

# 2020

# 2020

Impact  
Evaluation of  
the Leadership  
Intensive  
Program



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FSSI acknowledges the people of the Woi wurrung and Boon wurrung language groups of the eastern Kulin Nation on whose unceded lands we conduct our business. FSSI respectfully acknowledges their Ancestors and Elders, past and present. FSSI also acknowledges the Traditional Custodians and their Ancestors of the lands and waters across Australia where we conduct our business.

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## Executive Summary

The Leadership Intensive Program (2020) 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”.

This report demonstrates how the 2020 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 participants’ leadership capability to manage change, improve organisational and sector-level practices, and retain and motivate the workforce in the Family Violence sector.

A total of 74 participants were enrolled in the program and 4 participants withdrew in the first few weeks, leaving 70 participants who engaged in the 2020 Leadership Intensive Program. FSSI delivered 8 seminars (7 seminars and 1 panel) and 32 workshop sessions including make-up sessions for the participants who missed workshops, as contracted.

The intention of the evaluation was to understand the impact of the program on the participants skills and capabilities, what worked well, and the areas of the program design and delivery that could be further improved for the next cohort. In this regard, our evaluation report provides a detailed response to three key evaluation questions.

### Q1. Did the Leadership Intensives Program make an impact?

**Insight:** Overall our evaluation found that the 2020 Leadership Intensives has proven to be effective, and has had a high, positive, and emerging impact on the capabilities of leaders in the Family Violence Sector. The program has enabled leaders to develop and strengthen their skills, knowledge, and mindsets to support and lead the growth and transformation of the Family Violence sector. Our outcome-level results show that:

- Over 95 per cent of the participants reported that the program has developed their leadership capability to motivate and develop workforces, and their ability to promote leading collaborative practices in the social service sector.
- One in two participants (over 50 to 60 per cent of the participants) also reported that the program gave them an opportunity to develop mutually beneficial relationships with the other participants and organisational leaders.

### Q2. How effective was the online delivery?

**Insight:** There were strong levels of engagement and high levels of satisfaction with the online facilitation, content and speakers, and program design features. The findings are that:

- Over 90 per cent of the participants reported that the online design and delivery features were ‘effective’ or ‘highly effective’, including 94 per cent of the participants reporting that the online learning platform Collaborate Ultra was highly effective.
- Participants reported high levels (a mean score of 4.35 out of 5) of satisfaction with the program content and speakers.
- Over three-quarters of the participants reported that they ‘agree’ or ‘strongly agree’ that the learning environment was ‘respectful’, and ‘safe’, encouraging ‘trust’ among participants and indicating positive group dynamics.

### Q3. What could be done differently in the future?

This report proposes three recommendations on the basis of the evaluation findings that aim to improve the overall effectiveness and impact of the program for future cohorts. In future, it will be valuable to transition to a hybrid learning environment, creating a combination of online and in-person learning experience for participants, developing an integrated approach to the delivery of the Leadership Intensive Program and Leadership Network in 2021, and evolving different components of the program design and delivery.

#### RECOMMENDATION 2

##### Develop an integrated approach to the delivery of Leadership Intensives and Leadership Network in 2021

Alongside this program, the Leadership Network, established in 2019 (formerly known as the ‘Alumni Network’), provided past participants with an opportunity to reflect on how their leadership practice has changed and share ideas about how new practices have been applied in their workplaces. The Leadership Network has been designed to ‘enable participants to continue to build on their learnings in relation to contemporary practice’ (Action 4.2 – Strengthening the Foundations: First Rolling Action Plan 2019 – 2022).

Our evaluation results and experience show that the compounding effect of the Leadership Intensives and Leadership Network in 2021 could be higher than delivering them as individual programs. An integrated approach to the delivery of Leadership Intensives training and Leadership Network would mean that both current cohorts of participants and Leadership Intensives Network members have opportunities to connect, exchange, expand, and diffuse knowledge, evidence-informed practices, and network-based opportunities at the same time.

#### RECOMMENDATION 3

##### Evolve leadership development program design and delivery components

Our evaluation analysis found that there is scope to enhance the program design and delivery based on participants’ feedback. This includes strengthening translation of theoretical knowledge into evidence-informed

practices, diversifying delivery topics, maintaining course length and diversity in cohort, and moving in the direction of accredited training.

#### RECOMMENDATION 1

##### Co-create a hybrid learning environment, increasing ‘accessibility’ and ‘network-effect’ simultaneously

A hybrid learning environment might involve a thoughtful and integrated combination of online and face-to-face learning experience for participants, enabling enhanced accessibility, networking benefits, effective use of physical learning spaces, and addressing time management challenges for participants.

The 2021 program could involve leaders engaging in a combination of high-quality online content, online networking events, in-person workshops and networking, and in-person informal gatherings over a meal – breakfasts or dinners, with key topics and questions for discussion among small and large groups.

# 01

## Evaluation Report Context

### Background

The social service sector is undergoing a period of unprecedented growth and dynamic change. As noted in the 10 Year Community Services Industry Plan, *“To continue to meet community expectations and people’s needs, the community services industry will need to undergo significant change, placing responsibility and pressure on boards and organisational and industry leaders to be adaptive and to manage ongoing change in the social, economic and policy environment.”*

There is a recognised need for training and support to enable sector leaders to build their knowledge and capabilities to navigate an ever-changing landscape.

FSSI has been delivering leadership training to the sector since 2017. Piloted in 2017, FSSI’s “Executive Masterclass” featured course content that was co-designed with participants. The program involved guest speakers from diverse backgrounds including academia, government, and business who shared insights and new approaches.

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 to increase leadership capability in the family violence sector. Program content focused on change management capabilities and strengthening established leadership qualities. These were aimed at Tier 1 and 2 workers<sup>1</sup>.

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 Leadership Intensives training is one of the responses to Building from Strength: 10-year Industry Plan for Family Violence Prevention and Response outlines the Victorian Government’s long-term vision and plan for the workforces that prevent and respond to family violence.

The delivery of the Leadership Intensives has been spread across 2018 (cohort 1), 2019 (cohort 2), and 2020 (cohort 3) and included metropolitan and regional locations. The following curriculum model was followed through in 2018 and 2019 respectively.

**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.

An evaluation of the first year was submitted in October 2018, which covered the first six streams. The 2018 evaluation focused on the effectiveness of the co-design process to increase participant satisfaction and stated the following key findings:

1. The ‘responsive curriculum’ was engaging as it corresponded to participant priorities;
2. High profile speakers from outside the social service sector 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.

In 2019, the analysis found that: The Leadership Intensives successfully led to a broad range of changes in leadership capability. This evaluation also found that the Leadership Intensives have contributed to actions in the “Strengthening the Foundations: First Rolling Action Plan 2019-2022” in particular actions: 4.1, 4.2, and 4.4<sup>2</sup>.

- 1 The Tiers were originally developed by the Domestic Violence Resource Centre Victoria
- 2 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 complex environment  
4.2: Establish a Leadership Intensive Alumni network to enable participants to continue to build on their learnings in relation to contemporary practices  
4.4: identify and deliver targeted initiatives relating to building capability in contemporary feminist leadership practice.

The 2019 program involved adaptations to improve both the project management experience and the participant experience. The curated approach<sup>3</sup> provided a strong foundation to apply program improvements to further support participants initiating changes in their organisation and sector.

From 2018 to 2020 the program was delivered to over 320 participants in 7 locations across Victoria. All the recommendations from the previous evaluation were thoughtfully applied in the 2020 Leadership Intensive Program, with further adaptations being made as described later in this report.

## 2020 Leadership Intensives

In 2020, COVID-19 has had three major impacts on the Leadership Intensive program. Firstly, it has significantly influenced the way services are provided and the operation of workplaces. This has called for additional leadership capabilities such as adaptability and resilience. Secondly, there has been an increase in the demand for services with what FSV CEO Eleri Butler has described as the “dual pandemic” of COVID-19 and violence against women and children in 2020.<sup>4</sup> Thirdly, the delivery of the Leadership Intensive Program needed to respond to this changing context, including to comply with social distancing requirements.

The curriculum development process for 2020 is referred to as Enhancement, which included 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. Like many other programs, the impact of COVID-19 necessitated the need for the program to move into an online environment with content delivery within the Canvas Learning Management System (LMS) and face-to-face sessions replaced with the real-time video conferencing tool, Collaborate Ultra.

Topic selection for 2020 was determined based on responses received from a survey sent to participants on sign-up. After each workshop session, participants were given the evaluation survey to measure the effectiveness of course content and delivery.

A total of 74 participants enrolled in the 2020 program. A total of 4 participants withdrew in 1st and 2nd weeks. FSSI delivered 8 leadership intensive seminars (7 seminars and 1 panel) and 32 workshop sessions including make-up sessions for the participants who missed workshops, as contracted.

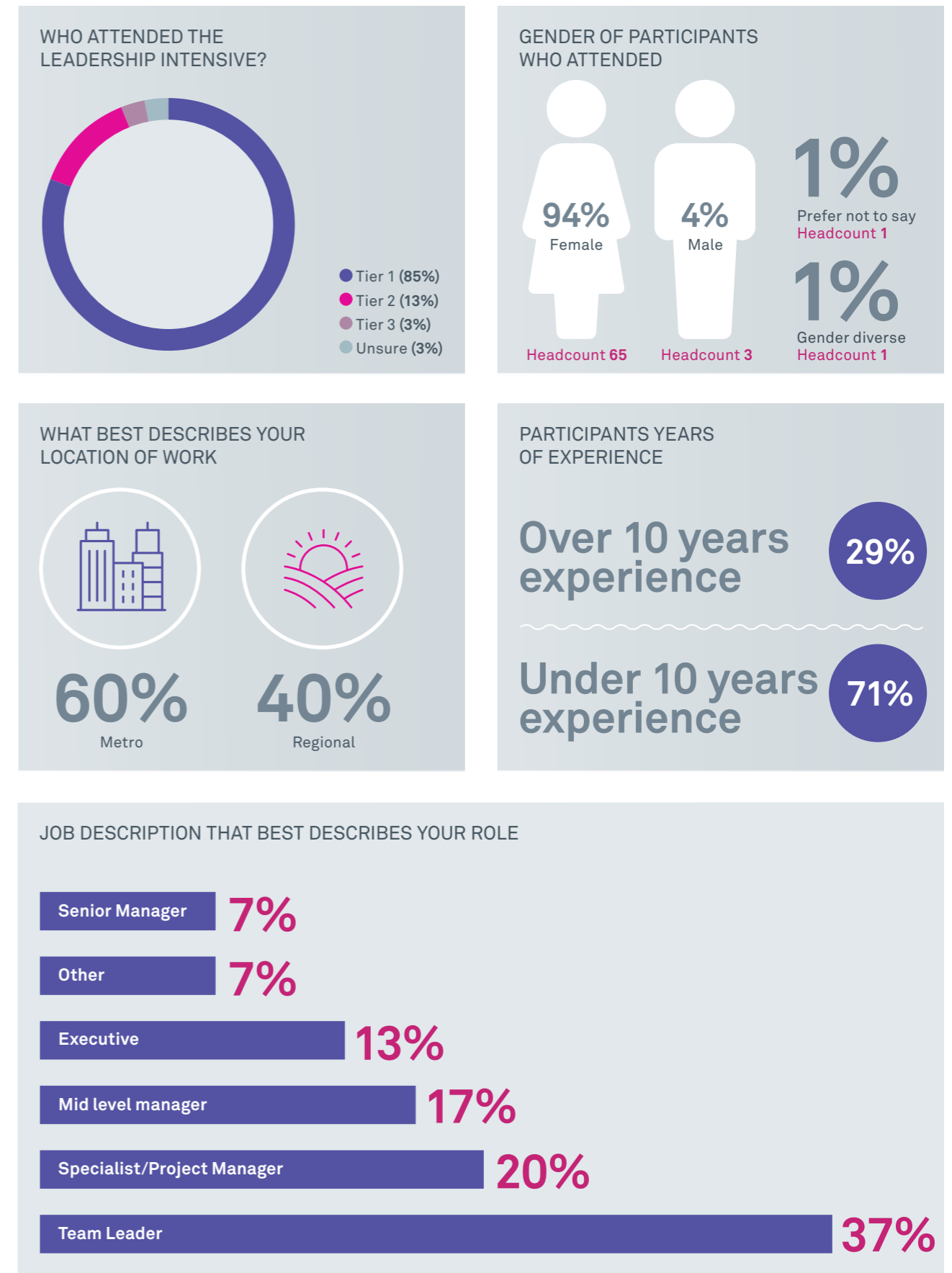


**Catherine Santo**  
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<sup>3</sup> ‘Curated approach’, whereby the curriculum was partially planned with tested impactful speakers and topics, whilst allowing flexibility to be responsive to the group needs and interests as much as possible.

