



DIRECTING CHANGE SCHOLARSHIP PROGRAM EVALUATION

Year 3: Final Report

Prepared by the Centre for Social Impact Swinburne

January, 2025

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Acknowledgement of Country

We respectfully acknowledge the Wurundjeri People of the Kulin Nation, who are the Traditional Owners of the land on which the Centre for Social Impact Swinburne is located on in Melbourne's east and pay our respect to their Elders past and present. We are honoured to recognise our connection to Wurundjeri Country, history, culture, and spirituality through these locations, and strive to ensure that we operate in a manner that respects and honours the Elders and Ancestors of these lands. We also respectfully acknowledge Swinburne's Aboriginal and Torres Strait Islander staff, students, alumni, partners and visitors.

We also acknowledge and respect the Traditional Owners of lands across Australia, their Elders, Ancestors, cultures, and heritage, and recognise the continuing sovereignties of all Aboriginal and Torres Strait Islander Nations.

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The Centre for Social Impact (CSI) Swinburne

Established in 2014, the CSI Swinburne is a highly industry-engaged, practice-oriented research and teaching centre, based in Swinburne's School of Business, Law and Entrepreneurship (SoBLE) and is one of four university-based nodes of the highly respected CSI national network.

CSI Swinburne is focused on people and technology working together for a better world, exploring the intersection between social entrepreneurship and technology, in areas such as social enterprise, social business and social finance; community services innovation; employment access and equity; and impact evaluation and measurement.

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Disclaimer

The opinions in this report reflect the views of the authors and do not necessarily reflect those of the Centre for Social Impact or Australian Disability Network.

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EXECUTIVE SUMMARY

The Directing Change Scholarship Program was a three-year project between 2022-2024 led by the Australian Disability Network (AusDN) aimed at increasing the representation of people with disability on boards by providing a mentoring, networking and education program. The program was conducted in partnership with the Australian Institute of Company Directors (AICD) and the Australian Scholarships Foundation (ASF) and was funded by an anonymous Trust.

The project was designed with three key elements aimed at providing impact and mutual benefit for all stakeholders involved:

1. A professional development leadership and governance program for three annual cohorts of scholars with disability.
2. Increased capability to provide inclusive and accessible experiences for individuals with disability to access learning, events, boards and other career development.
3. Increased capability and disability confidence of directors and boards to provide inclusive and accessible board membership and experiences.

The program was national in scale and provided an opportunity for people with disability with leadership experience and/or aspiration. The program was delivered to 54 aspiring leaders with disability, who were matched with 54 board directors/AICD members who participated as mentors and/or in other capability activities of the program. In addition, across the three years, 1,088 directors/AICD members attended online director briefings/workshops.

The evaluation of the program over the three years of the program was based on three questions:

How is the program tracking in its goal to increase the representation of people with disability on boards?

The Directing Change Scholarship program aimed to increase opportunities for leaders with disability to achieve board roles by offering leadership and governance training, mentoring support and by providing access to training and information about disability awareness and confidence to directors of boards, and the results indicate that these aims were successful. Nearly two-thirds of scholars had applied for a board role in the period they had undertaken the program and, at follow-up, that rate had increased to 86 per cent of scholars. Nearly half of those who applied for a board role attained one and a further one-quarter were awaiting the outcome of an application.

What has changed/what outcomes have been achieved for scholars, mentors and partner organisations?

Upon entering the program, scholars nominated a number of objectives relating to personal development, such as growing confidence, career mapping and developing their personal brand and influence. The program also offered scholars the opportunity to expand their professional networks, and the mentoring component of the program helped to achieve this. Scholars also began to develop their board identities with the support of their mentors.

Mentors also experienced growth in disability confidence and awareness as a result of their participation in the program. Feedback from mentors on their experiences in the program was very positive. Partner organisations also benefitted from the program, with over a thousand directors attending disability confidence briefings hosted by AusDN over the three years of the program.

What are the key elements contributing to creating impact?

In addition to governance training, which scholars rated as the most highly valued activity, the Directing Change Scholarship program offered a mentoring program which scholars also rated very highly. While the course itself had a strong focus on governance skills, the mentoring aspect of the program allowed for a one-to-one relationship between scholars and mentors to develop, providing opportunities for personal development for scholars and, in particular, deeper understanding of how board roles develop and are attained.

The Directing Change Scholarship program offered insights into a potential pathway for people with disability to gain leadership skills and experience and to work towards board roles. The pathway to leadership for people with disability will only succeed if it is paired with a pathway for boards to build their commitment to inclusive practice. This program offered an opportunity for directors and board members who have shown interest in increasing their disability confidence and awareness. It also offered people with disability access to the spaces where directors build networks, in order to expand opportunities for board roles to develop.

INTRODUCTION

Background

The Australian Disability Network (AusDN) is Australia's peak body helping employers to build the confidence and capability to welcome and include people with disability as employees and as customers. AusDN is an employer-led network with a network of over 450 members, which consist of many of Australia's leading businesses and institutions.

