

South Coast Alliance Inc.

# **LEADING CHANGE FOR SUSTAINABILITY AND RESILIENCE**

Project Plan

November 2021



*Leading Sustainable Economic Development Through Collaboration.*

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## Executive Summary

Australia is the driest inhabited continent on earth, and even in the absence of climate change is characterised by variability and extremes. With the impacts of climate change projected to place additional stress on our natural and human systems, there is an urgent need for regional leaders to provide adaptive and connected strategies that improve community resilience so that communities can continue to thrive in the face of continuous change.

Some impacts of climate change are already being felt by our region, including increasing temperatures, more droughts (farmers within the South Coast Alliance geography have been eligible for drought support for the past two years), more frequent and intensive natural disasters such as heatwaves and bushfires, and sea level rise, with associated increases in coastal erosion and inundation. Indeed, firefighters have responded to an average of 186 fires each year over the last 10 years in the Great Southern.

These impacts are predicted to increase in severity and frequency in the future, which will pose increasing risks to our community, environment, assets and infrastructure. The South Coast Alliance members are taking action, and seeking to do more, to safeguard the future of their communities.

*"Resilience is not a destination; it is a way of being"<sup>1</sup>*

The impacts of climate change, natural disasters such as bushfires and the impacts of COVID-19, will continue to cause the region uncertainties that need to be navigated and seized as an opportunity to grow and change<sup>2</sup>.

A resilient region is not one that will just return to how things were before a crisis, it is one that has the capacity to transform, led by leaders with the attitudes, beliefs, agility, and structures that not only supports recovery but moves the region forward<sup>3</sup>. The lower Great Southern region needs resilient leaders that recognise and reinforce shifts from a "today" to a "tomorrow" mindset.

The region needs skilled leaders that deeply understand the region and have the networks to accelerate the transformation towards greater sustainability and resilience. These skills and networks will provide opportunities to leverage the regions business ecosystem to prepare and respond to crises, as well as create regional competitive advantage in a world focussed on sustainable solutions to navigate the uncertainties of the future.

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<sup>1</sup> Deloitte. (2020). *The essence of resilient leadership: Business recovery from COVID-19*. Deloitte Insights.

<sup>2</sup> Ibid

<sup>3</sup> Ibid

In July 2021, SCA was announced as one of WA's first Regional Climate Alliances by the McGowan Government, recognised for its strong ability to address climate action on a regional scale, through its *Climate Conversations* agenda.

An innovative leadership program delivered to the regions current and emerging leaders across the lower Great Southern, will strengthen SCA's *Climate Conversations* agenda, by supporting the regions current and emerging leaders to further develop their leadership and resilience skills, enabling them to become strong local voices who can help sustain our regions long-term resilience to the impacts of climate change, natural disasters such as bushfires and the impacts of COVID-19.

This application to Department of Industry, Science, Energy and Resources seeks financial support to develop and deliver an innovative leadership program to leaders in the lower Great Southern, Western Australia.

South Coast Alliance Inc. have collaborated with Stanford Centre for Professional Development and Regional Development Australian (RDA) Great Southern WA Inc. to propose a customised education program to develop leaders in the lower Great Southern, Western Australia to lead effectively in times of significant change, in pursuit of a sustainable and resilient future.

The program will draw from the *Change Leadership for Sustainability* curriculum at Stanford University, developed from an extensive global research and consultation process. The curriculum distilled the most essential knowledge, mindsets and skills needed by leaders to drive transformative change aligned with the goal of sustainability and resilience. The curriculum integrates theoretical and conceptual knowledge with practical skills and tools, and draws on Stanford's unique strengths in design thinking, systems thinking, transformative leadership, innovation and sustainability science.

The delivery of the program will be supported by regional case studies and field trips for participants to observe local application of the curriculum and expose participants to facts and inspiration through story telling. A focus on Collaborative Impact facilitated by the South Coast Alliance and RDA will increase regional **activation**, encouraging **collaboration** throughout the program and into the future, all leading to a more connected and resilient community.

Through participating in the program, participants will:

- Learn about the dynamic interplay between humans and the natural world, and the fundamental ingredients that must be balanced in solving complex, global problems.
- Develop a personal vision of transformative leadership, and build their capacity to lead behaviour change in individuals, teams and organizations.
- Develop skills that enable them to identify key leverage points and design innovative and transformative interventions to shift the behaviour of our scaled and complex systems toward greater sustainability and resilience.
- Work together on a series of 'Capstone' projects to integrate the knowledge into our local context, developing partnerships and improving regional resilience.

## South Coast Alliance Inc.

The South Coast Alliance Inc. (SCA) is an alliance between four Local Governments in the lower Great Southern region of Western Australia, working to collaborate on initiatives to improve the economic prosperity and wellbeing of their communities.

SCA is a not-for-profit incorporated association. It has a membership base made from the elected members of the City of Albany and the Shires of Denmark, Jerramungup and Plantagenet. SCA represents approximately 51,000 people<sup>4</sup> across all the Shires, geographically located across 17,500 km<sup>2</sup> in the region highlighted in Image 1.

*Image 1: Geographical representation of SCA.*



The nature of SCA role in the region is:

- GUIDING: Guiding vision and strategy
- SUPPORTING: Supporting aligned activities
- MEASURING: Establishing shared measurement practices
- ENGAGING: Cultivating community engagement and ownership
- ADVANCING: Advancing policy
- MOBILISING: Mobilising resources

<sup>4</sup> ABS. (2020). Quarterly Population Estimates.

[http://stat.data.abs.gov.au/Index.aspx?DatasetCode=ERP\\_QUARTERLY](http://stat.data.abs.gov.au/Index.aspx?DatasetCode=ERP_QUARTERLY)

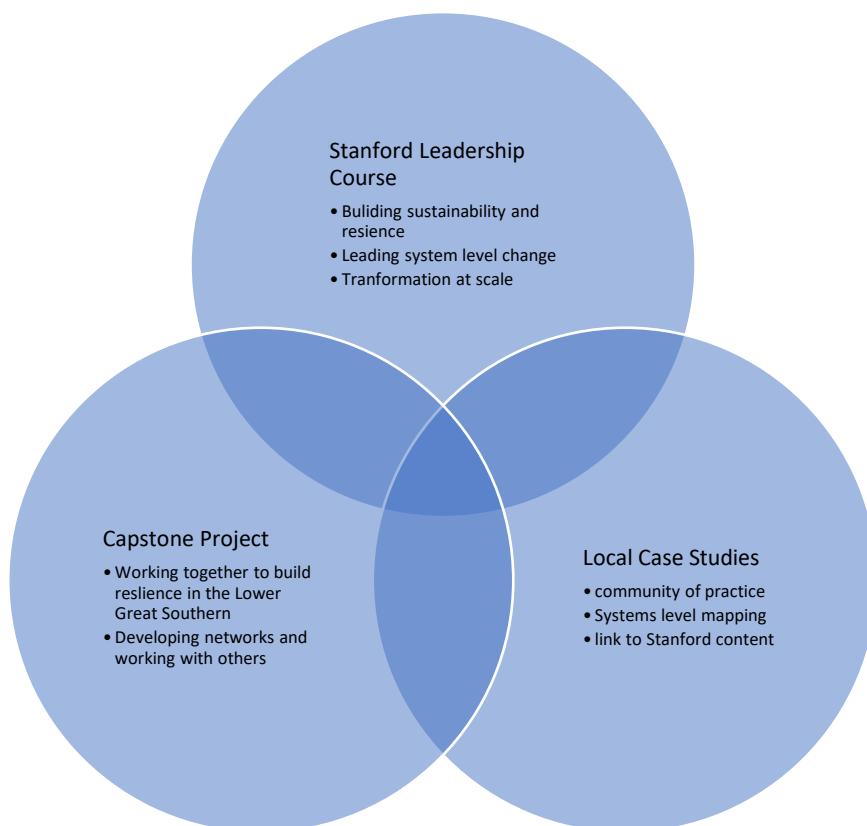
## Program Logic – Leading Change for Sustainability and Resilience

The Program logic for the *Leading Change for Sustainability and Resilience* program is:

### **Program Objective:**

1. To support current and emerging regional leaders to develop leadership and resilience skills
2. To facilitate the development of networks between current and emerging regional leaders, mentors, and other experts to maximise the impacts of the training over the long-term
3. Provide participants with opportunities and techniques to develop deeper connections within their region

### **Elements:**



|                          |  |
|--------------------------|--|
| <b>Problem statement</b> | <p><i>Resilience is not a destination: it is a way of being.</i> A resilient region is one that has the capacity to transform, led by leaders with the attitudes, skills and agility to move the region forward. As one of the areas in the World forecast to be most impacted by the effects of a drying climate, the Lower Great Southern needs resilient leaders that recognise and reinforce shifts from a "today" to a 'tomorrow' mindset.</p>  |
| <b>Inputs</b>            | <ul style="list-style-type: none"><li>• Communication plan and material development skills.</li><li>• Comprehensive Marketing Plan targeting local government, community organisations, businesses, emergency services and individual leaders in the region, using a combination of print media, radio advertising and direct communications.</li><li>• Student enrolment plan, application/interview process skills, selection panel.</li><li>• Professional training partner with developed and proven resources that build the skills and knowledge of individual leaders to lead in times of transformative change (Stanford University).</li><li>• Technology and support to deliver live online training to regional leaders who are dispersed across the region (Great Southern Universities Centre)</li><li>• Student case management to support student access and integration of the materials, provide tutorial and other study support mechanisms for the Capstone Projects and provision of wellbeing and pastoral support. (Great Southern Universities Centre)</li><li>• Identification and development of local case studies to be integrated into course content in partnership with Stanford to ensure local lessons/contexts/cultural dynamics can be mapped against the learning material, embedding learnings.</li><li>• Venues to host live virtual sessions – participants to gather face-to-face.</li><li>• Venue, transport and catering for Case Study tours.</li><li>• Project management, financial acquittals and reporting.</li><li>• Program evaluation skills and outputs.</li></ul> |

|                                   |  |
|-----------------------------------|--|
| <b>Outputs: Activities</b>        | <ul style="list-style-type: none"> <li>• Detailed communication and engagement plan.</li> <li>• Formation of Selection Panel.</li> <li>• Enrolment pack developed and students selected.</li> <li>• Monthly Program Design Working Group to ensure leadership program is tailored and relevant to the region, program participants invited to participate on a rotational basis.</li> <li>• Monthly Steering Committee meetings to support project governance, track project progress against plan and objectives</li> <li>• Base line evaluation.</li> <li>• Regional case studies developed.</li> <li>• Case study regional tour showcasing application of curriculum in regional industry, business and community groups (3)</li> <li>• Online training</li> <li>• Online face to face facilitated discussion sessions</li> <li>• Regional Group meetings of participants (monthly)</li> <li>• Case study tours (3)</li> <li>• Mentoring program between participants (peer-to-peer) and prominent local leaders</li> <li>• Team development – Capstone Projects</li> <li>• Capstone project work and presentation</li> <li>• Graduation event showcasing projects</li> <li>• Alumni network formed (developed and supported for 24 months following conclusion of program)</li> <li>• Networking events between Program Alumni and prominent local leaders, mentors, community organisation and businesses (developed and supported for 24 months following conclusion of program)</li> <li>• Closing evaluation</li> <li>• Finalisation report</li> </ul> |
| <b>Outputs:<br/>Participation</b> | 40 existing and emerging leaders from across the City of Albany and Shires of Denmark, Plantagenet and Jerramungup. Participants to come from a mix of areas including emergency response, local government, state government, business and community entities. Two mixed groups formed of approximately 20 each.  |
| <b>Outcomes</b>                   | <ul style="list-style-type: none"> <li>• Improved capacity and capability among participants to support the Lower Great Southern's economic and social wellbeing, especially through future challenges.</li> <li>• Enhanced engagement across and between the region's leaders on issues of resilience.</li> <li>• Increased resilience and adaptability of communities as leaders become more focused, collaborative and responsive.</li> <li>• A leadership network that fosters trust, respect, empathy and appreciation of diversity in the community.</li> <li>• A Community of Practice where individuals can expand their collective thinking and learn and innovate together to strengthen resilience of the region.</li> </ul>  |

# Program Design Considerations

## A Changing Climate

In August 2021, the Intergovernmental Panel on Climate Change (IPCC) released the first instalment of their sixth assessment report and stated, “it is unequivocal that human influence has warmed the atmosphere, ocean and land.”<sup>5</sup> Climate change is forecast to affect landscapes, ecosystems, food security and economic growth on a global scale. The State of the Climate report (2016) by the Bureau of Meteorology and CSIRO suggests a range of climate changes are occurring, many of which are affecting the South Coast Alliance geography. The Federal Government provides climate change projections for regions throughout Australia.<sup>6</sup> South Coast Alliance falls within the Southern and South-Western Flatlands West (SSWFW) sub-cluster in southwest Western Australia, with a predominantly Mediterranean climate, high winter rainfall and little summer rainfall.