<sup>4</sup> See FSSI vlog “Violence Against Women and Children is also a Global Pandemic” – posted 04/11/2020 <https://www.futuresocial.org/vlog-series-elieri-butler/>

## Demographic Profile of The Leadership Intensives



Source: Evaluation demographic data 2020 (N= 70)

Some of the key indicators of the demographic profile are:

**Tier Level:** Like 2018 and 2019, most participants were Tier 1 workers (81 per cent), followed by Tier 2 (13 per cent), and a small minority (3 per cent each) were Tier 3 and unsure of their tier levels. Tier 3 participants were solely from regional areas, given that these areas have smaller family violence workforces. The program therefore predominantly met the target participants groups in Tier 1 and 2.

**Participants Gender:** Similar to previous years, most of the participants (94 per cent) in the program identified themselves as female, 4 per cent as male, 1 per cent preferred not to say, and 1 per cent identified as gender diverse.

**Location of work:** In 2020, 60 per cent of the participating workforce worked in metropolitan areas and 40 per cent participants in regional areas, indicating a dynamic mix of participants from across Victoria.

**Years of experience:** In 2020, 71 per cent of the participants have under 10 years of work experience and about a third of participants have more than 10 years of work experience.

**Job description:** Approximately 57 per cent of the participants are team leaders, specialists, or project managers, and 30 per cent are executives or middle-level managers.

The sessions in the 2020 program contributed towards the following learning outcomes, which are based on the outcomes identified under **Focus Area 4: Strengthening Leadership in the Specialist Sector** of Family Safety Victoria's Strengthening the Foundations: First Rolling Action Plan 2019-2022. 2020 Leadership Intensives were the first year when the learning outcomes were formally identified. The outcomes are to:

1. Develop strategies to work towards continuous improvement
2. Motivate and develop workforces
3. Undertake robust workforce planning within organisations and the social service sector
4. Manage change within an organisation
5. Promote leading collaborative practice within the social service sector

## Structure of 2020 Leadership Intensives

The program is based on the Canvas Learning Management System (LMS) with a series of seminars, and workshops (over 8 consecutive weeks) in the structure:

**1. Orientation:** Participants were welcomed to the program via a formal induction, this included an introduction on how to navigate the online learning platform; Canvas and Collaborate Ultra.

**2. Pre-learning material:** Comprised of associated readings and/or video material available at any time to the learner. These pre-learning resources were shared with learners at the time of orientation.

### 3. Synchronous online seminars:

Seminar A: 30 minutes (recorded) with an additional 25 minutes (unrecorded) facilitated Q&A (55 minutes total)

[10-minute break]

Seminar B: 30 minutes (recorded) with an additional 25 minutes (unrecorded) facilitated Q&A (55 minutes total)

**4. Workshop:** Facilitator-led 90 minute workshops which were aimed at conducting sessions and activities that would allow participants to translate leadership theory into practices and real-world experiences, including giving opportunities for small and large group discussion and reflection.

The topics of online seminars and workshops were trauma-informed leadership, strategy and influential leadership, diversity and inclusion, collaboration and partnership, feminist leadership practices, leadership in a time of crisis, leading and wellbeing, leading through significant change (caring for your workforce).

### 5. Post session reflection week

One of the key components of the program was the fortnightly reflection week, this allowed participants time to reflect on what has been learned as well as an opportunity to continue any discussion of the topic/s, and their application to the workplace, on the discussion board in Canvas. Participants were encouraged to use the discussion board as a space to make connections with their peers, to pose any questions they may have, or to provide possible solutions to anyone's problems. The role of the facilitator was to monitor the discussion boards, to encourage discussion, and to provide any guidance regarding the program as required.

## Key Objective and Structure of the report

As noted in the Executive Summary, this report intends to answer three key evaluation questions:

**Q1. Did the Leadership Intensive Program make an impact?**

**Q2. How effective was the online delivery?**

**Q3. What could be done differently in the future?**

These evaluation questions were discussed with the FSV team and co-constructed by the FSSI program team and research and evaluation team to understand the overall patterns, trends, and types of impacts and experiences the Leadership Intensives has made in 2020. Each of these three evaluation questions also has sub-questions, which will be discussed in the subsequent chapters. The structure of the report reflects the sequential order of the three evaluation questions.

This **Evaluation Report context section** positions the Leadership Intensive Program within the Victorian policy landscape grappling with challenges of Family Violence and its effects on individuals and our communities. It describes the genesis of the program, highlights findings from previous evaluations, and outlines the changes to the program in 2020, and outlines the purpose of this report in detail.

**Chapter 2** discusses the evaluation methodology and framework, providing details of the evaluation methodology process, the components of the program logic model, evaluation questions framework consisting of sub-questions.

**Chapter 3** addresses the first and second substantive questions 'Did the Leadership Intensive Program make an impact?' and 'How effective was the online delivery?' It presents insights and findings of the program's impacts on leadership capability, collaboration with other organisations in the sector, and the effectiveness of different enablers of impact. These findings and insights are supported by analysis of evaluation surveys and qualitative data collected from participant interviews and focus groups.

**Chapter 4** responds to the final evaluation question – 'What could be done differently in the future?' – and provides three recommendations for the future of the Leadership Intensives. These recommendations focus on the evolution of the program, program components, and delivery methods to improve the overall impact and experience for the participants in the future cohort.

# 02

## Evaluation Framework

The Leadership Intensives Evaluation Framework outlines the 2020 Leadership Intensives logic model, different components of the logic model, and the evaluation questions framework that guides the remaining chapters in the report.

### The Leadership Intensives Logic Model

The Leadership Intensives logic model outlines how the existing inputs and enablers of the impact may lead to inter-related outcomes and impact. In the logic of the Leadership Intensives, these outcomes combined lead to an overall, dynamic and systemic impact on the career development of leaders and sector capability in Family Safety Violence (FSV). Figure 3 illustrates the Leadership Intensives logic model.

The key components of the Leadership Intensives logic model are:

#### Need

The Leadership Intensive Program aligned with recommendation 207 of the 2016 Royal Commission into Family Violence regarding up-skilling the family violence prevention and response workforce in a time of reform, indicating that the Commission identified that the Family Violence sector needs more career development opportunities to retain leaders and workforce in the sector, build understanding, capability, and improve leadership practices.

#### Inputs

Inputs are the resources that the Leadership Intensives program contributes to facilitate its design and delivery. These inputs include human resources (such as the Leadership Intensives program design, delivery, facilitation, and evaluation staff), technical resources (any information technology associated with the smooth functioning of the program, including efficient coordination and communication with participants and other stakeholders), and financial resources (such as funding for program design, management, implementation, and evaluation). The selection of content, topics, and speakers, which was created and curated by the program team, is also fundamental to its design and delivery.

#### Assumptions

The effective delivery of the Leadership Intensives comes with basic assumptions associated with the model. These include participants willingness to spend time on enhancing their leadership skills, participants access to technological infrastructure (laptops, emails, and LinkedIn etc), basic digital literacy, participants interest in engaging with a broader network of organisations, and that organisational culture, structures, funding models, and executive management support changes in leadership approaches.

#### Enablers (Design and Delivery features)

Enablers of the impact are key features of the Leadership Intensives 2020 design and delivery that drive outcomes and impact. The key enablers of the Leadership Intensives are:

1. Engagement and satisfaction with pre-reading material
2. Willingness to engage with seminars and workshops
3. Cohort dynamics
4. Program content and speakers
5. Facilitation of Seminar Q&A and Workshops
6. Online delivery features (such as live polls, reflection weeks, seminar recordings, announcements, canvas, and Collaborate Ultra)

Though discussed separately, these enablers are interrelated and work cumulatively to drive the Leadership Intensive's impact.

#### Outcomes

Outcomes are the direct results that the participants receive through their engagement in the Leadership Intensives. The Leadership Intensives result in two key outcomes:

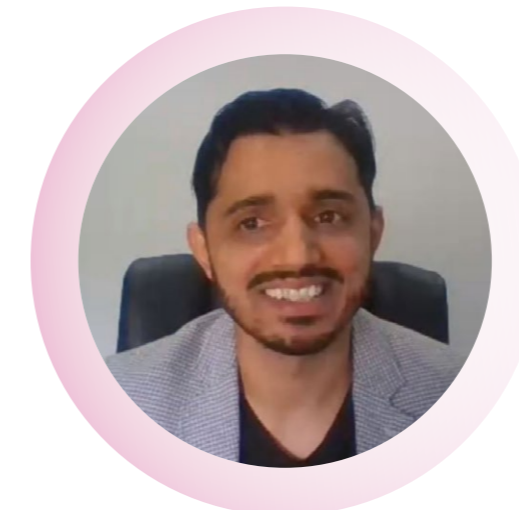
- leaders in the Family Violence sector have increased knowledge of innovative leadership practice and
- leaders in the sector can partner, collaborate, and develop mutually beneficial relationships with other sector leaders.

**Figure 3: The Leadership Intensives Program Logic Model**



**Impact**

The impact is the ultimate vision that the program seeks to achieve. If the Leadership Intensives improve the overall outcomes in its logic model, the program can potentially scale and diffuse innovative leadership practices to large cohorts of participants. This will allow an enhanced capability of the sector in the knowledge of leadership practices and participants' ability to partner, collaborate, and develop mutually beneficial relationships with organisational and sector leaders.



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**The Evaluation Questions Framework**

Having summarised and explained the origins, organisation, and activities of the Leadership Intensives and laid out its logic model, we can return to the purpose of our evaluation project, and the insights and findings that emerge from the many different types of material we have drawn on for this project. The purpose of this evaluation is to answer three key questions:

1. Did the Leadership Intensive Program make an impact?
2. How effective was the online delivery?
3. What could be done differently in the future?

Each of these three key evaluation questions leads to specific sub-questions (see Table 5), which reflect the program logic and have guided our observation and analysis. These questions and subsequent sub-questions are answered in Chapters 3 and 4, drawing on all the sources of material available to us.

**Table 5: Evaluation Questions Framework**

1. Did the Leadership Intensive Program make an impact?	2. How effective was the online delivery?	3. What could be done differently in the future?
<b>What is the value of Leadership Intensives for individual participants in the program?</b>	<b>What is your perception of the structure of the course including?</b>	<b>What are the barriers to the implementation of course content?</b>
	<ul style="list-style-type: none"> <li>Pre-course material</li> <li>Topics</li> <li>Speakers</li> <li>Q&amp;A</li> <li>Workshops and facilitation</li> <li>Online Learning Portal (Canvas and Collaborate Ultra)</li> </ul>	What would you like to see differently in the future?
Has the course allowed you to network and collaborate with other organisations and at the sector level?	What do you think about cohort dynamics – the ability to trust and respect other program participants?	What are some ideas on continuing successful strategies and approaches from the course?