In 2021, AusDN (then known as the Australian Network on Disability) identified the problem of low representation of people with disability on Australian boards. Low representation was understood to be linked to low awareness, confidence and capability of Directors to welcome and include people with disability on boards, alongside barriers to accessing the relevant qualifications and opportunities for people with disability to take on Director roles. This led to the Directing Change Scholarship program.

The Directing Change Scholarship program

The Directing Change Scholarship Program was a three-year project between 2022-2024 led by the Australian Disability Network (AusDN) aimed at increasing the representation of people with disability on boards by providing a mentoring, networking and education program. The program was funded by an anonymous Trust.

The project was designed with three key elements aimed at providing impact and mutual benefit for all stakeholders involved:

1. A professional development leadership and governance program for three annual cohorts of scholars with disability. The program delivered:
 - Professional development for 54 leaders with disability (see Table 1) to advance their skills and capability in Governance through undertaking an Australian Institute of Company directors (AICD) course
 - An eight-month mentoring program to connect established board directors with leaders with disability seeking a board role
 - Leadership Workshops (3 per year) to the scholars to support their learning whilst undertaking the AICD course and mentoring program.

2. Increased capability to provide inclusive and accessible experiences for individuals with disability to access learning, events, boards and other career development. This was delivered via:
 - Identifying and removing unintended barriers to people with disability accessing scholarships and board development courses with program partners Australian Scholarship Foundation (ASF) and AICD (2022 cohort).
3. Increased capability and disability confidence of directors and boards to provide inclusive and accessible board membership and experiences. This was delivered via:
 - Opportunities for directors to enhance their capability and disability confidence via mentoring aspiring leaders with disability
 - Development of 'Director Tools' to build capability of boards to welcome and include people with disability (Online resources and tools provided by mid-2023)
 - Building awareness and confidence of AICD members and other Executives and directors through six director briefings (two per year) on developing accessible and inclusive boards.

Program participants

The program was national in scale and provided an opportunity for people with disability with leadership experience and/or aspiration. Program participants included:

- Aspiring leaders with disability (scholars)
- Board directors/AICD members (who participated as mentors and/or in other capability building activities of the program)
- Program partners – AICD and ASF.

Scholars

Across the three years of the program, 54 scholars were selected for the program from a total of 480 applications (14 per cent acceptance rate). In the 2024 cohort, one scholar withdrew from the program soon after commencement. The data from this scholar and their mentor, who was also withdrawn from the program is included in the program participant profiles and pre-program survey results but is not included in any of the scholar or mentor surveys. See Table 1.

Directors and boards (including mentors)

Fifty-four mentors were recruited, with one mentor matched to each to scholar (see Table 1). In addition, across the three years, 1,652 directors/AICD members attended online director briefings/workshops.

Table 1. Number of participants by year

| | 2022 cohort | 2023 cohort | 2024 cohort | Total |
|--|------------------------|------------------------|------------------------|------------------------|
| | Number of participants | Number of participants | Number of participants | Number of participants |
| Scholars | N=22 | N=15 | N=17 | N=54 |
| Mentors | N=22 | N=15 | N=17 | N=54 |
| Directors (in director briefings) | N=170 | N=825 | N=657 | N=1652 |

(Source: Australian Disability Network enrolment data)

Partner organisations

Australian Institute of Company directors

The Australian Institute of Company directors (AICD) is an independent membership-based national organisation that aims to build the capability of company directors and excellence in governance by providing education and by advocating on behalf of its members. AICD advocates for greater diversity and inclusion on Australian boards through a number of initiatives and campaigns.

Australian Scholarships Foundation

Australian Scholarships Foundation (ASF) (now The Australian Leadership Hub, an initiative of Social Impact Hub) is an intermediary organisation that supports investment in not-for-profit sector capability by facilitating access to executive education, training and development scholarships for boards, leaders, and management.

Key Activities

Each of the program components encompassed a number of activities designed to bring about the desired change. These are listed in Table 2 below.

For Scholars, the main activities were access to one AICD governance course suited to the individual's level of experience, a set of professional development workshops run by AusDN, and access to a mentor across eight months including eight mentoring sessions.

For directors and boards, a range of mechanisms aimed to build capability. The most intensive mechanism of capacity building was for mentors who gained significant insight into barriers to participation on boards and strategies to address these via their engagement with their mentee. Mentors and directors more generally could access a set of briefings/workshops (2 per year) and online resources to support their disability awareness and confidence.

Partners of the program (AICD and the ASF) were supported by AusDN to review their policies, procedures, and facilities and make change to improve their inclusiveness and relevance to people with diverse disabilities. This occurred in the first year of the program to set the program up for success in subsequent years.

Table 2. Key Mechanisms of Change for Program Scholars, mentors and directors, and Partners

| Target of change | Mechanisms/activities of change |
|--|--|
| Scholars: Leaders with disability | Per annual cohort of scholars: AICD course (one of): <ul style="list-style-type: none"> • Foundations of Directorship, OR • Company Directors Course Three leadership workshops Eight x monthly mentoring sessions Mid-program check-in Opening and closing events LinkedIn group |
| Australian directors/boards | Mentors: Two director/mentor briefing sessions and disability confidence training Eight monthly mentoring sessions Director toolkit (online) Mid-program check-in Opening and closing events Directors/boards: Two director briefing sessions per annum Director toolkit (online) |
| Partners: AICD and ASF | Four disability confidence & awareness training sessions Accessibility reviews |

Comparable programs

The Directing Change Scholarship Program was the first of three leadership development programs for people with disability that were in operation between 2022 and 2024 in Australia. The programs are outlined in Table 3 below.

