Leadership Intensive Program
Evaluation Report 2019

Contents

1. Executive Summary

The Leadership Intensive Program (2018- 2019) implemented by the Future Social Services Institute (FSSI) was one of a series of initiatives led by the Centre for Workforce Excellence (CWE) that was "designed to boost the capabilities of specialist family violence, primary prevention and other social services workforces"[1].

This report demonstrates how the Leadership Intensive Program has contributed to the realisation of Focus Area 4 (Strengthening Leadership in the Specialist Sectors) in the *Strengthening the Foundations: First Rolling Action Plan 2019 – 2022* by increasing leadership capability to manage change, improve organisational practices and support workforces.

This evaluation report provides a detailed response to the following evaluation questions.

1) To what extent has FSSI implemented the Leadership Intensives in 2019 as intended and contracted by FSV?

Finding: FSSI delivered the Leadership Intensive Streams in 2019 as contracted and achieved the desired results through a refined program delivery model.

– The majority of participants held leadership roles in Tier 1 and 2 services.

– Six Leadership Intensive streams were delivered, engaging 130 participants.

– The program transitioned from a wholly "responsive curriculum" development approach in 2018 to a 'curated approach' in 2019. This new approach increased program efficiency whilst maintaining a high standard of program quality.

– Program data provides strong evidence that the program model resulted in an increased participant leadership capability.

2) What changes have Leadership Intensives participants implemented as a result of participation in the Leadership Intensives?

Findings: Within a short time frame, participants initiated a diverse range of cognitive and behavioural changes that can be attributed to the Leadership Intensives.

– The majority of changes concerned individual development.

– Overwhelmingly participants experienced a validation of alternative forms of human centred leadership. This resulted in changes related to an increase in participants confidence, self-care, strategic decision making and willingness to initiate changes for improved organisational and community outcomes.

– Participants attributed changes they made in their organisation that increased inclusion, distributed power and supported their workforces, to the Leadership Intensive Program.

– To a lesser extent participants reported initiating changes to their inter-agency relationships and local networks.

3) How can leadership capability be further strengthened in the family violence sector?

Findings: There is strong evidence that the Leadership Intensive model is effective at building leadership capabiliy. However, the impact of organisational and sector enablers and barriers on one's ability to implement change also need to be considered.

– Interest in the program shows an ongoing demand, particularly in Melbourne.

– Minor revisions to the Leadership Intensive programming and engagement of the alumni could provide valuable support to translate knowledge into practice.

– The potential of leadership capability and new forms of leadership is likely to be limited if a sole focus on increasing individual agency is applied without looking at sector and organisational conditions that can support changes.

Recommendations

The evaluation findings have informed the following recommendations

1) Delivery of the Leadership Intensives should continue in order to meet the current demand with the following considerations:

   a) A deliberate framework including core topics intentionally placed to support a coherent transformational experience in addition to a responsive range of contemporary leadership topics that reflect group needs.

   b) Tactics to encourage higher attendance rates, including recruitment and selection.

   c) Inclusion of specific strategies to strengthen group cohesion and build trust amongst participants.

2) A longitudinal evaluation plan of the Leadership Intensive Program that responds to a clear program logic or theory of change with a methodology that investigates:

   a. Elements for learning and behaviour change identified in this report: group trust, peer learning, structure of the course, and a curated approach to curriculum development.

   b. Sustainability and impact of changes.

   c. Enablers and barriers to changes in leadership.

3) An alumni program that uses a reflective and peer learning approach. Supporting alumni to be change makers should be central to this program. This could take the form of a more personalised program for each participant that centres on individual development needs, aspirations and supporting participants. Alumni should be consulted or involved in a codesign process for this program.

4) Investment in an Alternative Leadership project that better meets the needs of the sector, including staff and service users, and contributes to an evidence base to lift the profile, value and validity of alternative forms of leadership. Characteristics of Adaptive and Feminist non-violent leadership that involve the utilisation of power to; achieve greater social equity, aid adaption to complex change and address structural disadvantage; should be considered.

[1] Building From Strength: 10 Year Industry Plan for Family Violence Prevention and Response, page 51.

2. Evaluation Report Context

2.1 Background

In 2018, the Centre for Workforce Excellence, a division of Family Safety Victoria (FSV), contracted RMIT Future Social Services Institute (FSSI) to deliver twelve Leadership Intensive Streams with the aim of increasing leadership capability in the family violence sector.

These were aimed at Tier 1 and 2 workers[2]. This initiative aligned with recommendation 207 of the 2016 Royal Commission into Family Violence regarding skilling-up the family violence prevention and response workforce in a time of reform.

The delivery of the Leadership Intensives was evenly spread across 2018 and 2019 and included both metropolitan and regional locations. An evaluation of the first year was submitted in October 2018, which covered the first six streams. This previous evaluation focussed on the effectiveness of the co-design process to increase participant satisfaction and stated the following key findings:

1. The 'responsive curriculum' applied which reflected sector and participant training priorities had high merit regarding participant satisfaction;

2. High profile speakers were particularly valued;

3. Participants considered the Leadership Intensives to be credible; and

4. Change in perspectives about leadership rather than upskilling was key to participant leadership development.

All the recommendations from the previous evaluation were thoughtfully applied in the 2019 Leadership Intensive Program, with further adaptations being made as described later in this report.

When discussing the 2018 evaluation findings, FSSI and FSV agreed that the evaluation of the 2019 streams would have a greater focus on the *impact* of the Leadership Intensives.

This Evaluation Report focuses almost exclusively on the 2019 Leadership Intensive Streams and seeks to answer the following questions:

1) To what extent has FSSI implemented the Leadership Intensives in 2019 as intended and contracted by FSV?

2) What changes have Leadership Intensive participants implemented as a result of participation in the Leadership Intensives?

3) How can leadership capability be further strengthened in the family violence sector?

2.2 Evaluation Methodology

This summative evaluation uses a mixed method approach to data collection and analysis to inform the findings.

This has included: document reviews e.g. pre-course registration forms, attendance records, scheduling; survey results of participants post session experiences (mostly quantitative) and a separate survey for those who missed sessions; semi-structured interviews with a sub-sample of program participants and the program lead; and conversations with facilitators. Appendix 1 shows the list of data sources, sample size, frequency and limitations of the various data sources.

The mixed method approach allowed different perspectives to be considered to inform the findings. Two key sources of data were the participant post session surveys and the participant semi-structured interviews. The post session surveys were administered following each session in each stream to seek feedback, largely via a 5 point Likert rating, on the participants experience of differing aspects of the session. In total 262 (50.4%) surveys were completed. The semi-structured interviews with participants complemented the largely quantitative survey results by providing rich contextual information not only about participant experience of the Leadership Intensive program but also how they have applied new learnings and insights. In total 18 participants, at least one representative from each stream, were interviewed. This represents 14% of the total participants, and the findings reached saturation[3]. The sample sizes, diversity and depth of data enabled cross referencing that provided sufficient evidence to have confidence in findings.

Surveys were administered using Qualtrics, a secure online program, and Microsoft excel was used for further analysis. Nvivo was used to category analyse interview transcripts.

262

SURVEYS COMPLETED

18

PARTICIPANT INTERVIEWS

3. Leadership Intensive Outcomes

The first section of this report focuses on outcomes and impacts as agreed with FSV.

We then ask in the following section how the inputs and processes adopted in the program led to these outcomes, i.e., how the outcomes came to be achieved. Presenting the report in this anomalous way allows us to identify the specific changes which can be specifically attributed to the program elements.

3.1 Evaluating Project Outcomes

Data used to inform the findings in this section are from the 18 semi-structured interviews with participants, representing 14% of participants. Whilst not conclusive and generalisable to all participants, the data reached saturation which strengthens their applicability to the wider participant group.

In order to define outcomes, qualitative data has been analysed and synergies with the program objectives identified. These have been grouped into the Change Areas identified in the left hand column of Table 3.1 below. Each Change Area has a theme (centre column) describing the outcome achieved and sub-categories ('thematic category') which are topics within the theme. References to the thematic categories in 3.2 – 3.5 are in inverted commas.

Table 3.1 Emergent Change Areas from qualitative analysis

	Theme	Thematic category
CHANGE AREA 1	Adaptive and Contemporary Leadership	alternative forms of leadership, self-care, being a role model, being an agent of change, strategic leading, increased reflection
CHANGE AREA 2	Workplace and Workforce Developments	sharing knowledge, actioning inclusion and valuing diversity; supporting staff, changes to work practices and structures.
CHANGE AREA 3	Sector and Partnership Strengthening	widening the sector; strengthening partnerships, intra and inter agency support

The following three subsections consider each of the themes above and discusses each thematic category listed.

3.2 CHANGE AREA 1: Adaptive and Contemporary Leadership

The most prevalent change for interview participants related to the validation of 'alternative forms of leadership' more aligned with participants' own values and personal preferences. For some participants the Leadership Intensives provided reassurance and confirmation of these values and preferences whilst for others it was a profound and transformative experience. Despite differences in the range of positive responses, there were some common cognitive and behavioural outcomes.

Cognitive changes participants reported included: increased confidence, increased resilience, acceptance of personal leadership style, trusting their knowledge and capabilities, not avoiding and being more comfortable with vulnerabilities and uncertainty, self-kindness and being less self-critical. The most common behavioural change included: speaking up on issues, seeking feedback, more deliberative decision making, distributing power amongst the team, practicing self-care, and being a good role model.

Interviewees described a range of positive cognitive and behavioural changes as a result of participating in the Leadership Intensives.

A very strong theme was that the Leadership Intensives had given participants "permission" *not* to subscribe to traditional forms of leadership and this led to a subsequent alleviation of pressure to conform.

"I think the impact has been that I don't need to put so much pressure on myself to behave in that traditional way and to actually be more true to myself and feel that if I don't have the answers, to say so, and if I am feeling vulnerable, to feel comfortable with that. I think that is particularly what I struggle with because I always feel that I have to present a very strong image. To be comfortable with that state of vulnerability is the biggest impact."

