



Australian Government

# **PACIFIC LEADERSHIP**

## **P R O G R A M**

An initiative of the Australian aid program

### **PACIFIC LEADERSHIP DEVELOPMENT ORGANIZATIONS**

### **SCOPING REPORT**

By

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**Consultant**

**October 2010**



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## Terms of Reference

### GENERAL

1. As an adviser on this Project you may work in a team with colleagues, counterpart agency staff, and other locally engaged staff. This will require you to establish and maintain harmonious and effective relationships and to undertake your duties to a high professional standard.
2. You will faithfully represent the best interests of Cardno in all matters when dealing with the Client, counterparts, and team members.
3. You will use and hand out only business cards issued by Cardno.
4. You will be responsible to the Project Director through the Team Leader on site.
5. You will undertake and complete the duties prescribed in the Terms of Reference below and in project documentation such as the Project Design Document and Annual Plans. Completion will be within the specified time frame to achieve the project's objectives and contractual milestones. Meeting milestones on time is a condition for satisfactory completion of your Assignment for payment purposes.
6. Your duties will include the preparation of reports and other documentation required to satisfy our contractual undertakings to the Client. We will provide you with the required document formats. If amendments to reports are necessary you will be expected to make the changes promptly and to the required standard.
7. During your Assignment it could be expected that you will make presentations to Partner country agencies, the Client and other agencies on matters related to your duties.
8. A completion report for your Assignment will be given to the Team Leader before departure from the Location. The report must be presented to the Project Director at Cardno in Melbourne within two weeks of completing your Assignment on site. This report must be completed to the required standard prior to receipt of final payment. The report will be prepared in accordance with the specifications provided by the Team Leader.
9. Your duties may be varied from time to time by the Team Leader or Project Director to meet changing project needs.

### SPECIFIC

#### Background to the Pacific Leadership Program

The Pacific Leadership Program (PLP) is a regional initiative of the Australian Agency for International Development (AusAID). PLP aims to strengthen leaders, emerging leaders and leadership practice in Pacific Island countries by: developing individual leadership capacity through programs and activities delivered by partners; developing organisational leadership in influential sectors (youth, church, private sector, civil society leadership development organisations and local government); and enabling leaders in each focus country (Solomon Islands, Vanuatu, Tonga, Samoa and PNG) to

identify and drive their leadership development agenda. PLP works with several regional organisations based in Fiji; and with national or local organisations in the focus countries identified above.

The PLP secretariat is located in Suva. Phase I of the Program commenced in April 2008 and ended on 30 June 2009. Phase II commenced on 1 July 2009, and will run for a further four years.

### **Background to the Assignment**

At present within the Pacific (and elsewhere in the world) there are several leadership development organisations and programs that share a similar agenda, yet work independently of each other. The success of each of these organisations varies considerably due to a number of variables<sup>1</sup>. Further analysis is required into the success and failures of these organisations, so that this information can be shared throughout the Pacific with a view to improving leadership development organisations. This in turn will strengthen leadership throughout the Pacific.

### **Approach and Methodology**

The Consultant will undertake an initial comparative scoping study of current leadership development organisations/ programs in the Pacific and elsewhere in the world. This will be desk-based research undertaken at the Consultant's own premises.

Key questions to be addressed in the study include:

1. What programs exist that aim to enhance leaders by bringing mid career leaders together and give them a share study experience of leadership and insight into the broader society in which they live?
2. What varies between these programs?
3. What helps these programs to have impacts beyond the length of the actual experience and to make use of the network of leaders participating in the program?
4. What evidence or research exists on the effectiveness of these programs and what variables in the programs have the most significant impact (refer Footnote 1)? Have any trace studies been conducted? Where are the gaps in information?
5. Specific programs to study include:
  - Leadership Fiji -
  - Leadership PNG
  
  - EPLD and the Commonwealth Studies Conferences
  
  - Leadership Victoria

<sup>1</sup> A range of variables need to be considered in determining what makes a successful leadership development organisations/ programs, namely: (1). The selection of candidates to undertake leadership development training (including the process for finding and selecting suitable candidates; the motivation for individuals to undertake this training; the ethnic mix of participants within each country; the rural/ urban contracts of potential candidates; the education levels of those considered for training; the seniority of participants in the work place/ community etc. (2). The format of the leadership development programs (including the structure for such a program; the duration & content of the program; the key objectives & learning outcomes of such a program; the goal/ outcomes expected upon completion of the program. (3). Upon completion of the leadership development programs, what is required to ensure that both these organisations and candidates prosper, establish credibility and flourish as leaders? (including

determining how these organisations and individuals can have a credible impact within their communities; establishment of networks & an Alumni that maintains the leadership focus and how these are maintained; how to create a profile for these individuals, organisations, networks & Alumni that will enhance the reputation and provide credibility for their goals and objectives and the leadership development cause; and review the practicalities of establishing and maintaining Leadership Development Organisation. (4) Funding: how much does it cost to establish and maintain a leadership development organisation, and what is the comparative cost per head for leadership training/ experience across organisations/ programs?

**Common Purpose Program**

Others as identified through this study.

6. What research, if any, already exists in this area?
7. Provide a short analysis (suggested 3 pages) of what is understood already around Leadership Development in the Pacific, and recommendations/options for a more comprehensive study and what it could hope to achieve.

**Location:** Suva, Fiji.

**Duration:** Five (5) days, with the possibility of an additional five (5) days extension, following submission of draft Scoping Report and as agreed with Program Director.

**Key Actions/ Outputs**

The Consultant will provide the following reports as part of this Assignment:

#	Report/ Output	Description	Due
1	Report structure/ outline	Outline structure (including suggested headings and issues to be addressed) of <i>Pacific Leadership Development Organisations</i> Scoping Report. To be submitted to PLP Program Director for approval prior to further research/ report preparation being undertaken.	No later than day 2 of Assignment
2.	DRAFT <i>Pacific Leadership Development Organisations</i> Scoping Report.	Based on the approved structure/ outline (above) and addressing the 7 questions identified under the Approach and Methodology.	No later than day 4 of Assignment
3	FINAL <i>Pacific Leadership Development Organisations</i> Scoping Report.	Based on the DRAFT Report (above) and incorporating any comments/ feedback from the PLP Program Director.	No later than Day 5 of the Assignment (unless extension agreed).

## Executive Summary

PLP's mandate to developing individual leadership capacity through programs and activities delivered by partners and working with organizations in influential sectors in a number of focus countries in the Pacific has led to the conceptualization of this project. This, however, is a first phase of a project aimed at fully understanding all the leadership development programs that are being conducted in the region, the services that they render and how effective they are, and in the process identifying gaps that can be addressed under subsequent projects.

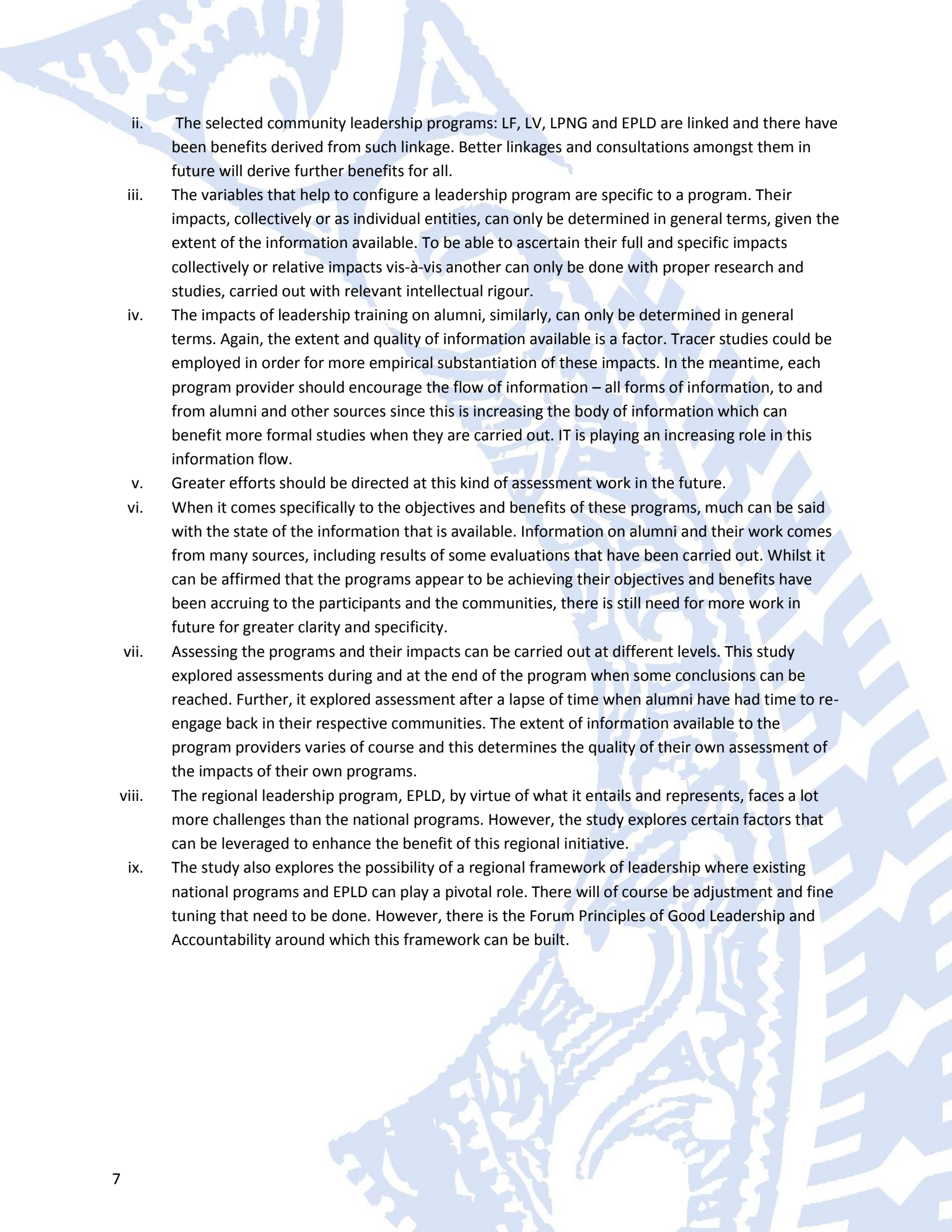
The paper provides a brief overview of the various leadership programs that abound, but then focuses on the five selected leadership development programs, commonly known as 'community leadership development programs'. The paper provides the background behind the label: 'community leadership program' – both in historical terms and in terms of a logical conceptual approach.

Section 1 of the report provides essential details of these community leadership programs. This is essentially an inventory of descriptive details aimed at getting to know the fundamentals of these programs and how one differs from the other. The details are grouped into: essential characteristics, modality of imparting leadership, prospective leaders to benefit from the program, status of current programs, evaluation of programs to date, and contact details.

Section 2, in a matrix format discusses a range of variables that determine the make-up of these programs and how each program responds differently to these variables. These variables are grouped into: selection variables, program format variables, post-program expectations and arrangements and funding variables. The selection variables, for example, include personal leadership traits, educational level, personal motivation to undertake leadership program, seniority at work place/community, personal ethnicity and rural vs urban consideration. This format also reveals the gaps that exist and which point to possible future work. Section 2 re-enforces Section 1 and should further enhance one's understanding of these leadership programs.

Section 3 attempts an analytical approach, albeit, non-rigorous and reaches a number of statements on which the recommendations of this report are based. These are:

- i. There are many leadership programs that are conducted at various levels of the community and sectors; the community leadership programs are just one category of these programs. One reason for this ubiquity is because leadership is common to all communities and anyone can be groomed to be a leader. An inventory and assessment of these programs will help our understanding of leadership and leadership programs.