Each program offered development opportunities to people (leaders) with disability, with some variation. Each program offered annual programs of an eight-to-twelve-month period, repeated

with a new intake of scholars each year (for DCS and DLP). The DCS program offered the most comprehensive set of activities to scholars including an AICD course, additional workshops and mentoring. The DLP program offered the AICD course with a small scale additional online conversation activity (i.e. Leader to Leader), and the DCM program offered only the mentoring, with an option for mentees to access the workshops of the DCS program if they chose to.

Each program also included a focus on capability building of directors. Again, the DCS program had a larger set of activities than other programs, offering learning via mentoring opportunities, disability confidence training for mentors, and online resources for directors. By contrast, the DLP program offered short ‘Leader to Leader’ conversations/seminars for directors to engage with leaders with disability, and the DCM offered only learning via mentoring opportunities and associated disability confidence training for directors.

Table 3. Programs to support the development of leadership of people with disability on boards

| Program | Key Activities |
|---|--|
| Directing Change Scholarships (DCS) – led by AusDN | <ul style="list-style-type: none"> • Scholarship to undertake one AICD course: <ul style="list-style-type: none"> • Foundations of Directorship Program, or • Company Directors Course. • Mentoring • One-year AICD membership • Access to the Directorship Opportunities Subscription. • Leadership workshops • Mentor briefing and disability confidence training • Director briefings • LinkedIn group for mentors • Concluding event |
| Directing Change Mentoring (DCM) – led by AusDN | <ul style="list-style-type: none"> • Mentoring • Mentor briefing and disability confidence training • Concluding event |
| Disability Leadership Program (DLP) – led by AICD | <ul style="list-style-type: none"> • AICD course: <ul style="list-style-type: none"> • Foundations of Directorship Program, or • Company Directors Course, or • Governance Foundations for Not-for-Profit Directors Course. • Participation in one leader-to-leader workshop (for 50 scholars) |

| | |
|--|---|
| | <ul style="list-style-type: none"> • One-year AICD membership • Access to the Directorship Opportunities Subscription |
|--|---|

The key outcomes of each program are provided in page 91 of this report.

This diversity of approach to the same cohorts (i.e. leaders with disability and directors) offers a useful context for comparison of outcomes and the factors that affected these. Throughout this report, comparisons will be made to the other programs where relevant, and learnings drawn from across the program set, with an emphasis on the DCS program.

PROGRAM EVALUATION

The Directing Change Scholarship Program was independently evaluated by researchers from the Centre for Social Impact (CSI) at Swinburne University of Technology.

Evaluation objectives

The evaluation of the program over the three years of the program was based on three questions:

- How is the program tracking in its goal to increase the representation of people with disability on boards?
- What has changed/what outcomes have been achieved for scholars, mentors and partner organisations?
- What are the key elements contributing to creating impact?

Evaluation approach

The program evaluation involved the collection and analysis of data annually over the three years of the project. The evaluation approach involved:

- Collection and analysis of program data by participating organisations (AusDN, AICD and ASF) to address evaluation questions related to outcomes and outputs.
- Collection and analysis of program logic data by CSI to explore the ingredients necessary to effect change longitudinally.

A developmental and summative evaluation approach was adopted that aimed to not only assess the overall effectiveness of the program, but to identify the factors affecting this as the program progressed. This allowed researchers to provide insights annually so that the program partners could implement improvements in design progressively.

Data collection and analysis

The project evaluation considered data from a number of primary and secondary data sources. These are outlined in Table 4 below. Data was collected by AusDN and partners from scholars' and mentors' applications and a pre-program survey for each annual cohort, and from scholars' and mentors' mid and post-program feedback. Scholar, mentor and partner focus groups were conducted by CSI in year one and three of the program, and scholars completed surveys on initial completion of the program and then annually thereafter (concluding in 2024). 2022

cohort scholars were emailed 12 months and 24 months post-program completion to provide information about outcomes obtained and 2023 cohort scholars were emailed 12 months post-program. Data was also collected from the directors who completed online polls during the director briefings, although not all directors who attended completed the polls. Response rates from scholar and graduate surveys are provided in Table 5 below. Qualitative data from all sources were analysed thematically to identify key themes related to the evaluation questions.