# 03

## Findings and insights

Overall our findings show that the Leadership Intensives has had a significant and positive impact on the leadership capabilities of leaders in Family Violence sector. The program has enabled leaders to motivate and develop workforces and work collaboratively with other sector leaders. Table 1 below provides summary of key findings and insights gained from the evaluation.

**Table 1: Overall Findings and Insights from the report**

Insights	Findings
<p><b>Insight 1:</b> Overall our evaluation found that the 2020 Leadership Intensives had a high and positive impact on leadership capabilities of leaders in the family violence sector</p>	<p><b><u>Improvement in Leadership Capability</u></b></p> <p><b>Finding 1:</b> Majority (90 to 100 per cent) of the participants 'agree' or 'strongly agree' that the program has improved their leadership capability to motivate, develop, and promote collaborative practices in the social service sector</p> <p><b>Finding 2:</b> Participants report moderate impact (50 to 60 per cent) of Leadership Intensives on their ability to partner, collaborate, and develop mutually beneficial relationships with other sector leaders</p>
<p><b>Insight 2:</b> There were strong levels of engagement and high levels of satisfaction with the online facilitation, content and speakers, and program design features</p>	<p><b><u>Enablers of the Impact</u></b></p> <p><b>Finding 3:</b> Most participants (80-95 per cent) engaged with pre-reading material from all seminars and were satisfied with the content in pre-reading material</p> <p><b>Finding 4:</b> On average 80 per cent of the participants attended all seminars and workshops</p> <p><b>Finding 5:</b> Over three-quarters of the participants reported 'agree' or 'strongly agree' that there was a 'trusting', 'respectful', and 'safe' learning environment, indicating a positive group dynamic</p> <p><b>Finding 6:</b> Participants reported an average mean score of 4.35 out of 5 in response to satisfaction with the program content and speakers</p> <p><b>Finding 7:</b> A very high proportion (90 to 95 per cent) of the participants reported 'satisfied' or 'extremely satisfied' with the facilitation of Seminar Q&amp;A and Workshops</p> <p><b>Finding 8:</b> three in four participants reported 'effective' or 'extremely effective' to several online design features</p>
<p><b>Insight 3:</b> Lack of time, organisational priorities, and cultural and ideological differences act as barriers to the successful implementation of the content at organisational and sector level</p>	<p><b><u>Barriers to Implementation</u></b></p> <p><b>Finding 9:</b> One in two participants anticipated barriers to implementation of the content covered in Leadership Intensives training</p>

## Improvement in Participants Leadership Capability

The program logic shows that the key intention of the program is to contribute 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 section of the report provides a detailed response to the first evaluation question: Did the Leadership Intensive Program make an impact? The discussion of improvement in leadership capability surrounds individual, organisational, and sector level impact.

### The value of Leadership Intensives for participating leaders in the Family Violence Sector

#### FINDING 1

Almost all (90 to 100 per cent) of the participants ‘agree’ or ‘strongly agree’ that the program has improved their leadership capability to motivate and develop workforces, and their ability to promote leading collaborative practices in the social service sector

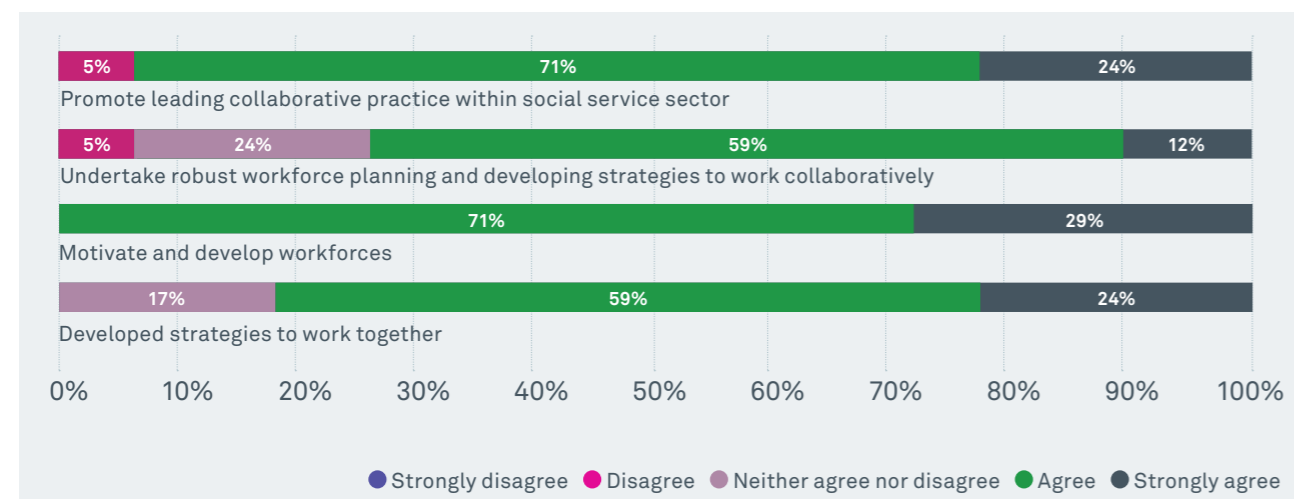
In 2020, the program has developed the leadership capabilities of leaders in Family Violence Sector. In the post-program survey, all participants ‘agree’ or ‘strongly agree’ that the program has motivated

them to develop workforces in the sector, a very high proportion (94 per cent) of the participants responded that the program has had a positive impact on their ability to promote leading collaborative practices within the social service sector. More than three quarters of the participants also responded that the program has developed their capability to undertake robust workforce planning and developing strategies to work collaboratively.

The qualitative data shows that all the participants were still not at the stage of implementing changes as they were still reflecting upon what they were learning. Many participants also mentioned that the program allowed them to contemplate what it means to be a leader, focus on their wellbeing and the wellbeing of their staff. One participant mentioned that:

‘What this course actually did for me was made me realise that I need to stop in the busy, crazy environment we work in, to be an effective leader I need stop and need to think about how I can get more in tune with theory and incorporate that into everything that we do.’

Figure 1: Participants ‘agree’ or ‘disagree’ impact of leadership intensives on their capability



Source: Evaluation demographic data 2020 (N= 70)

Furthermore, all the participants in the survey reported their commitment and intention to apply learnings from the 2020 Leadership Intensives to their organisation, network, and practices.

### The impact of the Leadership Intensives on Organisational and Sector-level

#### FINDING 2

Participants report a moderate impact (50 to 60 per cent) of the Leadership Intensives on their ability to partner, collaborate, and develop mutually beneficial relationships with other sector leaders

The broader vision of the Leadership Intensives is to have a systemic impact on the workforce in the Family Violence sector. For this reason, it is important to gauge the impact and potential impact that the Leadership Intensives might have at an organisational and sector-level.

The survey data (in Figure 2) shows that there was a moderate impact (50 to 60 per cent) of the Leadership Intensives on influencing participant mindsets about partnerships and collaborations within the sector and supporting them to build mutually beneficial relationships with other sector leaders. 1 in 4 participants also reported ‘neither agree nor disagree’ to the Leadership Intensives impact on influencing organisation and sector level relationships.

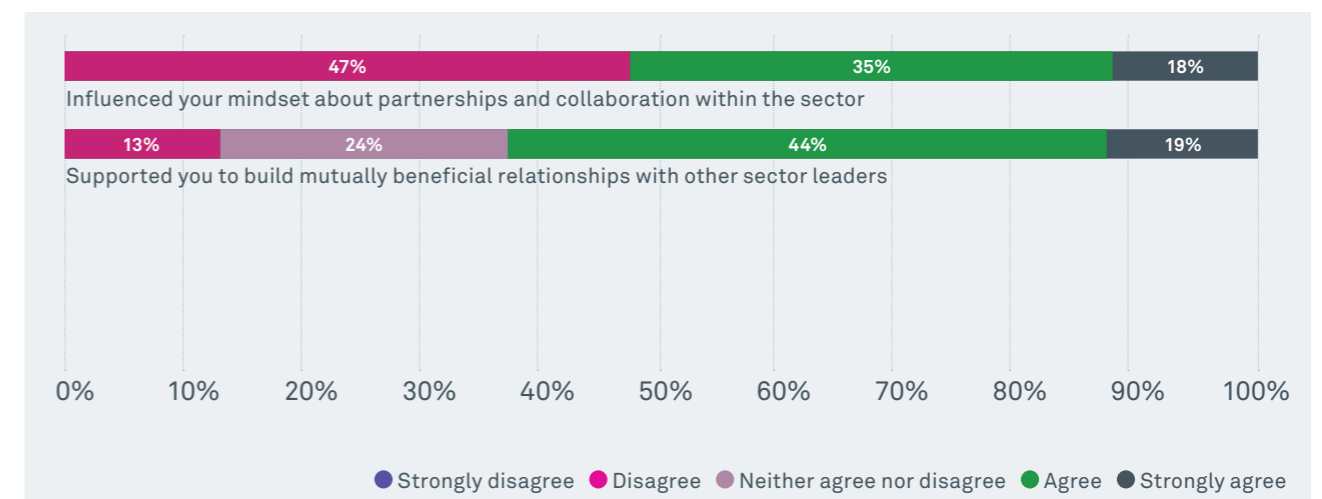
Qualitative data suggest that these results were possible because of the shift towards a first of its kind online-only delivery format, where it is difficult to create and facilitate a community of practice without participants meeting in person.

While the participants emphasised that networking and collaboration opportunities would be better in person, they acknowledged that the online format allowed people to attend the program who wouldn't have otherwise due to the logistical factors of being in person for training.

Some cited that this was due to the nature of working with people online and not having those moments to chat informally and create those connections they would have in a face to face setting. Others commented on having limited time in their working day to get everything done as a barrier

“No, can't say I have been able to connect to anyone else, no fault of anyone else, I am just flat knackered. I am just flat out”

Figure 2: Participants ‘agree’ or ‘disagree’ impact of leadership intensives on their ability to influence



Source: Evaluation demographic data 2020 (N= 70)

## Enablers of the Impact: Design and Delivery Components

The impact of the Leadership Intensives has been positive and emerging for the leaders in the Family Violence sector. However, just understanding the impact alone is not enough. Several factors drive or hinder the impact of the Leadership Intensives on leadership capability at individual, organisation and sector level. These include several components of program design, target group and eligibility, structure, and delivery.

RMIT's operating environment has changed significantly since March 2020. In line with this, FSSI identified several adaptations to the Leadership Intensive Program in 2020. The online learning environment had several components including a welcome module, orientation sessions, pre-reading materials, different topics, speakers, facilitation of Q&A and workshops, and online learning platform (Canvas and Collaborate Ultra).

This section of the report provides detail on the design and implementation success of the 2020 Leadership Intensives that led to positive leadership outcomes in the previous section. In this section we intend to answer the second evaluation question: How effective was the online delivery?