Current and anticipated climate changes include:

- Average temperatures will continue to increase in all seasons with very high confidence.
- More hot days and warm spells are projected with very high confidence. Fewer frosts are projected with high confidence.
- A continuation of the trend of decreasing winter rainfall is projected with high confidence (i.e. May-July rainfall has decreased by around 19% since 1970 in the south-west of Australia). Spring rainfall decreases are also projected with high confidence.
- Increased intensity of extreme rainfall events is projected with high confidence.
- Mean sea level is projected to continue to rise and the height of extreme sea-level events is also projected to increase, with very high confidence.
- A harsher fire-weather climate is projected in the future, with high confidence.

Some impacts of climate change are already being felt by our community, including increasing temperatures, more droughts (farmers within the South Coast Alliance geography are current eligible for drought support), more frequent and intensive natural disasters such as heatwaves and bushfires, and sea level rise, and associated increases in coastal erosion and inundation.

The Bureau of Meteorology identified that there has been a shift towards drier conditions across the southwest of Australia, with more frequent years of below average rainfall, especially for the

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<sup>5</sup> Intergovernmental Panel on Climate Change. (2021). Summary for Policymakers. In: *Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change* [Masson-Delmotte, V., P. Zhai, A. Pirani, S. L. Connors, C. Péan, S. Berger, N. Caud, Y. Chen, L. Goldfarb, M. I. Gomis, M. Huang, K. Leitzell, E. Lonnoy, J.B.R. Matthews, T. K. Maycock, T. Waterfield, O. Yelekçi, R. Yu and B. Zhou (eds.)]. Cambridge University Press. In Press. [https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC\\_AR6\\_WGI\\_SPM.pdf](https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC_AR6_WGI_SPM.pdf)

<sup>6</sup> <https://www.climatechangeinaustralia.gov.au/>

cool season months of April to October<sup>7</sup>. Image 2 shows that in 17 of the last 20 years, rainfall in the southwest in these months has been below average, while Image 3 shows that the Great Southern region has received April to October rainfall that is classified 'Very much below average' and 'Lowest on record', in comparison with the entire rainfall record from 1900<sup>8</sup>. This is due to a combination of natural variability on decadal timescales and changes in large-scale circulation caused by increased greenhouse gas emissions<sup>9</sup>.

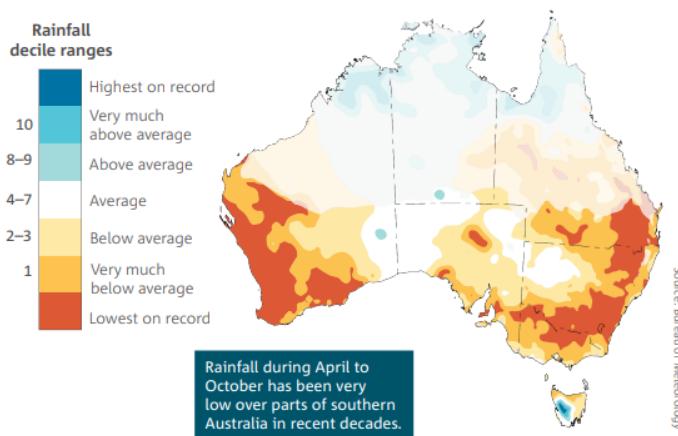


Image 2: Apr to Oct Rainfall

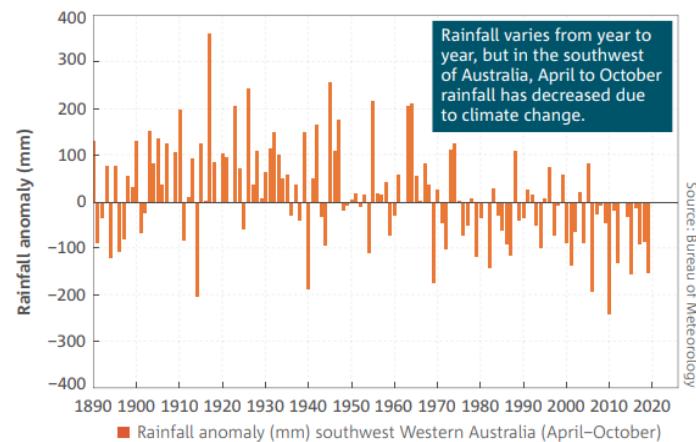


Image 3: Southwest Apr to Oct Rainfall

According to the Bureau of Meteorology, decreases in rainfall and increases in temperature lead to exacerbation of landscape drying and fuel loads<sup>10</sup>. Increased frequency and intensity of extreme heat as a result of climate change can also worsen extreme fire weather risk<sup>11</sup>. Image 4 provides evidence of increases in mean temperature anomaly in Southwestern Australia that have been experienced, especially over the last 30 years<sup>12</sup>.

<sup>7</sup> Bureau of Meteorology (2020). State of the Climate 2020. <http://www.bom.gov.au/state-of-the-climate/documents/State-of-the-Climate-2020.pdf>

<sup>8</sup> Ibid

<sup>9</sup> Ibid

<sup>10</sup> Ibid

<sup>11</sup> Ibid

<sup>12</sup> Bureau of Meteorology. (2020). *Australian climate variability & change - Time series graphs*. Climate change trend and extremes.

[http://www.bom.gov.au/climate/change/#tabs=Tracker&tracker=timeseries&tQ=graph%3Dtmean%26area%3Dswaus%26season%3D0112%26ave\\_yr%3DT](http://www.bom.gov.au/climate/change/#tabs=Tracker&tracker=timeseries&tQ=graph%3Dtmean%26area%3Dswaus%26season%3D0112%26ave_yr%3DT)

*Image 4: Annual mean temperature anomaly Southwestern Australia (1910 to 2020)*

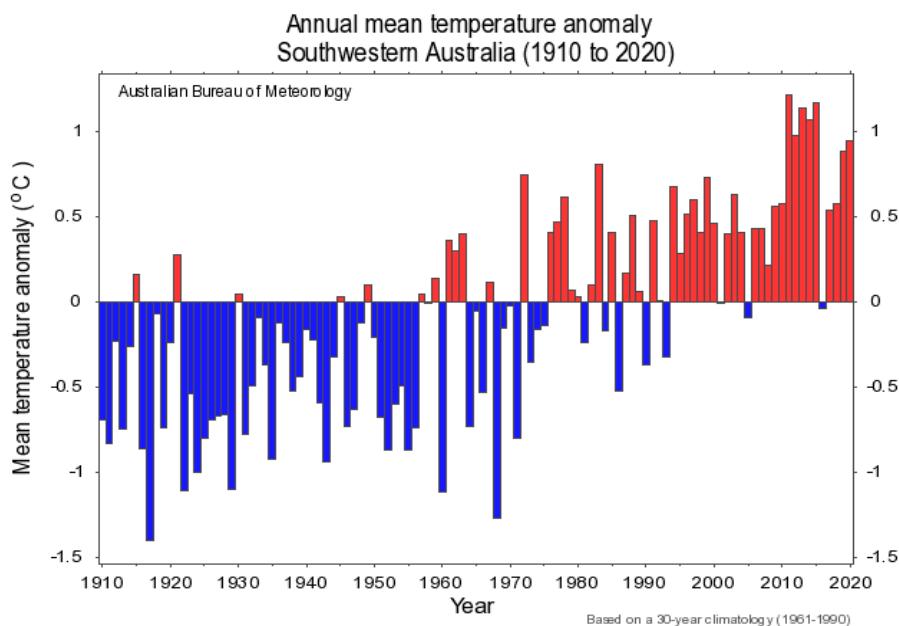
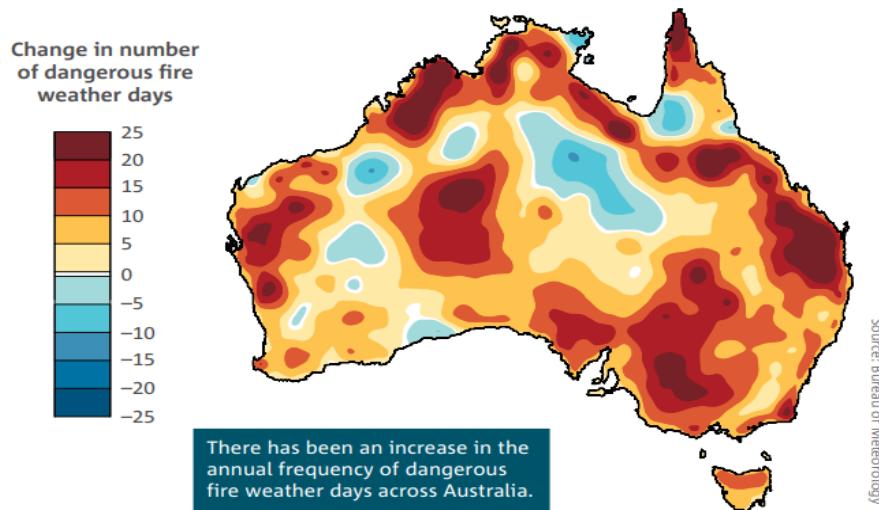


Image 5 shows that the Great Southern Region has experienced an increase in the number of days with dangerous weather conditions for bushfires<sup>13</sup>.

*Image 5: Change in number of dangerous fire weather days*

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<sup>13</sup> Bureau of Meteorology (2020). State of the Climate 2020. <http://www.bom.gov.au/state-of-the-climate/documents/State-of-the-Climate-2020.pdf>



There has been an increase in the number of days with dangerous weather conditions for bushfires. This is based on the change in the annual (July to June) number of days between the two periods: July 1950 – June 1985 and July 1985 – June 2020 that the Forest Fire Danger Index exceeds its 90th percentile, which is an indicator of dangerous fire weather conditions for a given location.

The Western Australia Fire and Emergency Services (FES) Commissioner has identified vast areas of the lower Great Southern Region, Western Australia, prone to bush fires. Bush fire prone areas are subject to, or likely to be subject to, bush fire attack and are identified by the areas in pink in Image 6.

*Image 6: Bush Fire Prone Areas<sup>14</sup>*



<sup>14</sup> Department of Fire and Emergency Services. (2018). Bush Fire Prone Areas 2018. Data WA. <https://catalogue.data.wa.gov.au/dataset/bush-fire-prone-areas-2018>

Every year from May to October, storms including tornados, lighting, hail, flash flooding and gale force winds cause major destruction to the Great Southern region<sup>15</sup>. 2021 has seen devastating impacts across the South Coast Alliance geography.

A strong cold front and associated low pressure system that moved across the south-west of WA on 20 and 21 June 2021, brought widespread moderate to heavy rainfall to most of the region, with very heavy daily totals of 90-170 mm recorded in and around Denmark, including several highest winter daily rainfall records<sup>16</sup>. This was followed by successive severe weather systems that moved across the region between 20 and 31 July, that brought with it heavy rainfall and strong winds.

The storms resulted in large sections of main roads being washed away due to floodwaters, cutting off towns and reducing movement throughout the region for close to a week. Less significant damage to roads continues to persist across the region due to above average winter rainfall that has been experienced across the South Coast geography, impacting safety of residents and budgets of Shires. Image 7 provides examples of damage to roads the region experienced.

*Image 7: Storm damage across the lower Great Southern region*



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<sup>15</sup> Bureau of Meteorology. (2021). Western Australia in winter 2021. <http://www.bom.gov.au/climate/current/season/wa/archive/202108.summary.shtml>

<sup>16</sup> Ibid

In addition to road damage, heavy swells and rains have caused coastal erosion along the region's coast. This is exemplified in Image 8, showing the damage experienced in the Shire of Denmark's Ocean Beach, that has seen parts of sand dunes and foreshore collapsing into the ocean, threatening the collapse of infrastructure in the local vicinity<sup>17</sup>.