- 
- ii. The selected community leadership programs: LF, LV, LPNG and EPLD are linked and there have been benefits derived from such linkage. Better linkages and consultations amongst them in future will derive further benefits for all.
  - iii. The variables that help to configure a leadership program are specific to a program. Their impacts, collectively or as individual entities, can only be determined in general terms, given the extent of the information available. To be able to ascertain their full and specific impacts collectively or relative impacts vis-à-vis another can only be done with proper research and studies, carried out with relevant intellectual rigour.
  - iv. The impacts of leadership training on alumni, similarly, can only be determined in general terms. Again, the extent and quality of information available is a factor. Tracer studies could be employed in order for more empirical substantiation of these impacts. In the meantime, each program provider should encourage the flow of information – all forms of information, to and from alumni and other sources since this is increasing the body of information which can benefit more formal studies when they are carried out. IT is playing an increasing role in this information flow.
  - v. Greater efforts should be directed at this kind of assessment work in the future.
  - vi. When it comes specifically to the objectives and benefits of these programs, much can be said with the state of the information that is available. Information on alumni and their work comes from many sources, including results of some evaluations that have been carried out. Whilst it can be affirmed that the programs appear to be achieving their objectives and benefits have been accruing to the participants and the communities, there is still need for more work in future for greater clarity and specificity.
  - vii. Assessing the programs and their impacts can be carried out at different levels. This study explored assessments during and at the end of the program when some conclusions can be reached. Further, it explored assessment after a lapse of time when alumni have had time to re-engage back in their respective communities. The extent of information available to the program providers varies of course and this determines the quality of their own assessment of the impacts of their own programs.
  - viii. The regional leadership program, EPLD, by virtue of what it entails and represents, faces a lot more challenges than the national programs. However, the study explores certain factors that can be leveraged to enhance the benefit of this regional initiative.
  - ix. The study also explores the possibility of a regional framework of leadership where existing national programs and EPLD can play a pivotal role. There will of course be adjustment and fine tuning that need to be done. However, there is the Forum Principles of Good Leadership and Accountability around which this framework can be built.

## Acronyms

AusAID	Australian Government's Overseas Aid Program
CSO	Civil Society Organizations
CP	Common Purpose
CPP	Common Purpose Program
CSC	Commonwealth Study Conferences
EPLD	Emerging Pacific Leaders' Dialogue
ERF	Education Resource Facility
IT	Information Technology
LF	Leadership Fiji
LPNG	Leadership Papua New Guinea
LV	Leadership Victoria
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organizations
NZAID	New Zealand Overseas Aid Program
PIC	Pacific Island Countries
PLF	Pacific Leadership Foundation
PLP	Pacific Leadership Program
PM	Prime Minister
PNG	Papua New Guinea
SIS	Small Island States
TOR	Terms of Reference
UN	United Nations
VIPs	Very important persons
WCLP	Williamson Community Leadership Program

## Introduction

The Pacific Leadership Program (PLP) is a regional initiative of the Australian Agency for International Development (AusAID). PLP aims to strengthen leaders, emerging leaders and leadership practice in Pacific Island countries by:

- ❖ Developing individual leadership capacity through programs and activities delivered by partners;
- ❖ Developing organizational leadership in influential sectors (youth, church, private sector, civil society leadership development organizations and local government); and
- ❖ Enabling leaders in each focus country (Solomon Islands, Vanuatu, Tonga, Samoa and PNG) to identify and drive their leadership development agenda.

PLP works with several regional organizations based in Fiji; and with national or local organizations in the focus countries identified above. PLP's Phase 1 of the Program commenced in April 2008 and ended on 30 June 2009. Phase II commenced on 1 July 2009, and will run for a further four years.

Part of Phase II includes monitoring and evaluation (M&E) of PLP-assisted projects. An M&E project currently underway is research and documentation of three case studies that will provide evidence for the M&E of PLP. The case studies are one of a number of M&E tools utilized to answer PLP's monitoring questions of:

- a) Is PLP making a contribution to appropriate and sustainable leadership in the Pacific?
- b) How effective is PLP in supporting Pacific leadership development, with particular reference to the partnering approach?
- c) What can AusAID and other stakeholders learn from PLP?

The case studies will enable the PLP team to test the value and success of the partnering approach, as well as determine changes to the partner organizations over time.

On 20-22 April 2010, PLP hosted its inaugural Convention with the theme: "Strengthening High Impact Leadership Development Organizations". The objectives of the Convention were:

- i. To deepen knowledge of current leadership thinking (with emphasis on Pacific Leadership);
- ii. To create space to think about leadership and its contextual application for participants;
- iii. To provide practical sessions and discussions on key issues having an impact on leadership; and
- iv. To learn from another.

In the context of this very enabling environment, the very relevant idea of getting to learn a bit more of the various leadership development programs in the region, how they have fared, how effective they have been, what can we learn from their respective experiences, where gaps in the delivery of leadership development are, was conceived. Initial discussions centred on Leadership Fiji (LF). In further pursuit of the matter, it was felt that, since a number of leadership development programs are being conducted in the region and outside the region from which leadership development models had derived, it would be expedient to expand any study envisaged to include those as well.

However, it became evident that much has to be learned. Therefore, a phased approach would be sensible. This current project: “Pacific Leadership Development Organizations Scoping Exercise”, is the first phase of this undertaking. The relevant TOR is attached.

### **Brief overview of leadership development programs in the region**

Leadership and leadership development are a popular preoccupation for many countries, governments, sectors (including gender), organizations, communities, civil society organizations (CSO), non-governmental organizations (NGO), churches, provinces, districts and villages in the region. The widespread focus on good governance is bringing this subject to the fore.

The ERF report: “An Overview of Leadership Development Programs in the Pacific Region” of January 2010 has identified the major ones, including PLP itself that have regional application and reach. Those listed include those that are sectoral, issue and gender based, and supported by a range of agencies – aid, regional/funding, multilateral/funding, universities and UN. There are also similar programs that are essentially national, supported and funded locally for the domestic market, and many are conducted as one-off projects.

Distinguishing one from the other runs the risk of being over-generalizing and/or pedantic. Suffice it to say that the leadership development programs selected for this study have tended to be grouped separately, and tended to pass as community leadership development programs. Their arenas of operation, however, are still national, state/federal, regional and even international. See Section 3 for further discussion on this matter.

### **The approach taken in the report**

Section 1 of the report is a narrative description of each of the leadership development programs being studied. The focus here is an overall characterization of these programs to bring out their respective essential features, the modality of delivery of leadership development programs, whom they are targeting and the general status of programs.

Section 2 uses a matrix format to serve to bring all the schemes together and see how each one of them compares and contrasts with the other when seen in the context of a list of relevant variables. This approach will also point to gaps that may exist in terms of our understanding of these schemes and in terms of the optimal utility of the schemes.

Section 3 returns to a narrative format to cover a short analysis of the extent of our understanding of the schemes in the Pacific, their objectives and the benefits derived from them, including the gaps that exist, how they can benefit from the findings of studies that had been conducted, and the experiences and assessments of leadership schemes from outside the region. Recommendations for further work will be included here. Assessments of possible outcomes of the recommendations will also be included.

### **Section 1: The Essential Elements of each of the Leadership Programs**

#### Leadership Fiji (LF)

### *Essential characteristics*

Established in 2002, the LF initiative is aimed specifically at assisting emerging leaders to cope with demands of the ever-changing world so that Fiji's society reaches its full potential in its widest sense. It is modeled on Leadership Victoria.

LF's slogan is: "To Develop and Enhance the Quality of Fiji leaders by Building Relationships".

Its Mission Statement: "To develop and enhance the Quality of future Fiji leaders through skills development and building relationships, characterized by respect, trust and understanding amongst individual leaders representing the diverse elements which make up the Fiji community."

Its Vision: "To develop a community leadership program for Fiji, which will:

- ❖ Empower emerging leaders to a greater understanding of community issues;
- ❖ Encourage emerging leaders to influence public and private institutions through informed debate;
- ❖ Facilitate communication through engagement between emerging leaders;
- ❖ Enable emerging leaders to enhance their commitment to developing their community; and
- ❖ Provide a forum for networking, personal development and leadership in the community.

LF's objectives are:

- ❖ To promote the idea and establish the program in the Fiji community with full operational support initially provided by the promoters and later on would be self-financing through participants;
- ❖ To successfully run the program with full reflection of the different community interests, infrastructures and profiles;
- ❖ To increase the program and the participant's civic involvement to assist the community; and
- ❖ To establish a program similar to those operating in Australia in 2002. The program would have up to 20 participants drawn from throughout the Fiji Islands, from a range of different ethnic, social, community, educational and employment backgrounds.

### *Modality of imparting leadership*

LF offers a leadership development experience rather than leadership training per se through a series of seminars, retreats and field visits. Its program is characterized by:

- ❖ Firmly committed to the belief that its most valuable resources are the program members themselves;
- ❖ Allows a member to explore his/her own values, philosophies, prejudices and beliefs through opportunities offered by the program;
- ❖ Canvasses a variety of issues, which focus on the next five years. These are chosen from the recommendation of those running the program as well as those who will participate in the program;
- ❖ Gives program members close interaction with Fiji Island leaders in fields such as business, environment, the welfare sector, unions, sports, agriculture and tourism to name a few;
- ❖ Designed to encourage extended interchange throughout the year and beyond between members of the program; and
- ❖ Ensures discussion confidentiality by insistence on “Chatham House” rules, i.e. nothing attributable outside the room.

#### *Prospective leaders to benefit from the program*

Citizens and residents of Fiji, men and women of initiative with 5 years of experience in their areas of expertise, who are committed to a better Fiji for all Fiji Islanders; who have demonstrated capacity for leadership; those prepared to commit fully to the program timetable; and those who are willing to increase their involvement in community affairs.

A directive from the PM’s Office of June 2010 stated that civil servants are banned from participating in LF. Five participants from the 2010 program have been withdrawn.

#### *Status of current programs*

2010 Program is currently underway.

#### *Evaluation of programs to date*

Apart from an internal one with limited results, there is no other evidence of any evaluation of LF to date. The 2008 Annual report however contains a picture gallery of all participants since 2002.

#### *Contact details*

231 Waimanu Road, Private Mail Bag, Suva. Tel: +679 3314766; Fax: +679 3303748.  
Website: [www.leadershipfiji.com](http://www.leadershipfiji.com)

## Leadership PNG (LPNG)

### *Essential characteristics*

Incorporated on 6 February 2007, a by-product of EPLD 2006, but also modeled on LF and LV. All three entities are acknowledged by LPNG for their support.<sup>i</sup>

LPNG offers a community leadership program which aspires to strengthen the leadership capacity of individuals in their communities and organizations. LPNG's leadership development and learning models intend to immerse the country's most promising managers and leaders in a transformational experience that will foster professional, intellectual and personal development. Every program will challenge leaders in all levels and sectors of society to think, manage and lead more effectively in a fast changing world.

LPNG offers a multi-sector and industry-based leadership nurturing program intended to influence leaders in appreciating the diversity in PNG societies and economy whilst achieving a systemic approach and outlook to meeting challenges in respective organizations but from a broader level. These objectives and principles reflect closely the youthful aspirations of the young middle to senior level executives and leaders who got together to establish LPNG in 2006-2007.

The ultimate goal is to significantly contribute to the development of PNG's Leadership culture promoting the ethic of hard work and establishing a national network of like minded people who espouse the values of integrity, honesty and service to community.

LPNG's Theme: "As I am so is my organization and country" – meaning PNG is only as good/progressive as the leaders in it.

LPNG's Vision: "envisions for a prosperous, secure, united, and vibrant PNG where all citizens have equal opportunities, participation and benefits under mature leadership and stewardship".

LPNG's Mission: "aspires to nurture and promote mature, responsible, visionary, principle-centred, and trustworthy leadership in PNG through structured learning and life experience programs; modeling; mentoring; coaching; networking; dialogues and forums to yield the collective energy, participation and benefit of every individual in families, communities, organizations and the country".

LPNG's Goals: To realize its grand vision and actualizing its mission, LPNG aims to:

- Design, host and deliver leadership development and nurturing programs that promote mature, responsible, visionary, principle-centred and trustworthy leadership in organizations, communities and the nation;

- Install and instill pride among its clients (participating leaders, organizations or communities) in ensuring certification and accreditation requirements are met for the leadership programs and the certification to be a prestigious leadership award offered in PNG;
- Install the best operational and logistical centre (head office) that is self-sustaining with a qualified human resource capacity offering the best client and staff support systems and network; and
- Increase membership and influence of LPNG from program participants, participating organizations and communities and supporters.