### Pre-reading material

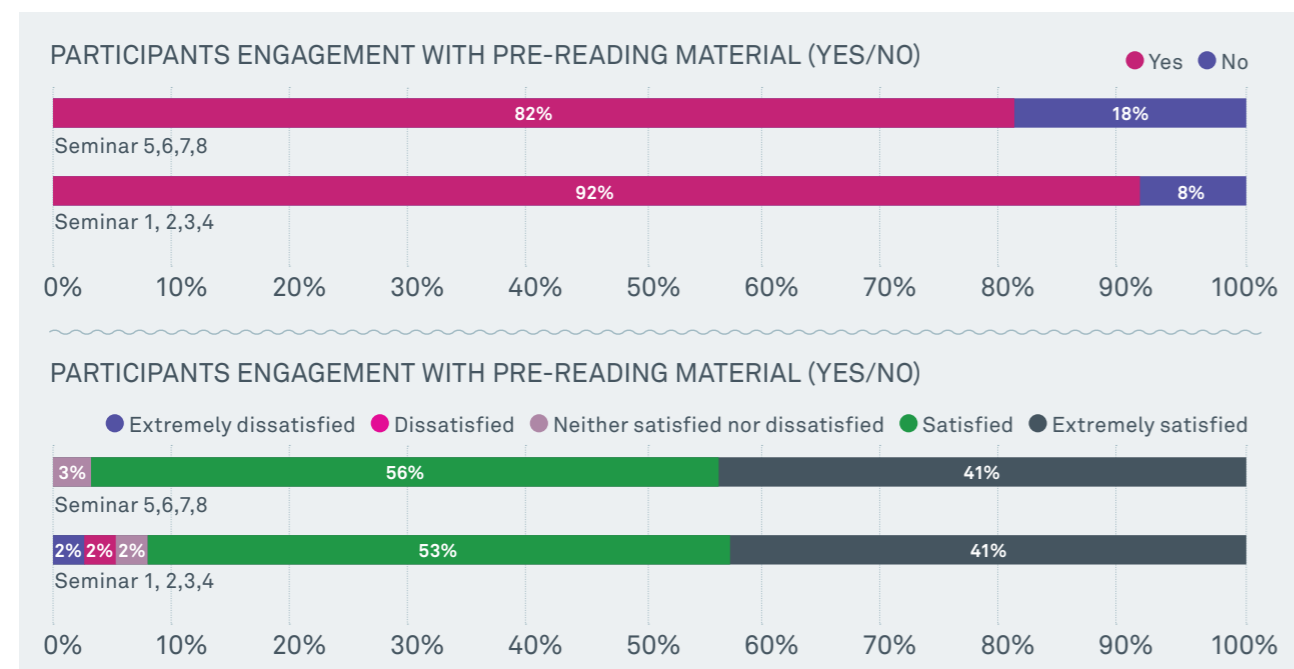
One of the components of the Leadership Intensives was participants' engagement with 'pre-reading material'. The objective of the pre-reading material was to share original, new, and evidence-backed content - tools, frameworks, and practices that are relevant to leaders' practical needs in the sector. The Leadership Intensives participants' engagement with pre-reading material took several forms, for example case studies, blogs, videos, podcasts, and reports relevant to the course content and the current context.

#### FINDING 3

Most participants (80-95 per cent) engaged with pre-reading material from all seminars and were satisfied with the content in the pre-reading material

Most of the participants expressed they were fully engaged with pre-reading material and satisfied with the content and its relevance. 92 per cent of the participants responded 'yes' they engaged with pre-reading materials from Seminar 1-4 and 82 per cent of the participants engaged with pre-reading material from Seminar 5-8. Further, majority (above 90 per cent) of the participants responded 'satisfied' or 'extremely satisfied' with content in pre-reading material. Even in qualitative interviews, participants had positive feedback on pre-reading materials and gave them some time to prepare for the content which was to be delivered.

**Figure 3: Participants engagement and satisfaction with pre-reading material (in percent values) in Seminar 1-4 (August and September) and Seminar 5-8 (October)**



Source: Evaluation feedback survey (N= 49 for Seminar 1-4 and N=32 for Seminar 5-8)

## Participants willingness to engage with seminars and workshops

#### FINDING 4

On average 80 per cent of the participants attended all seminars and workshops

On average slightly more participants attended seminars than workshops. 80 to 95 per cent of the participants attended leadership seminars. In contrast, 70 to 85 per cent of the participants attended leadership workshops.

Our analysis found that one of the reasons for higher engagement is the ease of accessibility of the online course. Feedback from the interviews and focus groups suggest when participants couldn't attend seminars and workshops it was because they were juggling with new contextual realities of working from home, managing caring duties, and professional priorities from COVID-19. In the words of the participant:

“The webinars are challenging, but that is this year and COVID-19 and the overload of having to do everything online – it’s challenging also because I think just a little bit of online fatigue.”

In addition, many participants appreciated the provision of 'make-up' workshops and 'seminar recordings' as a 'great thing', as they could jump in if they missed out on any of the sessions or revisit the recordings in the future.

## Cohort Dynamics

Cohort dynamics play a key role in the adult learning experience supporting participants' overall engagement and outcomes. In this evaluation, cohort dynamics refer to the subset indicators concerned with participants' motivation and comfort to discuss and share their knowledge, ideas, and experiences, while respecting other participants.

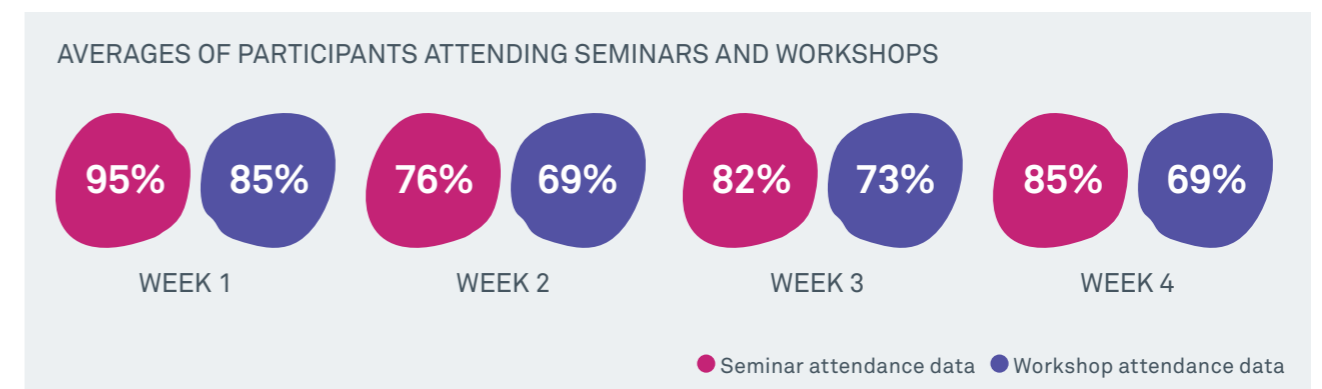
#### FINDING 5

Over three-quarters of the participants reported that they 'agree' or 'strongly agree' that the learning environment was 'respectful', and 'safe', encouraging trust among participants and indicating a positive group dynamic

Overall, about three quarters (76 per cent) of the participants identified a positive experience with group dynamics noting that the learning environment was 'safe', 'trusting', and 'respectful'. The majority (94 per cent) of the participants were comfortable discussing their experiences and ideas in the course openly and honestly. A part of the reason that enabled a sense of comfort and trust among participants was the facilitator. One participant said:

“in awe of her [facilitator] the way she facilitates. A real skill to engage guest speakers and audience and understand views, especially online, really respectful way of moderation, had built great rapport with the group”

**Figure 4: Participants attendance in Leadership Intensives Seminar and Workshops**



Source: Attendance data collected throughout the seminar and workshops dissemination from week to week basis

As our analysis shows, even though more than three-quarters of the participants 'agree' or 'strongly agree' that they trust other participants in the course, there is room for improvement regarding participants 'trusting' each other and 'feeling respected' by other participants in the course.

A shift from an 'online-only' platform to a 'hybrid learning environment' could enable a heightened sense of trust and respect among participants. One of the program staff highlighted that in future cohorts it will be important to 'establish trust during the induction' so that everyone feels that they are respected as an adult learner.

### Program content and speakers

One of the key features of leadership development programs is the content and quality of the speakers. In preparation for the program, FSSI had identified and sorted through a wide variety of potential content to create coursework most relevant to the program objectives, cohort needs, and expertise.

The 2020 Leadership Intensives topics were co-designed and this process resonated positively with several participants. One participant in the interview reported, "I felt empowered that I was involved in the design process and when I saw the program schedule, I was excited, I went like, 'omg these are the ones I wanted.'" A few participants also applauded the types and sequencing of the topics and the extent to which that improved participant engagement.

### FINDING 6

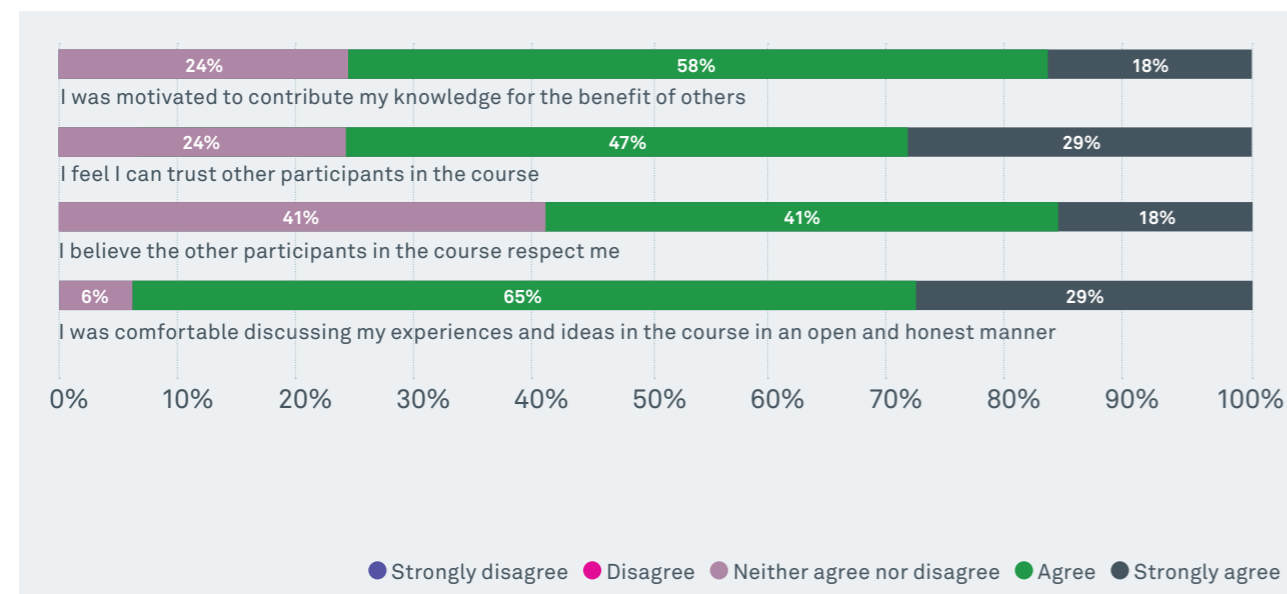
Participants reported an average mean score of 4.35 out of 5 in response to satisfaction with the program content and speakers

Table 1 shows that on average participants reported 4.3 out of 5 on the effectiveness of the program content and a slightly higher mean score of 4.4 out of 5 on satisfaction with speakers delivering the program content. The qualitative analysis shows that all topics were positively received by the participants and especially topics on 'leading and wellbeing' – a mean score of 4.59, 'trauma-informed leadership' – a mean score of 4.53, 'diversity and inclusion' – a mean score of 4.35 was highly regarded.

A deep dive into our analysis also showed that there is a strong positive relationship (correlation coefficient of 0.77) between the effectiveness of the content and satisfaction with the speaker. Consistently participants indicated that they were satisfied when speakers provided practical tools and examples for working with their team that they could take back and implement with their teams.

In interviews and focus groups, participants generally had positive feedback for Speaker 5 – Pavla Miller, although almost everyone also acknowledged that her content 'ruffled some feathers' but agreed that it sparked thought-provoking discussions in the wider group.

