advisory bodies, membership of international industry boards, executive director or senior executive/senior leader within state or national industry bodies,

CEO of a peak industry council, membership of national rural advisory bodies or councils, and senior public servant.

#### *Alumni leadership impact within industry*

One measure of leadership impact is evidence of industry change. 72% of alumni survey respondents reported being instrumental in bringing about significant change through their industry leadership role or roles. Selected examples are shown below.

**Table 6 Examples of significant industry change led by ARLF alumni**

<b>Alumni survey responses</b>
Introduced an industry QA process that lowered costs and achieved higher acceptance by external stakeholders
Drove a significant triple bottom line landscape change through role on CRC and MLA boards
Facilitated greater cohesion and greater commercial outcomes for the industry through role as Chair of peak industry organisation
Drove the creation and development of a forward-looking industry vision
Created a funded national peak industry body through role as member of industry forum

#### *Contribution of ARLF programs to industry leadership through alumni leadership*

71.1% of alumni survey respondents reported that their ARLF program/s had strongly influenced their decision to take on an industry leadership role and of those, 87% percent reported being more effective in their industry leadership role as a result of their ARLF program.

A significant proportion of alumni who were interviewed reported that their ARLF program had changed the way they think about their industry, resulting in increased understanding and appreciation:

*It made me appreciate the industry a lot more. (Interview 2016/17, Alumni TRAIL 2016, Wool)*

Taken together, alumni report a significant increase in industry leadership capacity and impact. For some, this is enhanced through industry-specific networks. Examples reported through alumni survey responses include:

*I use my networks to promote and facilitate change in the industry that creates broad advantages. The effect is greater collaboration (2017 alumni survey)*



*I have built personal relationships with networks to influence positive industry outcomes*  
(2017 alumni survey)

Sponsors reiterated the contribution of alumni to industry leadership, but not necessarily to *their* industry. The following quote is one of many examples of sponsor responses along these lines:

*We don't really care whether they give back immediately to [this] industry ... as long as we see these people taking a leadership role in rural Australia ... industry is not one stream, it is a layer of streams* (Interview 2016/17, sponsor, RDC)

That is, sponsors generally had a broad view of the potential for alumni to lead within industry and did not necessarily expect something back in direct or specific terms.

Eighteen of 21 sponsor/partner survey respondents agreed to a high and very high extent that ARLF programs benefitted their industry organisation.

### **Alumni leadership impact and change within community**

This section demonstrates the impact of alumni leadership within community, including through volunteer and community development work. Volunteer work includes committee work, faith based organisations and community organisations such as Rotary. Community development involves community capacity building in some form such as through youth, sport or arts programs. There is overlap between these two categories.

#### *Summary of key findings for leadership impact and change within community*

- 72.2% of alumni survey respondents apply their leadership expertise through voluntary work within their community
- All alumni survey respondents located in remote areas are engaged in volunteer work, compared with just over half of alumni located in urban areas. Alumni in rural areas are also heavily involved in volunteer work
- 21 of 23 sponsor/partner survey respondents considered alumni were more competent in responding to community needs.
- Qualitative data from interviews and survey responses indicate that ARLF alumni make significant and meaningful contributions to volunteer and community organisations.

#### *Alumni leadership within community*

72.2% of alumni survey respondents apply their leadership expertise through voluntary work within their community. Selected examples include:

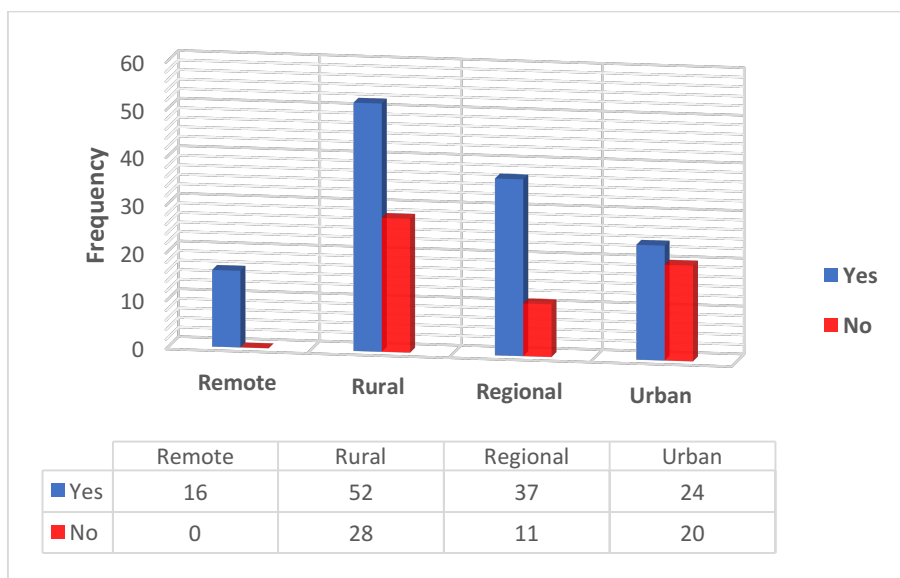
**Table 7 Examples of significant alumni community work**