#### *Modality of imparting leadership*

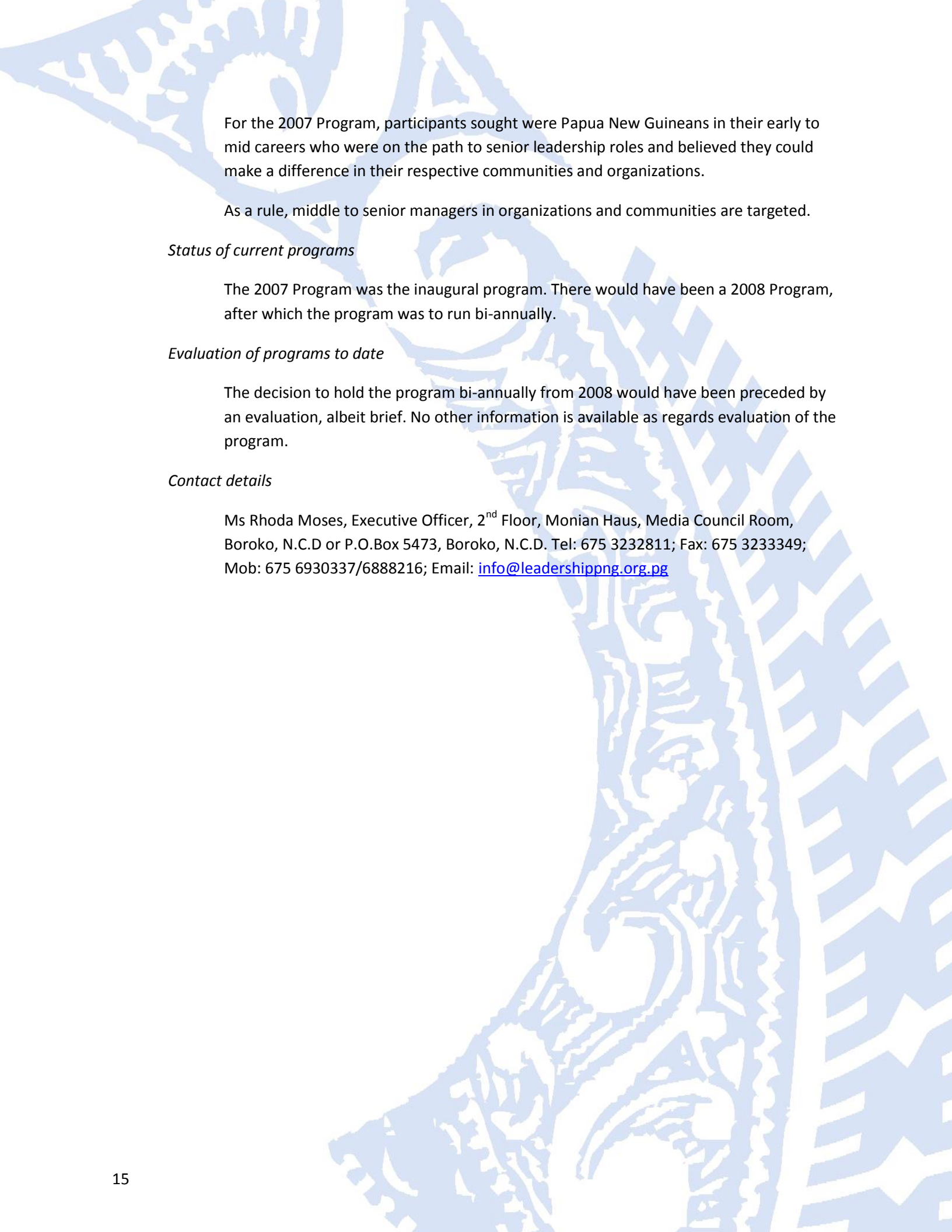
The original objective that drove the establishment of LPNG was to run a program aimed at designing, hosting and delivering leadership development and nurturing programs that promote mature, responsible, visionary, principle-centred, and trustworthy leadership in organizations, communities and the nation. A structured and focused learning program; a leadership experience program.

The 2007 Program was an intensive professional development experience. It was not a traditional, curriculum-based course like an MBA, but it involved intensive learning. The program was designed to challenge accepted norms of the ways leaders view their roles and responsibilities.

The program format for 2007 appears to be the preferred format, viz:

- A week long seminar (workshop, plenary sessions, presentations) with PNG leading entrepreneurs, academics, civic and government leaders and community service organizational leaders;
- In the second week, participants undertake experiential travel to different parts of the country visiting major project sites, communities, organizations and institutions to gain an insight into how challenges are led;
- Upon completion of the experiential trips, participants are expected to compile a report to be formally presented to a panel of senior leaders in Port Moresby;
- In the second month, participants are expected to identify and take leadership over a community or an organizational challenge under the tutelage of a senior mentor. A final report on overcoming the challenge is tendered for publication upon completion of the program; and
- A formal certificate of attainment is awarded upon tendering of the leadership challenge report and completion of the program.

#### *Prospective leaders to benefit from the program*



For the 2007 Program, participants sought were Papua New Guineans in their early to mid careers who were on the path to senior leadership roles and believed they could make a difference in their respective communities and organizations.

As a rule, middle to senior managers in organizations and communities are targeted.

*Status of current programs*

The 2007 Program was the inaugural program. There would have been a 2008 Program, after which the program was to run bi-annually.

*Evaluation of programs to date*

The decision to hold the program bi-annually from 2008 would have been preceded by an evaluation, albeit brief. No other information is available as regards evaluation of the program.

*Contact details*

Ms Rhoda Moses, Executive Officer, 2<sup>nd</sup> Floor, Monian Haus, Media Council Room, Boroko, N.C.D or P.O.Box 5473, Boroko, N.C.D. Tel: 675 3232811; Fax: 675 3233349; Mob: 675 6930337/6888216; Email: [info@leadershippng.org.pg](mailto:info@leadershippng.org.pg)

*Essential characteristics*

A national-regional leadership scheme that supports “Navigating Our Future Together” as its continuing theme. The theme conveys the idea of charting a course, working together, and negotiating the shifting tides and currents.

Objectives: The Emerging Pacific Leaders’ Dialogue 2010 will:

- ❖ Promote a culture of leadership in the Pacific that is aligned with democratic values and good governance;
- ❖ Enhance communication, collaborative problem solving and decision-making amongst future leaders;
- ❖ Expose participants to diverse cultures and increase their awareness of challenges facing the region;
- ❖ Build enduring relationships across communities, sectors and countries and territories by creating an active and influential Alumni network; and
- ❖ Develop participants’ leadership skills and broaden their horizons.

*Modality of imparting leadership*

EPLD 2006 provided participants with a practical leadership experience, raised awareness of strategic challenges for the region and promoted networks among emerging leaders. Alumni addressed key challenges in the region in areas such as governance, climate change, education, science and health.

The program structure includes: opening plenary, presentations on major regional issues, a week long tour to regional countries and closing plenary where participants make presentations on their visits.

*Prospective leaders to benefit from the program*

EPLD 2010 brought together 120 mid-career men and women from the vast majority of member and observer states of the Pacific Islands Forum together with the US Pacific territories.<sup>ii</sup> They were selected to attend from a group of more than 600 applicants having been assessed as exhibiting potential for appointment to the most senior levels of leadership. While participants came from diverse cultures, sectors and organizations, they were all willing to embrace the leadership challenges being faced regionally and globally in the 21<sup>st</sup> century.

The participants were selected through an intensive selection process by Country panels.

*Status of current programs*

EPLD 2010, the second in the series, was held on 9-24 March 2010. Any follow-up EPLD in 2014 is contingent on funding commitment.

#### *Evaluation of programs to date*

“Independent Assessment of Emerging Pacific Leaders’ Dialogue 2006”, dated March 2008, was carried out by Ernest Antoine, Leadership Strategies Pty Ltd 16 months after the inaugural EPLD 2006. The assessment was intended to contribute to an understanding of the program’s impact on participants’ leadership practice in the region and provide recommendations for the improvement of such conferences in the future. It was also intended to identify potential opportunities for collaboration between EPLD and AusAID’s new Pacific Leadership Program (PLP).

Specifically, the assessment investigated:

- ❖ Whether EPLD 2006 achieved its learning objectives;
- ❖ If participants are now addressing key challenges in the region;
- ❖ The level of impact emerging leaders are having on these challenges; and
- ❖ Ways of strengthening leadership practice.

The report found that EPLD 2006 offered a constructive paradigm for regional collaboration for development in the Pacific. That participants learned from each other and worked together to solve common problems. As such EPLD 2006 was successful.

The report added that participants were provided with the opportunity to develop leadership skills which could be further developed in follow up workshops after the conference. This implies that the program may need more time.

The report further added: “Once the new AusAID-funded PLP is underway, there will be significant potential for collaboration between PLP and EPLD.”

#### *Contact details*

The Pacific Leadership Foundation Board, which is responsible for the staging of EPLD, was established under the auspices of Commonwealth Study Conferences (Australia) Incorporated. PLF Executive Director is Mr. Brian Pickett. Address: GPO Box 2733, Sydney, NSW, Australia 2001. Ph/Fax: +61 2 4234 1072/1076. Mob: +61 418 164043. Email: [epld@csaustralia.com](mailto:epld@csaustralia.com). Website: [www.epld2.com](http://www.epld2.com)

## Leadership Victoria (LV)

### *Essential characteristics*

LV is a community leadership program whose mission is: “An innovative, independent, not-for-profit organization developing people who exercise positive and enduring leadership in and for the real world”. Its stated values are:

- The Leader in Leadership: specializing in developing outstanding leadership abilities in outstanding individuals;
- Our Network of Leaders: program participants join the network of remarkable leaders who span the private, not-for-profit and the public sectors; and
- The Ongoing Practice of Exceptional Leadership: continuing to work with leaders to address issues that demand exceptional leadership.

### *Modality of imparting leadership*

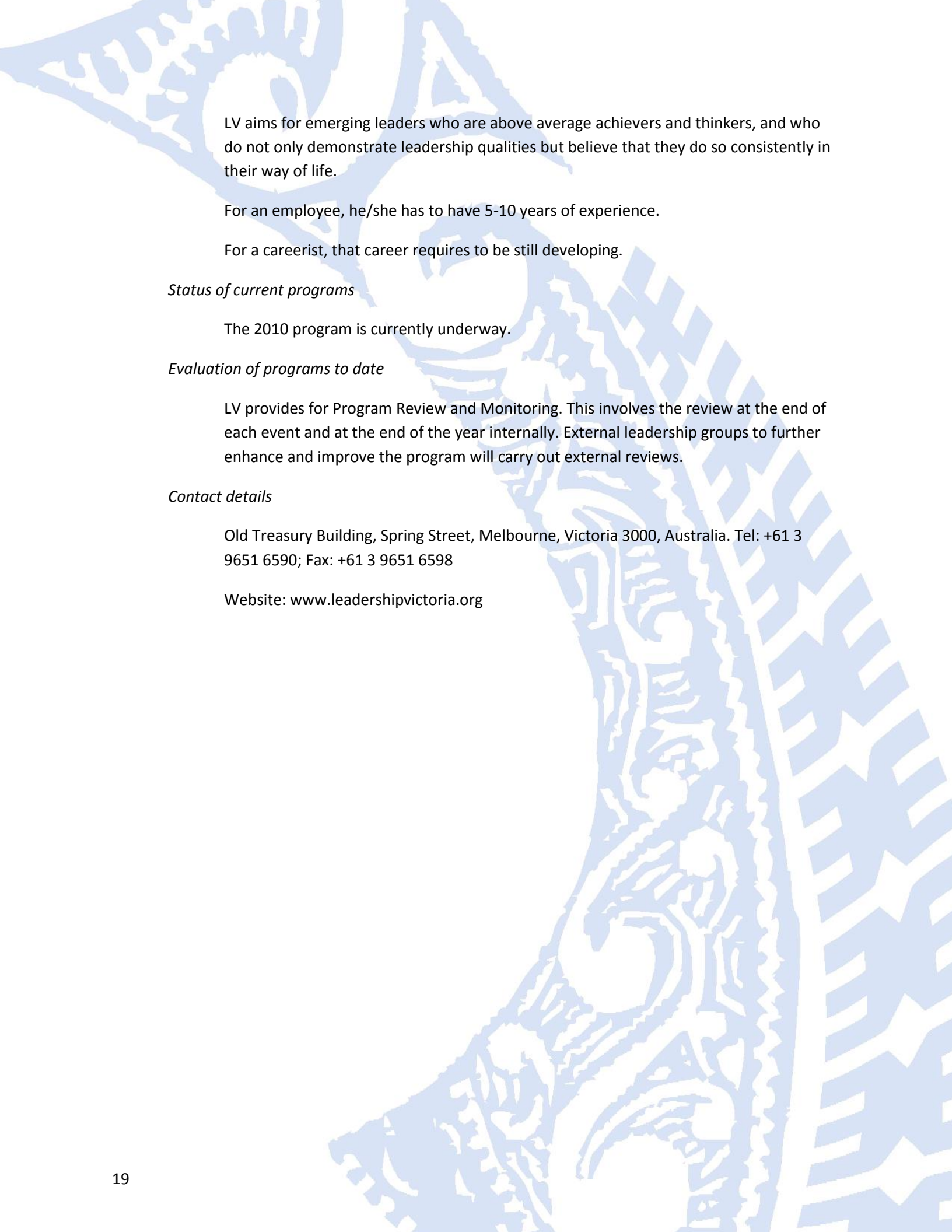
LV’s principal focus in its program is aimed at achieving:

- Focusing on the future: identifying emerging issues and opportunities of importance. Critical here is fostering innovative *ideas* from leaders and stimulating dialogue across sectors. LV prides itself in working with the leaders of today and tomorrow – from the most exciting emerging leaders in the country, to renowned leaders from Australia and beyond;
- Leading the leaders: developing and mobilizing leading individuals and organizations to proactively respond. This is essentially *leadership development* and enhancing leadership abilities; and
- Driving change: effecting change now and into the future. This requires participating in *projects* – deploying alumni to address emerging issues that call for exceptional leadership. Future projects will be supported by strategic partnerships.