Figure 5: Evaluation post-program survey – cohort dynamics (percent agree or disagree)



Source: Evaluation feedback survey (N= 49 for Seminar 1-4 and N=32 for Seminar 5-8)

Table 2: Participants response to satisfaction with the program content and speakers

Participant response to Speaker and Content quality	Effectiveness of content	Satisfaction with Speaker
Content 1: Trauma-Informed Leadership	4.53	Speaker 1: <b>4.5</b>
Content 2: Strategy and Influential Leadership	4.06	Speaker 2: <b>4.06</b>
Content 3: Diversity and Inclusion	4.35	Speaker 3: <b>4.38</b>
Content 4: Collaboration and Partnership	4.12	Speaker 4: <b>4.37</b>
Content 5: Feminist Leadership Practices	4.06	Speaker 5: <b>4.43</b>
Content 6: Leadership in a Time of Crisis	4.29	Speaker 6: <b>4.43</b>
Content 7: Leading and Wellbeing	4.59	Speaker 7: <b>4.73</b>
Content 8: Leading through Significant Change – Caring for Workforce	4.38	Speaker 8: <b>4.53</b>

Source: Evaluation feedback survey (N=49 for Seminar 1-4 and N=32 for Seminar 5-8)

Many of the respondents indicated that Speaker 1 - Micaela Cronin's content on trauma-informed leadership sparked their interest sparked their interest in how important it is to be trauma-informed as a leader working within the FV sector. One participant mentioned:

"[On Sanctuary Model] We really can be enhancing our workers mental health with this model on a more regular basis than we do now, so that really stood out for me."

### Facilitation of the Seminar Q&A and Workshops

High-quality content alone is not enough. Program facilitation and delivery played a critical role in improving participant engagement and learning outcomes. Facilitation of the 2020 Leadership Intensives was led by Catherine Santo, supported by the FSSI project team.

### FINDING 7

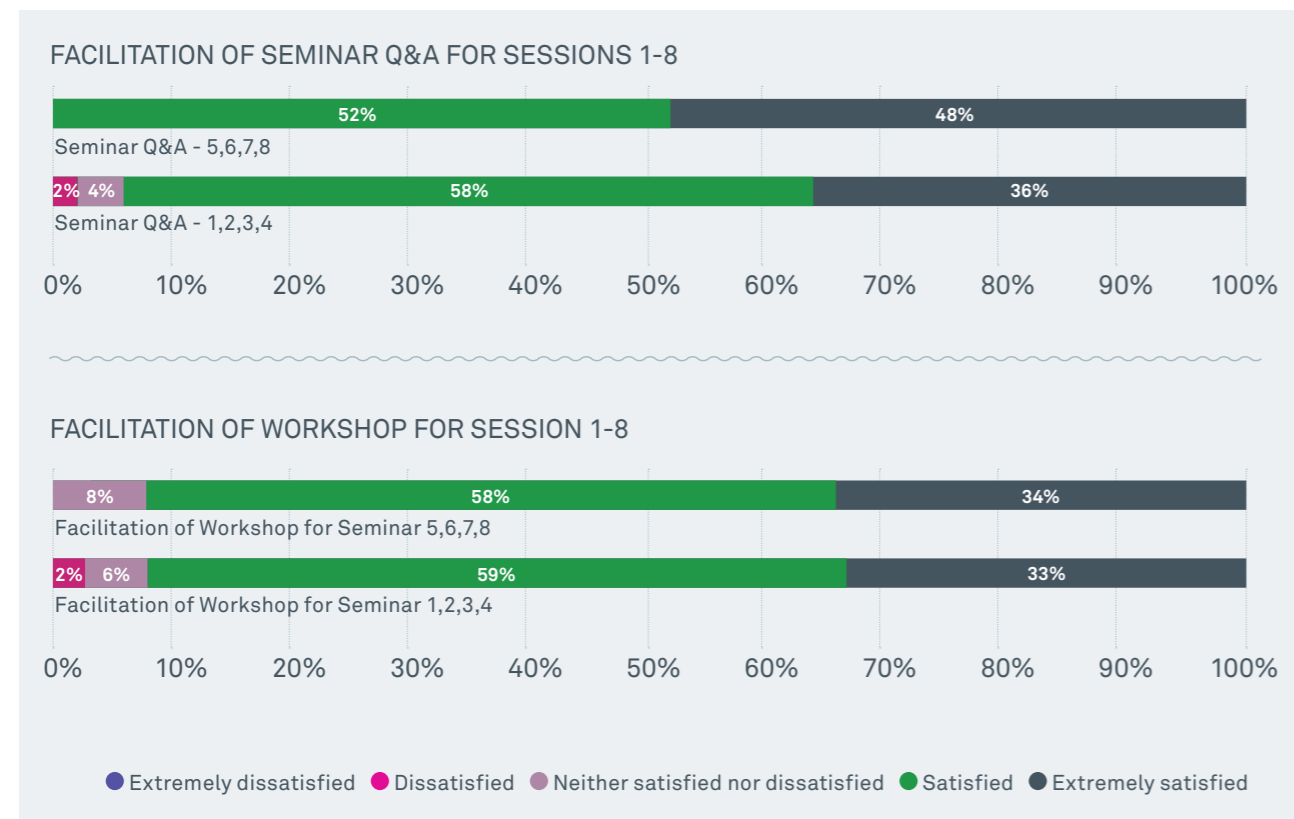
A very high proportion (90 to 95 per cent) of the participants reported that they were 'satisfied' or 'extremely satisfied' with the facilitation of Seminar Q&A and Workshops

Our survey results reveal an outstanding level of satisfaction in terms of facilitation of Seminar Q&A and Workshops across all eight sessions. For instance, participants (94 to 100 per cent) reported 'that they were satisfied' or 'extremely satisfied' with the facilitation of Seminar Q&A's across all sessions, and above 90 per cent of the participants indicated that they were 'satisfied' or 'extremely satisfied' with workshops facilitation.



Keren Howe  
Executive Director, Women with Disabilities Victoria

**Figure 6: Facilitation of Seminar Q&A and Workshops (satisfied and dissatisfied)**



Source: Evaluation feedback survey (N= 49 for Seminar 1-4 and N=32 for Seminar 5-8)

In interviews and focus groups, most of the participants expressed that they were 'impressed' with the facilitator and that, 'she did an amazing job facilitating, in fact, she was unbelievable.'

One participant mentioned that:

"I know that the Q&A following the seminars is not recorded but sometimes this information is also really beneficial. Perhaps there may be a way to provide the information discussed in that part of the seminars in a de-identified way for those who had to leave or were not able to attend as this information is also very valuable."

### Online delivery methods

The rapid changes in the delivery of the 2020 Leadership Intensives meant the evolution of how the program is delivered from earlier versions of face-to-face delivery to an online-only format. The Canvas online learning environment included Collaborate Ultra (including breakout rooms), pre-reading material, announcements, seminar recordings, live polls and discussion boards. In addition the Program Structure included a "Reflection Week" between seminars. The Project Team also provided information to participants via email (e.g. instructions for accessing Canvas)

Given the complexity and pace of this change, it would be reasonable to assume that negative perceptions of digital and online learning could emerge among participants receiving training during the pandemic. The results of this survey, however, show that for the Leadership Intensive participants the opposite is true.

### FINDING 8

Three in four participants reported 'effective' or 'extremely effective' to several online design and delivery features

Our survey results reveal an outstanding level of satisfaction in terms of facilitation of Seminar Q&A and Workshops across all eight sessions. For instance, participants (94 to 100 per cent) reported 'that they were satisfied' or 'extremely satisfied' with the facilitation of Seminar Q&A's across all sessions, and above 90 per cent of the participants indicated that they were 'satisfied' or 'extremely satisfied' with workshops facilitation.

Our overall analysis found that there was a consensus that participants found the Leadership Intensives useful. The online-only format improved 'accessibility' and 'participant engagement', as some participants from regional/remote Victoria were only able to attend the training because it was online and could more easily fit into their schedules, whereas, in the case of in-person training they would likely not be able to attend in full.

One participant mentioned that:

"Online platform was good for me to do it this way as I am so remote, if this was ran in Melbourne this would never have been on my agenda. Being 4 hours from Melbourne that would never have happened for me. Unless it was a two-day intensive, I would not have been able to partake. Online was really good."

Our survey analysis showed that on average 75 per cent of the participants stated digital delivery methods were 'effective' or 'extremely effective'. The effectiveness ranged from 94 per cent of the participants reporting 'effective or 'extremely effective' to features such as Collaborate Ultra and Live Polls, to 88 per cent to Canvas (the Learning Management System) and 59 per cent to Announcements (a key feature of LMS that allows project team to communicate with the participants) and Reflection week.

In qualitative interviews and focus groups, participants found the orientation session that inducted participants on learning delivery platform Canvas and Collaborate Ultra to be effective. Also, several participants stated that they felt 'confident' using Canvas because they have used it on an earlier occasion. A handful of participants reported technical difficulties with Collaborate Ultra, as they couldn't get their camera working when they had no trouble with other platforms.



**Layton Pike**  
Chief Global Advisor, Policy, Strategy & Impact Portfolio at RMIT University

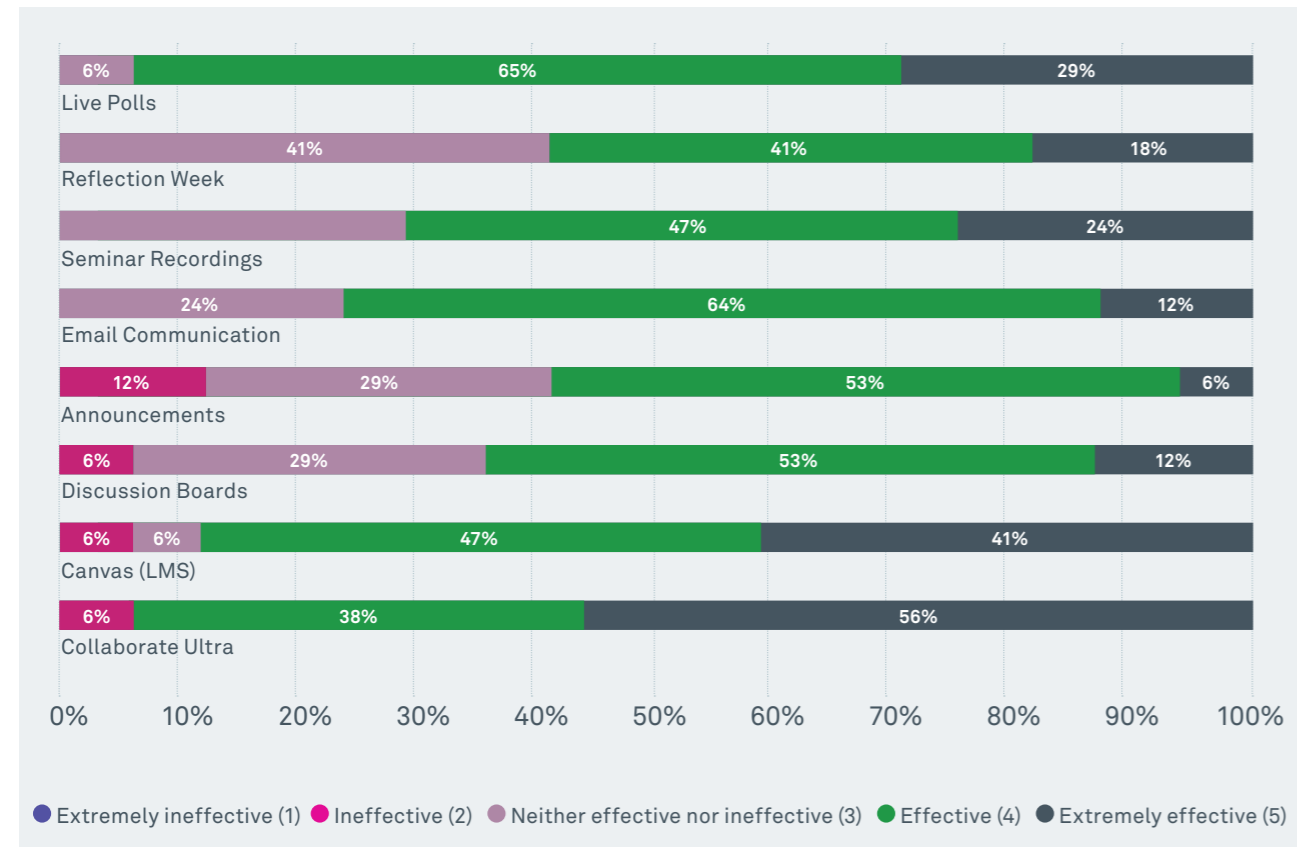
Although the effectiveness of the 'breakout rooms' feature was not asked in the survey, participants provided mixed feedback in the interviews. Some participants appreciated Zoom's breakout room feature over that in Collaborate Ultra. Further, several participants also had opinions about how breakout rooms could be organised and gave examples such as 'getting to know each other and each other's organisation activity', 'smaller and more targeted discussions enabled by facilitator', and 'creating opportunities for online networking', while others indicated value in organising face-to-face workshops to gain full benefit from the program.