*Image 8: Coastal erosion at Ocean Beach*

The impacts of extreme weather as a result of climate change, are predicted to increase in severity and frequency in the future, which will pose increasing risks to our community, environment, assets and infrastructure.

While these facts can lead many to despondence and despair for the future of the planet, the South Coast Alliance members are taking action, and seeking to do more, to safeguard the future.

Our innovative leadership program will develop a new kind of leader, leaders who are systems thinkers, collaborators and change agents in our region. These leaders will understand the complexities of social-environmental challenges and know how to navigate volatile and uncertain contexts, nurture relationships and create enabling conditions for emergent solutions.

## Impacts of COVID-19

The lower Great Southern region experienced impacts to employment, outputs and wages as a result of social lockdown measures to manage the pandemic.<sup>18</sup>

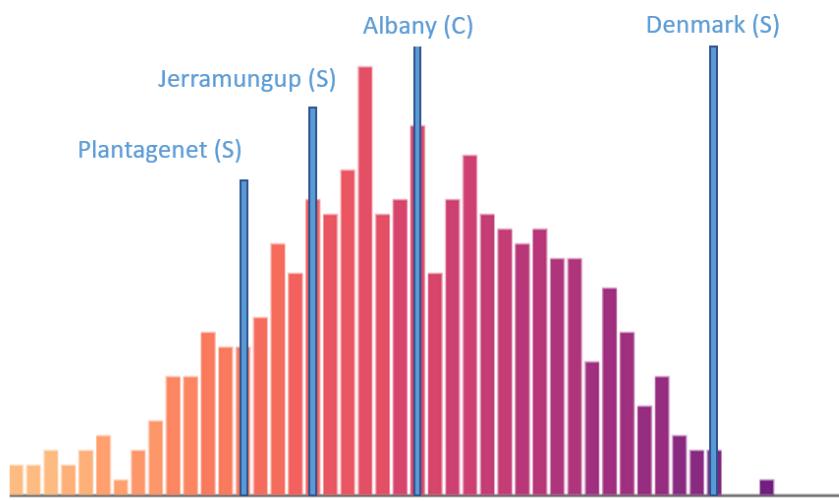
Taking the percentage of local businesses that have applied for JobKeeper support as a reasonable proxy for the impact of the initial COVID-19 lockdowns on the small business sector, showed significant variation in the impact on local economies.

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<sup>17</sup> Jaffari, M. (2021). Denmark Surf Life Saving Club's buildings under threat due to major erosion along Ocean Beach. ABC News Wed 21 Jul 2021. <https://www.abc.net.au/news/2021-07-21/surf-club-erosion/100311932>

<sup>18</sup> The data and analysis in this Covid-19 impacts section is derived from REMPlan software.

The following graph shows the initial 2020 JobKeeper registrations of the four-member Local Government Areas, ranked least number (to left of graph) to highest number (right of graph), out of 535 LGAs in Australia.



Denmark was initially amongst the most impacted LGAs nationally (due largely to the weighting of tourism in its' economy), with the agricultural shires of Plantagenet and Jerramungup faring well by comparison.

With the boost to domestic tourism created by locked borders, employment and revenue have largely recovered, with ongoing impacts largely the result of worker shortages, again created by Covid-19 lockdowns. Harvest is shortly to commence in the South Coast Alliance region and the availability of workers is a significant concern. The September Quarter 2021 Business Confidence Survey conducted by the Chamber of Commerce and Industry WA reveals that skilled labour shortages remain the biggest challenge for the WA business community with 71 per cent of businesses identifying they are struggling to fill a position this quarter.

## Leading Change for Sustainability and Resilience

*"Resilience is not a destination; it is a way of being"<sup>19</sup>*

The impacts of climate change, natural disasters such as bushfires and the impacts of COVID-19, will continue to cause the region uncertainties that need to be navigated and seized as an opportunity to grow and change<sup>20</sup>. A resilient region is not one that will just return to how things were before a crisis, it is one that has the capacity to transform, led by leaders with the attitudes, beliefs, agility, and structures that not only supports recovery but moves the region forward<sup>21</sup>. The lower Great Southern region needs resilient leaders that recognise and reinforce shifts from a "today' to a "tomorrow' mindset.

The region needs skilled leaders that deeply understand the region and have the skills and networks to accelerate the transformation towards greater sustainability and resilience. These skills and networks will provide opportunities to leverage the regions business ecosystem to prepare and respond to crises, as well as create regional competitive advantage in a world focussed on sustainable solutions to navigate the uncertainties of the future.

Crises can be profound catalysts for change, creating opportunities to gain new perspectives. Regions that have leaders that see climate change—and sustainability—not only as a threat but as an opportunity might be best placed to unlock new innovations and ignite unexpected collaborations<sup>22</sup>. Deloitte identified three strategies that can guide sustainable transformations of future-thinking regions:

1. *Look ahead.* Understand what threats and, more importantly, opportunities the pressures toward sustainability present for the future of the region.
2. *Look inside.* Consider how the regions ecosystem could be reconfigured to accelerate the transformation toward greater sustainability.
3. *Look around.* Leverage the surrounding business ecosystem to create competitive advantage<sup>23</sup>.

A learning journey is based on the principle that true behavioural change takes time and is achieved through a series of integrated and immersive learning and development experiences. The proposed program will be delivered over twelve months and include immersive leadership experiences, fields trip to deepen understanding of the region, access to topical readings and resources, reflective journaling, as well as collaborative activities to deepen learning, promote

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<sup>19</sup> Deloitte. (2020). *The essence of resilient leadership: Business recovery from COVID-19*. Deloitte Insights.

<sup>20</sup> Ibid

<sup>21</sup> Ibid

<sup>22</sup> Kerrigan, S. & Kulasooriya, D. (2020). The sustainability transformation: Look ahead, look inside, and look around. Deloitte Insights.

<sup>23</sup> Ibid

peer interaction, and build an organic learning community that fosters continued collaboration and innovative solutions even after the program concludes.

The journey will help to build a regional network of transformational leaders who can help drive community resilience to the uncertainties facing the region in the future.

Transformational approaches to leadership development have been shown to increase social connectedness and cohesiveness within communities, characteristics which are fundamental to building community resilience<sup>2425</sup>.

Regions with skilled leaders that look ahead to identify risks and opportunities to their future are best placed to deliver a sustainable transformation, that may see the region gain a competitive advantage by engaging and mobilising ecosystem partners that work together and support each other in the regions transformational change journey.

South Coast Alliance Inc. seek to facilitate the creation of a prototype for regional leadership that:

- Fosters trust, respect, empathy and appreciation of diversity in the community;
- Shapes Communities of Practice where individuals can expand their collective thinking and learn and innovate together;
- Strengthens the business ecosystem to create regional competitive advantage;
- Encourages collective action; and
- Strengthens community resilience.

## Communities of Practice

The theory behind ‘Communities of Practice’ (COP) will be utilised in the formation of a network that will form among program participants over the duration of the program.

Rather than focussing just on academic literature or technical processes, the theory behind COP is that a greater focus on socio-cultural processes through networking and building relationships, will have the greater impact on learning<sup>2627</sup>. COP involve the joining of like-minded people, to engage in social learning, where over a period of time a community is developed with shared

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<sup>24</sup> Aldrich, D. (2012). *Building resilience*. Chicago, IL: University of Chicago Press.

<sup>25</sup> Walker, B. & Salt, D. (2012). *Resilience practice: building capacity to absorb disturbance and maintain function*. Island Press

<sup>26</sup> Wenger, E. (2011). *Communities of Practice: A brief introduction*. University of Oregon Scholar's Bank. <http://hdl.handle.net/1794/11736>

<sup>27</sup> Krzywoszynska, A. (2018). *Making knowledge and meaning in communities of practice: What role may science play? The case of sustainable soil management in England*. Soil Use and Management, 35, 160–168. <https://doi.org/10.1111/sum.12487>

value, ideas and strategies, to develop innovative solutions to tackle challenges such as climate change, natural disasters and pandemics (Wilber, 1997).

Wenger (1998) defined COP as having 3 characteristics – the Domain, the Community and the Practice<sup>28</sup>. The *Domain* is the common shared interest of the COP that shapes the identity of the group and the shared commitment among members<sup>29</sup>. Through social interactions, helping each other and sharing information, relationships are built that form a *Community* where shared learning takes place<sup>30</sup>. The third characteristic, the *Practice*, reflects that members become practitioners, who develop shared resources, stories and experiences, over a period of time to further shape identity and enhance learning<sup>31</sup>.

The COP developed as a result of the leadership program will create a collective identify and values, that will support program participants through the change journey, ultimately empowering them as individuals and as a collective, to adopt practice change that leads to a network of resilient leaders supporting a region resilient to the crises it may face in the future<sup>32</sup>.

Throughout the leadership program, the foundations of a supportive and encouraging environment will be laid, ensuring that program participants do not experience the transformation leadership change journey alone and in doing so sustainable change may start to take place in the region. The Alumni network developed following the completion of the course will further support the strengthening of the COP and its longevity in building the resiliency of the region into the future.

The Alumni network will be developed and coordinated by Great Southern University Centre, who have committed to strengthening networks among program participants and more broadly with existing regional leaders. The Alumni will be encouraged to continue to collaborate and showcase at networking events how they have implemented what they have learnt in the program throughout the region. It is hoped that the program's Capstone Program may lay the foundation for program Alumni to pursue feasibility studies, develop business cases and create prototypes for innovations that improve the resilience of the region.

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<sup>28</sup> Wenger, E. (2011). Communities of Practice: A brief introduction. University of Oregon Scholar's Bank. <http://hdl.handle.net/1794/11736>

<sup>29</sup> Ibid

<sup>30</sup> Ibid

<sup>31</sup> Ibid

<sup>32</sup> Krzywoszynska, A. (2018). *Making knowledge and meaning in communities of practice: What role may science play? The case of sustainable soil management in England*. Soil Use and Management, 35, 160–168.

## Project Scope

The South Coast Alliance Inc. will partner with Stanford University and the Great Southern University Centre to deliver a leadership program that draws from the [Change Leadership for Sustainability](#) curriculum at Stanford, developed from an extensive global research and consultation process. The curriculum distilled the most essential knowledge, mindsets and skills needed by leaders in order to drive transformative change aligned with the goal of sustainability. The curriculum integrates theoretical and conceptual knowledge with practical skills and tools, and draws on Stanford's unique strengths in design thinking, systems thinking, transformative leadership, innovation and sustainability science.

# Overview of Leadership Program

## Audience

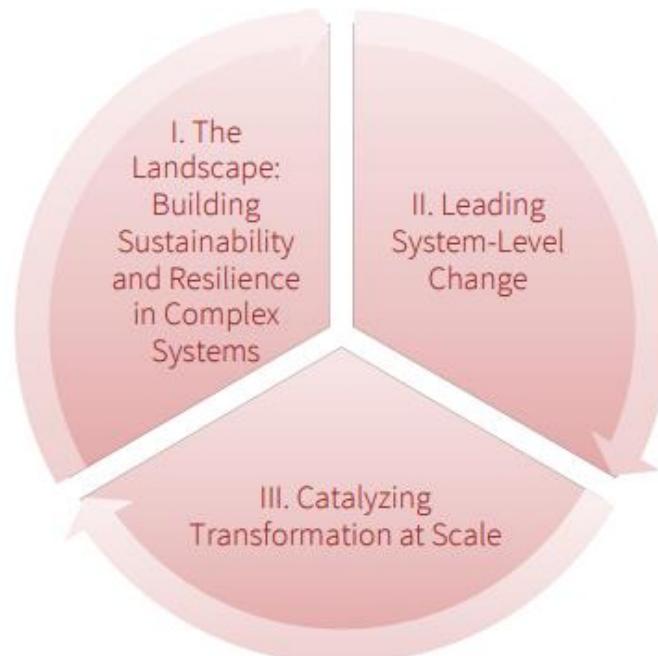
Self-nominating regional leaders who are motivated to build on skills for future challenges, interested in widening their networks, and willing and able to commit the time and effort to the course requirements. Two cohorts of 20 leaders each, drawn from a diverse group of community, business and LGA leaders in the SCA geographic region.