The Feminist Leadership topic that was delivered in some Streams focussed on the "the imposter syndrome". This appeared to have a strong impact on participants for whom this topic was delivered in their stream who talked about becoming more aware of, and challenging, their own "imposter syndrome"[4]. Other participants spoke of "not being afraid of embracing female traits" in her management style and another participant planned to establish a "feminist framework" in her organisation.

Being comfortable with vulnerability was another theme that resonated strongly with many participants. An alternative, more human centred approach to leadership was identified as being more fitting for the family violence sector.

"speakers spoke about exposing yourself to vulnerability, not having to know all the answers. I think that really was the most useful learning for me from this leadership course because it confirmed a different style of leadership which I actually think needs to be promoted a lot more, and it really, well I've been to a few different leadership programs and this one was the one that really exposed that quite a lot and I was really grateful for that because that's what I think is needed in our sector."

[4] Imposter syndrome' refers to people who suffer chronic self doubt despite their successes.

The sense of liberation experienced as a result of the Leadership Intensives was patent in the data and, more importantly, a link was made to the sector and its underlying human centred leadership needs.

The importance of 'self-care' to undertake leadership responsibilities effectively, resonated very strongly with participants. "*If you are full then you can give and if your cup is empty then you can't*". Self-care is particularly relevant given the risks of vicarious traumatisation and burn out within the sector and is recognised in Focus Area 5 of the Rolling Action Plan 2019- 2022, "Prioritising health, safety and wellbeing". Actions participants reported undertaking included: the development of a self-care framework, doing activities that "recharge" them, limiting working overtime, undertaking a self-care checklist, focusing on home or out of work life. Several participants reported the Leadership Intensives encouraged them to do what they promote to their teams:

"*I always practice that with staff in terms of asking t hem what they do for their self-care, what they do at work for their self-care and outside of work. When we did the session itself, I realised that it was slipping for myself and that really was good to see that I know that there is conflicting demands, but to see myself as a human within this leadership role as well and continuously reflect back and put those self-care strategies back in. So that was one particular change that I would say has really had a big impact on me*".

Some participants reported providing self-care intervention to their staff and colleagues when they observed they were going through a "w*hirlwind*" period.

Participants found integrating self-care into their leadership practice and promoting to staff in a sector that can be highly stressful and potentially leading to burn out was particularly important to maintain wellbeing and resilience.

For some participants the Leadership Intensives further deepened their realisation of their impact as 'role models' to their staff. Participants discussed greater intentionality about positive role modelling in a number of contexts. This included dealing with organisational change which often results in uncertainty and disruption for staff. One participant spoke about how she applied skills to support staff with uncertainty regarding an organisational restructure which ultimately resulted in her own redundancy.

"*The feedback I've received from the teams around me was because my position was impacted…I was made redundant at the time, they said that they did not see the stress or worry and they said that I managed the restructure really well and that they felt confident in the change, and they actually felt, "Oh my gosh, look, she's impacted but look at her, she is carrying herself with such calm that we need to make sure that we do the same.*"

Many participants spoke about being more comfortable with uncertainty and being better equipped to support their staff during change as a result of the Leadership Intensive.

Participants provided ample instances of how they had embedded opportunities for reflection into their work practice. One example provided was the allocation of time in work schedules to read and research leadership topics further. A range of benefits of reflective practice were reported, such as gaining more holistic perspectives on issues, more purposeful and deliberate decision making and maintaining integrity to their own personal values. One participant said that greater reflective practice had resulted in positive feedback from others regarding her increased empathy which in turn supported more positive relationships.

About a third of interviewees reported that they had become less reactive and more "forward thinking" about "long term gains". This included identifying critical points in time to initiate change or raise issues. However, a few participants said maintaining a focus on 'strategic planning' was challenging "within highly reactive workplaces".

One of the most common outcomes was the increased confidence many participants gained to be an 'agent of change' and positively disrupt to achieve better outcomes. The leadership Intensive appeared to have propelled many participants to act on ideas or concerns they have been thinking about for a while. The notion of "speaking up" was very strong.

I guess I feel now more strengthened now to challenge where I see that the leadership isn't very ethical, or not being inclusive. It has given me more strength to do that.

Initiating change is an important element of adaptive leadership. Whilst some participants had received positive responses from others regarding changes they had initiated, many expected push-back to their attempts but were prepared to "have difficult conversations" and expressed a strong resolve not to back down. Adaptive leadership involves dealing with adaptive challenges, i.e., where there is "a gap between aspirations and operational capacity that cannot be closed by the expertise and procedures currently in place" (Creelman 2009). Adaptive leadership requires leaders to recognise and initiate changes to close this gap.

Many participants reported a strengthening of value led leadership and decision making aligned with their personal values. A minority of participants reported their values to be at odds with the culture and values of their organisation. Program staff reported being aware of four participants who shared that they had left their employer for this reason.

"*it actually gave us permission to have a think about our practice and our values, and if they fit within the places where we work, and if we can improve that, or how can we make the decision to say, "that's not for me."*"

"*it makes you reconsider, "Am I in the right job? Am I doing this for the right reasons?"*"

Participants reported greater intentionality and resolve for actions and decisions representing value based leadership, such as beng a positive role models or "agent of change". This was sometimes in the face of resistance. An unintended outcome was an increased risk of participants leaving workplaces due to an incongruence between their own values and organisational culture.

3.3 CHANGE AREA 2: Continuous Improvements in workplace and developing workforces

The most common action implemented by participants following their participation in Leadership Intensive sessions was 'sharing knowledge, readings, tools and insights' made available from the program. This included having discussions with their staff, leadership groups and with other organisational departments. It was common for such sharing to be provided in a structured way such as utilising existing staff forums. This extended the reach and impact of the Leadership Intensives.

"I think I have been talking about these intensives, pretty much to anyone who will listen to it, and I've been presenting about it both within my leadership team as well as during meetings and things like that".

"I would take it back, and I made the decision to actually talk about what was shared each time in my team supervision time. So I took it back to them, and we discussed how, what we could get from that, and there were some really good discussions there".

Such sharing reflects a willingness for inclusive leadership and perhaps a participant need to continue the synthesis of topic specific information through ongoing discussion. One participant was so encouraged by her experience of the Leadership Intensive that she initiated a "Women's Leadership Group" within her organisation based on the Leadership Intensive model. At the time of the interview one session had been held with 23 women and an evaluation of the session resulted in very positive feedback.

The Leadership Intensive information and ideas were more broadly disseminated and discussed amongst staff and groups within participants' organisations, maximising the reach and impact of the Intensives.

Changes to 'improve inclusion in the workplace' for both staff and community members was the most prevalent form of organisational impact mentioned by participant interviewees. Some participants commented on a deeper

understanding of intersectionality. There was a strong sense of commitment from participants to ensure services are accessible and appropriate for clients from a range of backgrounds, reflective of the broader community. Participants reported making (or intending to make) the following changes to increase inclusion and diversity.

– **Addressing unconscious bias:** developing a deeper awareness of their own bias, particularly when recruiting.

– **Fostering equitable participation:** ensuring the diversity of staff voices are heard and providing opportunities that "give space to minority views".

– **Inclusive language:** reviewing language to ensure inclusion, e.g., website content, programs, promotional material etc.

– **Structural inclusion:** reviewing organisational practices, systems and processes to ensure inclusion, e.g., "review agency policies to ensure they do not contribute to the oppression of others".

"Applying an intersectional lens during team meetings, supervision and programming."

At the end of data collection for this evaluation some participants were waiting for upcoming opportunities to apply these considerations, such as scheduled updates of their procedure manual or policies.

One participant changed the facilitation of her team meetings and supported her staff to take on the facilitation role. She observed this one change in practice "*brings more voices to the conversation*" and that staff felt more valued, contributed to the discussion more and were more prepared to ask questions of management.

An organisational change one participant made was the establishment of an Integrity Unit. This unit sought to utilise the diverse skills and disciplines of employees, to review how information is best shared and how to facilitate different perspectives on issues.

The Leadership Intensives seeded a number of workplace development activities aimed at increasing equity and inclusion of staff and clients from diverse backgrounds. This involved greater recognition of intersectionality and deep oppression. This is likely to contribute to more accessible and inclusive services.

The majority of participants interviewed referred to implementing tools and practices introduced in the Leadership Intensive within their teams and organisations to 'support staff', e.g., using the community meeting and other tools from the Sanctuary model, and a 'container' exercise. Often opportunities already existed, such as supervision and team meetings, to which such tools could add value to what was already being done to support staff. However, some participants created these spaces after the sessions and one participant implemented an anonymous psychological safety checklist with her team. This identified areas of weakness, and solutions for improvements were subsequently collectively determined by the team.

From her experience in the Leadership Intensive, this participant had made a close association between psychological safety and service excellence.

"…if there is no psychological safety, people might just go into a comfort zone, yep, or an apathetic state, or a high state of anxiety because they are afraid to speak their mind. That means that you will never achieve excellence or accountability because you haven't created an environment whereby people can actually feel like they can contribute, whether it is contributing about what is going well or what's not working. So it was really profound actually".

There were also many examples of distributed leadership. Participants commented that they had encouraged their staff to also advocate for change and share ideas for service improvement. Another interviewee said that after each session she shared the topic material with her team, and together they discussed how it could assist them to make positive 'changes to work practices and structures' in their organisation. Such distributed leadership,

whereby leadership is an action which can be practiced by staff at different levels, is characteristic of adaptive and feminist leadership models.

There appeared to be a heightened realisation amongst participants of the impact of the traumatic nature of work on the workforce as already mentioned. Participants reported implementing some simple strategies to encourage fun, motivation and lift morale. One example was lunchtime quizzes introduced at different sites, which generated *"a lot of laughter and a lot of jokes and it actually builds the morale"*. One participant said she had

communicated the importance of staff morale building activities to less senior people managers and stressed they had permission to support such activities.