Table 4. Sources of evaluation data: 2022, 2023 and 2024 cohorts

| | 2022 cohort | | 2023 cohort | | 2024 cohort | |
|--|--------------------------|-----------|--------------------------|--------------------------------|--------------------------|--|
| Data type | Pre data | Post data | Pre data | Post data | Pre data | Post data |
| Scholar data | | | | | | |
| Application data | N=22 | | N=15 | | N=17 | |
| Pre-program survey | N=21 | | N=15 | | N=17 | |
| Mid-program check-in | | N=10 | | N=15 | | N=14 |
| End of year of program / annual survey | | N=13* | | N=8* | | N=5* |
| Follow-up survey (labelled Graduate data) at 12-months and 24-months post completion | | N/A | | 12-month (2022 cohort) = 8* | | 12-month (2023 cohort) = 5* 24-month (2022 cohort) = 8* |
| Focus group (2022 and 2024 cohorts only) | | N=5* | | N/A | | N=3* |
| Mentor (director) data | | | | | | |
| Application data | N=22 | | N=15 | | N=17 | |
| Pre/post-program survey | N=20 | N=19 | N=14 | N=8 | N=17 | N=11 |
| Mid-program check-in | | N=17 | | N=15 | | N=14 |
| Focus group (2022 and 2024 cohorts only) | | N=8* | | N/A | | N=2* |
| Director (non-mentors) data | | | | | | |
| Director briefing feedback (pre/post polls) – Session 1 & 2 | N=142 (S1) N=192 (S2) | | N=243 (S1) N=421 (S2) | | N=293 (S1) N=358 (S2) | |
| Partner data | | | | | | |
| ASF & AICD Disability Confidence & Awareness Training feedback survey (2022 cohort only) | | N=20 | | | | |
| Focus group (x 2: ASF in August; AICD) (2022 cohort only) | | N=11* | | | | |

*Data collected by CSI Swinburne; all other data collected by AICD and AusDN

Table 5. Response Rate of surveys: 2022, 2023 and 2024 cohorts

| | 2022 cohort (N=22) | 2023 cohort (N=15) | 2024 cohort (N=17) | Total (N=54) |
|---|--------------------------|-------------------------|-------------------------|--------------------------|
| Year of enrolment | 2022 | 2023 | 2024 | |
| Scholars who completed annual survey at end of program | N=13 (59% response rate) | N=8 (53% response rate) | N=5 (29% response rate) | N=26 (48% response rate) |
| Graduates who completed 12-month follow-up survey | N=8 (36% response rate) | N=5 (33% response rate) | N/A | N=13 (24% response rate) |
| Graduates who completed 24-month follow-up survey | N=8 (36% response rate) | N/A | N/A | N=8 (15% response rate) |

PROGRAM PARTICIPANT PROFILES

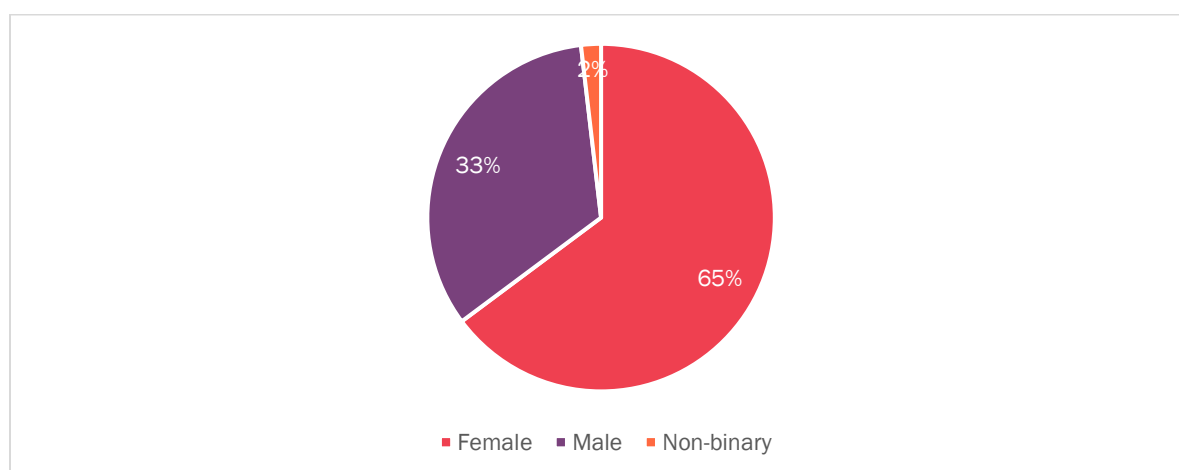
Scholar profiles

Scholar demographics

The Directing Change Scholarship program received 480 applications, and 54 individuals were offered a scholarship to undertake the program. Key demographic data was collected during the application and enrolment process. Appendix A details demographic data for each of the three years.