## Program Outcomes

Through this program, participants will:

- Learn about the dynamic interplay between humans and the natural world, and the fundamental ingredients that must be balanced in solving complex, global problems.
- Develop a personal vision of transformative leadership and build their capacity to lead behaviour change in individuals, teams and organizations.
- Develop skills that enable them to identify key leverage points and design innovative and transformative interventions to shift the behaviour of our scaled and complex systems toward greater sustainability and resilience.
- Work together on a series of 'Capstone' projects to integrate the knowledge into our local context, developing partnerships and improving regional resilience.

## Program Framework and Themes



### i. *The Landscape: Building Sustainability and Resilience in Complex Systems*

- Recognizing the dynamic nature of human-environment interactions, including the feedbacks, trade-offs and unexpected consequences intrinsic to highly complex systems
- Identifying core mindsets and skillsets that accelerate transition to sustainability and resilience
- Examining the current landscape of social-ecological systems, systems flaws, and seeds of transformation.

### ii. *Leading System-Level Change*

- Understanding dynamics of change, in a complex system
- Developing leadership skills to build a talented and motivated team, inspire creativity and innovation, and ensure execution excellence
- Learning mechanisms and pathways for leading system level change, including collective action, public policy and industry collaboration.

### iii. *Catalysing Transformation at Scale*

- Turning intention into innovative propositions and actions for highest impacts
- Adopting system design principles and practices to scale innovation in Western Australia

## Program Delivery – Instructional Activities

### Instructional Components – Stanford University

The program will be delivered online including multiple and highly dynamic instructional components:

**A. Live virtual workshops.** Taught by Stanford faculty and industry speakers, the workshops will cover critical topics, frameworks, and tools. Each live virtual workshop session is 80 minutes in duration, including 50-60 minutes of instruction and 20-40 minutes of interactions between Stanford faculty and participants for Q&A.

**B. Stanford Online self-paced courses.** The self-paced content includes 3 Stanford online courses designed and taught by Stanford faculty and industry experts.

### Strategies for Sustainability: Essentials

In this course, participants will gain a broad perspective on sustainability – what it is, why business is increasingly integrating sustainability into core strategy. Using a systems lens, this course enables leaders and managers to identify leverage points where they can accelerate progress on sustainability. Participants will become versed in the language of sustainability and learn practical

tools and strategies to increase the impact and performance of their respective organizations, while also enhancing their capacity for catalysing change and building resilience.

### Leading Innovation

Do you have what it takes to inspire people to practice—rather than just talk about—innovation? This course delves into the differences between leading innovation and managing routine work, reviews the hallmarks of skilled leaders with a special focus on staying in tune with the people you lead. Through this course, participants learn how to:

- Understand what an innovation culture entails
- Manage creativity and innovation
- Build and maintain a talented and motivated team
- Develop the skills of an in-tune leader
- Close the knowing and doing gap

### Introduction to Design Thinking

In recent years, the field of design has gained a lot of attention as a leadership competency. The success of Apple, Instagram and AirBnB suggests that design isn't just about making products and services look pretty. Design thinking is the process of creating new value through the lens of unmet needs. It is a process of innovation that invites ambiguity, challenge of the status quo, and suspension of disbelief throughout the process. It calls for empathy and assumption-testing, the courage to put unfinished ideas forward in collaborative ways, visual and associative thinking, and a willingness to learn from rapid iterations and productive failures. The course provides foundational knowledge on the framework and practices of Design Thinking and how to use it to design change.

**C. Facilitated Discussion Sessions.** The discussion sessions, led by Stanford facilitators, will guide participants to leverage techniques, tools, and mental models to address scaled sustainability challenges in the region.

**D. Capstone Project Work and Presentation.** Participants will form teams (4-5 persons per team) and set aside designated study time working on designing high-impact sustainability projects aligned with key priorities of the region. At the end of the program, teams of participants will present their projects – plans, solutions, and action steps -- to Stanford instruction team and their peers and receive feedback and input.

Throughout the program, guided by the Stanford instructional team, participants will engage in unique exercises, including reflective journaling as well as collaborative activities to deepen learning, promote peer interaction, and build an organic learning community that would foster continued collaboration and innovative solutions even after the program concludes.

## Program Delivery - Case Study Showcase

To develop deeper connections with the region, program participants will attend 3 field trips that showcase innovative examples of projects that are applying innovative solutions to improve long-term resilience of the region. These case studies will provide opportunities for connection to country, connection to the region and connections with each other.

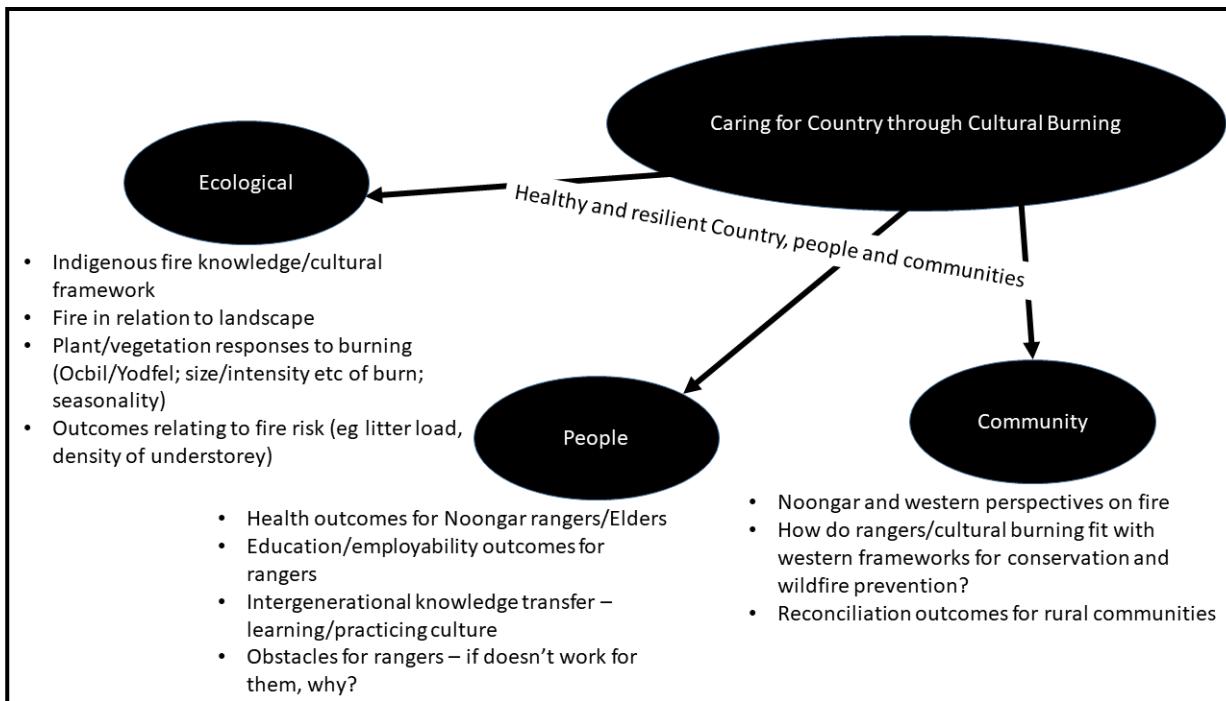
Strengthened connections will build the foundations for a community of practice, that through their shared learning, create a collective identify and values that are more likely to empower them to be agents of change, that enable them to stand as strong local voices who can help sustain our regions long-term resilience to the impacts of climate change, natural disasters such as bushfires or COVID-19.

### Case Study Example 1: Caring for Country, people and communities through Noongar Cultural Burning

This project aims to develop healthy and resilient Country, people and communities through development and evaluation of two cultural burning programs in the south coastal LGAs of Denmark, Mt Barker, Jerramungup and Albany. It is aimed at informing Noongar-led and place-based fire risk reduction strategies by examining ecological, health/wellbeing and community outcomes of cultural burning programs, and to emphasize protection of such cultural assets under Elder leadership. The project will build on collaborative, long term relationships between south coastal Noongar families and groups and UWA Albany conservation biologists, Professor Steve Hopper and Dr Alison Lullfitz, who have collaborated on several research projects.

A key learning to emerge from this research to date is the differential use of fire across the landscape, particularly in relation to *kaat* (granite hills) and *beeliar* (waterways), and the positive outcomes for biodiversity conservation as a result of this practice. Other shared learnings such as a need for precision burning around important cultural heritage sites such as *boorna ggamma* (water trees) and possum poles, as well as species-specific burn regimes to promote specific resources have also emerged from such research. Insights from a recent project to assist the Shire of Denmark to explore a cultural burning program for LGA bushland reserves will be particularly drawn upon.

A participatory action research (Zurba 2019) approach will be employed that supports the self-empowerment of Menang and Goreng Noongar groups, who will work side-by-side with western scientists as co-researchers. Together, researchers will develop research questions, methodologies, execution of research activities, and interpretation of findings. Within three broad focal areas (Figure 1), the project will examine aspects relating to wildfire risk, vegetation and plant species responses and prescribed burn planning within a cultural framework; mental health outcomes for Noongar people, intergenerational cultural transfer, capacity building and sustainability of ranger programs; and how Noongar and western models can work together for best wildfire prevention, biodiversity conservation and community resilience outcomes.



### Case Study Example 2: Nowanup – “the bush university for cultural and ecological connectivity”

**Nowanup Boodja** (Nowanup Country) is a meeting, learning and healing space set on 760 hectares of Noongar bushland in Western Australia’s Great Southern region. Nowanup hosts on-country education programs delivered by Aboriginal Elders and educators. The bush setting provides an innovative space that enables a transformational learning experience that recognises the wisdom of Noongar learning and teaching methods.

Australia’s history is often taught from a colonial perspective, resulting in Indigenous culture often being left behind or misunderstood but the on-country camp at Nowanup seeks to change this, through the concept of a ‘bush university’. Program participants will be introduced to a range of immersive cultural activities that provide connection to country and an understanding of indigenous ways of thinking. The residential camps offered at Nowanup include spending time with Noongar Elders, storytelling, singing, campfires, cultural cook-ups, making traditional tools, art, walks, visits to places of cultural significance, learning about bush tucker and medicinal plants, learning some Noongar language and most importantly - listening and connecting to country.

In 2006, Nowanup was mostly cleared marginal farmland when it was purchased by Greening Australia. Since then, the country has been rejuvenated by planting local plants as part of Gondwana Link - a landscape scale program of regeneration. This regeneration challenges perceptions of how designated agricultural land should continue to be managed and exemplifies a project that strengthens the sustainability and resilience of the unique ecosystem of the region.

It is hoped that the camp will take participants out of their comfort zone and challenge the way they think, learn and perceive the way things are. An awareness and respect for the traditional owners of land that they live and work on, Indigenous knowledge and an opportunity for self-

reflection, will provide program participants an understanding of the importance of coming together, to move forward for a better future for our region.



Further case studies to support field trips will be developed in **Phase 2 – Program Design** part of the project.

### Co-creating Effective Place Based Engagement

The *Leading Change for Sustainability and Resilience Program* delivered by Stanford University will provide program participants a global perspective on issues affecting the region.

To ensure that Stanford faculty are across the regions unique opportunities and issues, a team of regional leaders from local government, emergency services, social enterprises, industry and academia will form a Program Design Working Group to inform the inclusion of relevant regional content in the program. Following the commencement of the program, leadership program participants will be invited to participate in the Working Group on a rotational basis, to ensure

their unique perspectives and experiences in the region are considered in the program design. This system will ensure that all program participants have the opportunity to participate and that timely feedback on delivery of the program is received and responded to.

Every module within the program will tie to either the personal development of the program participants or a context specific to the region. Knowledge gained should be able to equip leaders to manage in the many diverse environments and situations they may find themselves in the future.

Three regional field trips that showcase the application of program learning will be included. The field trips will allow participants to observe and learn from the case study, with the intention of stimulating new thinking and innovation that can be applied to their leadership practice and capstone project.

A capstone project relevant to the region, will be a key deliverable of the program that will not only enhance participants learning experience, but it will also strengthen networks and build closer connections to the region.

## Mentoring

Program participants will come from a diverse range of industries, each bringing to the program unique perspectives and experiences that will enhance the learning experience. A mentoring program will be a key component of the leadership program, that will see participants learn from shared experiences, build meaningful relationships and strengthen network of resilient leaders in the region.