A few participants reported taking actions to increase employment security and opportunities for some employees. This included participants investigating career progression pathways for their staff, particularly regarding multicultural staff, students and trainees. One interviewee reported the Leadership Intensive had motivated her to raise the casualisation of her

organisations' workforce with the Board, which was:

"already something that I was thinking about and it really confirmed that I needed to do that and find a way through to do that. I was able to then say to the board, 'this is current thinking, and it is important to me and to what we do.'"

There are strong indications that the Leadership Intensives had ongoing impacts in many participants' organisations which would benefit the staff, the clients and which led to organisational and cultural change.

3.4 CHANGE AREA 3: Sector and Partnership Strengthening

The previous two sections indicated that amongst the interviewees there were strong themes agreed by all in terms of the gains in leadership and in relation to organisational change. Changes in relation to sector and partnership strengthening (see Table 3.1) were less consistent across participants. For some, participating in the Leadership Intensive contributed little to their current relationships and networks. For others, participation contributed to initiating or strengthening partnerships that resulted in tangible service improvements.

Whilst overall there were limited changes in sector strengthening, many participants reported the significance of a conceptual shift regarding reframing their work in terms of the social economy concept. Some participants said they will use "social economy" language, talk about "investment" particularly with decision makers and funders, and engage other stakeholders, such as economic development departments. Other participants reported they are still formulating

actions regarding this reconceptualisation.

For a few interviewees, broadening their definition of the "sector" and potential partnerships allowed them to identify new opportunities to partner with organisations who traditionally sit outside their "sector". One participant provided the following description of the family violence sector.

"We have very much been a small close network, like a small country town where everybody knows everyone else and everything like this. But with that, it can be isolating, so I guess it's inspiring me to think beyond, we don't have to do it this way, there's other examples outside of our sector, our small sector, that could actually work better for us".

Participants spoke about changing the way they approach partnerships, looking for opportunities and identifying common ground with stakeholders.

"…in regards to stakeholders it's again thinking about ways we connect rather than disconnect"

and,

"coming from different streams and finding out, and sometimes you are sitting with an issue on your own. Sometimes it is actually a shared issue, just from a different industry as such".

A minority of participants attributed their recent prioritising of networking and partnership building to the Leadership Intensive. This included addressing some potentially sensitive topics with partners and having "some difficult conversations with other agencies in an effort to be more collaborative." Outcomes of these inter-agency conversations included the development of new interagency processes to assist service users, or the increased promotion and use of existing processes. One example was proactive engagement and education of the 'S38 Child FIRST consultation' which resulted in referrals from previous non-referring alliance members.[5]

[5] The S38 Child FIRST consultation relates to sharing information concerning child protection.

4. Limitations to the data

A few participants reported that the Leadership Intensives encouraged them to think outside the box, to be creative and this resulted in some new ideas and partnerships outside the social service sector. One example identified was of a participant who is working with a tech partner to pursue a wearable for men "*like a wristband watch that goes off with the heartbeat rate when it escalates, I guess as a prompt for the man to stop and enact a safety plan*"

Overall, there was a sense that sector engagement was a lesser priority for participants amidst competing work demands than internal organisational business and, therefore, was less likely to be pursued due to resource restraints.

"*I did meet someone who was also interested in starting to look more at evidence gathering and data collection and how we can use that to improve services. I just haven't had a chance to follow up on that … I would love to get to one of the Alumni meetings in Melbourne when they occur too. It's just getting the time in life for those*"

"*I think sometimes what I tend to do is to become really insular and focus on what is happening internally, and fill in positions and you know, all that day to day stuff, and not balance that well with all the external stuff, which is the stakeholder relationships, the maintenance of those, network meetings etc.*"

There are several limitations to evaluating the impact and the extent that the program objectives of the Leadership Intensives were realised.

One challenge is the timing of the evaluation. Significant program impacts are most likely to be longer term and require time for not only changes to occur but also the effects of those changes to be experienced and understood. There has been insufficient time between the evaluation and the completion of the 2019 streams, the final session of the final stream finishing on the 22 November 2019, to gather evidence and reflect on the program impact.

Another complication is the nature of the objectives themselves which are difficult to measure (see Appendix 2 for a list of program objectives). The objectives are broad, contain multiple ideas in one objective, are partly indistinguishable, and are difficult to solely attributable to program activities. Further, a clear intention in delivering the evaluation, such as an evaluation plan or program logic was not put in place at the outset, which would support the measurement of the extent the outcomes have been achieved.

There is a limit to what can be achieved within the time and resources of any program evaluation. In the case of this evaluation, the sustainability of outcomes achieved, future outcomes not yet realised, and the verification of outcomes from other sources, is unknown.

"Leadership Intensive Outcome" Section Findings

1) **The Leadership Intensive resulted in a wide range of outcomes.**

2) **There is sufficient evidence that changes participants made were attributable to the Leadership Intensives. Changes relate to the program objectives and therefore the Leadership Intensives were successful at achieving their desired effect.**

3) **The varying prevalence of different types of changes i.e., the most common being strengthening a reconceptualization of leadership and the least common being actions that strengthen the sector, can be explained by the Theory of Planned Behaviour. This Theory places individual motivation, attitudes, subjective norms and self-efficacy as the drivers of change.**

Listen. Learn. Lead. Link.

5. Delivery of the Leadership Intensive Program Model

The outcomes identified in the previous section were a result of interviews undertaken after all the Leadership intensives had been completed. These outcomes were a product of the Leadership Intensive program model. This section focusses on the project management processes and immediate outcomes.

Consideration of the satisfaction with the course over time are therefore considered as well as examination of issues with engagement and participation. As the Intensives proceeded new learning was applied by the Leadership Intensive program team. As such a discussion of the developmental approach is presented at 5.3 of this section.

The Leadership Intensive program was targeted at people working in Tier 1 and 2 Leadership roles. Each stream took place over four months and involved a half day session once a month focussed on one or two contemporary leadership topics. A total of 29 different leadership topics were offered relating to the following leadership areas: organisational resilience, governance, service delivery, and leadership and innovation.

5.1 Program Delivery Process

The overall approach and delivery model of the Leadership Intensive remained consistent over the two-year period of the program. Please see diagram 5.1 that describes both the participant journey and program management process.

The structure of each session included: an opportunity to reflect on the previous session; two speakers independently providing a workshop or presentation; followed by a facilitated discussion to link presenters' content to individual practice, local context and sector. After each session, a survey (Appendix 4) was sent to participants to gain feedback on the topics, the presenters, and the facilitators

Diagram 5.1 Implementation model.

- ● Project Management
- ○ Participant Journey

Promotion of Leadership Intensive- through sector networks

Participants submit an EOI

Evaluation of all EOI's against agreed specified criteria and Selection of participants with FSV

Offers made to those selected

Accept offer

Undertake pre-course topic survey (Appendix 3)

Curriculum designed, speakers and pre-course content identified

Attend course

4 x ½ day sessions over 4 months

Before each session participants receive

Following each session they complete a post session survey (Appendix 4) pre-course material

Snapshot of the Leadership Intensives 2018-2019

Who attended the Leadership Intensives?

Tier 1
57%
Tier 2
29%
Tier 3
14%

10% 90%

255 participants

27% 3 to 7 years

18% 8 to 12 years

19% Less than 3 years

36% Greater than 12 years

Years of service

22 Mildura

21 Bendigo

21 Shepparton

18 Benalla

18 Ararat

48 87 Melbourne

20 Traralgon

Where were the Intensives held?

2018 Number of participants

2019 Number of participants

How did participants rate the Leadership Intensives?

4.45
Overall satisfaction (out of 5)

4.53
Satisfaction with Facilitator (out of 5)

4.60
Satisfaction with speaker (out of 5)

4.31
Satisfaction pre-course material (out of 5)

5.2 Leadership Intensive Outputs and Immediate Outcomes

Appendix 5 lists all the outputs required of FSSI during the two year period of the program. As can be seen, each of these outputs for the Leadership Program was successfully completed. The Leadership Intensive infographics on page 26 depicts a summary of immediate program outputs and participant characteristics across the two years of the program. However, in relation to the present evaluation the focus is on the 2019 Leadership Intensives as detailed below.

FSSI was contracted to provide a suite of initiatives over the two year period to assist the sector implement the reform agenda. With the exception of some outputs related to the alumni program, all outputs were successfully achieved. (see Appendix 5).

2019 Leadership Intensive Streams

In 2019 FSSI delivered 6 Leadership Streams, as contracted. Four streams took place in Melbourne, one in and Mildura and one in Shepparton. A total of 130 people were enrolled in the 2019 program. Similar to 2018, the program was oversubscribed by 89 applicants, almost entirely in Melbourne[6]. The majority of participants were Tier 1 workers (61%), followed by Tier 2 (38%), and a small minority were Tier 3(1%). The Tier 3 workers were solely regional area participants, given that these areas have smaller family violence workforces. The program therefore predominantly met the target participants groups in Tier 1 and 2.
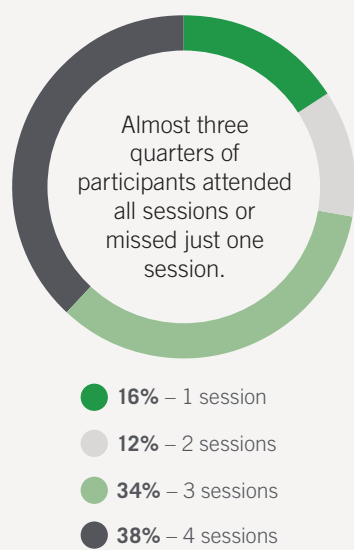
Commitment to all four sessions for this cohort of leaders proved difficult with only 38% (n~30) attending all sessions. However, the majority (72%) attended three or four sessions (Diagram 5.2.1). A survey was sent to participants who missed two or more sessions to understand their reasons for not attending (*see* Appendix 6 for the survey). The most common reason given by participants for missed sessions was because they were busy with other work demands. Therefore, attrition should not be considered a reflection of the relevancy or quality of the

Leadership Intensives but rather related to the conflicting work demands of participants.