Alumni survey responses
Chair of school board, director of hospital board, member of research committee, group treasurer CWA
Firefighter in CFA and third lieutenant in local fire brigade
Mentor to young women who provide regional disability co-ordination services
Senior committee roles in my local community
Regional development work

Voluntary work is a key aspect of sustainable of rural, regional and remote communities and industries, and qualitative interview and survey data indicate many alumni make significant contributions in these areas. The following interview excerpt is representative of responses received:

*My community-based work ... is for the industry which helps people who are employed ... and ultimately it helps bring jobs to the broader region* (Interview 2016/17 alumni ARLP C15, Forestry)

2017 survey responses indicate that alumni within remote locations are the most likely to be engaged in voluntary work, with those from urban areas reporting fewer opportunities to do so.



**Figure 9 Proportion of alumni engaged in volunteer work, by location**

These data show that all alumni survey respondents located in remote areas are engaged in volunteer work, compared with just over half of alumni located in urban areas. Alumni in rural and regional areas are also heavily involved in volunteer work.

Through survey and interview responses both alumni and sponsors reported that skills and knowledge gained through being in senior positional leadership roles are deployed for the benefit of local communities through volunteer roles. 21 of 23 sponsor/partner survey respondents considered alumni were more competent in responding to community needs.

Alumni are active in providing expertise on grant writing and developing community groups across a wide range of areas. Following is one example:

*A senior Torres Strait Regional Authority (TSRA) manager on an outer island and an ARLP graduate wrote and tabled a proposal that led to the Federal Minister meeting with her three times when he visited Murray. He suggested they write a submission around domestic violence. The proposal, after much pressure by her, is now being funded and they are negotiating with the minister's advisor about planning the budget.*

Financial management and governance are also key areas where ARLF alumni exercise leadership, especially through committee work, exemplified by the following:

*I volunteer in a not-for-profit, particularly around governance and high-level administrative structures ... I have been instrumental in ... leadership to bring about change (2017 Alumni survey)*

*A lot of the women that are in the political space now ... that have done the program. So today we've got a female mayor, three female members on our board. We've got more female presidents of local NGOs (Interview 2016/17 alumni TRAILblazer, government)*

Through interview and survey responses alumni have reported significant examples of change they have led or are leading in the community. Examples include:

*[I] work voluntarily in our community ... in the areas of education, assisting women and the homeless and am a strong advocate (2017 alumni survey)*

*My community work has achieved] decreased levels of workplace violence and improved healthcare standards in remote areas (2017 alumni survey)*

*I'm looking after a mens' shed that's doing a positive part for our community (Interview 2016/17, alumni ARLP C1, executive manager, health)*

### *Alumni leadership, social justice and youth development*

Community work undertaken by alumni frequently has a social justice imperative. Alumni repeatedly commented that they were motivated to do this work because of their ARLF program. The following interview excerpt is typical:

*I've spent a lot of time with kids that have had some drug issues... [I've] helped them get employment and helped them with their families, which I never would have dreamed of doing [before].* (Interview 2016/17, alumni ARLP c17, Executive manager)

Volunteer and community work undertaken by alumni can be a catalyst for community capacity building and change illustrated by this example from the Torres Straight Islands:

*Like in our touch football carnival we promote [awareness of] domestic violence and safety at sea through those carnivals ... the rugby league has also taken on board that as well and basketball usually takes on the health lifestyle ... and our promotion on the radio, just explaining to the community why we're doing it.* (Interview 2016/17, Alumni TSWLP)

The presence of three alumni in key management positions within the TSRA has been central to the strategic planning for the region and the TSRA Development Plan 2014-2018 that focuses on creating and supporting sustainable safe communities, reflecting increased participation in structured sports, recreation and healthy lifestyle activities. There is also an emphasis on increasing employment opportunities and decreasing domestic violence.