Mentoring can be a powerful tool to develop leadership. Research shows that professional networks and formal mentoring programs provide an opportunity to exchange knowledge, develop leadership skills and advance careers<sup>33</sup>. Mentorship can improve mentee self-efficacy and career satisfaction and be a personally fulfilling experience for mentors<sup>3435</sup>.

The utilisation of peer-peer mentoring will be adopted in the program, as it is anticipated that the cohort of program participant will include highly experienced, through to developing leaders. The aim of mentoring as a core component of the program will be to facilitate diverse partnerships which provide participants with opportunities to reflect on and grow their leadership capabilities, build professional networks and more effectively navigate course content and their change journey. If required mentors from outside the program, chosen for the extensive leadership and

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<sup>33</sup> Geraci SA, Thigpen SC. A review of mentoring in academic medicine. Am J Med Sci. 2017;353(2):151–7.

<sup>34</sup> Straus SE, Straus C, Tzanetos K. Career choice in academic medicine: systematic review. J Gen Intern Med. 2006;21(12):1222–9

<sup>35</sup> Cohen JG, Sherman AE, Kiet TK, Kapp DS, Osann K, Chen LM, et al. Characteristics of success in mentoring and research productivity - a casecontrol study of academic centers. Gynecol Oncol. 2012;125(1):8–13.

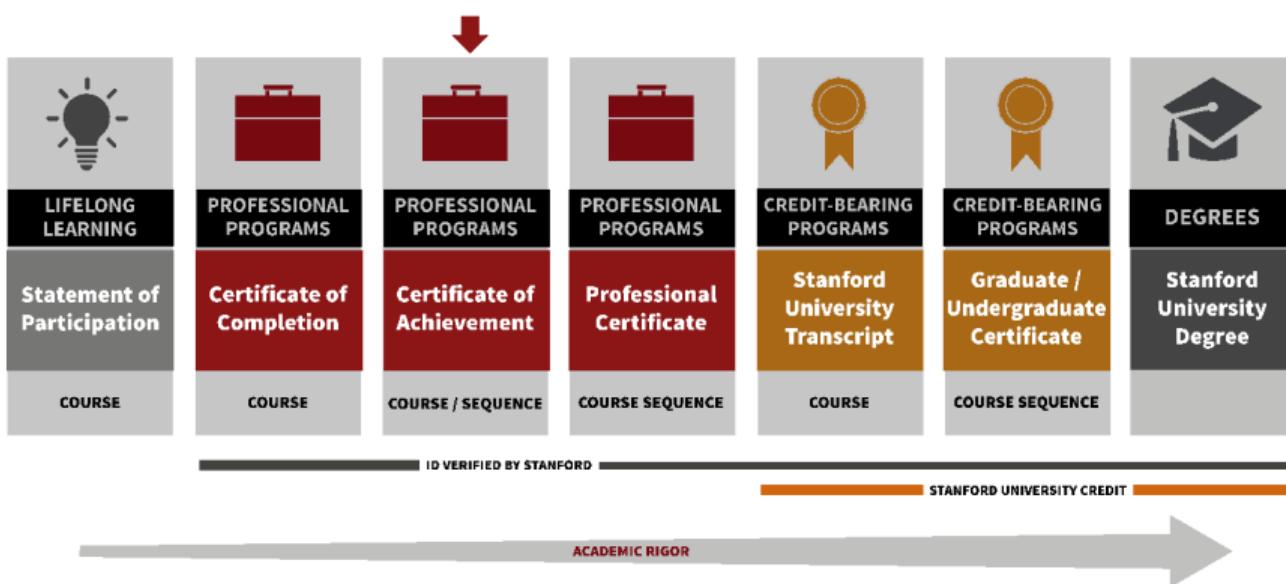
knowledge of the region will be engaged to participate in the mentoring component of the program.

## Program Duration and Time Commitment

The total number of instructional hours is approximately 55 hours. Participants are expected to work on their respective projects for 15+ hours. The total study time is around 70 hours, for an expected time commitment of 5-6 hours per month per person.

In addition to this, 3 field trips of 8-10 hours will be undertaken.

## Credential Framework



Participants who have completed the required program work and presented capstone project will receive a *Leading Change for Sustainability and Resilience Certificate of Achievement*.

## Participant Evaluation

The program includes a comprehensive set of assessment activities to evaluate and motivate participant learning, including attendance tracking (for live sessions), final exams for self-paced online courses, and capstone project materials submission and presentation at the end of the program.

Participants who complete the following program work are qualified for the Certificate of Achievement:

- 1) Attend a minimum of 10 of the 12 live workshops.

- 2) Complete all 3 self-paced courses and related final exams. A score of 85% must be achieved to successfully pass the exam. A digital record of completion will be emailed to participants when they pass the exam.
- 3) Attend a minimum of 4 out of the 6 discussion sessions
- 4) Submit required capstone project materials and present the capstone project to a Stanford judging panel as well as to their peers. The capstone project topics will be mutually determined by participants and Stanford instructional team, to ensure participants work on initiatives of key priority to the lower Great Southern region.

### **Continued Professional Development opportunities -Stanford Online**

Program participant will gain access to Stanford's virtual campus, offering access to credit-bearing, professional, and free and open content. The robust catalogue is developed by Stanford faculty across the university, providing a variety of ways to expand program participants knowledge, advance their career, and enhance their lives.

## Program Roadmap

| Instructional Components/ Themes  |                        | Month 1   | Month 2                          | Month 3  | Month 5   | Month 5  | Month 6  | Month 7  | Month 8   | Month 9   | Month 10  | Month 11 | Month 12 |
|---|------------------------|---|----------------------------------|--|---|--|--|--|---|---|---|----------|----------|
|   |                        | I. The Landscape: Building Sustainability and Resilience in Complex Systems         |                                  |  |   | II. Leading System Level Change                    |  |  |   | III. Catalysing Transformation at Scale                         |   |          |          |
| A. Live Virtual Workshop  | Session A (80 minutes) | #1. Program Launch and Overview   | #3. Inter-generational Wellbeing | #4. Seeds of Transformation, Part I              | #6. Harnessing Collective Intelligence          | #7. Social Change and Organisational Change        | #8. System Level Change through Policy and the Public Sector | #9. System Level Change through Industry Collaboration | #10. Creativity and Human centeredness in Designing System Innovation | #11. Scaled Innovation: System Acupuncture                      | #12. The Principles of Scaled Transformation                                |          |          |
|   | Session B (80 minutes) | #2. System Thinking and Transformative Leadership                                   |                                  | #5. Seeds of Transformation, Part II             |   |  |  |  |   |   |   |          |          |
| B. Self-paced Courses   | Course #1 (8 hours)    | Course #1. <a href="#">"Strategies for Sustainability: Essentials for Business"</a> |                                  |  |   |  |  |  |   |   |   |          |          |
|   | Course #2 (12 hours)   |   |                                  |  | Course #2. <a href="#">"Leading Innovation"</a> |  |  |  |   |   |   |          |          |
|   | Course #3 (6 hours)    |   |                                  |  |   |  |  |  | Course #3. <a href="#">"Introduction to Design Thinking"</a>          |   |   |          |          |
| C. Facilitated Discussion (80 minutes per session, led by Stanford facilitators; program participants gather in person) |                        | #1: Setting intentions: Vision for change   |                                  | #2: What it means to be a transformative leader? |   | #3: Transformative leadership: Factors for success |  | #4: What are some avenues of making change at scale    |   | #5: How you might reframe your role as a transformative leader? | #6: Discuss the power of network effect that you could leverage as a cohort |          |          |

## Overview of Leadership Program

South Coast Alliance Inc

| Instructional Components/ Themes                                |           | Month 1   | Month 2 | Month 3                         | Month 5          | Month 5 | Month 6      | Month 7                                 | Month 8  | Month 9      | Month 10         | Month 11           | Month 12 |                     |  |  |  |
|---|-----------|---|---------|---------------------------------|------------------|---------|--------------|---|--|--------------|------------------|--------------------|----------|---------------------|--|--|--|
|   |           | I. The Landscape: Building Sustainability and Resilience in Complex Systems |         | II. Leading System Level Change |                  |         |              | III. Catalysing Transformation at Scale |  |              |                  |                    |          |                     |  |  |  |
| D. Capstone Project Reporting<br>(5 groups present per session) | Session A |   |         |                                 |                  |         |              |   | Project Groups formed and work on Capstone Project |              |                  | Capstone Session A |          |                     |  |  |  |
|   | Session B |   |         |                                 |                  |         |              |   | Project Groups formed and work on Capstone Project |              |                  | Capstone Session B |          |                     |  |  |  |
| E. Regional Field Trips   |           |   |         | Field Trip 1                    |                  |         | Field Trip 2 |   |  | Field Trip 3 |                  |                    |          |                     |  |  |  |
| F. Establishing Community of Practice                           |           | Orientation   |         |                                 | Networking Event |         |              | Networking Event                        |  |              | Networking Event |                    |          | Graduation Ceremony |  |  |  |

### Delivery partners

#### Stanford University

Stanford University will be responsible for the research, design and delivery of the *Leading Change for Sustainability and Resilience Program*. This will include the provision and management of the online learning management system, project coordination of delivery of all academic content, live virtual instruction, provision of self-paced courses, facilitated discussions and assessment of capstone projects.

Stanford University is a world leader in innovation, bringing a progressive interdisciplinary environment, a culture of pioneering research, and a track record of translating knowledge into action in service of societal advancement.

The Stanford Centre for Professional Development (SCPD) is a global leader in professional and innovation education, drawing on the world-class teaching and research at Stanford University to support talent development of businesses, governments, and organisations from around the world.

SCPD:

- Has more than 50 years of experience designing and delivering executive and technology education programs
- Works with all 7 schools at Stanford University to provide interdisciplinary programs
- Designs classes which help participants directly apply learnings to the workplace
- Delivers more than 30 custom programs each year, with a strong focus and expertise in innovation management and scaling across industry sectors
- Has a vast network of faculty and speakers to support program design and delivery
- Has dedicated professional teams and facilities on campus for the delivery of executive education programs
- Offers online resources to support flexible and in-depth learning

A program at Stanford will connect participants with:

- World class faculty across the campus including the Stanford School of Earth, Energy, & Environmental Sciences, the Graduate School of Business, the Design School, the School of Engineering, the School of Law & other academic units;
- A multitude of university centres and institutes working to translate research to operational and policy change across the globe; and
- Strong networks and affinities with key stakeholders in the sustainability and innovation ecosystem.

Stanford University believe their educational offering is a transformational experience that unleashes people's potential by changing the way they see the world and by building their confidence and capacity to act.

### Regional Development Australia (RDA) Great Southern - Great Southern University Centre

Great Southern University Centre (GSUC) will be responsible for providing access to all GSUC facilities for students, student academic support, organising venues, engagement with Stanford to support dissemination of course content and provide Stanford with information on student progress, pastoral support, Alumni development and regional networking post program completion.

GSUC will be a key member of the Project Steering Committee and Project Working Group.

Regional Development Australia (RDA) is a Federal Government program that has established 52 RDA committees throughout regional Australia to partner between Federal, State and Local Government to develop and strengthen the regional communities of Australia. The national network plays a pivotal role in ensuring the long-term sustainability of Australia's regions.

RDA Great Southern is one of nine RDA Committees in Western Australia and is governed by a board of members with diverse regional commercial, community and local government expertise. The RDA charter, updated in October 2020, states that the role of RDA Committees is to:

- Facilitate regional economic development outcomes, investment, local procurement and jobs
- Promote greater regional awareness of, and engage with Australian Government policies, grant programs and research
- Improve Commonwealth regional policy making by providing intelligence and evidence based advice to the Australian Government on regional development issues.

As one of its key regional priorities in 2020-21, RDA Great Southern opened the Great Southern Universities Centre in April 2021. Part of the Federal Government's Regional University Centres initiative, the Centre is designed to provide support for regional tertiary students to access higher education while remaining in their local community.

GSUC is a centrally located student hub for all 600 online University students within the Great Southern to receive support and get access to study resources. Significantly, by not having to relocate to study, the region will have a far greater opportunity of building stronger communities by retaining skills and knowledge in the region.