The Leadership Intensives recruited Tier 1 and 2 participants except in regional areas, where there are thin markets with differing workforce composition.

Leadership Intensive Attendance

Almost three quarters of participants attended all sessions or missed just one session.

- **16%** – 1 session
- **12%** – 2 sessions
- **34%** – 3 sessions
- **38%** – 4 sessions

High Participant Satisfaction

Similar to the rating results for 2018, Leadership Intensive participants continued to give very favourable ratings in 2019. The post session surveys with participants (n ~262) resulted in the ratings of the various program components shown in graph 5.2.2 below. The overall average rating across all 2019 streams was 4.38 out of 5.

Overall ratings relating to expectations, enjoyment of participation, and satisfaction with speakers, facilitators and course readings were all high ranging from 4.2 to 4.5 out of a possible rating of 5. This indicates high course satisfaction.

5.2.2 Ratings of 2019 Leadership Program

	Rating
Expectations	4.33
Enjoyed participation	4.41
Satisfaction with facilitator	4.45
Satisfaction with speakers	4.50
Satisfaction with pre-course readings	4.20
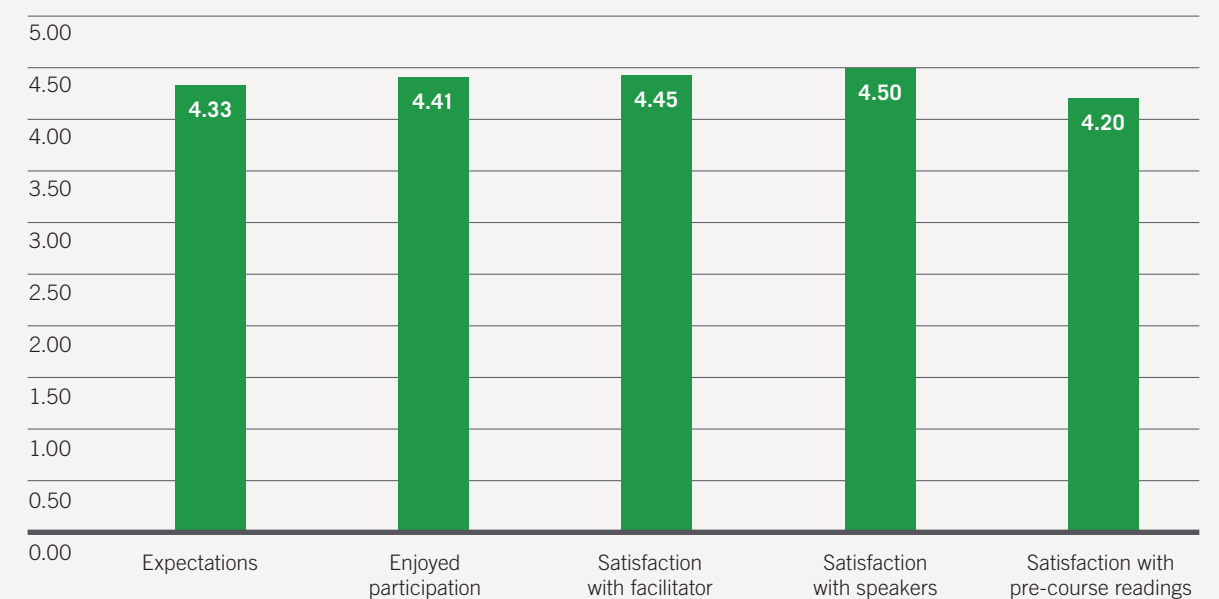
The participant interviews sought information not only on outcomes, but also on their experience of the program. Both the statistical and qualitative data show similar findings. Overwhelmingly interviewees found the Leadership Intensive program enjoyable and valuable. The following emerged from the qualitative analyses as the main reasons for the high statistical levels of satisfaction.

1) Participants found the course structure and delivery approach accessible and engaging, meeting the specific needs of the cohort (including being time poor).

2) The opportunity for reflection and peer learning was highly valued. Some participants recommended including activities that would strengthen group trust and cohesion, and more time dedicated to learning from others.

3) Good quality facilitation that linked subject matter with learnings and previous sessions was highly valued.

4) Participants appreciated the diverse breadth of topics that encouraged participants to identify new opportunities, develop alternative perspectives and think outside the box.

"I'd rate it highly, and certainly it was useful for me and I would recommend others to go along to it, especially because it wasn't an onerous leadership course. I think, most people are quite busy in their own roles, so it was just nice to have an opportunity to attend and gain further skills but not have to also do a lot of homework around it."

Diverse delivery of topics

A diversity of topics were delivered in the 2019 program, 19 in total, including 11 being delivered only once or twice. The topics for each stream curriculum were determined by a combination of the following factors: participant preference (as indicated in the pre-course survey), project team selection, and the availability of high impact speakers for preferred topics. The latter presented difficulties at times, particularly in regional areas, to deliver a curriculum that was highly responsive to participant preferences.

Overall, there was a 39% difference in topics scheduled compared to the pre-course survey results. In 2019 the participants expressed having little influence over the curriculum design and this was not expressed as a problem by any participant. Graph 5.2.3 below compares topics actually delivered with topics preferred by participants.

On the whole, there was relatively little variance between ratings on each speaker, with 17 speakers rating between 4 and 5 and only two rating between 3 and 4.

Appendix 7 shows the scores for each topic delivered in the 2019 streams regarding quality of the speaker and relevance of the topic to the sector. It is interesting to note that "Managing Self to Manage Others" scored the highest, despite receiving a low pre-course survey preference. Likewise, "Trauma Informed Leadership" scored highly but received no selections because it wasn't on the list of offerings. Conversely, "Collaborations and Partnerships" ranked as the highest choice for participants, but received one of the lowest

5.2.3 Delivered topics compared to topics of interest

Legend: ● topics delivered ● participant selection
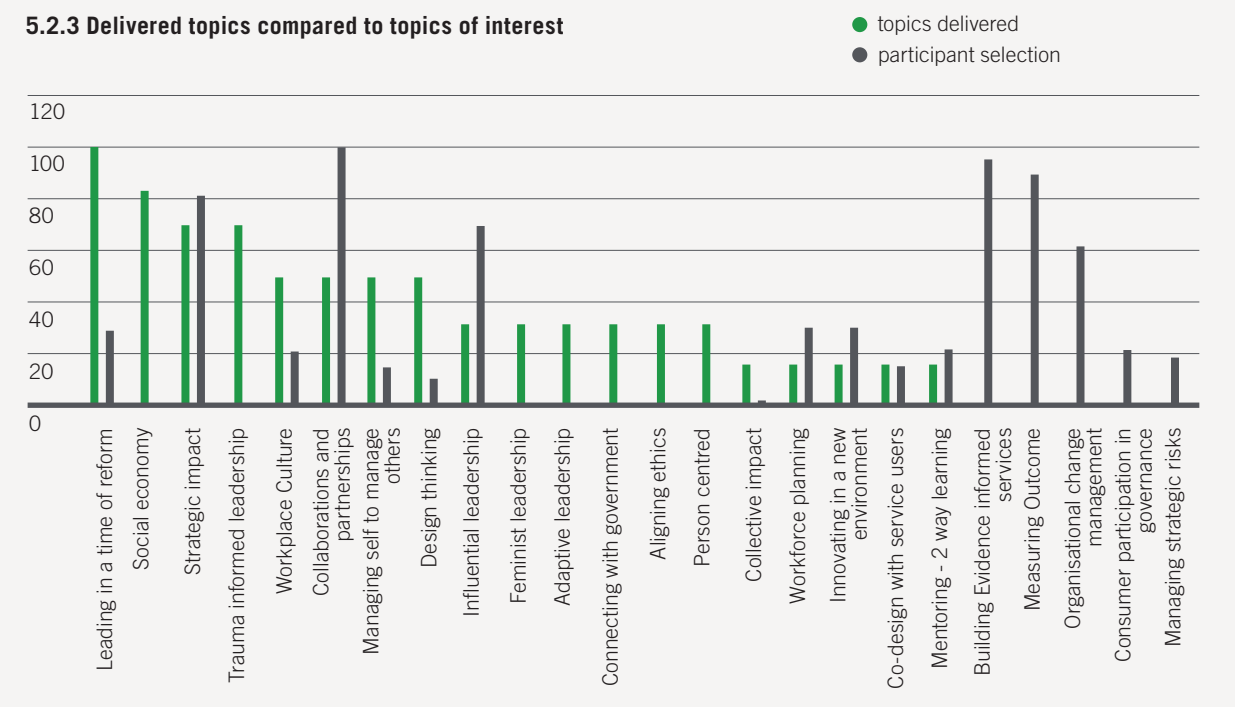
mean score ratings. The survey and interview findings suggest that not having much direct influence on the curriculum did not affect participant experience of the program.

Improvement in participant experience within course duration

The post session surveys involved asking the same questions after each session, allowing trends in participant experience to be identified over time. Survey responses (n~267) from the six streams were aggregated for the four sessions of the Leadership Intensives.

There was a reduction in completion of surveys of between 20-25% between each session resulting in the lowest completion rate of 43 survey responses for Session 4. However, this still represented 33% of enrolled participants, which is an adequate sample for reliable analysis.

Analysis of the survey results found a consistent trend of improvement across ten key areas of participant experience over the four sessions of the Leadership Intensive. Improvements relate to the role of the facilitator, the impact of the course regarding leadership capability and networking. See Appendix 8 for the ten key areas identified. Below is graph of some of the questions that resulted in improved ratings over the course of the program.

Data indicates that in relation to key outcomes, consistent improvements were recorded across the Leadership Intensive sessions. This explains some of the very positive qualitative findings presented earlier but also indicates a consistent building of knowledge and satisfaction over the course period.

The topics delivered reflected participant interests to some degree. However, deviations from participant preferences to schedule topics that were highly likely to be impactful did not affect topic satisfaction scores. More is said of this later.