One participant's response to the breakout room was that:

"there wasn't much small group work, more opportunities should have been given to participants in groups of 4 or 5 to really nut out an issue and report back to the main group."

While most of the participants enjoyed the 'online-only' learning experience, some participants also found challenges with the online environment, which were identified as 'online fatigue.' In the words of the participant, "The webinars are challenging, but that is this year and COVID-19 and the overload of having to do everything online – it's challenging also because I think just a little bit of online fatigue."

**Figure 7: Evaluation post-program survey: Participants response to online design and delivery features ('effective' or 'ineffective')**



Source: Evaluation post-program survey 2020 (N= 17)

## Barriers to Implementation of content covered in the 2020 Leadership Intensives

Alongside enablers and drivers, it is crucial to consider and support participants to overcome 'barriers to implementation' of the content covered in the 2020 Leadership Intensives for successful uptake of the program.

### FINDING 9

One in two participants anticipated barriers to implementation of the content covered in the Leadership Intensives training

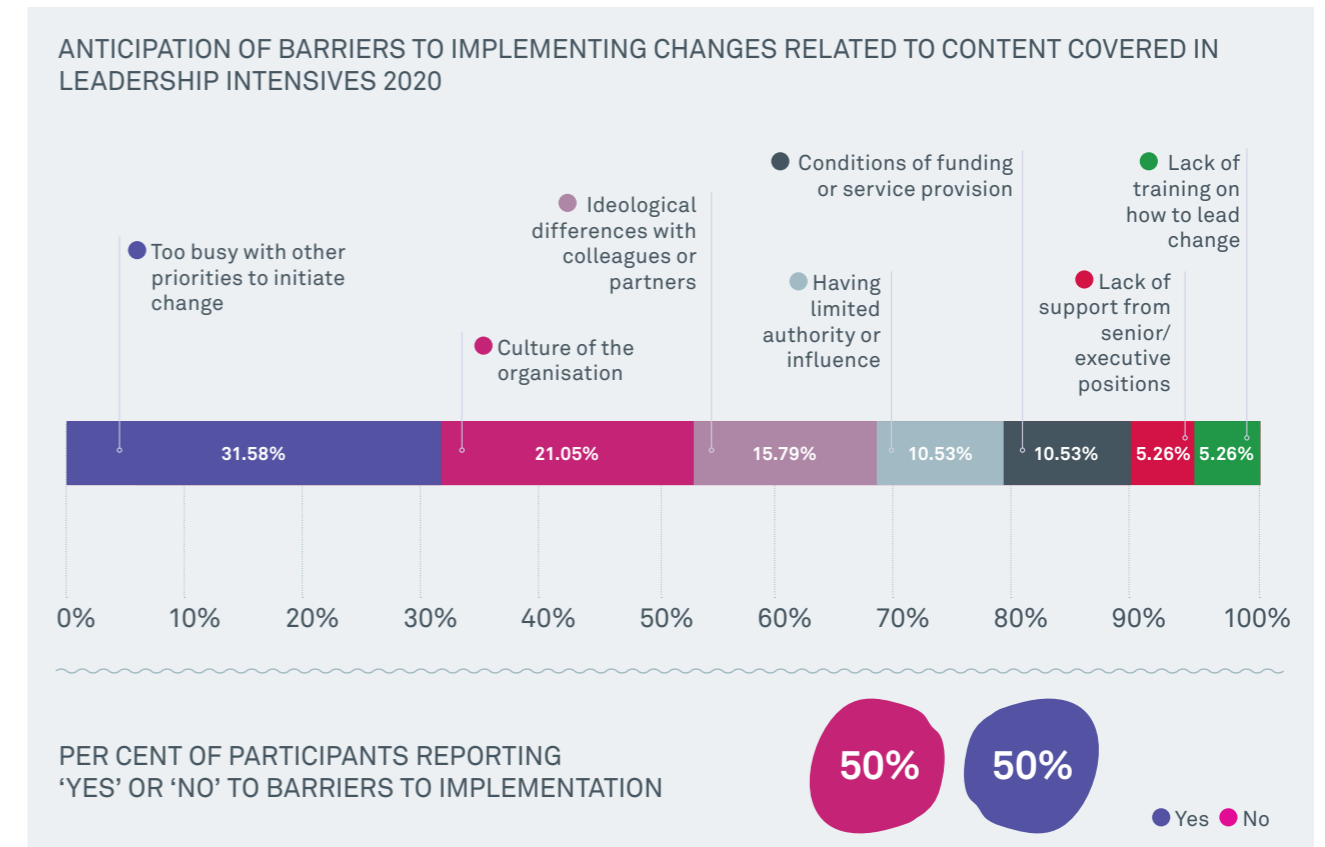
Figure 8 shows that approximately 50 per cent of the participants anticipated barriers to implementation of the content covered in the 2020 Leadership Intensives and the other 50 per cent reported 'no' barriers to implementation. The top three anticipated barriers to implementation of the content include 'too busy with other priorities to initiate change' (31.58 per cent), 'culture of the organisation' (21.05 per cent), and 'ideological differences with colleagues or partners' (15.79 per cent).

One participant presented the lack of time as:

“The challenge of time is such a barrier for me, personally, we are going through a structure change process so hopefully I will have more time to implement more leadership and strategic input.”

Another participant called out organisational management barriers as, “It is okay if I want to [share the content with] the lawyers because I am a principal lawyer, but if I wanted to share it across the whole centre, for admin and things like that I should have the management on board, so if they are not on board, it is not going to happen.”

**Figure 8: Evaluation post-program survey: Anticipated barriers to implementing changes related to content**



Source: Evaluation post-program survey 2020 (N= 17)

In addition, some participants in the qualitative analysis also mentioned 'COVID-19 as a key challenge for implementing changes at organisation level', especially because many organisations have had to adapt to quick changes in policy, so hard to tie in additional changes on top of what is happening already. While other participants called out 'online fatigue' as an additional barrier, along with many structural changes within the organisation they work for as well as the wider sector.



**Micaela Cronin**  
Director, Future Social Service Institute



**Dr Michelle McQuaid**  
Global Wellbeing Keynote Speaker

# 04

## Recommendations

### Recommendations for the future of the Leadership Intensives

Ending Family Violence is an ambitious vision of a future where Victorians are safe, thriving and living free from family violence. The success of Victoria's family violence reforms depends on the strength of the sector leaders and the workforce that delivers them.

Family Violence has a long-lasting impact on individual lives, families and communities. Victoria already has strong foundations on which to solidify its response to family violence. Despite strong foundations, the sector faces gaps and obstacles that are limiting the effectiveness of its goals, policies, and programs. To fill the gap, the sector needs a wider cadre of leaders, workforce capacity and capability, support mechanisms and infrastructure, and communities of practice to reduce turnover and retain, recruit, and motivate Family Violence leaders.

In this response, the Leadership Intensives program is one way of building sector-wide leadership capability of Family Violence leaders. This year, the Leadership Intensives program has once again proven effective and impactful in preparing the current and next generation of FSV leaders who shoulder the responsibility to systemically end of family violence sector leaders in Victoria.

Our evaluation has found that the participants have improved their leadership capabilities in several domains and are on track to motivate, collaborate, and partner with the wider sector to deliver change. This section of the report answers our third evaluation question: *What could be done differently in the future?* to continue to build leadership capability of our leaders in the sector.

Based on data, observations, and feedback from participants engaged in the evaluation of the 2020 Leadership Intensives, FSSI along with its other partners is uniquely positioned to co-create, support, and deliver diverse and relevant activities, events, toolkits, and resources for the Leadership Intensives Network in 2021.

### Future direction of the program

This report proposes three key recommendations that are directed to address the current challenges and improve the overall effectiveness of the program for future cohorts. These recommendations are drawn from the quantitative feedback received in the surveys, reflections of the program team, and semi-structured interviews and focus groups with participants.

The future directions of the program will include a transition into a hybrid learning environment, developing an integrated approach to the delivery of the Leadership Intensives and Leadership Network in 2021, evolving different elements of the program, and actively influencing wider systems change through thought leadership.

#### RECOMMENDATION 1

#### Co-create a hybrid learning environment, increasing 'accessibility' and 'network-effect' simultaneously

Our analysis found that the online-only format of the 2020 Leadership Intensives made it easier for participants to access the training from across metro, regional, and remote areas of Victoria. This was a positive aspect of delivering the program online this year, as participants felt that the course was very well adapted to an online-only platform for COVID-19.

While enhanced accessibility was an encouraging outcome of the new online-only format, participants also reported that 'networking' and 'getting to know each other' was more difficult and would be better in-person, in other words, a lower overall network effect<sup>5</sup>.

<sup>5</sup> The network effect is a phenomenon whereby increased numbers of users of a product (in this case the Leadership Intensives training) improves the overall value of the Leadership Intensives program and the advantage that the participant (Family Violence leaders) gain.

One participant reported:

“I think it will be better next year when you can all do it together. Not that online was a problem, rather that you can chat and talk about it more rather than after you attend a class you just leave and go back to your normal job whereas when you are there you get to talk about it because you don't talk to your workmates about it because they don't know what you are talking about.”

Given participant feedback, our evaluation analysis, and growing global movement towards new ways of learning and training, time is ripe for FSSI to engage in co-creating a fusion of digital learning and in-person learning to maximise learning outcomes and leadership capabilities in this new hybrid learning environment.

The basic principle of the hybrid experience is that face-to-face trainings and online content are optimally integrated such that the strengths of each are blended into a unique learning experience congruent with the learning context and intended goals of the program.

The new learning model has the potential to address accessibility challenges and enhance network effect simultaneously, thus making it highly relevant for all participating leaders to benefit from the program offerings.

The question is not whether we should blend, rather what are the key ingredients of an effective hybrid learning environment? There are several frameworks and models that will help FSSI to develop a conceptual understanding of hybrid learning environments and therefore co-create a new and effective learning environment.

The hybrid learning environment for 2021 Leadership Intensives might involve leaders engaging in a combination of high-quality online content, online networking events, in-person workshops and networking, and in-person semi-formal dinners with key topics and questions for discussion among small and large groups (recommended by one participant in a regional area). These events and activities could be organised individually and collectively in metropolitan and rural, regional, and remote Victoria.

Furthermore, the effectiveness of a hybrid learning environment can be enhanced by underpinning the design of the program with the theory of adult learning. The leadership program designed to meet the principles of adult learning will:

- Obtain a detailed understanding of the participants' existing knowledge and expertise
- Establish processes that give participants input into creating their learning experiences
- Provide a range of learning environments such as teamwork and learning from peers
- Provide multiple teaching methods that involve experiential learning
- Include learning through networking and mentoring opportunities
- Provide access to experts and outstanding instructors across a range of stakeholder institutions
- Ensure depth and breadth of knowledge

Leadership development is most effective when it enables participants to reflect on their current work and to address an actual need within their workplace. If participants' learning is isolated from the context of their workplace and colleagues, it is unlikely to change their behaviour.