The campus-like facilities include study space, computers (PC/Mac), printing, 1Gbps (high speed) internet access, video conferencing, sound-proof privacy booth, kitchen and dining facility and student networking.

A full-time, onsite Learning Support Co-ordinator is there to help with student's study needs whether it be preparing for an exam, assignment support, study advice, IT, writing and researching, admin processes or just general time management skills. In addition, the provision of pastoral support and assistance in accessing student services is provided.

GSUC currently has a successful partnership in place with Curtin University, supporting the development of their nursing programs in the region. Further partnerships are planned with other universities and institution to grow the support of regional students and industry demands.

RDA Great Southern is led by Director, Simon Lyas, who has been with RDA Great Southern since its inception in June 200. Simon provides Secretariat support to the RDA Committee and is primarily responsible for planning and delivering on RDA's key strategies, business operations and contract compliance. Simon maintains key partnership and strategic alliance across all levels of government, collaborates with community stakeholders across the region, and maintains a wide network of contacts within the regional development portfolio.

The GSUC team is led by Director, Mike Eastman, who prior to his appointment spent 20 years at Edith Cowan University, with the last 15 years as the Head of Contemporary Music at the Western Australian Academy of Performing Arts. Mike has been a member of the Western Australian Department of Culture and the Arts Peer Assessment Panel, the WA Music Curriculum Advisory Group, Curriculum Council VET industry specific advisory group for secondary education, and a member of the WAAPA Board.

Learning Support Coordinator, Rumeena Nizam, has been employed as a sessional academic for over ten years with the University of Western Australia's Albany Centre and provided academic services as an external assessor for regional external students at Curtin University and Murdoch University. With a Graduate Diploma in Education, followed by a Master's in Education and Leadership (Leadership and Management) from Notre Dame University, and over seventeen years in both secondary and tertiary education sectors, Rumeena is well versed in educational excellence and student needs.

### Rural & Regional Economic Solutions

**Consultant Juliet Grist of Rural & Regional Economic Solutions is the Executive Officer of the South Coast Alliance Inc. and will be responsible for the measurement and evaluation of the leadership program, including being a key member of the Project Steering Committee.**

This will include the development of an outcomes evaluation framework and program evaluation data gathering system that provide measurement of achievement of program objectives and evaluation of participants experience in the program. Expert measurement and evaluation skills will be enlisted to support this work.

#### *Relevant demonstrated skills and experience:*

Principal Juliet Grist is a Certified Economic Development Practitioner with strong evaluation experience. Recent evaluations include:

In 2018 a "Measurement and Evaluation Report" was completed for the Shire of Katanning. The Shire of Katanning commissioned RRES to assess and then recommend a Measurement and Evaluation project for implementation at the March 2019 Katanning Harmony Festival. The purpose of the Measurement and Evaluation activity was to explore the impact of this Festival on

the economic and social health of the Shire, and its alignment with Council's objectives as articulated in the Community Development Plan. This included cultural, economic and social impacts.

In 2021 two Evaluation Reports for the "Temporary Volunteer – Tourism Visitor Servicing Model" and the "Visitor needs – Denmark Visitor Centre" were completed for the Denmark Chamber of Commerce, based upon an analysis of surveys and interviews of both visitors, and volunteers. The purpose of these measurement and evaluation activities were to ascertain whether the Temporary Service model was likely to be sustainable (and able to continue to attract volunteers by providing the required intrinsic rewards sought), and likely to deliver the services required of the visitor.

In 2020 a Covid 19 Impact Assessment for the Shire of Denmark. The purpose of this report was to assess possible COVID-19 impacts on the local Denmark economy, and to provide options on actions that the Denmark Chamber of Commerce and the Shire of Denmark could take to support the Denmark community.

### Pracsys Economics

Pracsys is a multi-disciplinary economics and strategy consulting firm with more than 20 years' experience and can provide expert skills to support the measurement and evaluation of the leadership program.

Pracsys led the creation of a world first Public Value Measurement Framework (PVMF) for the arts and culture sector with the then WA Department of Culture and the Arts (now DLGSC). The framework is an innovative system for evaluating the intrinsic impact in the arts and cultural sector and led the creation of Culture Counts.

Since then, Pracsys has continued to expand the metric framework drawing on best practice methodologies and theoretical frameworks such as theory of change. In 2018, Pracsys collaborated with Culture Counts and DLGSC to build on the arts and culture PVMF and create a Social Impact model for the arts and culture sector that aligned outcomes with wellbeing indicators to estimate the instrumental impacts associated with the sector. Pracsys has applied this knowledge across sectors, developing a Sports and Recreation PVMF for WA and an outcomes-based economic impact framework for RDA Wheatbelt. Pracsys works closely with local, regional and state government agencies to identify how their activities seek to achieve outcome, impact and value and how this can be developed.

Pracsys' experience in developing outcome-based evaluation frameworks will assist the Alliance in ensuring the Leadership program can achieve long-term benefits.

## Tasks and Deliverables

### Phase 1 – Project Governance

The *Building Community Capacity Project* will be supported by strong project governance to ensure benefits of the project are delivered to the community.

#### Task 1. Project governing body established

- Appoint project governing body as per [Project Governance](#)

*Deliverable 1: Governing body established*

#### Task 2. Project Manager recruitment

- Advertise and interview for Project Manager position who will be responsible for delivery of all project phases and deliverables
- Appoint Project Manager

*Deliverable 2: Project Manager appointed*

#### Task 3. Create Project Charter

- Project plan detailing scope of work
- Project timeline
- Budget finalised
- Resources
- Change request process
- Definition of done
- Project success factors
- Lessons Learned Register

*Deliverable 3: Project Charter*

#### Task 4. Develop RACI Matrix

- To reduce confusion, understand workload distribution and increase efficiency, clearly define who is Responsible, who is Accountable, who is Consulted, and who should be Informed for each task in the project

*Deliverable 4: RACI Matrix*

#### Task 5: Work Breakdown Structure (WBS)

- WBS project workshop with key project team
- WBS created breaking down each deliverable into the tasks needed to be completed to achieve objective

### *Deliverable 5: Work Breakdown Structure*

#### **Task 6: Risk Management Plan**

- Develop project Risk Management Plan

### *Deliverable 6: Risk Management Plan*

#### **Task 7. Stakeholder Engagement**

- Develop Marketing & Communication Strategy
- Develop Stakeholder Engagement Strategy

### *Deliverable 7: Marketing & Communication Strategy, Stakeholder Engagement Strategy*

#### **Task 8: Post Implementation Review**

- Review project performance
- Post Implementation Review workshop held with key stakeholders – what went well, what went wrong, lessons learned
- Project Closure Report

### *Deliverable 8: Project Closure Report – submitted to*

## Phase 2 – Program Design

#### **Task 1. Engage project partners**

- Engage Stanford University to commence build of program
- Engage members of Program Design Working Group
- Memorandum of Understanding developed with Great Southern University Centre and Rural and Regional Economic Solutions

### *Deliverable 1. Project partners engaged with MOU and/or contracts signed*

#### **Task 2. Program Design Workshop**

- Workshop held to review Stanford's proposed build of program and determine local activities and regional case studies for application to the program
- Provide feedback to Stanford
- Review and approve final program design
- Meeting held with Stanford to finalise delivery schedule

### *Deliverable 2. Program Design and Delivery Schedule finalised*

#### **Task 3. Development of local content**

- Develop materials needed to support delivery of local content
- Book all vendors associated with field trips – facilitators, venues, bus, catering

- Pilot delivery of local content to Program Design Working Group for feedback

### *Deliverable 3. Local content developed*

#### **Task 4. Program Overview and Schedule**

- Program overview and schedule developed for sharing with potential program participants and publish on website

### *Deliverable 4. Program Overview and Schedule published*

*Note: Phase 5 – Monitoring & Evaluation will include regular monitoring and evaluation of program content, with opportunities for program design to be amended if feedback from program participants warrants amendments.*

## Phase 3 – Participant Selection

#### **Task 1. Define program participants**

- Define purpose of the leadership program (*Completed*)
- Eligibility criteria
- Knowledge, qualification, experience and skills needed for participation
- Commitment required, including finalising dates of program sessions and field trips

### *Deliverable 1. Ideal program participants defined*

#### **Task 2. Advertise**

- Engage regional newspapers/magazines for development of advertisement
- Engage regional radios for development of advertisement
- Commence social media strategy (as part of Marketing & Communication Strategy)
- Engage regional Chambers of Commerce to promote program to members
- Targeted communications to organisations
- Commence print campaign
- Commence radio campaign

*Note: all advertisements to recognise funding from Department of Infrastructure, Transport, Regional Development and Communications*

### *Deliverable 2. Program advertised across the region*

#### **Task 3. Review applications**

- Review applications
- Create shortlist of 50 applicants

### *Deliverable 3. 50 applicants shortlisted*

### Task 4. Select program participants

- Form panel for selection process
- Send email to shortlisted applicants to advise they have been shortlisted
- Phone shortlisted applicants to invite to interview
- Interview applicants
- Meeting of selection panel to choose participants
- Reference checks
- Finalise list of participants (including shortlist for people who may not be able to participate once notified)
- Notify successful program participants
- Email to unsuccessful applicants

*Deliverable 4. 40 program participants selected and notified*

### Task 5. Promote successful candidates

- Participant profiles developed
- Press release developed providing overview of successful candidates, including acknowledgement of funding from Department of Infrastructure, Transport, Regional Development and Communications
- Social media campaign promoting successful candidates and leadership program

*Deliverable 5. Regional awareness of program participants*

## Phase 4 – Program Delivery

### Task 1. Enrol participants in program

- Develop leadership program enrolment package
- Develop leadership program commitment form
- Email enrolment package, including commitment form to all participants
- Follow up email to program participants
- Enrol participants in leadership program

*Deliverable 1. 40 participants enrolled in leadership program*

### Task 2. Technology

- Send Stanford information to establish IT access to virtual learning platform
- Test access to Stanford virtual learning platform – project manager, GSU
- For any participants without computer/laptop and/or internet access at home, organise orientation at Great Southern University Centre (this will be provided to all participants but prioritised for participants with no alternate options)
- Stanford to send participants welcome pack to set up access to virtual learning platform

*Deliverable 2. Technology established for 40 leadership program participants*

### Task 3. Leadership Program Orientation

- Book venue for orientation session
- Send invitation (calendar invite) to program participants
- Tour of Great Southern University Centre facilities
- Safety briefing
- Welcome to Country
- Meet and greet program participants- ice-breaker activities

*Deliverable 3. Orientation completed*

### Task 4. Deliver Leadership Program - Part 1

- Deliver associated activities with *The Landscape: Building Sustainability and Resilience in Complex Systems*
- Case study 1 – field trip

*Deliverable 4. Leadership Program – Part 1 delivered*

### Task 5. Deliver Leadership Program - Part 2

- Deliver associated activities with *Leading System Level Change*
- Case study 2 – field trip

*Deliverable 4. Leadership Program – Part 2 delivered*

### Task 4. Deliver Leadership Program - Part 3

- Deliver associated activities with *Catalysing Transformation at Scale*
- Case study 3 – field trip

*Deliverable 4. Leadership Program – Part 3 delivered*

### Task 5. Capstone Projects

- Establish group of regional mentors to support groups in the completion of capstone projects
- Support leadership program groups in completion of capstone projects, facilities, support discussions/check-ins
- Capstone project presentations

*Deliverable 5. Capstone projects presented*

### Task 6. Graduation

- Graduation event held to celebrate achievement and introduce Alumni network

*Deliverable 6. Graduation and Alumni network established*

## Phase 5 – Monitoring & Evaluation

### Task 1. Develop Outcome Metrics

- Develop a schedule of indicators / predictors / correlators
- Test the indicators in consultation the SCA and project partners
- Link the final set of metrics to the identified high-level outcomes of program

#### Deliverable 1. Tailored Outcome Metrics

### Task 2. Develop Baseline Surveys

- Develop a standardised survey to establish the base line measures for program participants

#### Deliverable 2. Standardised Survey Template

### Task 3. Undertake Baseline Measurement

- Define appropriate sampling methods for surveys to be delivered to program participants
- Undertake a small pilot survey to test survey questions and refine surveys
- Analyse survey results
- Revise surveys as required
- Distribute standardised online surveys to program participants and facilitate the collection of responses
- Compile, analyse and develop report of results

#### Deliverable 3. Report on baseline measurement of program participants

### Task 4. Develop an Evaluation and Monitoring Plan

- Define key project outputs, outcomes, output/outcome owner(s), the associated measurement metrics and data sources
- Agree suitable targets for outputs and outcomes based on baseline measurements and project goals
- Identify risks associated with not achieving outcomes
- Define strategies that can be used for mitigating the negative outcomes associated with identified risks
- Develop a monitoring and evaluation management plan

*Note: Evaluation and Monitoring Plan to include quarterly feedback mechanisms to allow feedback to be incorporated into program delivery and that program outcomes are being achieved*

### Deliverable 4. Evaluation and Monitoring Plan

#### Task 5. Produce a Technical Report

- Produce a comprehensive technical report which provides an understanding of all methodologies and deliverables employed through evaluation of the program
- Ensure that the outcome-based measurement framework is clearly defined for ongoing application by all stakeholders
- Report on the utilised data gathering methods and analytical techniques

### Deliverable 5. Program Technical Report

#### Task 6. Undertake Post-Project Evaluation

- Compare post-project (program) subjective data to pre-project (program) subjective data to determine the effect of program against desired project outcomes by surveying program participants and all vendors involved in the delivery of the project.