The mentoring of young people and community capacity building through identifying and supporting future leaders were very common themes, illustrated by the following vignette:

*Janice\* is an ARLP alumni who has made a conscious decision not to pursue more senior leadership roles in her paid employment so that she can devote as much time as possible to youth development in rural areas. She is currently Australian head of a world-wide youth organisation for girls where she not only leads the Australian movement but also contributes directly to the continuing development of the organisation on a global scale. She credits the ARLP with helping her to identify that her life's goal is to 'make a difference' and with enabling her to recognise that it would be through volunteering and not through paid employment that she would achieve this goal.*

*Janice measures her leadership impact in terms of rural community capacity building 'which equals the development of young people', and particularly of girls. 'I want to make sure that in our rural community young people shouldn't be disadvantaged because they're a number of a hundred kilometres from a major centre'. She says: 'When I meet one of these young girls who is now a young woman with a family ... or having a career or whatever ... it's good people doing great things and I can step back and say 'Yep, I was part of making a difference there'.*

*Janice gives a specific example of an Australia-wide program she has developed aimed at increasing financial literacy in girls and young women: 'And I think, yep, that's why I'm involved because the organisation that I'm supporting and donating an inordinate amount of hours to is part of making a difference [in young people's lives]'.*

*Janice has been formally recognised by her state government for service to the community and the environment.*

*\* Pseudonym*

## 6. Conclusion

The study illustrates that impact on the alumni of ARLF leadership programs was evident over time. Indicators of impact ARLF post program include:

- Increased levels of self-confidence to lead
- Desire and capacity to initiate and achieve change
- Capacity to mobilise resources and networks to advocate for rural and regional Australia
- Progression into positional leadership where influence can be exercised
- Enacting the principles of leadership as espoused through ARLF programs

In turn, strong evidence exists of alumni leadership impact on their workplace, industry and community. This comprises of

- High levels of retention and career development within the rural and regional sector,
- Multiple examples of retention and promotion within agri-business
- Positional leadership in peak rural organisations
- Concentrations of alumni promoting regional development
- Membership of key policy and decision-making committees and boards
- Membership and leadership of community organisation
- Leadership initiatives at local, regional, state and national levels
- High levels of voluntarism in rural and isolated communities
- Community capacity building through intergenerational mentoring
- Use of alumni networks to promote and advocate for rural and regional Australia

While different career paths lead to movement between sectors, industries and organisations and often from rural into urban locations, the individual case studies indicate there was sustained commitment to rural, regional and remote capacity building. The study indicates there is both a widening scope of leadership activity by alumni post program within and across industries and communities and increased scale with that activity for many moving into state, national and international arenas.

## 7. References

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## 8. ARLF longitudinal evaluation of impact framework

### Context:

The ARLF as a provider of leadership development across rural, regional and remote Australia requires an evaluation framework that will elicit comparative data across time regarding the impact of alumni leadership on their workplaces, industries and communities. The research study informing this evaluation framework defined how impact was understood and the enabling and disabling factors which facilitated ARLF alumni in enacting their leadership in context.

The key stakeholders in this evaluation framework are the sponsor and partner organisations, rural industry associations, agribusinesses, alumni and the ARLF staff and Board.

This framework aims to provide a capacity for the ARLF to undertake a longitudinal analysis of the impact of its programs on the individual alumni post program and consequently in their workplace, industry and community over time.

- Ensure credibility through an impartial, systematic and rigorous approach.
- Ensure transparency - generating an 'audit trail' of findings.
- Be efficient - building layers of data, seeking to reduce reporting burden on individuals.
- Ensure utility - building organisational learning through an iterative process and accessible reporting.
- Be incisive - through a focused methodology, which provides concise reporting to 'tell the story' of an organisation's current performance (MOPAN online.org).

The Framework is contingent on multiple data collection methods which currently exist, others that need consideration. It would be expeditious to include impact questions into any future post program surveys and interviews of alumni. Templates (see appendices) illustrate how such data could be collected.

- i Alumni exit reports from programs
- ii Alumni input into website
- iii Program evaluations undertaken by ARLF (to include impact questions)
- iv Partner evaluations of specialist programs
- v Ongoing stakeholder (industry, sponsor, alumni) consultations e.g. Kitchen Table
- vi Interview of sample of participants across programs at 5, 10,15 and 20-year time intervals
- vii Alumni impact survey every 5 years
- viii Sponsor/partner impact survey every 5 years

The evaluation framework will address the following questions:

1. How does the individual recognise increased personal efficacy post-program?
2. How does the individual gauge their impact as a leader at different levels – industry, workplace and community, post-program (short and long term)?
3. What is the evidence of leadership impact and change post-program within industry, workplace and community (short and long-term)?