The four fundamentals that drive the program are:

- i. Cross-sectoral: bringing the public, private and not-for-profit sectors together;
- ii. Open-minded: respecting the breadth of societal values that participants embrace;
- iii. Inter-generational: enabling leaders across generations to learn from one another; and
- iv. Reflective: encouraging deep reflection to increase participants’ awareness of themselves and their place in the world.

### *Prospective leaders to benefit from the program*



LV aims for emerging leaders who are above average achievers and thinkers, and who do not only demonstrate leadership qualities but believe that they do so consistently in their way of life.

For an employee, he/she has to have 5-10 years of experience.

For a careerist, that career requires to be still developing.

*Status of current programs*

The 2010 program is currently underway.

*Evaluation of programs to date*

LV provides for Program Review and Monitoring. This involves the review at the end of each event and at the end of the year internally. External leadership groups to further enhance and improve the program will carry out external reviews.

*Contact details*

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Website: [www.leadershipvictoria.org](http://www.leadershipvictoria.org)

## Common Purpose Program (CPP)

### *Essential characteristics*

Common Purpose (CP) is an independent not-for-profit organization that runs leadership development courses which mix people from the private, public and not-for-profit sectors. It was founded in 1989. It is registered as a British charity.

CPP helps people, organizations, cities and regions to succeed by broadening the horizons of their leaders and developing their ability to work together to lead complex change. This is because participants on CPP courses change fundamentally as leaders.

Participants get an understanding of the context in which they do their jobs locally, the impact of their decisions and the contribution they can make. And because CPP operates in eleven countries across the world - and connect them up - participants are exposed to the broader international perspective.

### *Modality of imparting leadership*

CPP runs courses with real life issues and insights (experiential learning) – so the courses are neither classroom nor lecture based. These courses go beyond standard leadership models and learn instead from the successes and failures of leaders from all sectors. Participants are taken out of their familiar environment so that they re-examine why, when and how they lead.

The courses give people the skills, connection and inspiration to become better leaders both at work in society. Apart from these courses, CPP also runs a range of customized programs and special events.

The courses provide unique insights into how leaders from all walks of life tackle day to day challenges in towns and cities. Participants are able to see at firsthand how different organizations – at a local, national or international level – work together, how their areas of responsibility can overlap and interconnect; and how effective leadership depends on having a broader perspective and better understanding of the people, places and organizations around them.

The courses vary in length and content. They are conducted under the Chatham House Rule in order to encourage free discussion amongst participants.

### *Prospective leaders to benefit from the program*

CPP's courses are for people at different stages in their career: pre-career, early career, established career or advanced career. CP works with a wide range of organizations and individuals across business, public, voluntary and public sectors.

'Your Turn' is a leadership program for Year 9 students that is conducted in five regions throughout the UK and challenges young people to think in new ways about their area and their world.

'CHANGEit' is a collaboration between CP and Deutsche Bank. It has been designed to recognize the achievements and ambitions of young people between the ages of 11 and 18 who want to speak out and create positive change.

'What Next?' is a course run by CP and the Said Business School that can help executives identify opportunities to continue to use the experience they have accumulated during their careers.

'The About Time Public Leaders Courses' was designed to support the government's aim to increase the diversity of public body board members and the pool of talented individuals ready to take up public appointments. The courses were formally launched in January 2010.

An international course conducted by CP, for example, is that which was introduced in Bangalore, India in 2008. This took 50 people from different sectors, e.g. IT and banking, and encouraged them to share local and international knowledge in order to solve problems associated with trading in a recession. CP runs similar projects in Germany to highlight the importance of having good facilities for the disabled. CP runs courses that can be customized. 'Trading Leaders' is a course to help people who run organizations, projects or campaigns lead authentically across cultures. This provides the international dimension to this course similar to that held in Bangalore in 2008.

#### *Status of current programs*

On January 2010, 12,000 participants were involved in CP programs. Course contents respond to felt needs and supported by willing sponsors.

#### *Evaluation of programs to date*

Common Purpose either conducts or commissions research regularly with the aim of achieving the following:

- ◆ Ensuring it continues to develop its understanding of leadership;
- ◆ Helping leaders realize their full potential by broadening their horizons and establishing firm roots in their communities; and
- ◆ Examination of issues and trends in leadership and civil society.

Research reports can be freely downloaded from the website. These reports examine, inter alia, issues and trends in leadership and civil society. Two CP books, results of commissioned research currently available are: (i) "How to be a Better Chair" for people sitting on or chairing boards; and (ii) "Leading Beyond Authority."

Contact details

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**Section 2: Matrices of Assessments of Relevant Variables by Leadership Schemes**

i) *Selection variables*

<b>Selection Variables</b>	<b>Leadership Fiji</b>	<b>Leadership PNG</b>	<b>EPLD</b>	<b>Leadership Victoria<sup>iii</sup></b>	<b>Common Purpose Program</b>
Personal leadership traits	An essential aspect of selection. Highlighted details include: * Demonstrated capacity for leadership; * Committed to a better Fiji for all Fiji Islanders; * Patriotism without being too nationalistic.	An essential aspect of selection. Highlighted details: * Participants who are on the path to senior leadership roles; * Those who also believe that they are on this path; * Mature leadership character and competence;	An essential aspect of selection. Highlighted details: * Vision and skills to address complex challenges of globalization and interdependence; * Mindful of the importance of preserving the values that bind people and communities; Proven leadership experience or high leadership potential; Experienced leadership in early to mid career with a proven track record; * Likelihood of	An essential aspect of selection. Highlighted details: * Above average achiever and thinker; * Demonstrable leadership qualities and the belief that he/she demonstrates these in real life; * Genuine interest in civic engagement and the desire to be proactive; * Readiness to explore and challenge one's own values, beliefs, philosophies and prejudices and re-evaluate where one is and where one is going;	An essential aspect of selection. Highlighted details: * Interest in all aspects of leadership – when, what and how people choose to lead, and how they become better at it; CP works on the belief that society benefits from people of all ages, backgrounds and cultures working together to help guide and shape the future of their organizations and communities; Broad mix of people who

			<p>becoming, within the next decade, the person making decisions on the way his/her organization, business, community or country respond and adapt to change; *Potential to advance to senior leadership roles.</p>		<p>currently hold leadership positions and want to improve their skills – could be a voluntary position, like a youth group or a CEO of a company.</p>
<b>Selection Variables</b>	<b>LF</b>	<b>LPNG</b>	<b>EPLD</b>	<b>LV</b>	<b>CPP</b>
Education level	Lack of educational level is not a limiting factor. A broad range of candidates is encouraged	Educational level is not specified. The documentation on the program implies that leaders and prospective leaders, regardless of education levels, are eligible for the program.	Education and experience are taken into account – educational background and professional development	It appears that if a person has leadership qualities with low educational level, this will not prevent him/her from participating in the program	Participants come from different backgrounds and have different outlooks; There is a large variation of courses offered: youth, pre-career, early career, established career, advanced career, customized, events and campaigns; Educational level becomes a non-issues in

					such a situation.
Personal motivation to undertake leadership program	Initiative; Ambition coupled with an understanding that to get to the top requires a great deal of work; Inner strength matched with humility; Intelligence without arrogance; Full commitment to the program timetable; Willingness to increase involvement in community affairs.	Participants have to be motivated enough to be short listed initially; They have to be further motivated to be interviewed.	Selection by the national panels would guarantee that this requirement is met; Ability to work as part of a team; Strong interpersonal skills; Willingness to undertake a rigorous and intensive program in challenging environments; Genuine interest in regional development and the theme and objectives of EPLD.	Acceptance of time commitment of 2 full days and 1 evening per month from February to November; Those who are prepared, as Alumni, to participate, individually or collectively, in LV projects that address issues and opportunities of importance;	Participants have to be committed to undertake the whole course; Those who believe that they can do something in their present work environment to make things better; Those who want to make a difference to create something that they want rather than accepting the environment that they are presented with; Those who want to be empowered and to be excited by challenges; Those who are willing to work constructively with a diverse group of people.
<b>Selection Variables</b>	<b>LF</b>	<b>LPNG</b>	<b>EPLD</b>	<b>LV</b>	<b>CPP</b>
Seniority at work place/community	5 years of experience in area of expertise; Preparedness to commit fully to	Participants in early to mid careers; On the path to senior	Experienced managers; Proven community involvement is	5-10 years of work experience and a career that is still developing;	Participants come from different backgrounds, ages and have

	<p>the program timetable; Full support of employer must be obtained; Individuals though may nominate themselves.</p>	<p>leadership roles.</p>	<p>taken into account; Have acquired considerable knowledge and experience in their field along with a sound appreciation of the economic and social conditions impacting on their country of origin; Candidates will be drawn from all walks of life; To be supported by employer or by an organization or a person of authority if self-employed or not working.</p>	<p>Support of the employer is needed if it applies</p>	<p>different outlooks; Also interest in people looking to use their leadership skills in retirement; Seniority per se is not a factor; What is critical is that the applicant is holding a leadership position, in whatever field or calling.</p>
<p>Personal ethnicity</p>	<p>In the final selection, a balanced mix of race, gender etc is considered.</p>	<p>Invitations to the program go out to the citizens of PNG, regardless of ethnicity.</p>	<p>Personal attributes are taken into account; Ethnicity does not seem to be a factor; It cannot be, in any case, given the diversity of ethnicity in the region, the focused area for this leadership program.</p>	<p>Candidates are drawn from a wide range of backgrounds e.g. business, public sector, rural, arts unions, volunteers; Like the PNG situation, selection is opened to all citizens, and anyone has the same chance of being selected as the other.</p>	<p>Participants come from different backgrounds and have different outlooks; Ethnicity is not a factor; CP looks for candidates who will contribute to the breadth of experience and sector across a participant group.</p>

<b>Selection Variables</b>	<b>LF</b>	<b>LPNG</b>	<b>EPLD</b>	<b>LV</b>	<b>CPP</b>
Rural vs urban consideration	Similarly, in the final selection, a balanced mix of location, profit/non-profit, public/private sector leaders is considered.	Selection is based on participants who have the above qualifications plus those who can make a difference in their respective communities and organizations; Location is immaterial; With a high percentage of rural dwellers in PNG, it would make no sense to restrict selection to urban-based participants.	Applicants will be drawn from business, government, trade union, arts, education and community service sectors including NGOs; Genuine interest in regional development; That implies coverage of both urban and rural sectors.	Candidates are drawn from a wide range of backgrounds e.g. business, public sector, rural, arts unions, volunteers.	All sectors can participate; However, applications will be assessed to avoid domination by any sector, profession, backgrounds or communities.