### Deliverable 6. Project Evaluation Analysis

#### Task 7. Develop a Program Evaluation Report

- Produce a concise, executive-level program evaluation report which summarises the contribution of the leadership program to the desired outcomes. This report will provide clear insight on the value of the program, highlighting the impact of the program on:
  - Improving capacity and capability among participants to support the region's economic and social wellbeing, especially through future challenges;
  - Enhancing community and business engagement, particularly with issues of resilience; and
  - Increasing resilience and adaptability of communities.
- Provide a summary of next steps for ongoing implementation of the program evaluation findings.

### Deliverable 7. Program Evaluation Report

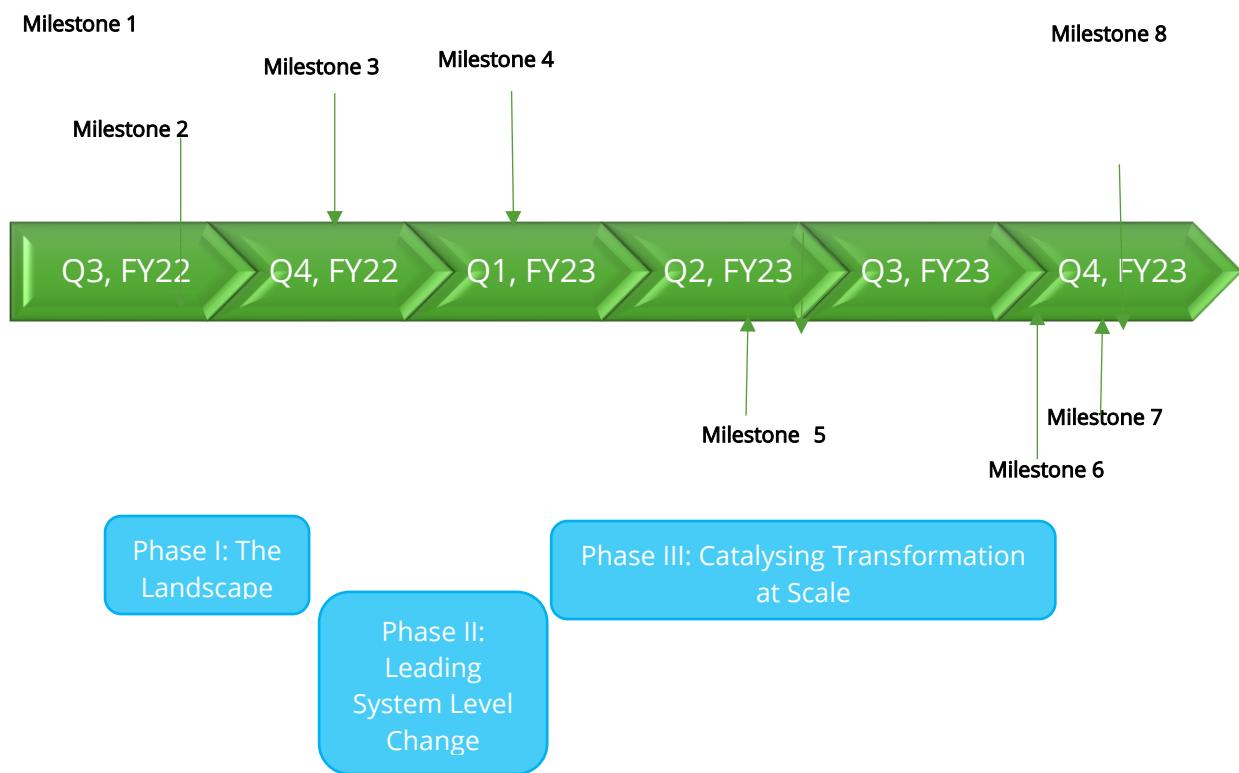
## Project GANTT Chart

The following GANTT Chart provides an overview of the delivery milestones and timeframes for the key components of each stage, broken down by calendar quarter. It also identifies the key consultation aspects associated with each phase of the project.

| Phase                            | Deliverable   | FY22 Q3 | FY22 Q4 | FY23 Q1 | FY23 Q2 | FY23 Q3 | FY23 Q4 |
|----------------------------------|---|---------|---------|---------|---------|---------|---------|
| Phase 1: Project Governance      | Governing body established  |         |         |         |         |         |         |
|                                  | Program Manager appointed   |         |         |         |         |         |         |
|                                  | Program Charter   |         |         |         |         |         |         |
|                                  | RACI Matrix   |         |         |         |         |         |         |
|                                  | Work Breakdown Structure  |         |         |         |         |         |         |
|                                  | Risk Management Plan  |         |         |         |         |         |         |
|                                  | Marketing & Communication Strategy, Stakeholder Engagement Strategy |         |         |         |         |         |         |
|                                  | Project Closure Report  |         |         |         |         |         |         |
| Phase 2: Program Design          | Project partners engaged with MOU and/or contracts signed           |         |         |         |         |         |         |
|                                  | Program Design and Delivery Schedule finalised                      |         |         |         |         |         |         |
|                                  | Local content developed   |         |         |         |         |         |         |
|                                  | Program Overview and Schedule published                             |         |         |         |         |         |         |
| Phase 3: Participant Selection   | Ideal program participants defined                                  |         |         |         |         |         |         |
|                                  | Program advertised across the region                                |         |         |         |         |         |         |
|                                  | 50 applicants shortlisted   |         |         |         |         |         |         |
|                                  | 40 program participants selected and notified                       |         |         |         |         |         |         |
|                                  | Regional awareness of program participants                          |         |         |         |         |         |         |
| Phase 4: Program Delivery        | 40 participants enrolled in leadership program                      |         |         |         |         |         |         |
|                                  | Technology established for 40 leadership program participants       |         |         |         |         |         |         |
|                                  | Orientation completed   |         |         |         |         |         |         |
|                                  | Leadership Program – Part 1 delivered                               |         |         |         |         |         |         |
|                                  | Leadership Program – Part 2 delivered                               |         |         |         |         |         |         |
|                                  | Leadership Program – Part 3 delivered                               |         |         |         |         |         |         |
|                                  | Capstone projects presented   |         |         |         |         |         |         |
|                                  | Graduation and Alumni network established                           |         |         |         |         |         |         |
| Phase 5: Monitoring & Evaluation | Tailored Outcome Metrics  |         |         |         |         |         |         |
|                                  | Standardised Survey Template  |         |         |         |         |         |         |
|                                  | Report on baseline measurement of program participants              |         |         |         |         |         |         |
|                                  | Evaluation and Monitoring Plan                                      |         |         |         |         |         |         |
|                                  | Program Technical Report  |         |         |         |         |         |         |
|                                  | Project Evaluation Analysis   |         |         |         |         |         |         |
|                                  | Program Evaluation Report   |         |         |         |         |         |         |
|                                  | PROJECT   |         |         |         |         |         |         |

## Milestone Schedule

| Milestone | Milestone title           | Estimated end date |
|-----------|---------------------------|--------------------|
| 1         | Grant agreement           | 11 Mar 2022        |
| 2         | Project Establishment     | 31 Mar 2022        |
| 3         | Participant Engagement    | 2 May 2022         |
| 4         | Program Delivery Part 1   | 31 July 2022       |
| 5         | Program Delivery Part 2   | 30 November 2022   |
| 6         | Program Delivery Part 3   | 28 April 2023      |
| 7         | Monitoring and Evaluation | 31 May 2023        |
| 8         | End of Project Report     | 31 May 2023        |



## Program Budgets

Commercial in Confidence.

| Components/Activities   | Unit Fee | Number of Units | Unit Type | Fee       | Notes  |
|---|----------|-----------------|-----------|-----------|--|
| <b>Stanford University – Leading Change for Sustainability and Resilience</b>                 |          |                 |           |           |  |
| Program development   |          |                 |           | \$30,000  | Program and project design   |
| Live virtual instruction  | \$15,000 | 12              | Session   | \$180,000 | 80 minutes per session   |
| Self-paced course 1   | \$295    | 40              | Person    | \$11,800  | 8 hours  |
| Self-paced course 2   | \$995    | 40              | Person    | \$39,800  | 12 hours   |
| Self-paced course 3   | \$675    | 40              | Person    | \$27,000  | 6 hours  |
| Facilitated discussion  | \$8,000  | 6               | Session   | \$48,000  | 80 minutes per session   |
| Capstone sessions   | \$15,000 | 2               | Session   | \$30,000  | 80 minutes per session   |
| Project management  |          |                 |           | \$33,6000 | Learning management system, project coordination and materials review  |
| Total \$USD (with 25% discount)   |          |                 |           | \$300,195 |  |
| Total \$AUD (based on \$0.70 exchange rate*)<br><i>*Refer Appendix A for FX Market Update</i> |          |                 |           | \$428,850 |  |
| <b>Local delivery</b>   |          |                 |           |           |  |
| Administration  |          |                 |           | \$1,000   | Website  |
| Program creation and coordination   |          |                 |           | \$7,600   | Participant selection and enrolment, participant support   |
| Program design and delivery, including GS-Unicentre support                                   |          |                 |           | \$85,750  | Access to all facilities, student academic support, engagement with Stanford, student pastoral support, graduation event |
| Steering Committee  |          |                 |           | \$17,280  | Program governance   |
| Working Group   |          |                 |           | \$23,040  | Local content development, participant co-creation   |
| Venue hire  |          |                 |           | \$6,240   | Venue hire   |
| Field trips   |          |                 |           | \$31,475  | Bus, field trips, case studies in practice   |
| Alumni Development (24 months post course completion)   |          |                 |           | \$8,167   | Alumni establishment, regional networking  |

| Components/Activities   | Unit Fee | Number of Units | Unit Type                   | Fee              | Notes   |
|---|----------|-----------------|-----------------------------|------------------|---|
| Marketing   |          |                 |                             | \$12,505         | Marketing Strategy, radio and print advertising   |
| Measurement and evaluation  |          |                 |                             | \$35,000         |   |
| Independent Audit   |          |                 |                             | \$7,000          | 1% of program value   |
| Project management  |          |                 |                             | \$56,875         | Project planning, risk management, reporting, participant liaison), vendor management, implementation of marketing plan |
|   |          |                 | <b>TOTAL</b>                | <b>\$720,784</b> |   |
|   |          |                 | <b>In-kind Contribution</b> | <b>\$192,040</b> |   |
| <i>costs of diverting from usual occupation to participate in program<br/>100 hours per participant (\$48.01 / hour as referenced in <a href="#">Volunteer Benefits Calculator</a>)</i> |          |                 |                             |                  |   |
|   |          |                 | <b>TOTAL PROJECT VALUE</b>  | <b>\$912,824</b> |   |
|   |          |                 | <b>Cash contribution</b>    | <b>\$9,600</b>   |   |
|   |          |                 | <b>Grant Request Value</b>  | <b>\$711,184</b> |   |

The budget includes an allowance for the recruitment of a Project Manager.