To sum up, it will be FSSI's responsibility to combine the nuances of design and delivery features of the hybrid learning environment and theory on adult learning to continue creating a world-class leadership training experience relevant for future cohorts of participants.



**Cath Smith**  
Principal, Changesmith Consulting  
& Trustee Director at HESTA

## RECOMMENDATION 2

### Develop an integrated approach to the delivery of the Leadership Intensives and Leadership Network in 2021

In 2020, our evaluation has shown that FSSI's Leadership Intensives program has enabled leaders in the Family Violence sector to develop and strengthen their skills, knowledge, and mindsets to support and lead the growth and transformation of the social service sector.

Alongside this program, the Leadership Network, established in 2019 (formerly known as 'Alumni Network'), provided past participants with an opportunity to reflect on how their leadership practice has changed and shared ideas about how new practice has been applied in their workplaces. The Leadership Network has been designed to 'enable participants to continue to build on their learnings in relation to contemporary practice' (Action 4.2 – Strengthening the Foundations: First Rolling Action Plan 2019 – 2022).

Our experience and evaluation results show that the compounding effect of the Leadership Intensives and Leadership Network in 2021 could be higher than delivering them as separate programs. An integrated approach to the delivery of Leadership Intensives training and Leadership Network would mean that both current cohorts of participants and Leadership Intensives Network Members have opportunities to connect, exchange, expand, and learn and diffuse knowledge.

For instance, this new integrated program could also mean that the past participants could come in as 'guest speakers' or lead some of the in-person networking opportunities. This will give chance to the participating cohort to learn from Network Members and their experiences, while also allowing the alumni to continue expanding their network and sharing their knowledge and experiences across the sector.

The newsletter *Leadership Matters*, and video content Fireside Chats could continue to feature original content, case studies, curated resources related to innovative leadership practice relevant to the sector leaders. Also, this combined effort could support FSSI as a thought leader underpinning leadership capability in the Family Violence sector.

The exact design and nuances of this integrated approach will be co-designed at the beginning of 2021 with FSV, the FSSI project team, participating cohorts, alumni, and other relevant partners to increase its relevance and effectiveness for the participants.

## RECOMMENDATION 3

### Evolve Leadership development program design and delivery components

Well-designed and executed leadership development programs can develop and transform leaders, providing them with the skills needed to fulfil their leadership roles and to bring about continuous improvement at the organisation and sector level.

The majority of the participants have had a positive impact from the 2020 Leadership Intensives, and have enhanced their ability to promote collaborative practices, robust workforce planning, and developing strategies to work together.

While participants have benefited from the program, there are some elements of the program that can be strengthened to deliver participants' needs and provide fit-for-purpose training and networking opportunities. These areas that need further consideration are:

**Strengthening the translation of theory into practice:** Participants felt that there was a gap between theory and practical knowledge gained and felt that the course could benefit from shifting some focus practical applications for leaders.

One participant stated that:

“The theories were all great and I really enjoyed it but if I was a new person coming into it I would expect to have a bit more of an idea of the practical things like how do I supervise people how do I tell them to not come in late every day you got to fix that, those sort of things, the practical things.”

In the 2020 program, seminars specifically had a pedagogical component called 'practical tips', which allowed speakers to share work-related, sector-relevant leadership tips that participants could directly use with their teams. Participants expressed the need for more such activities.

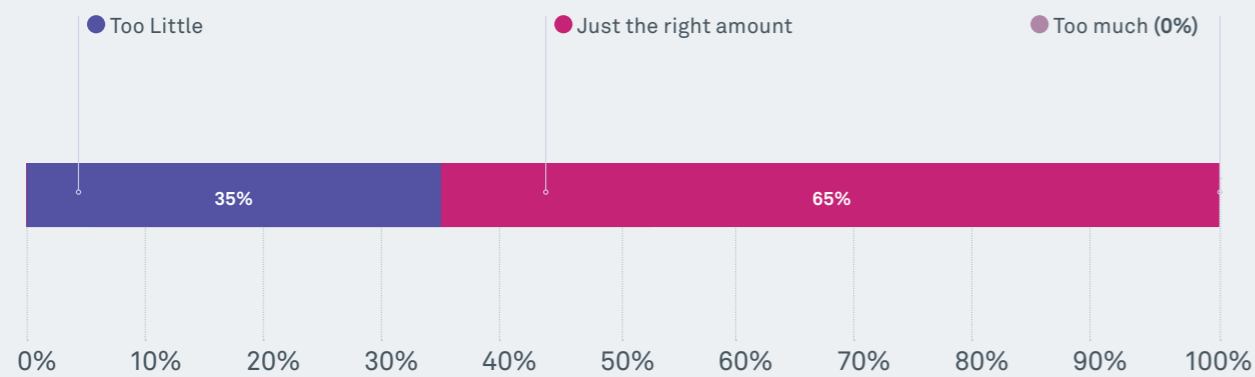


Translating theory into practice would mean that the program team explores different pedagogical techniques such as individual reflection questions, collective reflections, an action learning project, organising a community of practice, face-to-face workshops with a peer learning component, role plays, simulations on the work-relevant situations, that could benefit participants with practical applications of leadership practices and principles gained in the program.

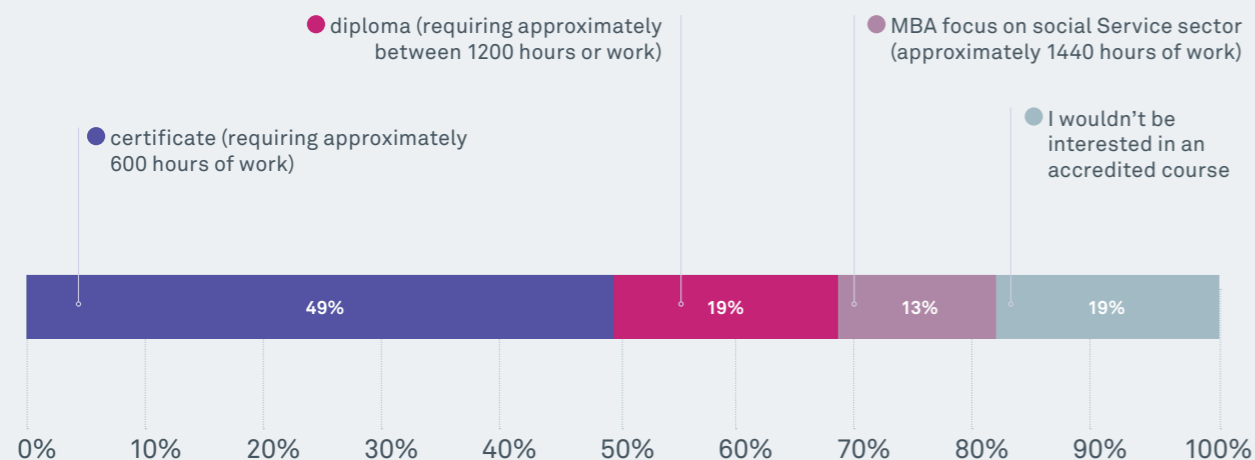
**Maintaining the course length:** 65 per cent of the participants reported that the course length was right, indicating that the course length for 2021 could be similar to 2020. Also, 1 in 2 participants in the survey and some in qualitative research, reported that the leadership program should be accredited, requiring approximately 600 hours of work.

“Accredited training would be good, even getting a certificate would have been good for this one even a participation certificate just to show that you were committed to this training and you did the course for the whole 5 or 6 weeks. It adds to your resume to say you have done some sort of training.”

#### PARTICIPANTS RESPONSE TO THE COURSE LENGTH



#### PARTICIPANTS RESPONSE TO IF LEADERSHIP INTENSIVES BECAME ACCREDITED COURSE WITH ASSESSED WORK



Source: Evaluation post-program survey 2020 (N= 17)

**Diversifying topics of delivery:** Generally, there was positive feedback on speakers and topics. Additional topics recommended by 2020 participants are Leadership within Crisis, how to influence organisational culture and build to lead change, different methods and techniques for advocacy, and financial management responsibilities as a leader.

**Cohort composition for 2021:** approximately 70 per cent of the participating leaders stated that they believe that the leadership Intensives would be most effective if the participant group involves leaders from only the family violence and prevention sector or broader social services sector e.g., housing, drugs, and alcohol, etc, suggesting that the next year cohort could largely be a close-knit of leaders in the family violence sector and wider social service sector.



**Eleri Butler**  
Chief Executive Officer  
Family Safety Victoria

### Conclusion

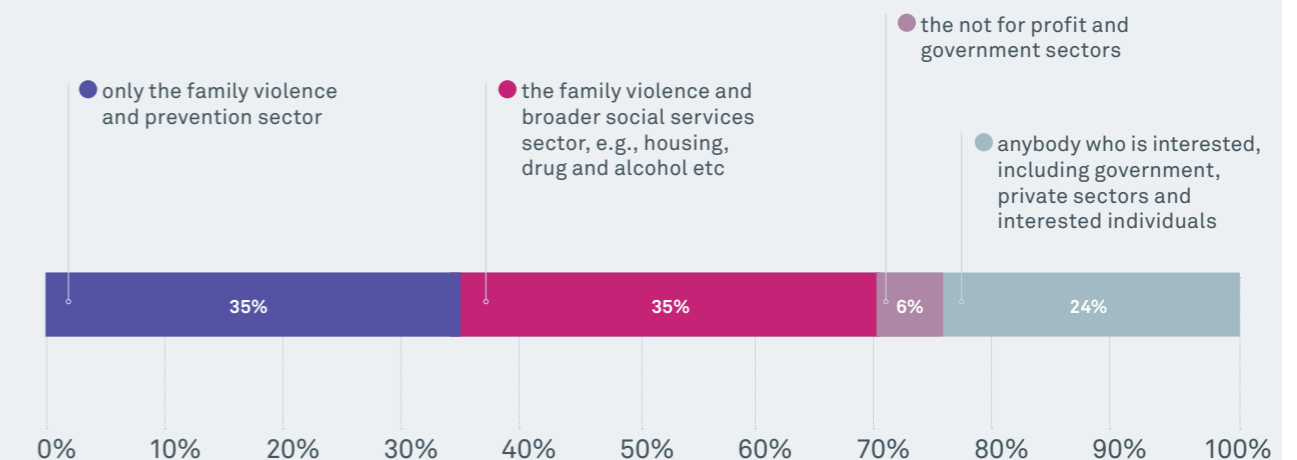
The Leadership Intensives program successfully led to a broad range of changes reflective of improved leadership capability among the participating Family Violence leaders. Our evaluation also found that the program contributed to building a cadre of Family Violence leaders in the sector who can support and lead the growth and transformation of the social service sector.

The 2020 program involved transitioning to an online learning and delivery environment and delivering high-quality learning experience for participants. This enhanced approach provided a strong foundation to apply program improvements to further support participants initiating changes in their organisation and sector.

The evaluation found that the overall impact of the program has been significant and positive for the participating leaders. This has been possible because of participants willingness to engage with high quality content and speakers, online design and delivery features, and strong facilitation skills.

Our recommendations suggest adaptations and enhancements to improve the overall effectiveness and impact of the program for future cohorts. The future direction of the program consists of transitioning into a hybrid learning environment, developing an integrated approach to the delivery of the Leadership Intensives and Leadership Network in 2021, and evolving different elements of the program design and delivery.

#### LEADERSHIP INTENSIVES WOULD BE MOST EFFECTIVE IF THE PARTICIPANT GROUP INVOLVES LEADERS FROM...



Source: Evaluation post-program survey 2020 (N= 17)

# 05

## Appendix

### Appendix

This section provides a comprehensive outline of methodology including the five-step approach adopted to complete the evaluation.