ii) *Program format variables*

<b>Format Variables</b>	<b>Leadership Fiji</b>	<b>Leadership PNG</b>	<b>EPLD</b>	<b>Leadership Victoria</b>	<b>Common Purpose Program</b>
Structure of program	A series of monthly seminars, field visits, and a group project; A typical program, that for the 2009 Program is	Seminars; Experiential travel; Reporting; Mentoring; Graduation; Details and related matters as	Examining, touring, discussing and reporting on current strategic issues across the Pacific; Opening plenary; Leadership	Seminars; Field trips; Case studies; Other activities; End-of-year retreat; Projects; Graduation with WCLP	Leadership development courses are offered; These are designed on the basis of CP Conventions, i.e. to

	attached at Annex 1.	regards the 2007 Program is attached at Annex 2.	workshop; tour visits; Closing plenary; Study tour report submission; The EPLD 2010 program is attached at Annex 3.	Fellowships; The 2009 Program, e.g. is attached at Annex 3.	encourage open and constructive debate and discussion; Study of various organizations; Courses are neither classroom or lecture based; They go beyond standard leadership models and learn instead from the successes and failures of leaders from all sectors; Links to the various courses for on Youth, Pre-Career, Early Career, Established Career, and Advanced Career can be seen below <sup>iv</sup>
<b>Format Variables</b>	<b>LF</b>	<b>LPNG</b>	<b>EPLD</b>	<b>LV</b>	<b>CPP</b>
Content of program	Leadership development experience; Leadership role modeling; Exposure to critical national and regional issues; Brainstorming to craft and structure a manifesto for the future of Fiji.	Intensive professional development experience; Addressing major national development issues at seminars; Visits to different parts of the country, major projects, institutions,	The 2010 program focused on a number of areas of strategic significance – economic growth; regional co-operation and infrastructure; governance and	The theme is: Leading the leaders, in: *Critical issues facing today's leaders; *Past programs have covered topics such as: creating a culture of innovation, developing a sustainable Australia,	Unique insights in how leaders from all walks of life tackle day to day challenges in towns and cities; How different organizations – nationally and internationally, work together; how their areas of responsibility

		organizations, communities to assess the challenges being faced; Writing of visit reports; Presentation of reports to a panel of senior leaders; Managing community projects under mentorship; Presentation of certificates.	leadership; security, stability and strengthening communities; climate and environment; industry education and health.	Australia in a globalized world, governing Australia in the 21 <sup>st</sup> century, leading in a diverse community, etc.	can overlap and interconnect; How effective leadership depends on having a broader perspective and better understanding of the people, places and organizations around them
Duration of program	March – November annually.	2007 Program: 2 month period commencing in September; The frequency of staging the program was subsequently changed (see below).	Two week period annually; EPLD 2010 was held on 9-23 March, 2010.	A unique year of leadership-focused activities and experiences (10 months); February – November: 2 full days and one evening per month.	The courses vary in length and content, ranging from just a week to a few months.
<b>Format Variables</b>	<b>LF</b>	<b>LPNG</b>	<b>EPLD</b>	<b>LV</b>	<b>CPP</b>
Key Objectives	To develop and enhance the quality of Fiji leaders in all sectors, and who will unite and lead the country in the interests of all its citizens.	To promote mature, responsible, visionary, principle-centred, and trustworthy leadership in organizations, communities and the nation.	Intensive, exciting and intellectually demanding; EPLD 2010 objectives relate to the theme: ‘Navigating our Future Together’, specifically: *Promoting a culture of leadership and aligned with democratic	The leadership experience for the leaders tomorrow; To offer leadership-focused activities that are designed to develop and connect emerging leaders across sectors and generations.	To provide insights into how leaders from all walks of life tackle day to day challenges in towns and cities and respective communities.

			<p>values and good governance;  *Enhancing communication, collaborative problem solving and decision making;  *Exposures to diverse cultures and increasing awareness of the challenges being faced;  *Building enduring relationships;  *Developing leadership skills and broadening horizons.</p>		
Key Outcomes	<p>Leaders who can take Fiji away and forward from the kind of politics that devastated the country in 2000; Leaders with skills developed through the program and who can build relationships characterized by respect, trust and understanding amongst individual leaders representing the diverse elements which make up the Fiji community.</p>	<p>Leaders who learn and share their views with experienced and practicing leaders in other organizations; Leaders that appreciate leadership qualities and specificities in the context of both the Melanesian and modern contexts;</p>	<p>The capacity of regional leaders to be strengthened to enable them to manage challenges collaboratively; And being able to navigate our future together; Ability to share a common identity as future leaders in the region.</p>	<p>Leaders who exercise positive and enduring leadership in and for the real world.</p>	<p>Participants to become more active and engaged in society, and their places of work.</p>
<b>Format</b>	<b>LF</b>	<b>LPNG</b>	<b>EPLD</b>	<b>LV</b>	<b>CPP</b>

<b>Variables</b>					
Expectations immediately after program	Participants are better qualified to take on additional responsibility and be of greater value to their employers and society.	Development of a more rounded understanding of their leadership responsibilities and further enhancement of their skills.	The participants already have proven leadership experiences before they attend an EPLD program. The expectation is that the program would boost their leadership qualities and that participants would soon be making decisions on the way their organizations are responding and adapting to changes.	Readiness to begin the leadership journey in their own communities, armed with WCLP Fellowships and the solidarity of LV Alumni..	Participants to become more active and engaged in society; To be inspired and knowledgeable and connected;

iii) *Post-program expectations and arrangements*

<b>Post-program Variables</b>	<b>Leadership Fiji</b>	<b>Leadership PNG</b>	<b>EPLD</b>	<b>Leadership Victoria</b>	<b>Common Purpose Program</b>
Leadership expectations	Leadership development is an ongoing process. The year spent with LF is but one small step; Participants to demonstrate willingness to increase involvement in community affairs.	Development of PNG's Leadership culture	The leadership skills and experience acquired from the program are to produce both national and regional leadership; This then can contribute to the evolution of leadership culture in the region.	To ignite leadership for the new leaders, for those who have high potential for leadership, and those who have just stepped into their first leadership role.	For people, organizations, cities and regions wanting to succeed by broadening the horizons of their leaders and developing their ability to work together to lead complex change.

Post-Program variables	LF	LPNG	EPLD	LV	CPP
Networking requirements	<p>Fellowship bestowed 12 months after graduation on the basis of networking with fellow Alumni in community projects;            LF Alumni to grow;            The network provided by the Fiji Alumni is mobilized for the common good and not for self interest – civic involvement by using professional skills to help community organizations and to accept positions of responsibility across the community.</p>	<p>Participants are expected to establish a national network of like minded people who espouse the values of integrity, honesty and service to community</p>	<p>EPLD Alumni to network nationally and regionally;            The 2006 evaluation report confirmed high awareness for networking arrangement;            However, better networking was still needed in order for the alumni to face up to the challenges effectively.</p>	<p>Alumni members are encouraged to interact with each other and with current program participants;            Network of alumni members has spread from Melbourne to the state of Victoria and Australia as a whole.</p>	<p>CPP connects people who might otherwise never meet. As a result participants develop lasting relationships that encourage collaboration;            Networking crosses national borders, since Alumni include international graduates;            CP conducted a research recently, entitled: “Local Links” – a look at developing active networks in local communities;</p>

Post-program variables	LF	LPNG	EPLD	LV	CPP
Leadership coalition requirements	Coalition of leaders is formed through networking and involvement of Alumni in community projects.	No specific information is available. But through networking as Alumni and especially when Alumni work together in community projects, leadership coalitions will form.	This will evolve from networking and collaboration amongst Alumni; EPLD 2006 Alumni from PNG collaborated and contributed to the establishment of LPNG; The events leading up to the inaugural leadership program in September 2007 included: *6 Feb 2007 – LPNG was incorporated; *8 Feb 2007 – LPNG Board met for the first	Alumni members can form leadership coalitions through regular interaction which they are encouraged to do; They commit themselves to increase their civic involvement by using their professional skills to help community organizations and to accept positions of responsibility across the community; They also commit to help each other	Coalition leadership is part of the overall program. CP website is currently running a question-answer facility, asking: 'Can coalition leadership be effective during tough times?'

			<p>time.  * The theme for the inaugural program was:  “As I am so is my country and/or organization”</p>	<p>personally and professionally, and use the network for the common good, and not just for self-interest;  Creation of the Fellows concept is imperative for participants to be attached to the program and know their enhanced path.</p>	
<b>Post-program variables</b>	<b>LF</b>	<b>LPNG</b>	<b>EPLD</b>	<b>LV</b>	<b>CPP</b>
Alumni arrangements	<p>Fiji Alumni was founded in 2003. But currently lacks an official sponsor;  LF Fellows are LF Alumni;  Core values are: respect, trust, integrity and understanding;  LF Alumni will have inaugural convention in</p>	<p>Participants of LPNG get certificates at their graduation;  This, it has to be assumed, marks also their further graduation to LPNG Alumni;  It is to be noted that the PNG participants</p>	<p>EPLD graduates become EPLD Alumni;  CSC Alumni have an input into EPLD;  The 2006 evaluation report confirmed high awareness for alumni arrangements;  Further, it established that</p>	<p>Alumni meet several times a year;  LV provides: a database for alumni, online community for alumni, and skills bank opportunities.</p>	<p>In February 2010, CP Alumni was ready to connect on line and continue to broaden their horizons;  CP participants and Alumni use the CP 360 Website<sup>v</sup> as a resource to complement to their learning;  Participants can</p>

	2010; Social networking through Facebook, e.g. will become a norm for communication amongst Alumni.	to the EPLD 2006, first crop of EPLD Alumni for the country, were responsible for the collective initiative to form LPNG; The collaboration between EPLD Alumni and LPNG Alumni exists as a statement of intent for LPNG.	alumni were exercising leadership on health, livelihoods, social development, good governance, sustainable environment, peace building and conflict management, despite significant obstacles.		choose modules, download course information, and interact with other participants and Alumni in online discussions; Alumni can use the 360 website to access additional learning opportunities, reconnect with their peers and make new connections with other Alumni and participants.
<b>Post-Program variables</b>	<b>LF</b>	<b>LPNG</b>	<b>EPLD</b>	<b>LV</b>	<b>CPP</b>
Tracer study arrangement	No specific information is available;	A role of LPNG is to conduct	The EPLD 2006 evaluation by Ernest Antoine	No tracer study in the formal sense is	CPP conducts research regularly to

	<p>Possibility however is indicated; Merit and feasibility may need to be looked at; In the final analysis, may still need to have it to confirm and formalize what is readily available through the media and other forms of social interactions.</p>	<p>research; This role may not have been realized as yet; It can be envisaged, given the vastness of the country and the difficulty of keeping tabs with Alumni, that there would be a place for tracer study in the LPNG's armoury of research aids.</p>	<p>is essentially a tracer study. Its utility is acknowledged. It needed to be a lot more rigorous in its approach – a point acknowledged by the researcher himself. This however underpins the case for such studies in future.</p>	<p>evident; However, the objectives of a tracer study are being achieved in many ways, through electronic interactive means, social networking, etc; It does raise the question of the utility and merit of tracer studies; They may still be useful for the purpose of reaffirming what is communicated informally and where more rigorous approach to research is critical.</p>	<p>ensure it continues to develop its understanding of leadership and help leaders realize their full potential by broadening their horizons and establishing firm roots in their communities; Through interactive electronic means, information on graduates, Alumni, is effectively and actively being compiled by CP; CP would not be constrained in conducting tracer studies should it opt to have one.</p>
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Post-Program Variables	LF	LPNG	EPLD	LV	CPP
Leadership impacts assessment	Via the 2008 Chairman’s Report, e.g. “Many of the 2008 graduates will certainly play significant leadership roles in Fiji, just as many who have been through the program in past years are now holding positions of authority....;” LV can also assess via LF Alumni, LF Alumni Board, through the media, and through all forms of social interaction available.	Through the work of Alumni as monitored by the LPNG Board; Through comments sent to LPNG resulting from notification sent out to all members via the ‘Newsletter from Leadership PNG.’	Responses to the EPLD 2006 evaluation are instructive. Many commented on their experiences which will make them better leaders, e.g. *’Realizing how much optimism exists, even in the most difficult situations’ *’I thought I knew a lot about the Pacific people but the EPLD has been an eye opener for me. This has made me know that our countries have the common challenges and vision for a better Oceania.’ Other comments relate to aspects of leadership itself, e.g. *’Meeting other	LV conducts Leadership Lab – online or in person – will create, debate and disseminate for outstanding leadership practice – ideas that aim to create ‘better living through leadership’ for all; Online surveys are conducted; Compilation of media coverage – articles, quotes, speeches by LV; Repeat programs for Alumni is another opportunity to assess their leadership impacts; The Alumni Database profiles emerging leaders; Through profiling in LV Anniversary	CP sends out questionnaires (on line surveys) on occasion to elicit specific views on leadership. One resulted in the report: “Navigating the new waters of national leadership”; Other electronic means are used to compile information in order to assess the status of leadership of graduates in their own communities; Through CP ‘Impact Brochures’; CP 360 Website includes ‘Alumni Testimonials’. One can also add one’s own testimonial to the growing list.