Table 8 Evaluation framework questions

Questions	Indicators of impact	Data	Analysis
How does the individual recognise increased personal efficacy post-program?	<b>Short-term (within 5 years post-program)</b> Alumni self-evaluation of leadership efficacy  Application for promotion  Moves into a more senior position(s)	<b>Short-term</b> Exit self-reports on impact  Individual plans for future leadership activities  Write self-efficacy narratives (See template)	<b>Short-term</b> Annual evaluation of programs to include an impact section Analysis of exit reports and plans on completion of program
	<b>Long-term (post-program 5-year intervals)</b>  Changes workplace Changes occupation Changes field of work/industry	<b>Long-term</b>  Alumni impact survey five year intervals  Annually identify a representative sample of individual exit plans from alumni to interview or request CV  1. 5 years earlier 2. 10 years earlier 3. 15 years earlier 4. 20 years earlier  Individual Alumni narratives highlighting trajectory of self-efficacy post program and what can be attributed to ARLF (after 5 years)	<b>Long-term</b>  Compare sample of exit plans with enacted leadership over 5, 10, 15 and 20 years   Identify enabling and disabling factors with regard to self, personal life, occupation, location and industry

<p><b>How does the individual gauge their impact as a leader at different levels – industry, workplace and community, post-program (both short and long term)?</b></p>	<p><b>Short-term</b> benefits identified for individual alumni:</p> <p><i>Work</i></p> <ul style="list-style-type: none"> <li>• How many alumni have sought and moved into positional leadership?</li> <li>• Observations by sponsors / partners of alumni</li> </ul> <p><i>Industry</i></p> <ul style="list-style-type: none"> <li>• Alumni presence in positional leadership in industry organisations</li> <li>• Board membership across rural and regional sectors</li> </ul> <p><i>Community</i></p> <ul style="list-style-type: none"> <li>• local committee membership</li> <li>• involvement in community organisations</li> </ul>	<p><b>Short-term</b></p> <p>Alumni impact section in annual survey</p> <p>Alumni (Kitchen Table)</p> <p>Individual reports on achievements from online profiles contributed by alumni or invited by ARLF</p> <p>Alumni impact survey (every five years)</p> <p>Sponsor/partner survey</p>	<p><b>Short-term</b></p> <p>Analysis of alumni responses as they self-report on their positional and informal leadership 5 years post-program</p> <p>Comparison between exit plans and leadership 5 years post-program of a sample across industry</p> <p>Identify exemplars from survey to interview</p>
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	<p><b>Long-term</b> Change in scope (of activities) and scale (local, regional, national, international) of alumni leadership</p> <p><i>Workplace</i></p> <ul style="list-style-type: none"> <li>Retention of alumni in organisation</li> <li>Evidence agency to bring about change</li> </ul> <p><i>Industry</i></p> <ul style="list-style-type: none"> <li>Retention in industry sector</li> <li>Positional leadership on national industry organisations</li> </ul> <p><i>Community</i></p> <ul style="list-style-type: none"> <li>Location in rural region</li> <li>Positional and informal leadership in community organisations</li> </ul>	<p><b>Long-term</b> Alumni impact survey (every five years)</p> <p>Industry and sponsor impact survey (every five years)</p>	<p><b>Long-term</b> Analysis of alumni responses as they self-report on their positional leadership at 5 yearly time intervals post-program</p> <p>Analysis of impact on individual leadership practice identifying perceived facilitators/barriers of enacting leadership</p>
<p><b>What is the evidence of leadership impact and change post-program within workplace, industry and community (short and long-term)?</b></p>	<p><b>Short-term</b> Examples of</p> <ul style="list-style-type: none"> <li>leadership of change in workplace, industry and community within 5 years post-program</li> <li>examples of informal leadership</li> <li>participation indicating greater diversity of industries</li> </ul>	<p><b>Short-term</b> Exit self-reports /interviews on short-term plans</p> <p>Individual plans for future leadership activities</p> <p>Partner evaluations of specialist programs where available</p>	<p><b>Short-term</b> Analysis of select sample of alumni exit plans against achievements 5 years out</p>

	<p><b>Long-term</b></p> <ul style="list-style-type: none"> <li>• leadership of change in workplace, industry and community within 10, 15 and 20 years post program</li> <li>• sponsor retention</li> <li>• new partnerships for specialist programs</li> <li>• wider range of specialist programs</li> <li>• external inquiries for expertise</li> <li>• alumni inquires</li> </ul>	<p><b>Long-term</b></p> <p>Sponsor/ Partner Survey (every five years)</p> <p>Online contributions and updated profiles of alumni</p> <p>Projects undertaken in communities and identified through updated profiles of alumni on ARLF website and LEADnetwork</p> <p>Evaluations of industry specific programs (supplied by industry where exist)</p> <p>Industry focus group (comprising peak industry organisations and agri-businesses)</p>	<p><b>Long-term</b></p> <p>Analysis of select sample of alumni achievements at 10,15 and 20 years intervals</p> <p>Identify exemplars for vignettes of impact in workplace, industry and community</p> <p>Identify criteria of successful industry partnerships</p> <p>Identify potential new industry partnerships</p>

## 9. Appendices

### 9.1 Alumni impact survey

#### ARLF Survey 1 - Alumni

Q1

Dear alumni of ARLF,

Deakin University is undertaking a longitudinal study for the Australian Rural Leadership Foundation to consider the extent, nature and impact of its leadership education programs. This survey is a key feature of the study that will inform us as to the long term impact on individual alumni, their organisations and sponsors and rural and regional communities, of the ARLF activities. As an alumnus of one or more of the ARLF programs we invite you to participate by completing the survey to enable us to provide a representative and accurate account. This survey is confidential and data that identifies you will not be provided to the ARLF or to any other party.