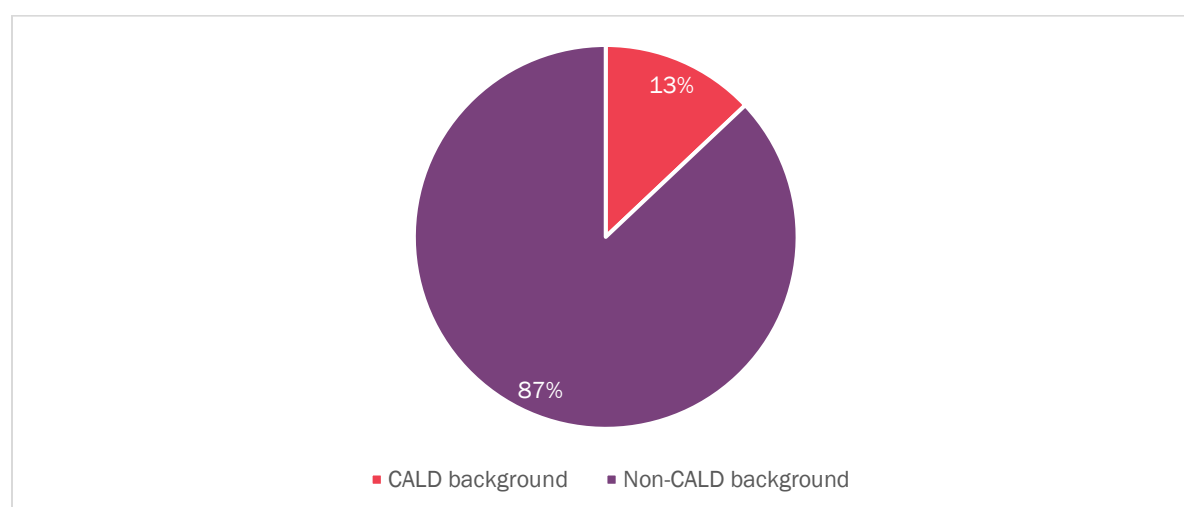
Overall, nearly two-thirds of scholars identified as female with a much higher proportion of females in the 2024 cohort as compared to the 2022 and 2023 cohorts. This information is shown in Figure 1.

Figure 1. Scholar self-reported gender identity across DCS Program



Thirteen per cent of scholars identified as being from a Culturally and Linguistically Diverse (CALD) background, with the number skewed in the 2024 cohort, when nearly one-quarter of scholars identified as having a CALD background (See Figure 2). Only one scholar identified as First Nations, and that was also in the 2024 cohort.

Figure 2: Scholars who identify with CALD background across DCS Program



Scholars were also asked to provide information about their residential location including the state or territory in which they reside and whether they lived in a metropolitan or rural/regional area. The data is provided in Table 6.

Table 6. Scholars' residential location

| | | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|-----------------------|----------------|-------------------------|-------------------------|-------------------------|----------------|
| Residency area | Metropolitan | 19 (86%) | 11 (73%) | 14 (82%) | 44 (81%) |
| | Rural/regional | 3 (14%) | 4 (27%) | 3 (18%) | 10 (19%) |
| State | NSW | 8 (36%) | 1 (7%) | 4 (24%) | 13 (24%) |
| | VIC | 4 (18%) | 4 (27%) | 7 (41%) | 15 (28%) |
| | SA | 3 (14%) | 1 (7%) | 1 (6%) | 5 (9%) |
| | WA | 2 (9%) | 1 (7%) | 2 (12%) | 5 (9%) |
| | QLD | 2 (9%) | 4 (27%) | 3 (18%) | 9 (17%) |
| | ACT | 1 (5%) | 3 (20%) | 0 | 4 (7%) |
| | TAS | 1 (5%) | 1 (7%) | 0 | 2 (4%) |
| | NT | 1 (5%) | 0* | 0 | 1 (2%) |

*one scholar moved to NT during program. Total N=54; Source: Application data

Overall, most scholars (81 per cent) lived in a metropolitan area and over half of the scholars lived in Victoria and New South Wales. There was low enrolment from the Australian Capital Territory (ACT), Tasmania and the Northern Territory (NT). Unlike the Disability Leadership Program, where the funder required targets for each State and Territory, there were no geographic enrolment targets set for this program.

Scholar leadership experience

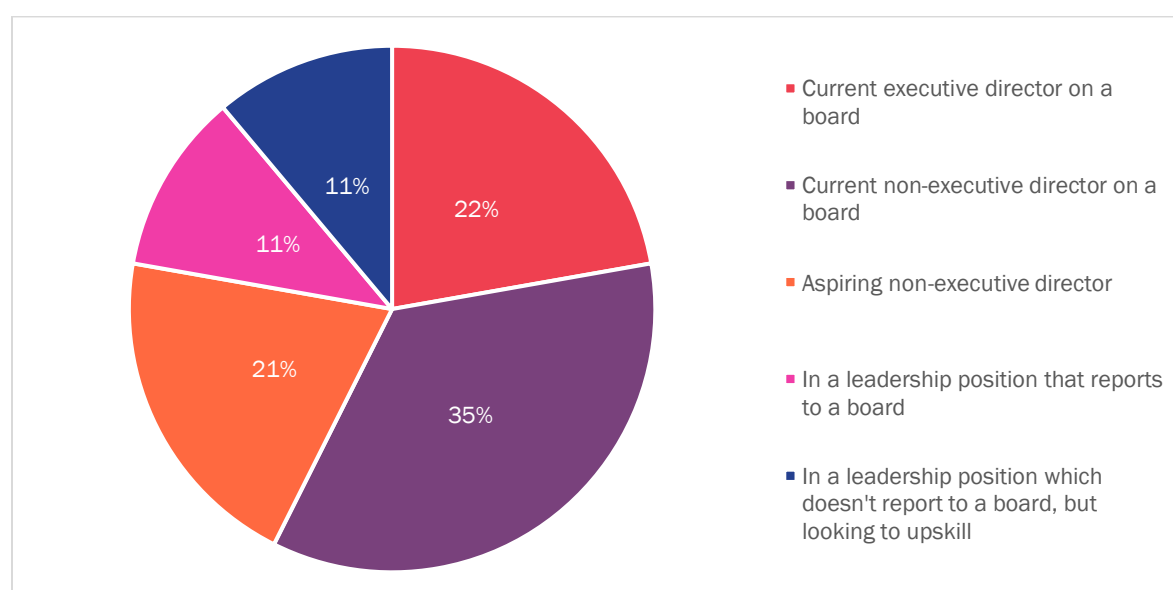
Scholars were asked to provide information in their program application about their current and/or previous leadership experience, including whether they held membership of the AICD. Appendix B details this data for each of the three years.