5.2.4 Numbers of completed surveys

SESSION 1 — 94
SESSION 2 — 72
SESSION 3 — 58
SESSION 4 — 45

Participant experience - Improvements across sessions

class 1, class 2, class 3, class 4

It is important to note the following from Appendix 8 and graph 4.2.4 above:

– The biggest change was in response to the questions, "*I will apply my learnings from today in my organisation*" which increased from 3.2 to 4.5 out of 5, i.e., 41%.

– The highest rating was "the course helped me to reflect on my leadership style.

– The lowest score was in response to the question "The facilitator helped the group to reflect on changes to their practice since the last session." which ranged from 2.3 to 3.2 between the second and fourth session.[7]

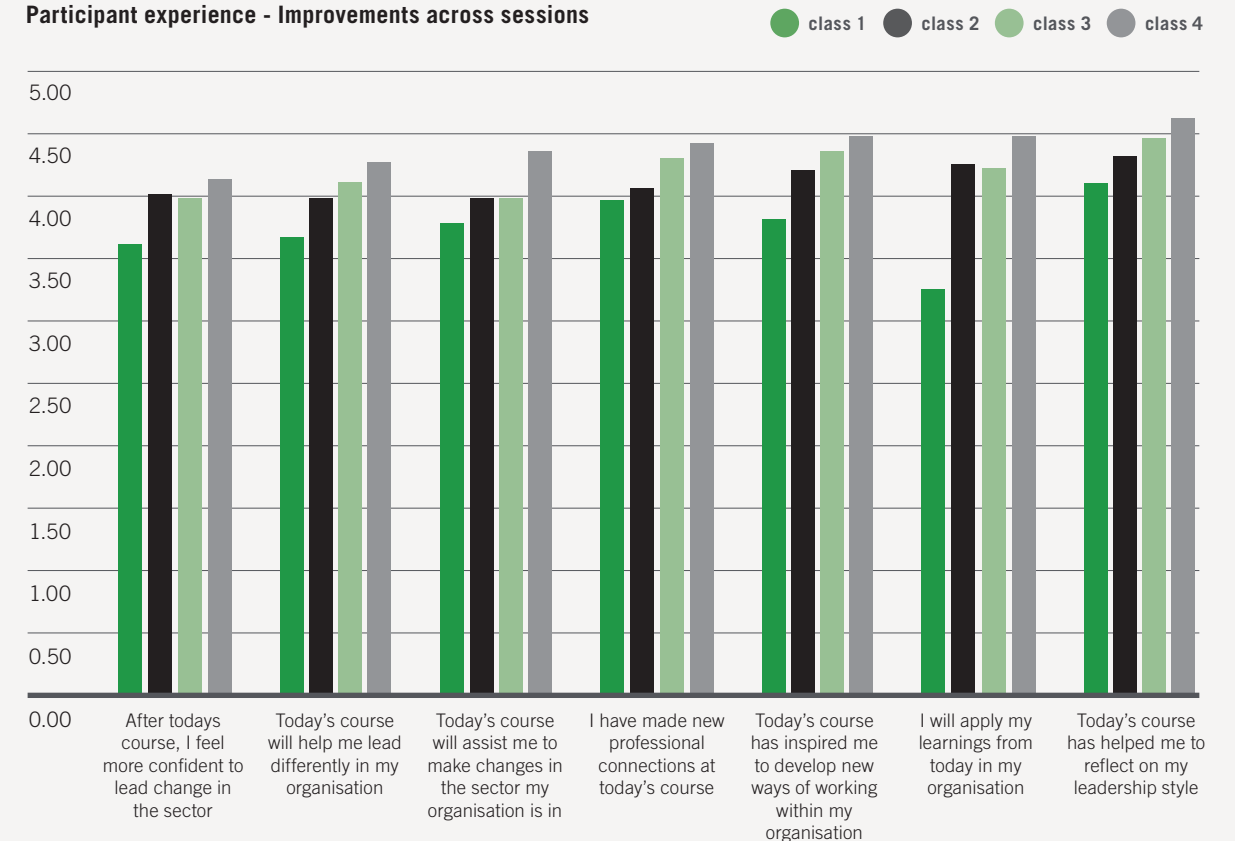– The average increase across all ten questions from the first to the fourth session was a rating of 0.7 out of 5, or 17%. Given many of the ratings started high from the first session, around 4 out of 5, room for change was limited and 17% can be considered significant.

This statistical evidence from a broader sample supports the qualitative findings discussed in Section 3 "Leadership Intensive Outcomes", of this report. In particular, there is an association with these key qualitative findings: an increase in participants valuing and being deliberative about reflective practice; increased leadership confidence and participants practicing alternative forms of leadership, and the potential benefit of incorporating debriefing regarding changes participants had attempted from the previous session into the course programming.

> I walked out of there inspired and motivated and that energy came back into this space (workplace)

5.3 A Developmental Approach to Program Improvement

Changes in program delivery were implemented in 2019 to address the recommendations from the 2018 Evaluation and other emergent areas of improvement identified from experience and participant feedback. Appendix 9 explains the changes in processes between the two years the most significant being:

1) Pre-session material was made more accessible and contemporary. In 2018 this was limited to readings which were sourced by FSSI and were largely academic. In response to participant feedback, different modes of delivering information were used in 2019, such as podcasts, Ted Talks, or other suggestions by speakers.

2) The use of the web portal, Perusal, was discontinued due to ineffectiveness.

3) The curriculum was not based solely on the topics participants selected in the pre-course survey (as previously discussed).

In regards to the last point, multiple sources of data affirm the most impactful element of the Leadership Intensives was hearing from high profile speakers in a candid and intimate manner about their challenges and how they overcame them. As time went on, more knowledge about participant experience of speakers and topics was acquired by the project team. A potential tension emerged between being highly responsive to participant topic priorities as identified in the pre-course survey and scheduling speakers (and associated topics) who had demonstrated that they were most likely to inspire. In 2019 speaker suitability was prioritised over participant selection where appropriate.

Increasingly, priority was given to a curriculum that provided a transformational leadership experience for participants. This involved some deliberate ordering of speakers and topics across the four sessions. For example, it was felt that "The Social Economy" (delivered 5 times) was beneficial at the beginning of the stream to reframe the sector and set the scene. "Leading in a time of reform" was intrinsic to the purpose of the program and was delivered to all streams. The new approach resulted in what might be termed a '*curated* approach' whereby the curriculum was partially planned with tested impactful speakers and topics, whilst allowing flexibility to be responsive to the group needs and interests as much as possible. Please see diagram 5.3 below that shows how a curated approach leverages knowledge and skills from both participants and project staff and enables the transfer of knowledge between time and place.

"Delivery of the Leadership Intensive Program Model" Section finding:
There is sufficient evidence to support a high level of attribution between changes participants reported in the qualitative analysis and their engagement in the Leadership Intensive.

5.3 Curation: Combining Expertise

Participant knowledge
local impact of reforms
local sector needs
organisational needs and context
personal leadership skills, experience and challenges
workforce challenges and needs

Curation

Project Team knowledge
feedback and findings from participant cohorts
observation of participant and sector needs
awareness and access to speakers
topic knowledge and speaker familiarity

---

[7] Given a response to this question is dependent on a previous session, answers from the first session survey can be considered invalid.

6. Discussion

6.1 Ongoing and future needs

Beyond individual change, the ability of participants to make workplace and sector changes appeared to be dependent on the interaction between the participant, their organisational context and their broader local network environment, see diagram 5.1.

For example, one participant reported that it was easy for her to implement changes because she worked in a feminist organisation that had a high level of independence and was open to change. The opposite was also reported i.e., participants who worked in large hierarchical organisations in roles where they had limited influence on decision making processes reported difficulty initiating changes.

Diagram 5.1

NETWORKS
relationships with other organisations

ORGANISATION
size, culture, purpose, level of hierarchy, existing practices, systems and practices

PARTICIPANT
Role, responsibilities, access to decision makers, personality

Barriers to making change were often multi-dimensional and inter-connected. Broadly, barriers to change, analysed from the participants interviews, can be grouped into the following:

1) Individual barriers. This included workload, relationships within organisation, non-work commitments, and entrenched habits and beliefs e.g. one participant commented how her deeply internalised patriarchal views about leadership presented an ongoing challenge.

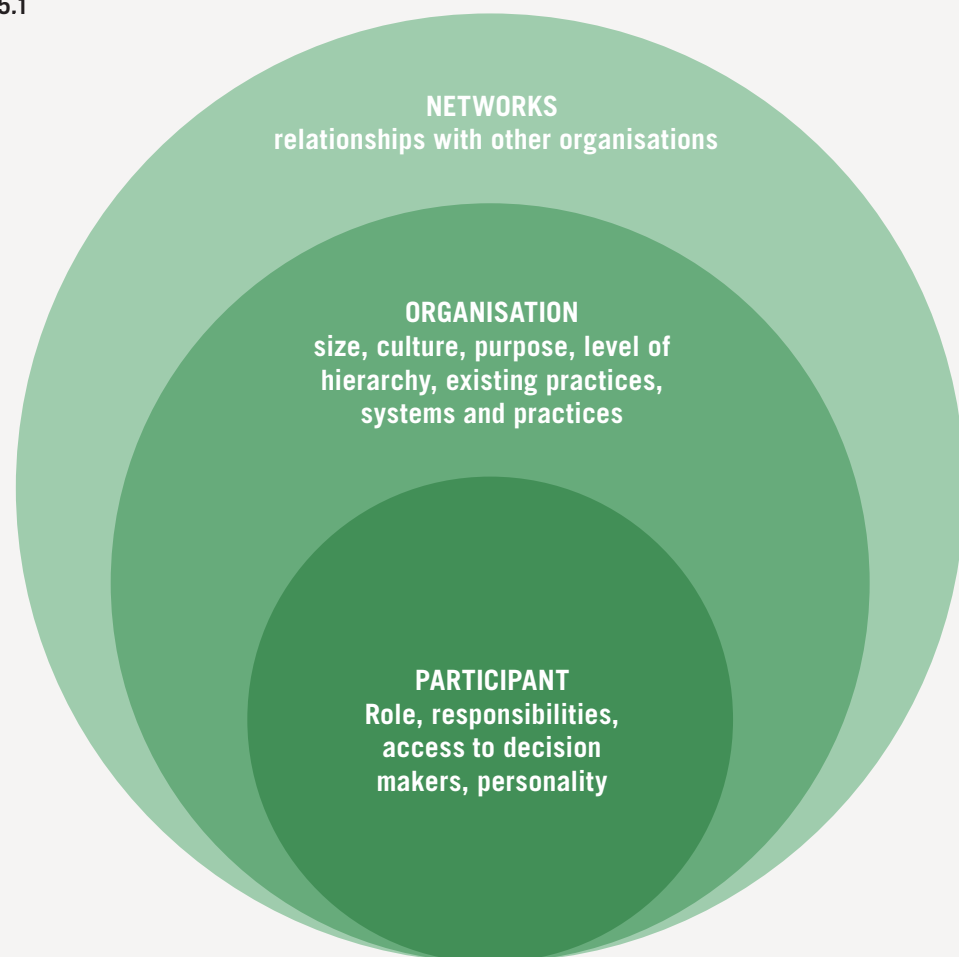**2) Organisational barriers.** This included organisational culture, hierarchical structures, access to decision makers and the level of support from the executive team.