We would appreciate the survey being completed **by 17 May 2017**.

For more information about the project you can click [here](#) to download and read the Plain Language Statement of this study prepared by the Deakin research team. If you require further information, you can contact the principal researcher, Professor Jill Blackmore (email: [jillian.blackmore@deakin.edu.au](mailto:jillian.blackmore@deakin.edu.au)) or Dr Kim Senior (email: [k.senior@deakin.edu.au](mailto:k.senior@deakin.edu.au)).

If you are happy to start the survey and participate in the ARLF research project, please answer 'Yes' and then click '**Next**'.

- ☐ Yes
- ☐ No

Q2

Please select the sector in which you work:

Mining	▲
Manufacturing	
Electricity, Gas, Water and Waste Services	
Construction	
Wholesale Trade	▼



Q3

Please specify the main agricultural sub-sector(s) that are you currently in:

- |                                   |                                         |                                                  |
|-----------------------------------|-----------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Cotton   | <input type="checkbox"/> Pork           | <input type="checkbox"/> Wine                    |
| <input type="checkbox"/> Rice     | <input type="checkbox"/> Fish & seafood | <input type="checkbox"/> Grain (other than rice) |
| <input type="checkbox"/> Wool     | <input type="checkbox"/> Dairy          | <input type="checkbox"/> Forestry                |
| <input type="checkbox"/> Red meat | <input type="checkbox"/> Sugar          | <input type="checkbox"/> Other                   |
| <input type="checkbox"/> Poultry  |                                         |                                                  |

Q4

At the time you enrolled in your ARLF program/s, what was the scale of your leadership impact then? (Select as many responses as are applicable)

- |                                        |                                                     |
|----------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> International | <input type="checkbox"/> Industry                   |
| <input type="checkbox"/> National      | <input type="checkbox"/> Organisation               |
| <input type="checkbox"/> State wide    | <input type="checkbox"/> Town or farm/property(ies) |
| <input type="checkbox"/> Regional      | <input type="checkbox"/> Home                       |

Q5

What was your positional leadership impact at the time of undertaking your ARLF program?

- |                                        |                                                     |
|----------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> International | <input type="checkbox"/> Industry                   |
| <input type="checkbox"/> National      | <input type="checkbox"/> Organisation               |
| <input type="checkbox"/> State wide    | <input type="checkbox"/> Town or farm/property(ies) |
| <input type="checkbox"/> Regional      | <input type="checkbox"/> N/A                        |

Q6

What is the scale of your leadership impact now? (Select as many responses as are applicable)

- |                                        |                                                     |
|----------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> International | <input type="checkbox"/> Industry                   |
| <input type="checkbox"/> National      | <input type="checkbox"/> Organisation               |
| <input type="checkbox"/> State wide    | <input type="checkbox"/> Town or farm/property(ies) |
| <input type="checkbox"/> Regional      | <input type="checkbox"/> Home                       |

Q7

What is your positional leadership impact now?

- |                                        |                                                     |
|----------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> International | <input type="checkbox"/> Industry                   |
| <input type="checkbox"/> National      | <input type="checkbox"/> Organisation               |
| <input type="checkbox"/> State wide    | <input type="checkbox"/> Town or farm/property(ies) |
| <input type="checkbox"/> Regional      | <input type="checkbox"/> Home                       |

Q8

How would you describe your ability to bring about change in your industry, workplace and/or community prior to your ARLF program/s?

Q9

How would you describe your current ability to bring about change in your industry, workplace and/or community?

Q10

In what areas do you want to bring about change in your industry, workplace and/or community in the future?

Q11

On a scale of 1-5 (where 1=least and 5=most) please rate the extent to which you can attribute increased personal leadership efficacy to your ARLF program/s?