			emerging leaders and hearing their stories, developing friendships, the chance to try out some leadership skills with a team of people to achieve a shared goal.'	Books; Through commentaries from support agencies, e.g. Oxfam Skillshare, a volunteer coordinator.	
<b>Post-Program Variables</b>	<b>LF</b>	<b>LPNG</b>	<b>EPLD</b>	<b>LV</b>	<b>CPP</b>
Profiling of emerging leaders	The 2008 LF Annual Report has brief profiles of all participants in the program since 2002. It is suggested that the facility of the annual report profiles should be expanded to reflect the leadership changes that have taken place to the participants since the training under the program; LF website also	Through the 'Newsletter from Leadership PNG.'	EPLD website has started profiling EPLD Alumni. Five profiles have already been posted. There is more to be done.	Online surveys are conducted; See above also.	With online facilities and communication technology, such profiling is easily carried out.

	profiles Alumni.				
Feedbacks to benefit leadership program	Alumni, LF Alumni Board provide an opportunity for communication and exchange of ideas amongst members, and between members and LF; Other feedbacks come from employers, sponsors, the media and other forms of social interactions.	The frequency of delivery of the program has changed since 2008; This implies assessment and feedback from Alumni; LPNG has a standing invitation for comments and critiques to all stakeholders to continuously improve the program; These can be posted to a specific box number.	Through the EPLD 2006 evaluation report, a number of suggestions were compiled. The organizers of the EPLD 2010 would have taken these into account. There have been comments also about the 2010 program, some of which have been reflected in this report. This makes the point that that both formal and informal feedbacks are equally significant if they are instructive and constructive.	Through use of online surveys; Through social networking; Through comments from support agencies and sponsors; Through repeat programs for Alumni; Through both internal and external research.	Through interviews, on-line surveys, CP has been able to design new courses to reflect expressed needs of the clients; CP 360 Website provides inspiration, knowledge and connections for anyone interested in leadership and social action; It's a hub for leadership development news and inspiring stories for sharing and finding information and ideas.

iv) *Funding variables*

<b>Funding variables</b>	<b>Leadership Fiji</b>	<b>Leadership PNG</b>	<b>EPLD</b>	<b>Leadership Victoria</b>	<b>Common Purpose Program</b>
Program costs	As a guide: number of participants x FJD1,000.00	na	AUD1.6m – 2m	na	Varies from course to course; <sup>vi</sup> Course '20:20' e.g. charges PS5,750 + VAT; This covers the week's accommodation, food, program

					materials and travels
Other costs	Normal program costs not covered by participants' fees and usual business costs by Leadership Fiji Ltd, a company limited by guarantees, and not having a share capital	na	Included in above	na	Once, free accommodation by Government was provided. But this proved controversial; Those who cannot pay the full fees can be assisted through CP bursaries
Cost per head <sup>vii</sup>	\$1,000.00	na	AUD13k – 17k	na	See above; Early applications will get discounts;
Sources of funding	Corporate Sponsors - both in cash and in kind; Participants themselves contribute \$250 of the total fee of \$1,000 towards the program.	Sponsors	EPLD 2006 was funded from AusAID, a number of Australian Government agencies, a variety of institutions in the Pacific and NZAID; Contributions in kind from country organizing committees; former EPLD participants and volunteers	Hugh Williamson Foundation provided the initial funds; In 2000, WCLP was changed to LV and changes were made including the funding base; LV has a long list of partners;	Course fees; CP offers bursary placements to help bosses of small and medium-sized business get through the economic downturn by enabling firms to make new contacts and secure more work; Everyone who has completed a CP course will be offered a 20% reduction on the fee for any future course they attend

### Section 3: Analysis of findings and recommendations

#### Extent of our understanding

Leadership, as a concept, seems to be everyone's business. Everyone has a view of what it is, what it implies, and how it can be developed if you are not a born leader. Focusing on its generally-accepted definition, one can appreciate why it is everyone's business. Two definitions from Wikipedia are: (i) "the process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task"; (ii) "leadership is ultimately about creating a way for people to contribute to making something extraordinary happen".

A range of programs at the national, regional and international levels are offered for prospective leaders who want to develop, improve and enhance their leadership qualities. At the national level, these programs are offered at various levels right down to the village level in the rural sector. Organizations offer their own brand of leadership training. They use either in-house expertise or outside consultants for training. This obviously reflects the proposition that leadership is needed at all levels of human existence, and that there is leadership potential in everyone and which can be developed.

There is a wide range of leadership development programs that exists. But little information is compiled on these programs. Factors that differentiate one from the other include:

- ❖ Sponsoring organizations, patronage;
- ❖ Geographical reach of the influence of the sponsoring organizations;
- ❖ Funding arrangements;
- ❖ Regularity of training programs;
- ❖ Modality of delivery of leadership training;
- ❖ Level of delivery of leadership development programs;
- ❖ Source of training expertise;
- ❖ Categories and levels of beneficiaries, target groups;
- ❖ Content of programs;
- ❖ Arrangements for pre- and post-program facilities; etc.

To establish a firm basis on which a nation can nurture and systematically develop its leaders for tomorrow, it is prudent that an assessment of all leadership development schemes and initiatives should be addressed.

The five leadership development programs, identified for the study, have tended to have similar agenda, but operate independently of each other. Their similarity is understandable when, for four of them at least, their origin is linked. LF, for instance, is modeled to some extent on LV. Both LF and LV contributed to the establishment of LPNG, whose initial motivation for its establishment derived from EPLD 2006. CPP is the odd one out in that it offers coursework through its leadership development program. CPP's inclusion in the study however is based, not so much on it being a benchmark for comparison, but more so on it as an indicator of what is available beyond the Pacific region.

In terms of nomenclature, it can be quite confusing. However, we can resort to convention for a resolution. The selected leadership development programs have tended to be identified as 'community leadership programs' or 'community leadership development programs' as a means of identifying them. This has a firm historical basis.

LV started off as 'Williamson Community Leadership Program' (WCLP), named after its founder. The name changed in 2000. However, the 'community' tag has remained, and has been passed on to other programs modeled on LV. LPNG, for example, promotes itself as offering a 'community leadership program'. LF acknowledges the 'community leadership' tag for LV and the spread of the model to the Pacific. It has crafted its vision therefore to develop a 'community leadership program' for Fiji. EPLD 2010 had as one of its objectives: 'to build enduring relationships across communities, sectors, countries and territories by creating an active and influential alumni network'. Even CP offers courses that presume community involvement by mixing people from the private, public and not-for-profit sectors.

Apart from the historical basis, there is logical conceptual basis as well, build up over the years. The 'community' label has evolved to mean specific attributes, e.g.

- Promotion and encouragement of community leadership;
- Inspiring community leadership;
- Development of leadership capabilities of citizens who care about the community, those who understand its strengths and weaknesses and who are willing to make a personal investment to improve a community's quality of life;
- Enhancing community leadership by developing, connecting and mobilizing citizens;
- Developing networks of people with a sense of community trusteeship; and
- Not-for-profit.

Phil Hardwick from his weblog identifies four distinct stages of a community leadership program, viz:

- i. Bonding, aka teambuilding, aka forming. In this stage the leadership class is taken on a retreat and engaged in teambuilding activities. Often there are personality tests given to illustrate and identify the various personalities in the class;
- ii. Learning. The class is presented with leadership skills and with information about the community and its issues;
- iii. Taking action. The class, which had been subdivided into groups, selects a project to work on as a group. Usually, the project is related to some issue in the community;
- iv. Networking. In an ideal world this is the stage where an alumni association is formed and sustained. The alumni from all classes meet regularly and deal with community issues. This rarely happens because alumni tend to get back to their busy jobs and network only with other alumni who share their opinions, values and beliefs. Nevertheless, there are examples of leadership alumni programs around the country that stick together and become a true force for betterment in their communities.

Rick Flowers and Derek Waddell share this same view in their 2004 “Community Leadership Development Handbook”. There would obviously be differences in emphases, foci and procedures from one program to another. However, the above places in perspective the evolution of the nomenclature of ‘community leadership program’.

The linkages amongst the four leadership programs operating in the region (LF, LPNG, EPLD and LV) represent a positive that can be leveraged for greater cross-fertilization of ideas. LF and LV have styled their programs for a good part of the year. LPNG and EPLD have gone for shorter periods. LPNG has enhanced its program to include mentoring. Further, it has also opted to have two programs a year with effect from 2008. It is believed that more benefits can still accrue in future with more cross-consultations amongst the program providers.

LF applies the Chatham House Rule to its program like the CPP. CPP has attracted controversy and suspicion as a result of this. Fiji’s current administration has banned civil servants from participating in LF program for 2010. Five participants are involved. Is Chatham House Rule the culprit? This may call for a review of the application of this rule.

The variables that differentiate one program from another have to be specific to the program’s own setting, its vision, mission, objectives and the state of aspirations of the communities they serve. One variable that works for one program and critical for its inclusion may not necessarily be critical for another program. What is important is whether the variables being applied collectively are effective in achieving the objectives of the programs. Also important is what impact an individual variable is contributing to the end result relative to that of another variable. At best, only generalizations can be tendered to answer this question, given the scant extent of information available. In the final analysis, these programs aim to nurture and develop the leadership skills of emerging leaders. Are these programs, in the way they are configured, achieving their objectives? Again, answers can only be given in general terms. A more rigorous approach in securing answers is recommended.

This appears then to be a focus of future work on this subject. Monitoring and evaluation of the results of the leadership development programs. Program providers need to know what has happened to their program participants – monitor their work and movement in their respective careers, how they have benefited from the program, and assess their success or failures. There should be effective systems in place to carry out this important aspect of any leadership program. The use of IT is critical here. Furthermore, there should be tracer studies<sup>viii</sup> conducted. There is of course self-interest in this matter. The more one knows about the successes and failures of its program, the more improvement it can bring about to one’s program. It is acknowledged that some immediate evaluation of the program can be attended to immediately after the program by the participants and organizers. However, the subsequent evaluation after the participants have returned to their work places and have had the opportunity to use their new earned skills is more valuable, and the results of such evaluation would be more prescriptive in improving the program.

There is insufficient detailed information on alumni and coalition of leaders and their respective activities after the program. Tracer studies have been used for decades by various organizations and

programs in the search for relevant information on the participants of those programs. There is no evidence of it being used extensively in the region to evaluate leadership development programs. As a way forward, templates from existing tracer studies can be evaluated for their applicability in the region.

#### Specific discussions on objectives and benefits of these community leadership programs

This study wanted to delve deeper into monitoring and evaluation of the selected leadership programs. Of the five selected leadership programs, the consultant managed only one interview with the organizers of a program and benefitted from discussions with two Board members of another program. Much of the information reflected in this report is thus sourced from the Internet.