Overall, around 35 per cent of scholars reported that they were currently on a board in a non-executive capacity, while 22 per cent were currently an executive director and 11 per cent were in a paid role that reported to a board. Commonly this was in the role of Chief Executive Officer reporting to a board.

Twenty-one per cent of scholars had a goal to gain a non-executive board position, and a further 11 per cent were seeking to upskill, despite not currently being in a leadership position.

Approximately half of those who held a non-executive position on a board were members of the AICD. This information is presented in Figure 3 below.

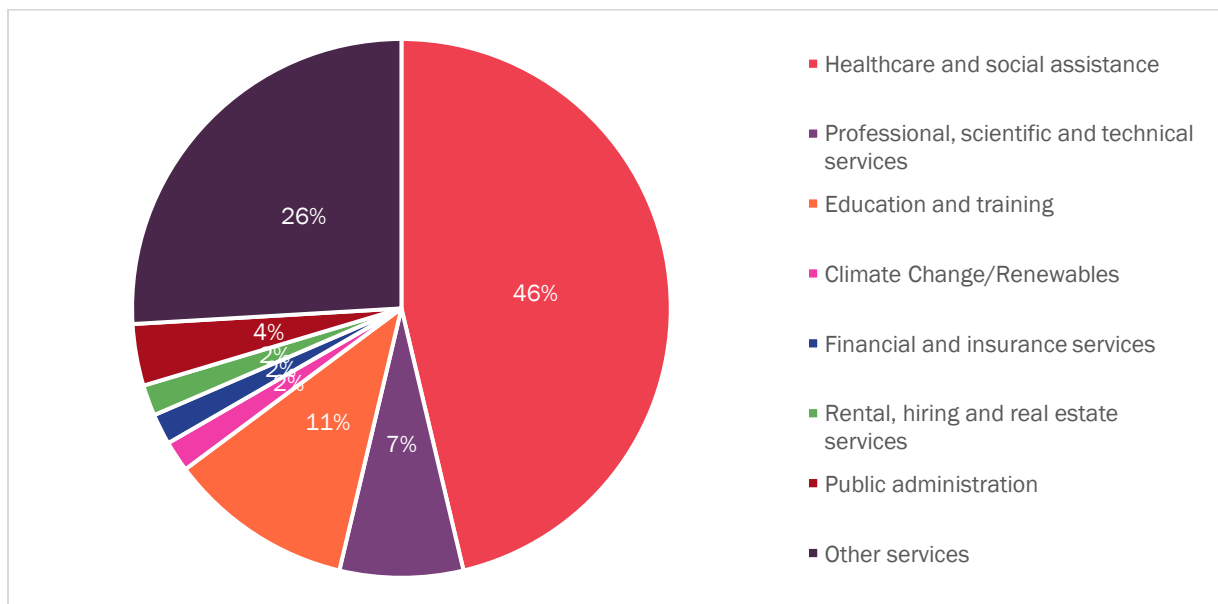
Figure 3. Scholar leadership experience: current role at program entry



Applicants were asked to provide information about the industry in which they had gained leadership experience. Data for each cohort (by year) is reported in Appendix B.

Nearly half of all scholars had gained leadership in the healthcare and social assistance industry. This may be due to the high number of people with disability who are employed within the disability support sector or who are on boards within the sector. Education and Training was the next most represented sector with 11 per cent of scholars gaining prior leadership experience here. Twenty-six per cent of scholars chose 'other services' as their industry, while several industry types had less than three scholars represented.