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Least 1               | 2                     | 3                     | 4                     | 5 Most                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

### Q12

Please indicate on a scale of 1-5 (where 1=least and 5=most) the extent to which your leadership practice now reflects the following leadership principles:

	1	2	3	4	5	× I don't know
Contextually and culturally responsible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding self (relative to and respectful of others)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethically based	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective and constructive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognises and responds to complexity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Values difference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Q13

Was your participation in your ARLF program/s sponsored by an industry research and development corporation, peak council, national or state farm advocacy and lobby group (or any other similar organisation whose charter is to promote and facilitate the growth of an industry or the farm sector, for example Cotton Australia, Sheep meat Industry, Gardiner Foundation, NSW Farmers' Association, Meat & Livestock Australia, Dairy Australia, etc)?

- ☐ Yes
- ☐ No

### Q14

How was your participation in your ARLF program/s funded?

Q15

Following your ARLF program/s have you taken on an industry leadership role?

- ☐ Yes
- ☐ No

Q16

What was the nature of the role? (You may select more than one response)

- ☐ Board member of a research and development corporation
- ☐ Member of an industry council
- ☐ Council, board or committee member of a state or national farm lobby group
- ☐ Board member of a company involved in the industry's commercial value chain
- ☐ Active participant in industry committees and/or working groups
- ☐ Other, please list:

Q17

As a consequence of you taking on an industry leadership role, can you identify any examples of significant change that you have played an instrumental role in?

- ☐ Yes
- ☐ No

Q18

Please describe:

The significant change you were instrumental in bringing about

The impact of the change on the industry

Your role in achieving the change

Q19

On a scale of 1-5 (where 1=least and 5=most) please rate the extent to which participation in your ARLF leadership program/s influenced you to take on this industry leadership role:

Least 1

☐

2

☐

3

☐

4

☐

5 Most

☐

Q20

Are you an advocate for an industry in other ways/forums? If so, please describe:

Q21

On a scale of 1-5 (where 1=least and 5=most) please rate the extent to which your ARLF leadership program/s better equipped you to be effective in a leadership role

Least 1

☐

2

☐

3

☐

4

☐

5 Most

☐

Q22

How do you use your networks and to what effect?

Q23

Describe how the sponsor of your ARLF program/s (if any) has experienced your leadership impact:

Q24

Which ARLF program(s) have you completed?

- ☐ Australian Rural Leadership Program
- ☐ TRAIL
- ☐ Torres Strait Young Leaders' Program
- ☐ Torres Strait Women's Program
- ☐ TRAILblazers
- ☐ Graduate Certificate of Australian Rural Leadership
- ☐ Industry tailored – name specific program:

Q25

What year did you complete your most recent ARLF program?

Q26

How can the program you completed improve?

Page Break

Q27

In which of the following areas (if any) have you had the opportunity to apply your leadership expertise since you completed your ARLF program? (please rate on a scale of 1-5, where 1=least and 5=most)

	Least 1	2	3	4	5 Most	× N/A
Policy work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental stewardship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Member of committee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Member of a board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Member of a government body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State/national/international development projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional, rural and/or remote advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voluntary work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisational/business development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q28

If applicable, please provide your cohort number:

Q29

Please select the state/territory where you live:

Q30

What is your residential location?

- ☐ Remote- postcode:

- ☐ Rural-postcode:

- ☐ Regional- postcode:

- ☐ Urban-postcode:

Q31

What is your gender?

- ☐ Male
- ☐ Female
- ☐ Other

Q32

Please specify your age group:

Q33

Are you of Aboriginal or Torres Strait Islander heritage/origin?

- ☐ No
- ☐ Yes, Aboriginal
- ☐ Yes, Torres Strait Islander
- ☐ Yes, Both Aboriginal and Torres Strait Islander



Q34

Please indicate your ethnicity:

Q35

What is your current occupation?

Q36

Do you enact leadership through any voluntary work?

- ☐ Yes
- ☐ No

Q37

Please describe the voluntary work you undertake:

## 9.2 Sponsor/industry impact survey

### RLF Survey 2 – ARLF Sponsors/partners

Dear participant,

Deakin University is undertaking a longitudinal study for the Australian Rural Leadership Foundation to consider the extent, nature and impact of its leadership education programs on rural, regional and remote Australia. This survey asks specifically about the short and long-term impact of the ARLF programs on individual alumni, their organisations, industries and communities as well as the costs and benefits arising of the ARLF programs.

As a current or former sponsor of the ARLF we invite you to participate. This survey is confidential and data that identifies you will not be provided to the ARLF or to any other party.

Could the person primarily responsible for the ARLF program in your organisation please answer this survey.

We would appreciate the survey being completed by 31 March 2017.

If you require further information, you can contact the principal researcher, Professor Jill Blackmore (email: [jillian.blackmore@deakin.edu.au](mailto:jillian.blackmore@deakin.edu.au)) or Dr Shirley Spiteri (email: [s.spiteri@deakin.edu.au](mailto:s.spiteri@deakin.edu.au)).