#### Methodology

This summative evaluation report uses a mixed-method approach to data collection and analysis, incorporating both qualitative and quantitative data, to inform the overall findings and recommendations. The main benefit of this approach is that it allows the reporting of findings from quantitative data sources, that may be explained by qualitative rationale.

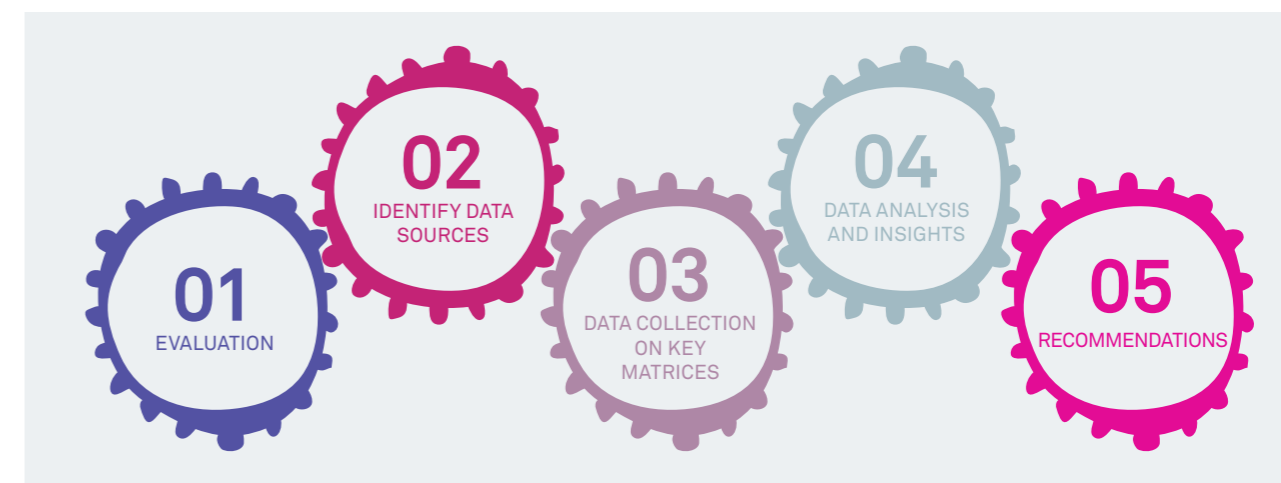
The use of a mixed-methods approach facilitates higher validity and reliability of data, as data from different sources can be triangulated for more holistic discussion. The data collection process for this evaluation is informed by three key evaluation questions discussed below. Figure 1 provides five key steps in the methodology. Each step of the approach is detailed below.

#### Evaluation Questions

Any evaluation begins with the formulation of key questions that are tailored to the policy interest at hand. This initial stage involves clarifying the scope and purpose of the evaluation.

The evaluation of the 2020 Leadership Intensives builds on findings and outcomes presented in past FSSI evaluation reports. The evaluation gathers data that contributes to answer the following questions:

Figure 1: Report Methodology



Source: Evaluation post-program survey 2020 (N= 17)

### 1. DID THE LEADERSHIP INTENSIVE PROGRAM MAKE AN IMPACT?

This evaluation question captures data on skills, knowledge, and capabilities that individual participants developed as a result of their participation in the 2020 Leadership Intensives. The question begins to explore the impacts of the program at the organisation and sector level.

### 2. HOW EFFECTIVE WAS THE ONLINE DELIVERY?

This question draws together different sources of data to develop an understanding of the online design and delivery experience and what are barriers and enablers of the impact discussed in question 1.

### 3. WHAT COULD BE DONE DIFFERENTLY IN THE FUTURE?

This question mainly discusses the future implication for the 2021 Leadership Intensives based on insights and findings discussed in Chapter 3.

It is out of the scope of this evaluation to draw any causal links to understand the causality between the various forms of impact, the enablers of the impact, and barriers to implementation of the content covered in the Leadership Intensives training.

### Data Sources

A range of data was collected by the FSSI evaluation team. This report draws on multiple data sources. The list of data sources used for this evaluation include:

- document reviews e.g. pre-course registration forms, attendance records, scheduling;
- post-session feedback survey of participants (2 surveys distributed, at the end of Session 2 and Session 4)
- A separate post-Leadership Intensive course survey for outcomes and experience;
- Semi-structured interviews;
- Focus groups with a sub-sample of program participants and the project team; and conversations with facilitators.

### Data Collection on key metrics

A range of data collection sources were used to collect data on key metrics such as:

- The post-session surveys following each session that provided feedback on individual session experience,
- End of the program outcomes survey that helped us to gain insights on participants' feedback on the outcomes, overall learning experience, and improvements for the future.

Most of the survey response items had a 5-point Likert scale rating, yes/no response, and an open-text category on the participants' experience of different aspects of the session. All three surveys were administered through RMIT Qualtrics, and respondents spent approximately 7-10 minutes completing the survey.

In total 110 surveys were completed throughout the program, including a response rate of 75.7 per cent (n=53 out of 70) for post-seminar 1-4 survey, 57 per cent (n=40 out of 70) for post-seminar 5-8 survey, and 25 per cent (17 out of 70) for the post-program survey. In part, the low response rates in the survey can be attributed to time pressures experienced by the participants, two long weekends with a public holiday, and easing of COVID-19 restrictions in Victoria after more than 100 days of strict lockdowns. Also, FSSI was conscious of not wishing to overload network participants with requests, given that many participants reported in the workshops and interviews that their workload was significant. Though the low response rates come with a large margin of error, they were triangulated by semi-structured interviews and focus groups with a diverse range of participants and document reviews.

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 on how they intend to use the learnings from the program to improve overall sector capacity.

In total 14 semi-structured interviews and three focus groups (comprising of total seven participants) were completed. This represents 30 per cent of the total participants, and the findings and insights reached saturation<sup>6</sup>. The sample sizes, diversity, and depth of data-enabled cross-referencing provided sufficient evidence to have confidence in overall findings.

Figure 2 provides the overall data collection process employed for improving the validity and reliability of the data collected and enhancing the overall confidence in findings and recommendations.

### Data Analysis and Interpretations

This information collected from all the above-mentioned data sources provides the foundation for the analysis of the evaluation questions and associated hypotheses. The data will be used to:

**Triangulate multiple measures:** To increase validity, the data collection plan relied on multiple sources of data to interpret survey results through triangulation of data. This triangulation of data would make it more likely that findings from the overall evaluation may be used to apply to the other organisation in the sector. However, it is important to consider that the sample size of the program is too small to make any generalization.

FSSI conducted the quantitative analysis largely using Microsoft Excel including Pivot Tables and testing Correlation and Linear Regression where relevant. Codebooks were used to category analyse interview and focus group transcripts. FSSI analysed transcripts from interviews and focus groups in the following five steps:

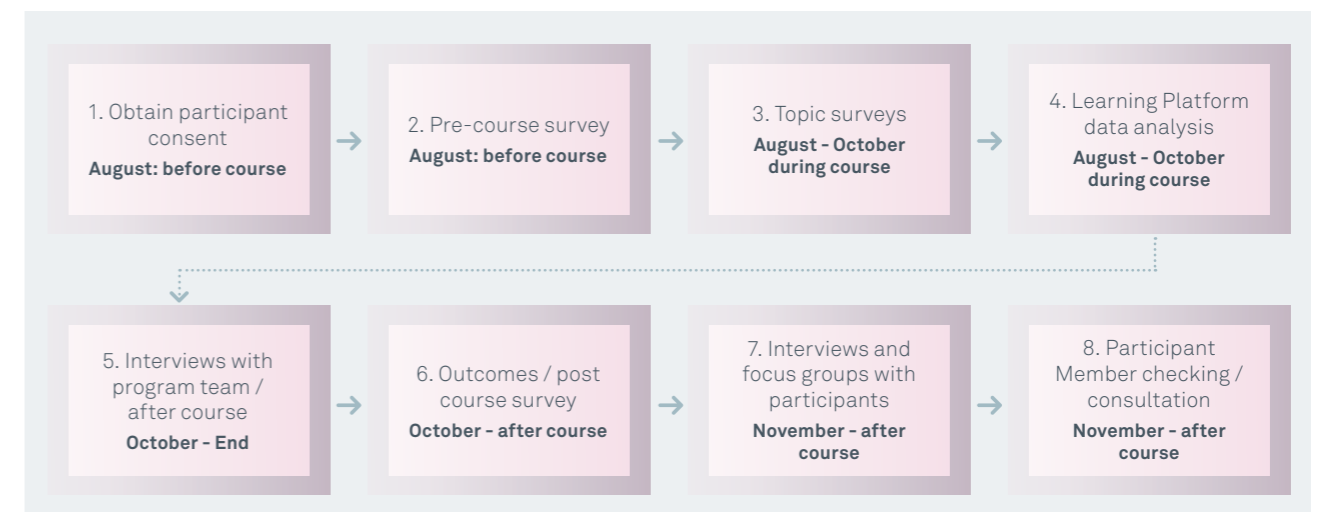
- Transcribed the interview or focus group in situ, and refined transcripts with reference to recordings as required
- Conducted first round of coding to map to the key evaluation questions
- Second round of coding to map to the sub-categories of the key evaluation questions
- With this coded data: understood patterns, wrote key findings, and developed insights, while also collating key quotes to illustrate trends in qualitative and quantitative data.

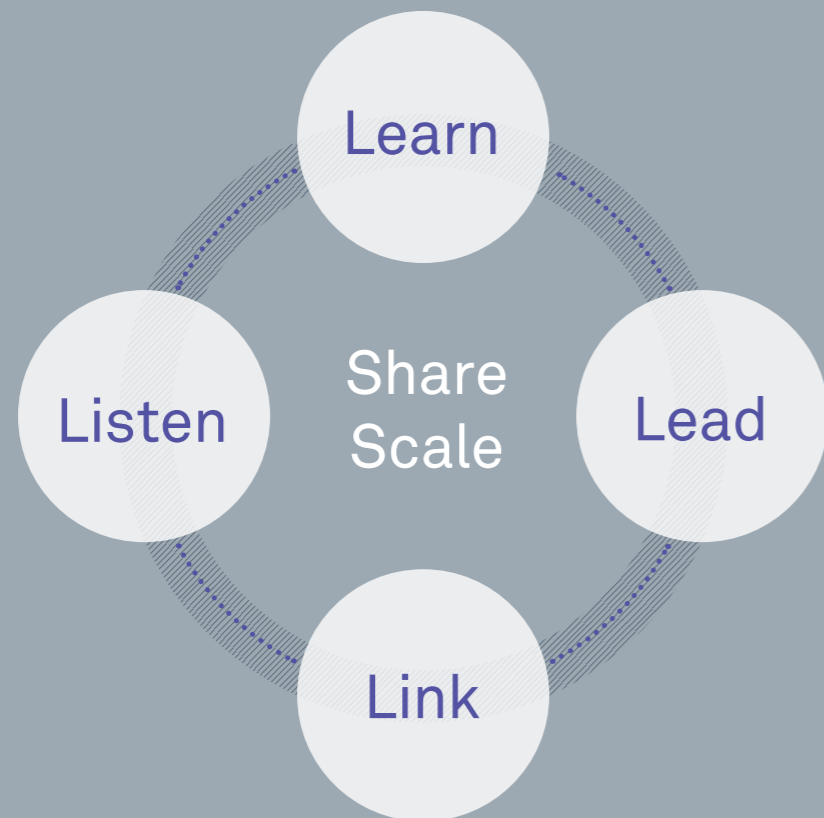
### Recommendations

The recommendations are practical, ambitious and realistic, based on the data analysis and findings, and best practices (where applicable). The recommendations in this report discuss future program improvement, implementation, and support for policy direction.

<sup>6</sup> Saturation describes the point at which ongoing interviews supply no new information. At this point the relevant data is 'saturated'.

Figure 2: The data collection process








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