Figure 4. Scholar leadership experience: current industry



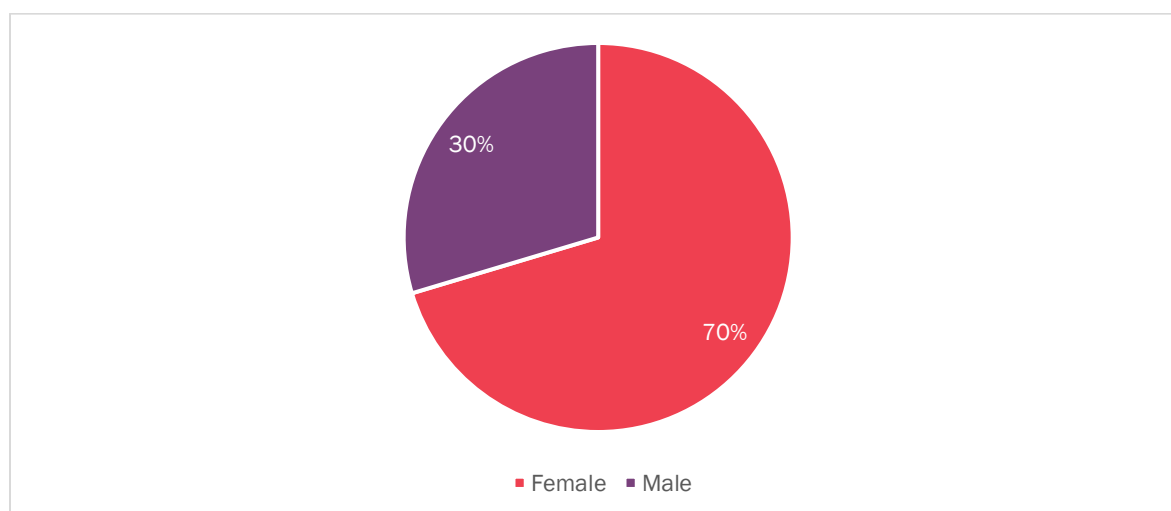
Overall, 18 per cent of scholars already held an AICD membership (see Appendix B for annual cohort data).

Mentor profiles

Mentor demographics

The program required one mentor to match with each of the 54 scholars selected for the program across the three years. Mentors were recruited via advertisements managed by the AICD. There were 640 mentor applications in total across the three years, with 8 per cent selected. Nearly three-quarters of mentors selected were females. This information is presented in Figure 5 below, with annual data provided in Appendix C.

Figure 5. Mentor self-reported gender identity across DCS Program



Data about other mentor characteristics, including CALD and First Nations backgrounds were collected in 2022 and 2023 cohorts only. In the 2022 cohort, two mentors (9 per cent) identified as having a CALD background and in year 2 it was zero. There were no mentors who identified as having a First Nations background across the life of the program.

A small number of mentors identified as having a disability, 6 per cent in total (reported in Table 7 below).

Table 7. Mentor identifying as having a disability

| | | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|-------------------|--------------------------|-------------------------|-------------------------|-------------------------|----------------|
| Disability | Yes | 0 | 1 (7%) | 2 (12%) | 3 (6%) |
| | No | 20 (100%) | 14 (93%) | 12 (70%) | 46 (88%) |
| | Unsure/rather not say | 0 | 0 | 2 (12%) | 2 (4%) |
| | Other | 0 | 0 | 1 (6%) | 1 (2%) |
| Total | | 20 (100%) | 15 (100%) | 17 (100%) | 52 (100%) |

Total N=52; Source: Y1+3: pre-program survey; Y2: Application data

The geographic location of mentors was also recorded across all three years of the program and is reported in Table 8 below.