If you are happy to participate in the ARLF research project and start the survey, please answer 'Yes' and then click 'Next'.

- ☐ Yes
- ☐ No

Q1

Please select the option that applies to you/your position in relation to sponsoring/partnering with ARLF programs:

I am in:

- ☐ primary production
- ☐ small business
- ☐ corporate business
- ☐ non-government organisation
- ☐ local government
- ☐ state government

- ☐ federal government
- ☐ philanthropic organisation
- ☐ other:

Q2

Please specify the main agricultural sub-sector(s) that are you currently in:

- |                                   |                                         |                                                  |
|-----------------------------------|-----------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Cotton   | <input type="checkbox"/> Pork           | <input type="checkbox"/> Wine                    |
| <input type="checkbox"/> Rice     | <input type="checkbox"/> Fish & seafood | <input type="checkbox"/> Grain (other than rice) |
| <input type="checkbox"/> Wool     | <input type="checkbox"/> Dairy          | <input type="checkbox"/> Forestry                |
| <input type="checkbox"/> Red meat | <input type="checkbox"/> Sugar          | <input type="checkbox"/> Other                   |
| <input type="checkbox"/> Poultry  |                                         |                                                  |

Q3

How did you come to know about the ARLF programs?

- ☐ From alumni
- ☐ Industry or professional newsletter
- ☐ Advertisement in press
- ☐ Feedback from other sponsors
- ☐ Colleagues
- ☐ ARLF website
- ☐ Other:

Q4

Please indicate which ARLF program/s you have sponsored/partnered?

- ☐ Australian Rural Leadership Program (ARLP)
- ☐ TRAIL
- ☐ TRAILBlazers
- ☐ Indigenous Women Leaders
- ☐ Young Leaders
- ☐ Industry specialist program; please name it:

Q5

Please list other external leadership programs you have funded:

Q6

Please indicate the extent to which each of the following factors influenced your decision to sponsor this ARLF program(s):

	Not at all	Slightly	Moderately	Very	To a high extent	× I don't know
Benefits to individual participant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefits to your organisation/community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefits to the wider rural regional and remote (RRR) communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Length of program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program's focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value for money compared to the cost of similar leadership programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7

Please provide more detail if needed:

Page Break

Q8

Please indicate the extent to which any of the following statements explains your choosing the ARLF programs?

	Not at all	Disagree	Neutral	Agree	Totally agree
opportunity for effective marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
motivating staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
enhancing leadership skills in our staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
developing current and future leaders within my organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
building capacity in RRR communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nurturing leaders in RRR communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
getting your organisation engaged with rural, regional and remote communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
developing access to new networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9

Please list any other reasons for supporting the ARLF:

Q10

Please indicate the extent to which you agree with the following.

The ARLF alumni have developed capacities to operate more effectively in:

	Totally disagree	Disagree	Neutral	Agree	Totally agree
Working in a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing conflict situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bouncing back from set backs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dealing with the media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding ethically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working capably in the policy environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to consider multiple perspectives in complex problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming more competent to address pressing issues in the organisation/community/sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocating for the rural, regional or remote communities/sectors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11

Please indicate the extent to which you agree with the following.

The ARLF alumni have developed attitudes to operate more effectively in:

	Totally disagree	Disagree	Neutral	Agree	Totally agree
Recognising inappropriate behaviours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Valuing others' difference (background, beliefs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing capacity to influence others through extended networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being ready to take responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to remain positive in a difficult situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging critical thinking in our organisation/community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging other people in the organisation/community to develop their capabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12

Please provide some examples of your observations:

Q13

What other expectations do you have of the ARLF alumni?

Q14

Please rate how each of the following would increase the ARLF's capacity to address the needs of RRR Australia:

	Not at all	To a limited extent	Moderately	Effectively	Very effectively	× I don't know
enhancing the diversity of participant industries and sponsors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bespoke programs for organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bespoke programs for targeted groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pathways programs leading to a linked university degree (Grad Cert. or Masters)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q15

Please indicate the extent to which the ARLF programs you have sponsored have addressed each of the following items:

	Not at all	To a limited extent	Moderately	Effectively	Very effectively	× I don't know
built leadership capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
were relevant to needs of rural, regional Australia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
led to new networks across other industries and RRR sectors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
created partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
enhanced skills of individual participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provided a good return on investment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
met your overall expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16

In order to build RRR capacity and leadership succession planning in your organisation/community, please indicate the extent to which you would recommend the following groups be targeted for leadership development:

[illegible]

## Q17

Name other groups you consider should be targeted:

Q18

What more can the ARLF do to enhance their leadership capacity building for rural, regional and remote Australia?