### Project Manager

Role includes responsibility for:

- Direct responsibility for the delivery of project
- Development of all collateral to support leadership program
- Contract support for all subcontracts under the leadership program, including liaison with all sub-contractors for deliverables, and outcomes reporting to the Project Steering Committee
- Reporting as required to Project Steering Committee

Salary Allowance \$75,000 per annum plus on costs for 14 months (including insurance and superannuation) 30% for 12 months (0.5 FTE) [ $\$43,750 + \text{oncosts of } \$13,125 = \$56,875$ ].

## Risk Management

All Projects have risks. If a potential risk is not identified early, then the project can be put into jeopardy to be completed as per the schedule, within budget and to meet the expected quality. Project risk management includes the processes of conducting risks management planning, identification, analysis, response planning and controlling risk on a project.

The objective of project risk management is to increase the likelihood and impact of positive events and decrease the likelihood and impact of negative events in the project.

Risk identification in the project is critical to manage and complete the project successfully. The earlier a risk can be identified, the earlier a plan can be made to mitigate the effects of the potential risks. Identifying risks is an iterative process, and one that should involve the entire project team from the very beginning of the project. Comprehensive and good risk management will produce a good project result.

An initial risk analysis has been undertaken by SCA specific to the project and based on the ISO31000:2009 guidelines. This will be regularly reviewed and updated throughout the project following the development of a full Risk Management Plan. The Risk Management Plan utilises the following risk matrix to determine the risk rating of an event.

| Risk Matrix        |                   |        |          |           |           |                |               |
|--------------------|-------------------|--------|----------|-----------|-----------|----------------|---------------|
| Consequence Rating | Catastrophic      | High   | High     | Very High | Extreme   | Extreme        | Extreme       |
|                    | Major             | Medium | Medium   | High      | Very High | Extreme        | Extreme       |
|                    | Moderate          | Medium | Medium   | High      | High      | Very High      | Very High     |
|                    | Minor             | Low    | Low      | Medium    | Medium    | High           | High          |
|                    | Insignificant     | Low    | Low      | Low       | Medium    | Medium         | Medium        |
|                    | Likelihood Rating | Rare   | Unlikely | Possible  | Likely    | Almost Certain | Occurring Now |

## Risk Management

South Coast Alliance Inc.

| Risk Identification Table                                 |              |            |   |  |   |  |  |                            |                          |   |  |
|---|--------------|------------|---|--|---|--|--|----------------------------|--------------------------|---|--|
| Risk - summarised title                                   | Consequence  | Likelihood | Risk Rating (without controls in place) | Causes   | Consequences/Impacts  | Description of treatments - measures to be implemented to mitigate/prevent the risk  | Risk Owner   | Consequence after controls | Likelihood with controls | Residual Risk Rating (with controls in place) |  |
| <b>Leadership Program</b>                                 |              |            |   |  |   |  |  |                            |                          |   |  |
| Insufficient participation                                | Major        | Possible   | High                                    | Lack of awareness of program; Program commitment too onerous; Companies don't support employee participation                       | Program outcomes not achieved; Reputational damage; Program does not make expected impact | Regular participant feedback on how course is progressing to allow pivot of approach.  | Project Manager; Steering Committee; Partners            | Moderate                   | Unlikely                 | Medium  |  |
| Unexpected increase in the cost of software               | Moderate     | Possible   | High                                    | Weak contract  | Increased costs   | Strong contract reviewed by Board before signing.  | EO   | Minor                      | Possible                 | Medium  |  |
| Outcomes are not achieved                                 | Major        | Likely     | Very High                               | Program design and delivery do not meet participants expectations  | Participant disengagement; Community disengagement  | Delivery partners with exceptional experience in delivery of leadership programs; Monitoring and Evaluation  | Steering Committee                                       | Major                      | Possible                 | High  |  |
| Safety hazards that lead to worker accidents and injuries | Catastrophic | Possible   | Very High                               | Inadequate safety training provided. Safety culture throughout program does meet OSH legislative requirements.                     | Program shut down; Injury   | All program participants to undertake safety briefing in line with Western Australian Occupational Safety and Health legislation; All participants agree to abide by Program Code of Conduct | Project manager oversight; Steering Committee; SCA Board | Catastrophic               | Unlikely                 | High  |  |
| Poor attendance   | Major        | Likely     | Very High                               | Employers not supportive of participation in program; Participants do not understand time commitment required; Disengaging content | Program outcomes not achieved; Reputational damage; Program does not make expected impact | Delivery partners with exceptional experience in delivery of leadership programs; Participants provided schedule in application and asked to commit if successfully chosen for the program   | Steering Committee                                       | Major                      | Unlikely                 | Medium  |  |

## Risk Management

South Coast Alliance Inc.

| Risk Identification Table  |             |            |   |  |  |   |                    |                            |                          |   |  |
|--|-------------|------------|---|--|--|---|--------------------|----------------------------|--------------------------|---|--|
| Risk - summarised title  | Consequence | Likelihood | Risk Rating (without controls in place) | Causes   | Consequences/impacts   | Description of treatments - measures to be implemented to mitigate/prevent the risk   | Risk Owner         | Consequence after controls | Likelihood with controls | Residual Risk Rating (with controls in place) |  |
| Pandemic   | Major       | Possible   | High                                    | Outbreak of virus causes lockdown across the region.   | Cancellation of venues; community collaboration unable to be achieved; Speakers unable to attend | COVID-19 Plan. Decision to develop hybrid delivery will allow for program to be held wholly virtually if necessary.   | Project Manager    | Minor                      | Possible                 | Medium  |  |
| Application of leadership program not supported by organisations participants work for | Major       | Possible   | High                                    | Employers not supportive of participation in program; Lack of understanding of the benefits of the program; No opportunities for participants to share learnings in their workplace or community | Objectives of program not achieved   | Include condition in application that potential participants discuss the opportunity with their employers before applying; Develop briefing pack for employers; Include 'learning tasks' for participants that provide opportunities to share and apply what they've learned in the workplace | Steering Committee | Major                      | Unlikely                 | Medium  |  |
| Currency risk  | Major       | Likely     | Very High                               | Stanford fees are quoted in \$USD, should currency fluctuate the price of contract could increase in \$AUD   | Unable to pay major vendor and delivery partner; Delivery of program cancelled                   | Currency protection mechanism purchased from NAB, to remove exposure to risk  | EO                 | Major                      | Unlikely                 | Medium  |  |

## Governance

The *Project* will be supported by strong project governance to ensure benefits of the project are delivered to the community.

The South Coast Alliance will deliver the project working closely with key personnel at Great Southern University Centre, Rural & Regional Economic Solutions and Stanford University.

### **Roles and Responsibilities**

The SCA will auspice and take management responsibility for this project. The allocation of funding to the project and reporting on expenditure against budget will be reported through a Funding Agreement.

The SCA Executive Officer will have the overall responsibility for ensuring that the project meets the objectives. The management of the project will be supported by the use of IT tools to facilitate project management, co-ordination and dissemination of information among the project's governance structure and key stakeholders.

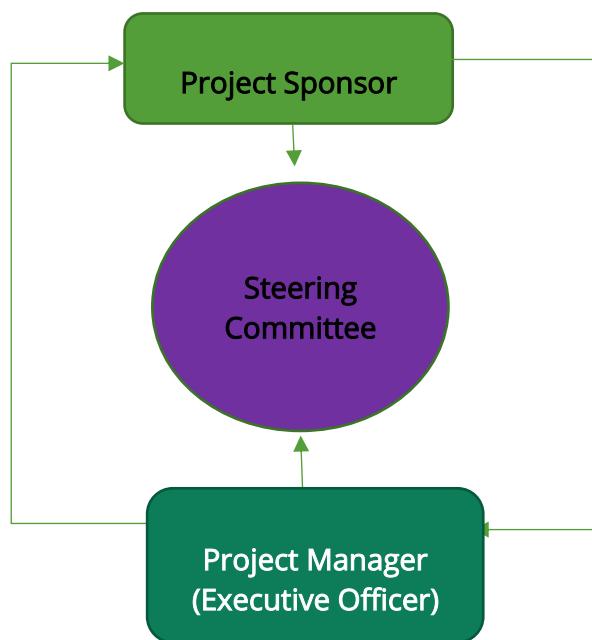
The SCA Management Committee will appoint a nominated representative to act as Project Sponsor to provide project oversight, accountability throughout the project, prioritisation of the project within the Alliance member LGAs and project champion within the community.

### **Project Steering Group**

The project will be governed by a Project Steering Committee, that will act as a supervisory board that is accountable for managing and addressing project issues, monitoring risks, quality and project timelines. The Project Steering Committee will consist of Project Sponsor and representative members from the City of Albany and the Shires of Denmark, Jerramungup and Plantagenet, together with representation from partners Great Southern University Centre, Rural & Regional Economic Solutions and Stanford University.

The group will meet regularly to review the progress of the project in accordance with the project plan and will provide regular updates on the development of the project. The project will be reviewed and audited in accordance with the funding agreement criteria. Contractors may be invited to be part of the Steering Committee if required. The Project Steering Committee will:

- Determine how the projects goals and objectives will be measured
- Monitor project implementation and metrics
- Approve rewarding of contracts
- Act as point of escalation for any project deviation
- Approve any changes to scope
- Ensure consistency among project and program governance
- Manage interdependencies
- Participate in Post Implementation Reviews following achievement of project milestones.



The Project Sponsor and Project Manager will meet on a fortnightly basis. The Steering Committee can expect the Project Manager to objectively report to them on the status of the project, including any problems or issues that require their direction.

## Monitoring and Evaluation

Pracsys will develop (in conjunction with specialists) an outcomes evaluation framework and program evaluation data gathering system that provide measurement of achievement of program objectives and evaluation of participants experience in the program.

The framework supported by the data gathering system will allow for integrated monitoring of program effectiveness and participant's learning journey, through combining self-gathered subjective measures with objective data gathered through assessments. Together, the tracking of these measures over the course of the program and for 18 months following the program (through the Alumni network), will allow the SCA and RDA (through GSUC) to gauge the effect that the leadership program has had on the regions business ecosystem and regional resilience outcomes.

The evaluation framework will also allow the SCA to report on progress against Department of Industry, Science, Energy and Resources' desired outcomes, including:

- improved capacity and capability among participants to support their regions' economic and social wellbeing, especially through future challenges
- enhanced community and business engagement, particularly with issues of resilience
- increased resilience and adaptability of communities.

## Conclusion

In conclusion, the *Leading Change for Sustainability and Resilience Program* is expected to provide significant and tangible benefits to the community the South Coast Alliance Inc. represents, both during and post the project. These benefits include but are not limited to:

- 40 regional leaders who understand the dynamic interplay between humans and the natural world, and the fundamental ingredients that must be balanced in solving complex, global problems.
- 40 regional leaders with a personal vision of transformative leadership and the capacity to lead behaviour change in individuals, teams, organizations and across the region.
- 40 regional leaders with the skills that enable them to identify key leverage points and design innovative and transformative interventions to shift the behaviour of our scaled and complex systems toward greater sustainability and resilience.
- A leadership network that fosters trust, respect, empathy and appreciation of diversity in the community.
- A Community of Practice where individuals can expand their collective thinking and learn and innovate together to strengthen resilience of the region.
- Strengthened business ecosystem that creates regional competitive advantage.
- A region inspired by the success and outcomes of the *Leading Change for Sustainability and Resilience Program* and the collective action it generates.
- Strengthened community resilience.

The Project Plan summarises all aspects of the delivery of the project from a project management perspective. It is expected that this is a living document and will change as the project reaches implementation and then as the implementation phase commences. Updates will be circulated to all relevant stakeholders to ensure that all remain aware of the scope of deliverable that the project is setting out to achieve.

## Appendix A. NAB FX Markets Update

### NAB FX MARKET'S UPDATE: AUD LIKELY IN A 0.70 TO 0.75 RANGE OVER COMING QUARTERS



- *Macro backdrop supports a stronger for longer USD view*
- *Markets have not yet fully priced China's downturn*
- *We now see AUD in a 0.70-75 range through mid-2022*
- *USD is overvalued /AUD is undervalued, but a significant correction is not seen before H2 2022*
- *Energy crunch a TOT shock. Positive for AUD*
- *Market pricing RBA lift-off next year unjustified. RBA to lag normalisation*

October 2021, Rodrigo Catril, Senior FX Strategist