3) Being time and resource poor. This was often cited as a reason for not networking and pursuing partnerships.

Many participants reported that they were in the early stages of conceptualising the application of knowledge and insights. In particular, uncertainty about how to transfer knowledge regarding the Social Economy was often mentioned. Participants recognised that having support within their organisations could assist with making changes.

"I'm definitely recommending the sessions to other managers and colleagues within my organisation. One of the motives behind that is probably to have someone else in the organisation go through the same training and have the same lens, where I can buddy up and chat more about it".

Participants expressed an ongoing need for a reflective space. Whilst many participants reported that they individually pursued further information about particular topics, they expressed value in being in a physical space away from their organisations with like-minded people. Some interviewees reported sadness from losing this space once the Leadership Intensives finished.

"A lot of times it is easy to just be a part of an online alumni, but the risk of that is that we don't connect with each other as easily as it is to connect in a face-to-face environment. One thing that I feared within the last session is that it feels like a loss of a space, or a loss of opportunity to feed our intellectual well-being, now that the sessions have ended".

Participants expressed an interest in an alumni program that facilitates learnings from each other's experience at implementing change. There may be merit in exploring a next level course that includes in its design:

– increased responsiveness to individual learning needs and personal leadership development aspirations,

– development of group trust and cohesion as a foundation for term peer support,

– a focus on supporting the translation of knowledge into practice, and

– incorporates the effective determinants of the Leadership Intensives, i.e., quality facilitator, collective reflective practice, diversity of leadership levels and organisations.

The development of such a program could include a co-design process with interested alumni.

Focussing on individual agency is critical but insufficient in itself to result in change. Interventions aimed at both the organisation and sector that enable change should also be considered.

6.2 Emergent Model of Curriculum development

The development of the program over the two year period can be viewed in a cyclical program development model involving three distinct phases:

1. Codesign (2018): topic development with FSV and immediately 'responsive curriculum' development regarding participant interests.

2. Curation (2019): repeating what works, refining program delivery, and the identification of core topics delivered at key points in curriculum implementation.

3. Enhancement (2020): the development of a semi-structured curriculum based on core topics, increased focus on building group trust, and review of the relevancy and impact of leadership topics.
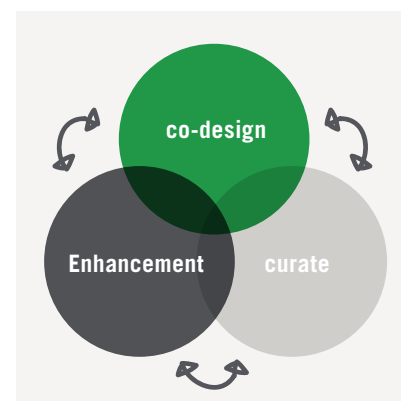
Although resource intensive, a co-design process initially played a crucial role in identifying key topics of interest to the sector. Having established the right topic areas, and their most impactful placement within the curriculum, it was then possible in 2019 to adopt a 'curated curriculum' that drew on areas of continuing relevance. The 'curated curriculum' updates the 'responsive curriculum' delivered in 2018 and is based on the evidence accrued over the two Leadership intensive delivery periods.

Further, the facilitation approach provided an opportunity for participants to reconceptualise, reflect and discuss topic areas in ways that supported them to apply the learnings to their own practice. Whilst some expressed a desire for more time allocated for peer to peer interaction, it can nevertheless be asserted that the dominant pedagogy was social constructionist in orientation. This indicates the value of people working collectively with concepts in ways that allow them to translate knowledge into practice.

6.3 Strengthening Alternative forms of Leadership

As discussed in Section 3 the validation for participants of alternative forms of leadership was the most common change leading to a range of positive outcomes.

It is important to acknowledge that leadership has highly gendered roots and whilst there is no universal definition of feminist leadership, feminist discourses have distinctive features '…that enable us to think about leadership in more purposeful and political ways'. (Clover et al 2013). These features include:

– In this context leaders are change agents, and leadership is a means not an end. Power is distributed and often relates to movement building, i.e., women's rights,

– Underlying purpose is to create a broader base of equity and challenge forms of oppression. This includes deep patriarchy where power between different groups is internalised.

– Collaboration is a central intention, manifested across communities and institutions,

– Leaders are self-actualised, becoming a reflective leader involves questioning, challenging, reflecting and continuing learning.

Interwoven threads of feminist leadership can be identified in the Leadership Intensives. Characteristics of these features are evident in the program's; design, topics, structure of delivery, processes, outcomes and the purpose of the sector itself, i.e. to achieve gender equity and stop family violence. These elements are cross referenced with the "Strategies for Building Transformative and Feminist Leadership model" by Shawna Wakefield in Appendix 10.

Many characteristics of Feminist Leadership are shared with Adaptive Leadership. This includes power being distributed and leadership being a practice that can be practiced at any level of seniority, rather than an inherent characteristic or position title. In brief, adaptive leadership can be described as "…a practice for helping mobilise members of an organisation or community to adapt to significant change." (Heifetz 2009). Given the sector, which has an overarching goal for gender equity and non-violence, is in a time of reform, the sector could benefit from leadership capability strengthening influenced by both adaptive and feminist models.

Leadership approaches and practices that have been taken up and resonated strongly with participants are reflective of 'feminist' and 'adaptive' leadership models, as categorised in the literature. Now seems like an opportune moment to strengthen the application of such alternative leadership characteristics in the family violence sector.

"Discussion" section Findings

• Participants who appeared to face the least barriers to implementing change worked in enabling environments, including supportive workplace cultures, and had peer or executive support.

• Further initiatives that use peer learning and reflective practice are required to assist the translation of knowledge into practice.

• A pure co-design process with each new group of participants does not need to be repeated each year given effectiveness of curated processes to provide a quality program that is more efficient whilst maintaining a high level of quality.

• Instrumental to the application of learnings to practice was a peer learning approach, i.e., social constructivist.

7. Conclusion

The Leadership Intensives have successfully led to a broad range of changes reflective of improved leadership capability. This evaluation has found the Leadership Intensives have contributed to actions in the "Stengthening the Foundations: First Rolling Action Plan 2019-2022" in particular actions: 4.1, 4.2, and 4.4.[8] There is an ongoing demand for the Leadership Intensive Program, particularly in Melbourne.

The 2019 program involved adaptations to improve both the project management experience and the participant experience. The curated approach provides a strong foundation to apply program improvements to further support participants initiating changes in their organisation and sector. The Leadership Intensive outcomes are positive, however longitudinal evaluation is recommended to evaluate impact, sustainability of changes,

and to identify systemic and structural barriers to change. The evaluation findings provide an opportunity to further explore leadership within the Family Violence sector to build cultures of inclusion, equity and non-violence that improves both organisational and community outcomes.

[8] "Strengthening the Foundations, first rolling action plan 2019- 2022" actions:

4.1: Deliver leadership intensives that bring together public sector thought leaders, academia and the specialist sectors and broader social service sector to explore managing change in a complex environment.

4.2: Establish a Leadership Intensive Alumni network to enable participants to continue to build on their learnings in relation to contemporary practice.

4.4: Identify and deliver targeted initiatives relating to building capability in contemporary feminist leadership practice.

Appendices

Appendix 1

Data Sources

Data Source	#	Collection time-point	Purpose	Limitation
Post session surveys with participants	262	Following each session of each Leadership Intensive Stream	Gain participant feedback on the session, particularly regarding speakers, facilitators and pre-course material	Limited opportunities for free text comments. The length could be considered onerous for participants which resulted in decreasing participation throughout the program. The survey only asked about intended actions, not actions taken, therefore difficult to determine actual outcomes.
Interviews with 2019 program participants	18	Sept – November 2019	Understand impact and experience of the program	For some interviewees who were later participants of the program there was insufficient time-frame for them to experience the impact of changes they may have implemented. Only 2019 participants were interviewed not 2018, limiting our understanding of sustainability of changes and longer term impacts.
Interview with program lead	1	October 2019	Gain insights to the project management experience and observation of participants	Was not employed in the role for the entire duration of the program.
Registration forms (EOI'S)	127	Pre course	To gain information about applicants to determine their eligibility and interest.	
Survey to those who missed sessions	9	November 2-19		Difficulty engaging people who have withdrawn from the program resulting in limited number of completions affecting reliability.
Document review – attendance records, session scheduling, programs, past evaluation reports	many	Throughout the Leadership Intensive program	To gain data on inputs, processes, outputs and the timing activities were delivered	No program logic or theory of change available to understand rationale and test casual relationships.
Conversations with facilitators	2	November 29th	Gain feedback and insights on their experiences and preliminary evaluation findings	Not all facilitators were present to gain their diverse opinions. Program staff were present. This may have limited criticism.