For organizers of leadership programs, it is in their interest that they assess the applicability and utility of the objectives of their respective programs and whether benefits have accrued to the participants. This study envisages three levels where such an enquiry can take place – immediately at the end of the program to assess the program contents and impact; an assessment after a lapse of time to determine how the participants have fared back in their respective communities and what lessons can be drawn to benefit the program as a whole; and specific assessments on the performance or otherwise of the programs' Alumni.<sup>ix</sup>

The first level of assessment would include that which is carried out during the duration of the program on different aspects of the program and culminating at a final assessment at the end of the program, on the program as a whole, and on whether objectives have been achieved to activate the next phase of the program. This would necessarily be carried out internally with set criteria as a guide. At the end of the program, LV, for instance, graduates its participants to the status of Fellows: WCLP Fellows. CP, on the other hand, offers certificates at the completion of its courses. LF Fellows are granted to participants on the anniversary of their graduation, having proved their participation and commitment to community projects in the intervening period. Their earlier graduation, however, is determined on the basis of the participants' collective manifesto on their vision of the future of Fiji – a project that all participants do together from the start of the program. As Fellows, graduates immediately become alumni of the programs. EPLD participants also become EPLD Alumni<sup>x</sup> at the end of the program on submissions of study tour reports.<sup>xi</sup>

In granting Fellowship and Alumni status, the organizers would satisfy themselves that the other objectives of the programs and respective benefits have also been achieved, e.g. team building/bonding during the duration of the program.<sup>xii</sup> Each program necessarily aims for team building during the program since this would lay the foundation for future networking. CP prides itself in team building; LF similarly.<sup>xiii</sup> For EPLD, however, the assessment has been mixed. This applies for both the 2006 and 2010 programs. Comments by individual commentators (EPLD Board members, program resource persons, et al) on the lack of quality time to bond together as a result of much traveling on study tours and the intensity of seminar programs have been echoed by an independent evaluation of EPLD 2006.<sup>xiv</sup> However, the evaluation has a lot more positives to say than negatives. On the benefit of the program itself, the evaluation says: "In general, the comments reveal that many participants have had their minds widened by what they themselves experienced and through what they heard. They have lived and

breathed diversity in a very intense way and learnt the importance of people, and of the self and of the group, in relation to themes, challenges, hope for the future and their potential role in being part of building that future.”

As a regional program, it can be envisaged that EPLD’s operational strategies, costs and logistics would be more challenging than those of LF or LPNG that are geared for national goals predominantly. However, it would still be prudent for EPLD to revisit the structure and format of its program and to learn from the lessons derived from commentaries that have been offered on the program and, more so, from the experiences of its prototype and mentor, the Commonwealth Study Conference (CSC). This exercise can also present an opportunity to re-look at the costing of the program, regarded as high by some commentators, and the involvement of high profile VIPs in the program. Reactions on whether there is net-gain in such involvement are mixed. It is prudent to carry out this exercise as early as possible before the next EPLD because of its likely implications on sponsorships of the program.

The second and third levels of assessment to gauge the effectiveness of objectives and benefits after the participants have returned to their own communities and have become active as alumni are where a range of methods of information sourcing and compilation is employed. LV and CP, as expected being organizations in developed countries with much resources, have advanced in similar fashion in this area vis-à-vis the other programs.

LV, for example, compiles and records electronically magazine articles of alumni and their activities, their quotes, speeches; and it commissions specific and focused surveys. The alumni database contains names of alumni, their biographies and the industries they represent, and is further broken down by years during which alumni received their leadership training. Alumni can log in themselves into the database and change their details. LV actively seeks participation of alumni in LV-sponsored public events as judges of public competitions or presenters in workshops and seminars. In these instances, alumni can either participate individually or collectively. The former ensures regular contacts whilst the latter promotes networking and leadership coalitions. Through Oxfam SkillShare, a volunteer coordinator, information about alumni volunteers and their engagements in community projects is constantly relayed to LV. Additionally, LV offers a repeat leadership program for alumni through its SkillsBank<sup>xv</sup> leadership program.

LV Alumni and activities can be accessed with the following links:

<http://www.leadershipvictoria.org/category/alumni/skillsbank-opportunities>,  
<http://www.leadershipvictoria.org/category/alumni/profiles>.

It can be seen, therefore, that LV has many avenues open to it to make assessments of the alumni and the impact of their work in their respective communities. LV assesses positively the effectiveness of its various programs by the high demand from prospective applicants for these programs. SkillsBank is a good example. Recently, LV had to put a temporary hold on applications due to the program being over-subscribed.<sup>xvi</sup> This speaks volume about the objectives of the program and the benefits derived from it. As such, any anticipated changes to the objectives, for change sake, may not be considered productive. It would be prudent that changes should only be considered on the basis of more rigorous means of

securing information that can be formally and empirically substantiated. And this of course applies to all the other programs.

As for CP, it acclaims that 89% of alumni report that their organizations benefited because of their participation in CP courses. See: <http://www.commonpurpose.org.uk/benefits-impact>.

LF strategy of delaying the award of its Fellowship until a year after graduation is an excellent means of monitoring the graduates' commitment to community services and their networking ability.<sup>xvii</sup> The consultant is not aware of any graduate that dropped out from being granted Fellowship. LF has completed its alumni database and the alumni inaugural convention was held on 25 September 2010.<sup>xviii</sup> The delay in the database was because LF was waiting for the critical mass to be reached. These efforts are aimed at strengthening the alumni. Participants' profiles are now being posted on LF website. A LF Alumni's own website would be the next step. Future interactions between LF and LF Alumni are expected to increase manifold. In the words of the LF Alumni President, Inoke Bainamarama, at the inaugural convention: "Since its inception, the LF Alumni (through the years group projects) touched the areas of literacy, environment, special needs, fire-safety, HIV/AIDS, mental health, education and community safety." He added: "This initiative provides us with an opportunity to make contributions, design a map for challenging journeys and increase our impact in society.....Creating an alumni base with a specific framework does not in any manner, inhibit us. We believe the journey is far more significant than the destination."

Like LV, LF is buoyed by the fact that employers remain keen to keep sending participants to the program. LF puts this down to how successful the program is, its cost-effectiveness and the extent they have benefitted from it. Additionally, some employers also send in their own comments on the program and its products. LF tried once at an internal evaluation of the program by some LF Board members. But no comment was offered as regards its utility. It proposes, therefore, to conduct more formal ones with external assessors in future. It envisages that the latter form of evaluation would be more productive and in-keeping with the status of the organization, which has certainly grown from its humble beginning. It would be wise for LF, therefore, to consider changes to its program's objectives, as stated earlier, when more formal assessments are conducted in future. In the meantime, LF is reflecting on its consistency and stability to date in the delivery of its program, and is deriving much kudos from it.<sup>xix</sup>

In the general scope of things, the Fiji scene is small, by world standard, and information flows readily and quickly. LF is able therefore to secure useful information about its graduates from many sources – formal and informal, and is able to keep tabs on their progress in their respective communities.<sup>xx</sup> Alumni who sit in the LF Board<sup>xxi</sup> provide additional information. The interactions between LF and LF Alumni Board members also provide a critical link in the communication system. LF foresees the possibility that the two Boards will one day comprise the same membership. Moreover, electronic social networking is going to take inter-personal contacts and communication to another level. All we are seeing now is just the beginning.

EPLD carried out an external evaluation of its 2006 program several months after the program ended. The study found both strengths and weaknesses. It concluded that the program's impact was evident

and its full impact however will unfold with time. All three components of the program – opening plenary, study tours and closing plenary were rated highly. On the opening plenary in Brisbane, for example, 58% of the respondents returned that it exceeded expectations. On the study tours, however, respondents volunteered suggestions for logistical improvement, e.g. a half day free to reflect on the tours, and better accommodation arrangement to avoid sharing rooms. However, group bonding during the study tours and having to reach consensus on the finalization of the study tour reports was a big plus. There were also suggestions for more participation of alumni (probably CSC Alumni) as resource persons. Participants appreciated the discussions on the differentiation between management and leadership, and the different types and styles of leadership during the leadership workshops; but suggested using the study tour experiences a lot more to draw out leadership lessons.

The benefits of the program were clearly evident in the responses received. Participants, for example, were able to see and gauge people's optimism in their daily lives in island communities notwithstanding the difficult situations that they face. Gaining new knowledge of different communities, inter alia, was another. These clearly are factors directly contributing to the promotion of regional understanding, an objective of EPLD. Such understanding does make for good leadership in the regional context. On the strength of this, it can be said that the regional objectives may be meeting expectations, as against national objectives.

An EPLD Board member agrees that there is impact, and merit outweighs the demerit. An advantage that EPLD has is that it has plenty of time in between programs to assess and improve on the program, its objectives and benefits. But a long intervening period can also diffuse enthusiasm and commitment to the course. The EPLD Alumni, for example, can be a candidate for such diffusion. It appears to lack structure and form to sustain it, even though some networking after EPLD 2006 has been evident, according to the EPLD 2010 Sponsorship Prospectus. Be that as it may, the words of a respondent to the EPLD 2006 evaluation are instructive, i.e. "The true value of EPLD will only be realized if we can use it to build more connections in the future." EPLD enjoys another advantage; it being the offspring of CSC. As such, the EPLD Alumni can always source inspirations from CSC Alumni. There is a further aspect that can be leveraged, and that is the EPLD Alumni can link up with the Alumni of the national programs; specifically in this case with LF Alumni and LPNG Alumni. This can only augment the work of the alumni and the networking that will result from it.<sup>xxii</sup>

The PNG Alumni of EPLD 2006 and their cohesiveness and solidarity which led to the formation of LPNG has already been mentioned earlier. That is a real benefit that resulted from EPLD 2006, and the networking of its alumni. However, the establishment of LPNG is also an example of networking of leadership programs themselves. As alluded to earlier, both LF and LV provided technical assistance to such establishment.

LPNG, on the other hand, may exemplify an excellent idea that took form with much enthusiasm, but it is reported to be struggling to sustain itself.<sup>xxiii</sup> It may need another intervention from both LF and LV to inject some staying power and reverse the regression that is evident. This is not to say that the LPNG model has regressed from what it was. It appears that its current malaise is a reflection of other factors.

In terms of what template of a leadership program to apply at the national level, much has to be said about LV as a target to reach. It is acknowledged that LV is a state-wide program and is extending its reaches to the whole of a country much bigger than any of the Pacific Island Countries. However, there is nothing untoward about it being a target to aspire to. To some extent, both LF and LPNG, especially the former, have already tried to model themselves on LV. Furthermore, both LF and LPNG are part of the annual consultations conducted by LV. However, in the context of Pacific Island Countries, given that resources are limited, the LF format is most relevant. LF is scalable and thus can be tailored to meet specific requirements and resource availability.

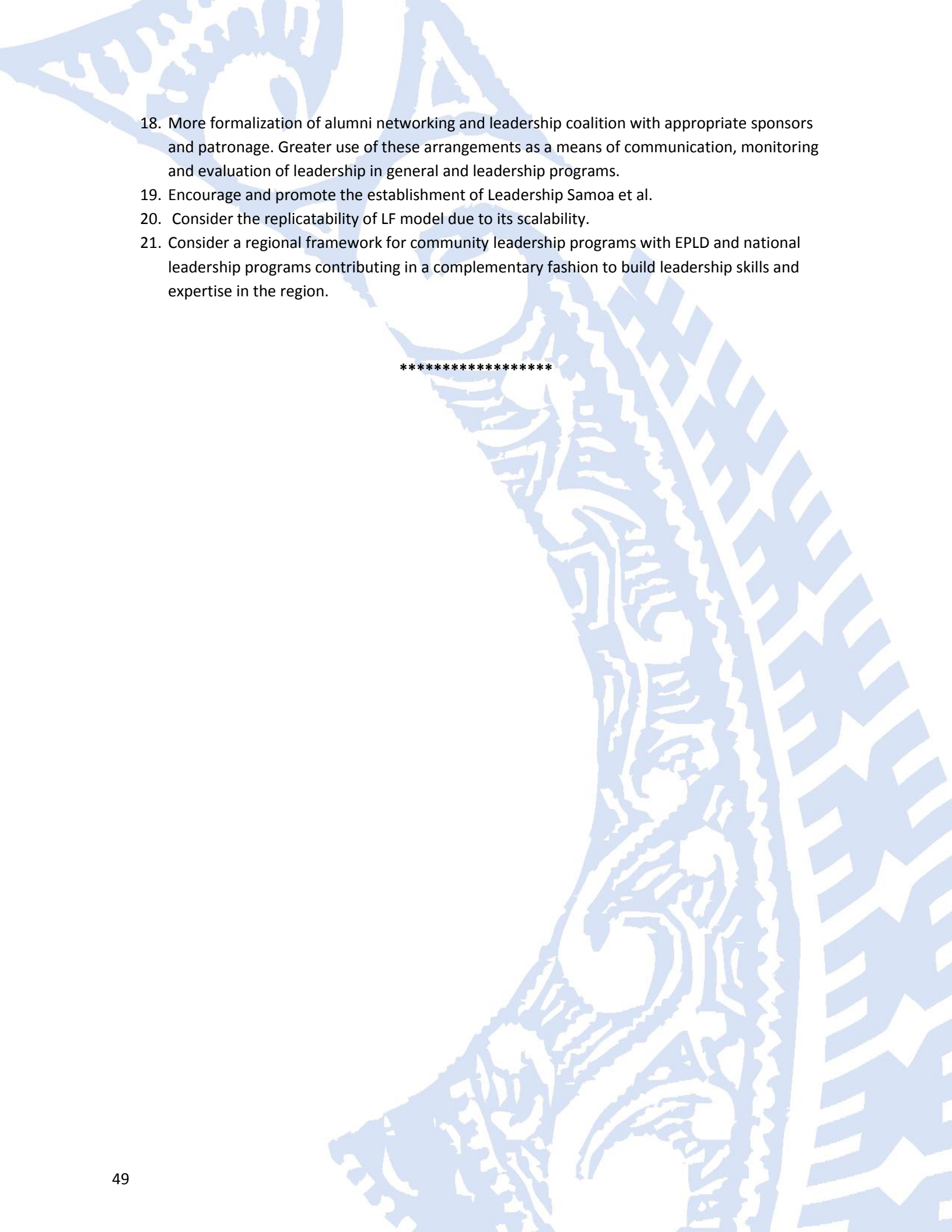
In the search for a template, the CP model is not being considered since its format is different from the other programs being discussed in this report and thus cannot be used as a measure for comparison. However, it remains as a target, like LV, but logically as part of second phase of development after aspects of LV have been learned and replicated. It can be envisaged that aspects of CP, e.g. customized courses, can be built into the LF model in future or onto a regional framework that may emerge.