Page Break

Q19

What are the benefits to your organisation/industry/sector from investing in the ARLF and its programs?

	Not at all	To a limited extent	Moderately	Effectively	Very effectively	× I don't know
Involvement in addressing RRR issues nationally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing local needs in rural communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing an international perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting ethical leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting good governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement in policy and political processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement with the media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building leadership capacity within the organisation/sector/industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building networks and partnerships within industry/sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building networks and partnerships across sectors and industries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20

What are the costs (financial, time, etc.) to your organisation / industry/sector from investing in the ARLF and its programs? (Please indicate investment \$ over the period)

### Q21

Please indicate the extent to which each of the following contribute to the return that comes from sponsoring the participants of the ARLF programs:

	Not at all	To a limited extent	To some extent	To a considerable extent	To a great extent
The contribution that empowered individuals make into the organisation/ sector post-program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The benefits from the marketing via sponsoring ARLF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting to new professional networks via participating staff/ community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved productivity due to empowered staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cash back via governments subsidies/tax returns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Q22

Please list the other ways through which you get return from sponsoring the participants of the programs:

Q23

How would you evaluate return-on-investment of sponsoring the ARLF program?

Not worthwhile      Worthwhile      Extremely worthwhile      Can't say

☐      ☐      ☐      ☐

Q24

In what ways have you evaluated the benefits of your organisation's involvement with the ARLF?

(Tick those that are appropriate)

- ☐ We have not undertaken an evaluation
- ☐ Formal evaluation
- ☐ Feedback from individual participants
- ☐ Feedback from colleagues of participants
- ☐ Feedback from mentors
- ☐ Feedback from ARLF Alumni
- ☐ Evidence of community engagement (voluntary)
- ☐ Observation of changed behaviour of individual alumni (e.g. critical thinking, collaboration, strategic thinking, values driven leadership)
- ☐ Evidence of improved organisational practices by alumni (e.g. inclusive culture, team work, strategic planning)
- ☐ Evidence of improved organisational performance of alumni
- ☐ Evidence of participants' improved work/life balance
- ☐ Other, please list:

Q25

Do you still sponsor/partner with the ARLF?

- ☐ Yes
- ☐ No, my organisation has no longer any sponsorship/partnerships with the ARLF

Q26

Why do you no longer sponsor ARLF program?  
(Tick those that are appropriate)

- ☐ Due to economic context
- ☐ Time required away from workplace
- ☐ Specialist program (one-off)
- ☐ Did not meet leadership needs
- ☐ Alternative outsourced leadership programs met needs better
- ☐ Alternative outsourced leadership programs shorter
- ☐ Alternative outsourced leadership programs less costly
- ☐ Alternative inhouse leadership programs met needs better
- ☐ Alternative inhouse leadership programs shorter
- ☐ Alternative inhouse leadership programs less costly
- ☐ Other:

Q27

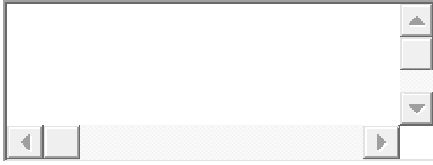
Please list any other leadership professional development programs your organisation/community funds:

Q28

What distinguishes ARLF programs from other leadership development programs?

Q29

What could the ARLF provide that would encourage you to maintain or re-commence sponsorship?

A rectangular text input box with a light gray border. It contains no text. On the right side, there are three small square buttons stacked vertically, each with a downward-pointing arrow. On the bottom left, there is a small square button with a left-pointing arrow, and on the bottom right, there is a small square button with a right-pointing arrow.

Q30

How could the ARLF programs better match industry and community needs?

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- **Applying Learning** (How you will immediately use learning from the program in your workplace/industry/region?)

## 9.4 Template: Self-efficacy narrative



### Leadership Efficacy Narrative

Some possible questions to generate your narrative:

- What events, stories or details come to mind immediately when I think about how my leadership has generated change since completing the ARLF program?
- How do I think my colleagues/peers perceive me now as a leader in the workplace, industry or region?
- What key claims can I make about my efficacy as a leader and how would I illustrate these claims? Provide examples

## 9.5 Template: Five-year program report



## Program Exit Report

- **Introduction** (Career synopsis since completing initial exit report)
- **Career highlights** (Specific experiences/understandings/skills that you identify as significant in your leadership efficacy)

- **Applying Learning** (How did learning from the program impact your workplace/industry/region in the past 5 years? Have you recommended the program to others? Have you undertaken other programs with the ARLF?)
- **Reviewing Leadership Plan** (Looking back at your original post program plan, what goals have you achieved? What has changed? What are your plans going forward? )