Appendix 2

Objectives of the leadership Program

The objectives for the Leadership Program:

1) Contribute to the Family Violence Royal Commission Recommendations, specifically focussed on 207 and 212;

2) Up-skill family violence sector workforce leaders in change management and contemporary leadership;

3) Support the delivery of the state government policy Building From Strength 10-year Industry Plan for Family Violence, specifically the actions in the first 2-year Rolling Actions Plan around workforce development; in particular:

a) Specialist sector leaders can access tailored professional development opportunities that support them in setting direction, using an outcomes orientation in service planning, developing strategies to work towards continuous improvement and motivating and developing their workforces.

b) Specialist sector leaders are equipped to undertake robust workforce planning within their organisations and sectors.

c) Leaders are knowledgeable and equipped to manage change and promote leading collaborative practice to effectively respond to and deliver family violence prevention and response reform, so that opportunities for improved practice are maximised.

4) Bring family violence workforce leaders together to listen, learn, reflect and share ideas of change and leadership.

Appendix 3

Pre-Course Survey Leadership Topics.

1. Collaboration and partnerships
2. Having a strategic impact
3. Workforce planning and capability
4. Measuring outcomes
5. Mentoring - two way learning
6. Consumer/client participation in Governance
7. Building evidence informed services
8. Connecting with government
9. Innovating in the new environment
10. Design thinking to develop programs. policy and services
11. Managing strategic risks
12. Influential leadership
13. Managing self in order to manage others
14. Examining the workplace culture
15. Person-centred services
16. Organisational change management
17. Aligning ethics across the organisation
18. Governance in a future focused organisation
19. Building communities of practice
20. Business models and funding
21. Co-design with service users
22. Strategic communication - using the media and social media
23. The social economy as a 'rallying concept' for the future of the non for profit social sector
24. Consumer directed care and individualised funding
25. Marketing and positioning in a competitive environment
26. Creating an entrepreneurial culture
27. Digital disruption and enabling technology
28. Enhancing the strategic capability of the board
29. Board/CEO relationship

Appendix 4

S6, Class 4 - FSSI Leadership Intensives 2019

Survey Flow

Block: Demographic questions (53 Questions)

Page Brak

Start of Block: Demographic questions

Q1 Please state your gender

_____

Q2 Which part of the family violence sector do you work in?

☐ Family violence services (1)

☐ Primary prevention services (2)

☐ Sexual assault services (3)

☐ Courts and court services (4)

☐ Family dispute resolution and relationship services (5)

☐ Child protection (6)

☐ Health care services (7)

☐ Drug and alcohol services (8)

☐ Housing services (9)

☐ Mental health services (10)

☐ Employment services (11)

☐ Individuals providing therapeutic services (12)

☐ Emergency services (13)

☐ Faith based institutions (14)

☐ Men's behaviour change services and other perpetrator intervention services (15)

☐ Legal and paralegal agencies and services (16)

☐ Corrections (17)

☐ Police (18)

☐ Support and safety hubs (19)

☐ Child and family services (20)

☐ Homelessness services (21)

☐ Maternal and child health services (22)

☐ Youth services (23)

☐ Disability services (24)

☐ Culturally and linguistically diverse services (25)

☐ Aboriginal services (26)

☐ Lesbian, gay, bisexual, trans and gender diverse and intersex services (27)

☐ Aged care services (28)

☐ Education services (29)

☐ Sport and recreation organisations (30)

☐ Other (31)

Q3 How long have you worked in the family violence sector (years, months)?

_____

Q4.1 About the Facilitator: "I felt fully informed about the session arrangements"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q4.2 About the Facilitator: "The Facilitator made links between speakers and knowledge from the readings provided"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q4.3 About the Facilitator: "The Facilitator helped people to reflect on their own practice and to discuss key issues in the sector"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q4.4 About the Facilitator: "The Facilitator supported an exchange of ideas amongst participants"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q4.5 About the Facilitator: "The Facilitator kept me informed between the last session and this one"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (4)

○ Disagree (6)

○ Strongly disagree (7)

○ Not applicable (5)

Q4.6 About the Facilitator: "The Facilitator supported the group to reflect on changes to their practice since the last session"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (4)

○ Disagree (6)

○ Strongly disagree (7)

○ Not applicable (5)

Q5.1 About Speaker #1: "Speaker 1 presented in an understandable and accessible manner"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q5.2 About Speaker #1: "Speaker 1 used material appropriate to their chosen theme"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q5.3 About Speaker #1: "Speaker 1 delivered a high quality presentation"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q5.4 About Speaker #1: "Speaker 1 answered participant questions well"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q5.5 About Speaker #1: "The reading(s) for this session were relevant to the session theme"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q5.6 About Speaker #1: "The readings for this session were of a high quality"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q5.7 About Speaker #1: "The readings for this session carried relevant evidence for practice"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q5.8 About Speaker #1: "I will use the readings for this session to build my impact on practice"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q5.9 About Speaker #1: "The content of Speaker 1 will have an impact my own leadership style and practice"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q5.10 About Speaker #1: "Through adopting changes based on this presentation, my leadership will have impact on policy and practice in the family violence sector"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q5.11 About Speaker #1: "I would recommend this speaker to other organisations"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q5.12 About Speaker #1: "The content provided by Speaker 1 is topical and reflects the needs of the sector and its leadership"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q5.13 About Speaker #1: Rate your satisfaction with Speaker 1

○ Very satisfied (1)

○ Satisfied (2)

○ Neutral (3)

○ Dissatisfied (4)

○ Very dissatisfied (5)

Q6.1 About Speaker #2: "Speaker 2 presented in an understandable and accessible manner"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q6.2 About Speaker #2: "Speaker 2 used material appropriate to their chosen theme"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q6.3 About Speaker #2: "Speaker 2 delivered a high quality presentation"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q6.4

About Speaker #2: "Speaker 2 answered participant questions well"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q6.5 About Speaker #2: "The reading(s) for this session were relevant to the session theme"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q6.6 About Speaker #2: "The readings for this session were of a high quality"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q6.7 About Speaker #2: "The readings for this session carried relevant evidence for practice"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q6.8 About Speaker #2: "I will use the readings for this session to build my impact on practice"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q6.9 About Speaker #2: "The content of Speaker 2 will have an impact my own leadership style and practice"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q6.10 About Speaker #2: "Through adopting changes based on this presentation, my leadership will have impact on policy and practice in the family violence sector"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q6.11 About Speaker #2: "I would recommend this speaker to other organisations"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q6.12 About Speaker #2: "The content provided by Speaker 2 is topical and reflects the needs of the sector and its leadership"

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

○ Not applicable (6)

Q6.13 About Speaker #2: Rate your satisfaction with Speaker 2

○ Very satisfied (1)

○ Satisfied (2)

○ Neutral (3)

○ Dissatisfied (4)

○ Very dissatisfied (5)

Q7.1 Please rate your satisfaction with: the Facilitator

○ Very satisfied (1)

○ Satisfied (2)

○ Neutral (3)

○ Dissatisfied (4)

○ Very dissatisfied (5)

Q7.2 Please rate your satisfaction with: the Speakers

○ Very satisfied (1)

○ Satisfied (2)

○ Neutral (3)

○ Dissatisfied (4)

○ Very dissatisfied (5)

Q7.3 Please rate your satisfaction with: the pre-class readings

○ Very satisfied (1)

○ Satisfied (2)

○ Neutral (3)

○ Dissatisfied (4)

○ Very dissatisfied (5)

Q7.4 Please rate your satisfaction with: the catering

○ Very satisfied (1)

○ Satisfied (2)

○ Neutral (3)

○ Dissatisfied (4)

○ Very dissatisfied (5)

Q7.5 Please rate your satisfaction with: the venue

○ Very Satisfied (6)

○ Satisfied (7)

○ Neutral (8)

○ Dissatisfied (9)

○ Very Dissatisfied (10)

Q8.1 The course today met my expectations

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

Q9.1 Today's course has inspired me to develop new ways of working within my organisation

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

Q9.2 After today's course, I feel more confident to lead change in the sector

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

Q9.3 Today's course will help me lead differently in my organisation

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

Q9.4 I felt my prior experience as a leader was valued during today's course

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

Q9.5 Today's course has helped me reflect on my leadership style

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

Q9.6 I enjoyed participating in this course

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

Q9.7 I have made new professional connections at today's course

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

Q9.8 I will apply my learnings from today in my organisation

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

Q9.9 Today's course will assist me to make change in the sector my organisation is in

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

Q9.10 I will build stronger local networks in our sector as a result of the course today

○ Strongly agree (1)

○ Agree (2)

○ Neutral (3)

○ Disagree (4)

○ Strongly disagree (5)

Q10 Please list up to three potential actions that you will implement in your professional practice as a result of today's course

_____

Q11 Please summarise up to three changes you have made in your professional practice or leadership as a result of the course and outline any impacts as a result of these changes

End of Block: Demographic questions

Appendix 5

Delivery on Responsibilities

Activity	FSSI responsibilities	Delivered
"Conversations with" panel discussion	1. In partnership, design program / agenda for Panel.	✓
	2. Engagement of Vice-Chancellor Martin Bean and other key speakers for the Panel	✓
	3. Confirm venue and catering of forum.	✓
	4. In partnership, develop and distribute communication material and invites.	✓
	5. Development of topics/speaking points for key speakers	✓
	6. Management of reminders and acceptances.	✓
	7. Set up of Venue.	✓
	8. Administration and facilitation of panel (inc travel costs)	✓
	9. Coordination and running of Panel on the day.	✓
	10. Review of panel and provision of feedback/review report to FSV	✓
2018 & 2019 Leadership Intensives	1. Design program for Leadership Intensives	✓
	2. Provide regular updates to CWE on the design and implementation of the Leadership Intensives	✓
	3. Engagement of facilitators and speakers.	✓
	4. Development of online resources to support program.	✓
	5. Develop and distribute communication and promotional material	✓
	6. Management of application process and selection of applications (with input from CWE).	✓
	7. Venue hire and catering	✓
	8. Facilitation of sessions (inc travel costs and arrangements for presenters and facilitators).	✓
	9. Evaluation of Leadership Intensives and provision of an evaluation report to CWE within two months of completion of the Leadership Intensives.	✓
State Wide Sector Forum	1. Design program/agenda for Forum with key stakeholder bodies and the CWE project team.	✓
	2. Engagement of key speakers	✓
	3. Organise venue hire and catering.	✓
	4. In partnership, develop and distribute communication material,	✓
	5. Development of topics/speaking points for key speakers for review by FSV (as required).	✓
	6. Management of reminders, invitations, acceptance	✓
	7. Set up of Venue	✓
	8. Administration and facilitation of Forum (including travel costs for facilitators/guest speakers).	✓
	9. Running and coordination of Forum on day.	✓
	10. Feedback/review of forum and provision of report to FSV.	✓