EPLD is the regional initiative on leadership development, and if we are to consider a regional framework, as we should in the context of the Pacific Plan, in the context of the wider Pacific Regionalism to which we are all committed, and in the context of leadership being fundamental in all aspects of our lives, then EPLD can already be a component of that framework. The framework will of course be structured with the aim of enhancing leadership in the region and at national levels, just like any regional issues being pursued at the national levels and supplemented by regional initiatives. It may not necessarily be a program of PIFS but can be parallel and connected to the Forum Secretariat for political endorsement. It would need adjustments and fine tuning for a proper fit. Delegation of powers may also be part of the adjustments. Linking EPLD to the national programs, where they exist, for collaboration and complementarity will be critical. The fundamentals that will provide substance and directions to this framework, to glue it together, already exist in the 'Forum Principles of Good Leadership and Accountability.'

Clearly, some PICs, especially the Small Island States (SIS), will not be able to establish their own community leadership programs due to resource constraints. This is where the reconfigured EPLD will step in to provide that service that can be outsourced to the national program providers in order to prevent duplication of resources and expertise. Further details can be worked out.

## Recommendations

1. In order to have a fair idea of the extent of leadership and leadership development programs and types of program that exist in the country and region, a full inventory of these programs and respective providers is to be attempted.
2. More consultations amongst the four community leadership programs (LF, LPNG, EPLD and LV) operating in the Pacific are recommended for further cross-fertilization of ideas.
3. The annual consultative facility by LV and attended by LF and LPNG is to be supported for it engenders cross-fertilization of ideas.
4. Review the use of Chatham House Rule in the event that its application is contributing to the politicization of LF.
5. PLP is to include LF, LPNG and EPLD under its Case Study Researcher project (M&E) currently underway.
6. Review the duration of EPLD program in the event that it needs more time to complete its planned activities.
7. Conduct tracer studies in order to determine with greater degree of confidence the impacts each of the community leadership programs is making to its participants in their roles as leaders in their respective communities.
8. Conduct proper research/studies to determine the impacts of the various variables that help to configure a program, both collectively and individually and to determine relative importance of these variables.
9. Conduct proper research/studies/enquiries on the realization or otherwise of the objectives and benefits of leadership programs.
10. Greater use of IT – online interviews, social networking, interactive forums in websites etc for updating participants' information and help to assess, inter alia, the realization or otherwise of the objectives and benefits of community leadership programs.
11. Learn from the LV experience as regards leveraging all aspects of communication in order to build databases of alumni.
12. Encourage free flow of information from all external sources to enable the program providers to build databases. Care should however be directed at proper assessment of the information before final use.
13. Include profiles of participants/leaders in annual reports to depict the changes that have taken place after training under the programs.
14. Give due account to the findings of the EPLD 2006 evaluation and those derived from initial assessment of the 2010 Program with the aim of improving EPLD 2014.
15. Link EPLD Alumni to LF Alumni and LPNG Alumni for augmentation of their networking and leadership coalitions.
16. Link EPLD Alumni to CSC Alumni to achieve the same end as above.
17. Direct future work to ascertaining and assessing the various costs of these programs and this can be extended to cost and benefit exercise for each of the programs.

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18. More formalization of alumni networking and leadership coalition with appropriate sponsors and patronage. Greater use of these arrangements as a means of communication, monitoring and evaluation of leadership in general and leadership programs.
  19. Encourage and promote the establishment of Leadership Samoa et al.
  20. Consider the replicatability of LF model due to its scalability.
  21. Consider a regional framework for community leadership programs with EPLD and national leadership programs contributing in a complementary fashion to build leadership skills and expertise in the region.

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7. 'An Overview of Leadership Development Programs in the Pacific Region', ERF, January 2010.
8. 'Independent Assessment of Emerging Pacific Leaders' Dialogue 2006', Ernest Antoine, Leadership Strategies Pty Ltd, March 2008.
9. 'Wearing Our Leadership With Pride', Leadership Victoria, 20<sup>th</sup> Anniversary Book.

## Endnotes

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<sup>i</sup> Former Executive Director of LF, Ms Sufi Dean, visited Port Moresby on invitation, to discuss LF with key people and to provide insight to the program and governance structure of LF.

<sup>ii</sup> For EPLD 2006, the inaugural program, 120 participants from 17 countries in the Pacific took part.

<sup>iii</sup> LV conducts nine leadership programs. There are four that specifically address 'leadership development' as against 'ideas' and 'projects' for leadership development, viz: Williamson Community Leadership Program (WCLP), Igniting Leadership, ExperienceBank, and Board Orientation Series. WCLP has tended to be the program closely associated with LV to the extent that the two terms are very often interchangeably used. WCLP is thus the focus in this study.

<sup>iv</sup> Youth: <http://www.commonpurpose.org.uk/courses/youth>

Pre-Career: <http://www.commonpurpose.org.uk/courses/pre-career>

Early-Career: <http://www.commonpurpose.org.uk/courses/early-career>

Established Career: <http://www.commonpurpose.org.uk/courses/established-career>

Advanced Career: <http://www.commonpurpose.org.uk/courses/advanced-career>

<sup>v</sup> [www.commonpurpose360.org](http://www.commonpurpose360.org)

<sup>vi</sup> Course 'Trading Leaders', e.g. which has an international reach, charges PS7,500 + VAT but excluding all travel costs. This course has been developed for people who are leading their organizations, projects or campaigns across more than one country or culture. And they learn how culture influences their decision making, crisis management, and their approach to risk, innovation and strategy.

<sup>vii</sup> The cost per head for the most comparable programs would be ideal as a means for fair comparison. For the selected programs, such a fair comparison would apply to LF as against LV. Unfortunately, cost information relating to LV is not available despite the consultant's best intention to secure this information. This is unfortunate.

<sup>viii</sup> The ILO Thesaurus 2005 defines a tracer study as an impact assessment tool where the "impact on target groups is traced back to specific elements of a project or program so that effective and ineffective project components may be identified". In educational research the tracer study is sometimes referred to as a graduate or alumni survey. The graduate surveys are popular for "analysis of the relationship between higher education and work." They provide quantitative-structural data on employment and career, the character of work and related competencies, and information on the professional orientation and experiences of their graduates. Tracer study can be marketing as well as an evaluation tool.

<sup>ix</sup> In various discussions and in documentation, the terms 'alumni', 'networking' and 'leadership coalition' may be reflected separately. On other occasions, they may be used interchangeably. This study has opted for the latter on the grounds that the three terms essentially reflect the same general concept. Alumni is inclusive of all former participants (graduates) of any program. Their inclusive nature implies a grouping and its strength and solidarity is based on strong and interactive networking of members. Alumni get involved in various community projects, where their collective strengths and expertise coalesce and drive the projects from start to end. Such is characteristic of leadership coalition.

<sup>x</sup> The EPLD 2006 PNG Alumni demonstrated their solidarity and commitment to leadership by working together after EPLD 2006 to initiate and facilitate the establishment of LPNG.

<sup>xi</sup> EPLD 2010 involved ten study tours to ten separate locations throughout the Pacific, each of one week duration.

<sup>xii</sup> LF carries out internal weekly evaluation exercises. The participants themselves evaluate the program and aspects of leadership role they're involved in, e.g. public speaking abilities and chairing of meetings. It would be envisaged that changes resulting from this ongoing evaluation would be factored into the program as it unfolds. There would be no justification in carrying out the assessments without implementing the results that are aimed at improving the program and its operational aspects.

<sup>xiii</sup> LF comments about the passion that participants display in the execution of their role play, interactions amongst themselves and the strength of team building and inter-personal trusts that result from this.

<sup>xiv</sup> "Emerging Pacific Leaders' Dialogue 2006 – Summary of Evaluation", from "Independent Assessment of Emerging Pacific Leaders Dialogue 2006, Ernest Antoine, Leadership Strategies Pty Ltd, March 2008.

<sup>xv</sup> This program is aimed at not-for-profit organizations and is one of the most successful programs offered by LV. The program itself is the result of literally thousands of requests.

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<sup>xvi</sup> In 2008, there were more than 700 LV Alumni, 60% of whom volunteered through SkillsBank, assisting more than 130 not-for-profit organizations in areas such as: Board membership, mentoring, speakers or presenters, facilitators and project teams.

<sup>xvii</sup> Networking through Facebook is on the rise and will become the norm.

<sup>xviii</sup> A 2009 situational report of LF Alumni is contained in “An Exploration of Youth Leadership Models in Fiji” by Patrick Vakaoti and Vanisha Mishra, page 37; study commissioned by AusAID-PLP. The inaugural convention took the form of a one-day summit at the Novotel Suva Lami Bay Hotel Convention Centre. Alumni President, Inoke Bainimarama said that the summit allowed alumni members to reflect their attempts to bring connectedness and shape to their continued existence and projects. “Today will be remembered as the day we had bestowed honour upon those who have been identified as relentless and inspiring through their continued work under the LF banner,” Mr. Bainimarama said. “A few of us stood out and today will be remembered as the day we sought to shed the years that separated us by groups in order to identify, weave and preserve the very spirit that initially brought us into this program.”

<sup>xix</sup> Be that as it may, the withdrawal of five civil servants from the 2010 program is injecting some pessimism into the program and its operational aspects. However, LF is only too aware of the unusual political situation that the country is currently in, and is quite content to put this down to that rather than any aspects of the program itself.

<sup>xx</sup> The information flow to LF is on-going and can comprise results of short term assessments or medium to long term assessments of both the program and the products of the program. LF is upbeat about the cyclical nature of the information flow. The contents of the flow and the timelines they represent can only add value to this situation. A formal evaluation which will be more rigorous in its approach is likely to disaggregate the factors and their respective values.

<sup>xxi</sup> The team leader in any year of the program joins LF Board as a member. Additionally, the president of the LF Alumni also sits in that Board. These two are the first contacts on all matters relating to the alumni and their activities in their respective communities.

<sup>xxii</sup> LPNG did refer to such fusion of efforts and initiatives by way of a statement of intent. The result of that can only be speculated upon given the uncertain future that LPNG currently faces. For LF, the fusion is reflected in a different way. An EPLD 2010 alumni member has now become the new Executive Director of LF. The prospects for fusion of the two programs and the augmentation for growth to benefit both parties should drive initiatives to establish other national leadership programs. Leadership Samoa (LS) is one such initiative.

<sup>xxiii</sup> Chairman of the LF Board, a frequent visitor to PNG due to business interest, reported that LPNG is inactive. The consultant had sought information for this project from the Chair of the LPNG Board and all its directors but with little success. LPNG has no website. On 26 October 2010, the consultant finally received a response from Robert Igara, who confirmed the inactive status of LPNG. However, he also informed that planning to re-launch and rejuvenate the program is currently underway. The five steps being envisaged are contained in Annex 4.