Alumni Program	1. Provide draft project plan and engagement strategy to FSV detailing timelines and key strategies that will be used to engage the Alumni.	✓
	2. Finalise project plan and engagement strategy after consultation with FSV.	✓
	3. Consult with relevant stakeholders on the establishment of an online social networking platform.	✓
	4. Design and establish the online social networking platform.	✓
	5. Ensure the platform is accessible to all 2018 and 2019 participants who have completed the Leadership Intensive Program.	✓
	6. Engage and professional facilitator and communications expert to manage the network.	✓
	7. Actively engage the Alumni to participate in the Alumni Network through regular communications and updates.	X
	8. Share contemporary leadership and management research on the social networking platform.	X
	9. Prompt discussions within the Alumni about their application of their learnings from the Leadership Intensives.	X
	10. As required work with FSV to ensure any content that FSV wishes to communicate with the Alumni is effectively distributed.	X X
	11. Update FSV on the Alumni network through the PGG and progress reports.	X
	12. Evaluate the platform.	X
	13. Design the program for the Alumni Activation Event in consultation with key stakeholders and FSV.	✓
	14. Develop and distribute communication and promotional material in consultation with FSV that meets FSV branding guidelines.	✓
	15. Engage a guest presenter and other facilitators for the Event.	✓
	16. Engage Alumni representatives to share their experience of the Leadership Intensives and how they have applied their learnings.	✓

Appendix 6

Leadership Intensive Attrition

Q1 What is the main reason(s) you did not attend all the Leadership Intensive sessions?

☐ too busy, not enough time (1)

☐ I've been unwell (2)

☐ personal reasons, other than health (3)

☐ I didn't benefit enough from the sessions (4)

☐ the responsibilities of my position have changed and it's no longer relevant (5)

☐ the location / times of session were not convenient (6)

☐ I didn't find it a safe environment to discuss issues openly and honestly (7)

☐ other (8) _____

Page Break ————————————————————————————

Q2 Please rate how important you found the sessions you attended

○ Not at all important (1)

○ Slightly important (2)

○ Moderately important (3)

○ Very important (4)

○ Extremely important (5)

Page Break

Q3 Do you have any ideas how the Leadership Intensive can be improved in either content, structure or delivery? if so please explain

_____

_____

_____

_____

_____

Page Break

Q5 Would you be interested in an online micro-credential about adaptive leadership?
A micro-credential involves engagement in approximately three hours of flexible course material.

○ yes (1)

○ maybe (2)

○ No (3)

End of Block: Default Question Block

Start of Block: Block 1

Appendix 7

Participant Scores of Session Topics

Highest scores between 4.5 and 5 out of 5

	Managing self to manage others	Trauma informed	Connecting with gov	Person centred services	Social economy
Overall Mean	4.8	4.7	4.6	4.5	4.5
Mean quality	4.6	4.7	4.6	4.6	4.4
Mean Relevance	4.9	4.7	4.6	4.4	4.5

Middle range scores, between 4.1 – 4.4 out of 5

	Leading in a time of reform	Co-design with service users	Aligning Ethics	Design thinking	Diversity and inclusion	Innovating in a new environment	Influential leadership	Collaborations & partnerships
Overall Mean	4.4	4.4	4.3	4.3	4.2	4.2	4.1	4.1
Mean quality	4.3	4.5	4.1	4.4	4.3	4.2	4.1	3.9
Mean Relevance	4.5	4.3	4.5	4.1	4.1	4.2	4.0	4.3

Lowest scored topics from 3 and 4 out of 5

	Feminist leadership	Workforce planning	Strategic impact	Collective impact	Adaptive leadership	Mentoring
Overall Mean	4.0	4.0	4.0	3.8	3.7	3.2
Mean quality	3.9	4.0	4.1	3.5	3.7	2.9
Mean Relevance	4.1	4.0	4.0	4.1	3.7	3.4

Appendix 8

Changes in participants experience of the Leadership Intensive

Survey question	The facilitator helped people to reflect on their own practice and to discuss key issues in the sector	The facilitator supported an exchange of ideas amongst participants	The facilitator supported the group to reflect on changes to their practice since the last session	Today's course has inspired me to develop new ways of working within my organisation	After today's course, I feel more confident to lead change in the sector	Today's course will help me lead differently in my organisation	Today's course has helped me to reflect on my leadership style	I have made new professional connections at today's course	I will apply my learnings from today in my organisation	Today's course will assist me to make changes in the sector my organisation is in
Session 1	4.0	4.3	1.4	3.8	3.6	3.7	4.1	4.0	3.2	3.8
Session 2	4.1	4.4	2.3	4.2	4.0	4.0	4.3	4.1	4.3	4.0
Session 3	4.4	4.6	2.7	4.4	4.0	4.1	4.5	4.3	4.2	4.0
Session 4	4.4	4.7	3.2	4.5	4.1	4.3	4.6	4.4	4.5	4.3
Difference between 1st and 4th session	0.4	0.4	1.8	0.7	0.5	0.6	0.5	0.5	1.2	0.5

Appendix 9

Changes made between the 2018 and 2019 Leadership Intensives Streams

Process in 2018	Applied in 2019	Comments
1. FSSI and FSV identify Leadership Intensive Topics for participant prioritisation.	No	The same list was used in both years as the topics remained relevant.
1. Promotion of program through VCOSS and peak bodies	Yes	
2. Candidates complete an expression of interest on FSSI website	Yes	
3. FSV and FSSI shortlisting of participants	Yes	
4. Successful participants complete the pre-course topic survey	Yes	
5. Curriculum based on top priorities selected by participants.	Partly	Curriculum was informed by participant selection but not solely determined by it.
6. Sourcing of relevant speakers by FSSI	Yes	
7. Sourcing of pre-session readings by FSSI	Partly	To increase relevancy to Speaker content, selection of pre-course material became a shared responsibility between FSSI Project Lead and the Speakers. Also, to respond to participant request for a greater diversity of mediums, pre-course material broadened beyond readings to include podcasts and Ted Talks.
8. Session delivery: 4 x ½ days	Yes	
9. Post session participant survey	Yes	Reviewed and updated
10. Program Management Team post session Debrief	Yes	
11. Use of web portal (Persual) to upload content and facilitate discussion.	No	This aspect was removed because it wasn't sufficiently utilised and not an efficient use of program resources

Appendix 10

STRATEGIST FOR FEMINIST LEADERSHIP

(from "Transformative and Feminist Leadership for Women's Rights," by Shawna Wakefield)

		RELATIONSHIP TO LEADERSHIP INTENSIVE
MODELING FEMINIST PURPOSE & PRINCIPLES	• Engaging in ongoing processes of self and interpersonal reflection • Signaling the feminist purpose and principles of a group through small initiatives • Creating specific opportunities for younger leaders to emerge • Engaging in an intersectional analysis and approaches	- Participants seeking feedback from staff and other leaders on behaviour and leadership - Analysing own unconscious bias, developing ways to be more inclusive - Questioning own values and ways of work,
INSPIRING SHARED VISION BASED ON PERSONAL AND COLLECTIVE REFLEXIVITY	• Providing reflection space to help people to connect on a personal level to collective political vision • Enabling people to unlearn harmful habits • Using body work to enhance personal awareness and interpersonal connection • Providing space for groups to engage in collective practices to cultivate different qualities • Sharing knowledge about how just organizational cultures are developing	- "collective political vision" compatible with values and purpose of many organisations - Forming new partnership to support the cause, - Group mentoring, reflection activities incorporated into group meetings. - Replication of leadership intensives.
EMPOWERING AND ENABLING OTHERS TO ACT	• Recognizing and valuing the different contributions people make • Incorporating collective leadership where individual's safety is at risk • Fostering interpersonal openness and trust in groups • Clarifying expectations for responsibilities and conflict resolution • Prioritizing development of skills in collaboration • Facilitating connections between women in positional power and constituents • Developing trust with stakeholders by linking personal struggles to political action.	- Valuing diversity - Having difficult conversations - Broadening the boundaries of the sector - Development of alliance.
CHALLENGING PATRIARCHAL NORMS AND OPPRESSIVE POWER	• Using tools and processes to surface harmful expressions of power embedded in institutions • Collectively identifying positive forms of power • Investing in structures, processes and collective practices that disable patriarchal norms ritual • Replicating values-based organizing principles when moving from organizational change to collaboration and movement building work. • Enabling multiple team members to benefit from training programs so they may better establish and hold each other accountable for new norms	- Introducing systems and process that are equitable and don't replicate existing forms of power relationships - Sharing leadership material, starting other leadership groups
ENCOURAGING INTEGRATION OF HEART, MIND and BODY	• Encouraging interpersonal relationship building of teams reduces artificial separations between work and life that contribute to stress and burnout • Coaching and mentorship to help individuals work through ongoing challenges • Recognizing the direct and vicarious trauma women activists may experience • Valuing and providing opportunities to develop self- and collective-care strategies	- Mentoring / supervision offered to staff - Staff morale and fun activities introduced - Recognising trauma and providing support - Self care strategies or leaders and staff