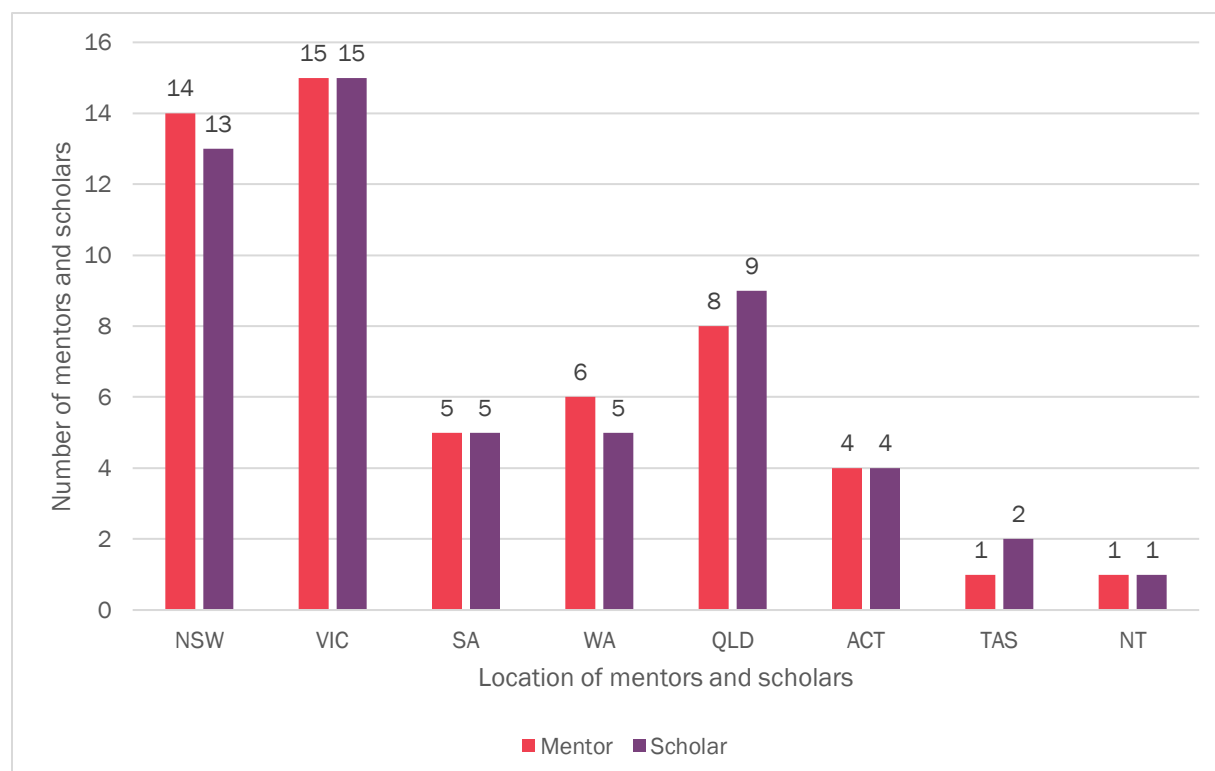
Table 8. Mentors' residential location

| | | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|-------|-----|-------------------------|-------------------------|-------------------------|----------------|
| State | NSW | 9 (41%) | 1 (7%) | 4 (23%) | 14 (26%) |
| | VIC | 4 (18%) | 4 (27%) | 7 (41%) | 15 (28%) |
| | SA | 2 (9%) | 1 (7%) | 2 (12%) | 5 (9%) |
| | WA | 4 (18%) | 1 (7%) | 1 (6%) | 6 (11%) |
| | QLD | 1 (5%) | 4 (27%) | 3 (18%) | 8 (15%) |
| | ACT | 1 (5%) | 3 (20%) | 0 | 4 (7%) |
| | TAS | 0 | 1 (7%) | 0 | 1 (2%) |
| | NT | 1 (5%) | 0 | 0 | 1 (2%) |
| Total | | 22 (100%) | 15 (100%) | 17 (100%) | 54 (100%) |

Total N=54; Source: Application data

Overall, the location of mentors and scholars was well matched (Figure 6 below), which enabled face-to-face mentoring if required or requested. It should be noted that not all scholars wished to be paired with a mentor in their own State or Territory.

Figure 6. Geographic spread of mentors and scholars across the program

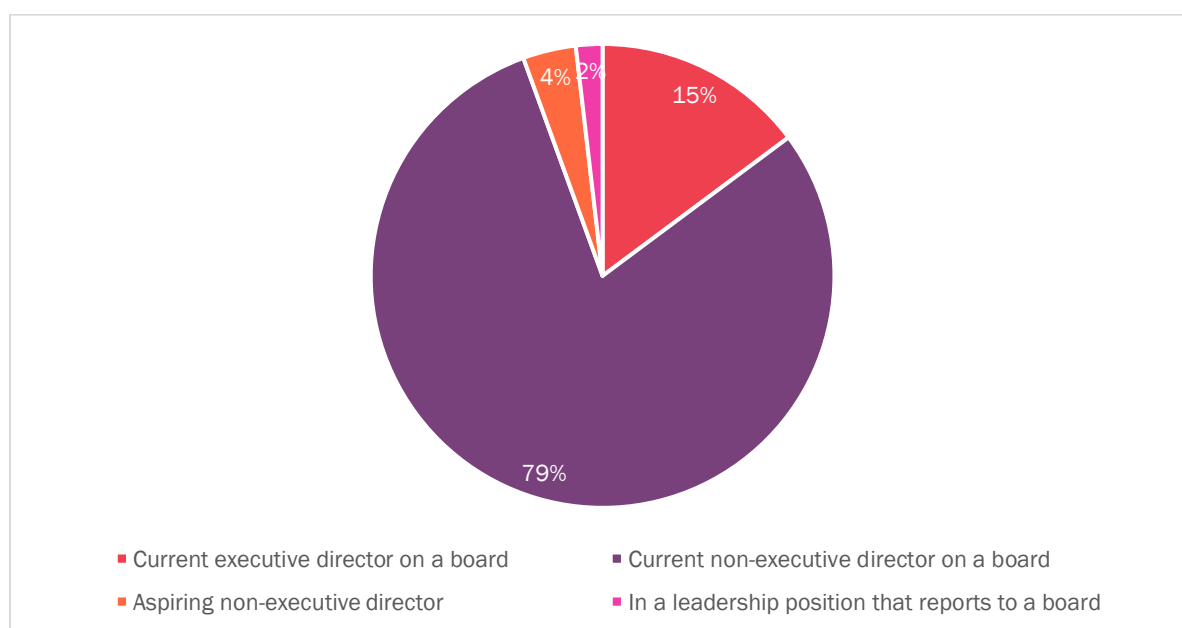


Mentor leadership experience

Mentors were drawn from the membership base of the AICD and were expected to have a sufficient level of leadership experience in order to undertake the mentoring role. Information about their leadership experience (past and current) was collected in the application process. Appendix D details this data relating to their current roles for each cohort of mentors over the three-year program.

A very high number of mentors (79 per cent) were currently in a non-executive board role. A further 15 per cent were involved in a board through a paid executive role, such as a Chief Executive Officer, which indicates a high level of expertise and experience amongst the mentor cohort.

Figure 7: Mentors' current role when commencing program

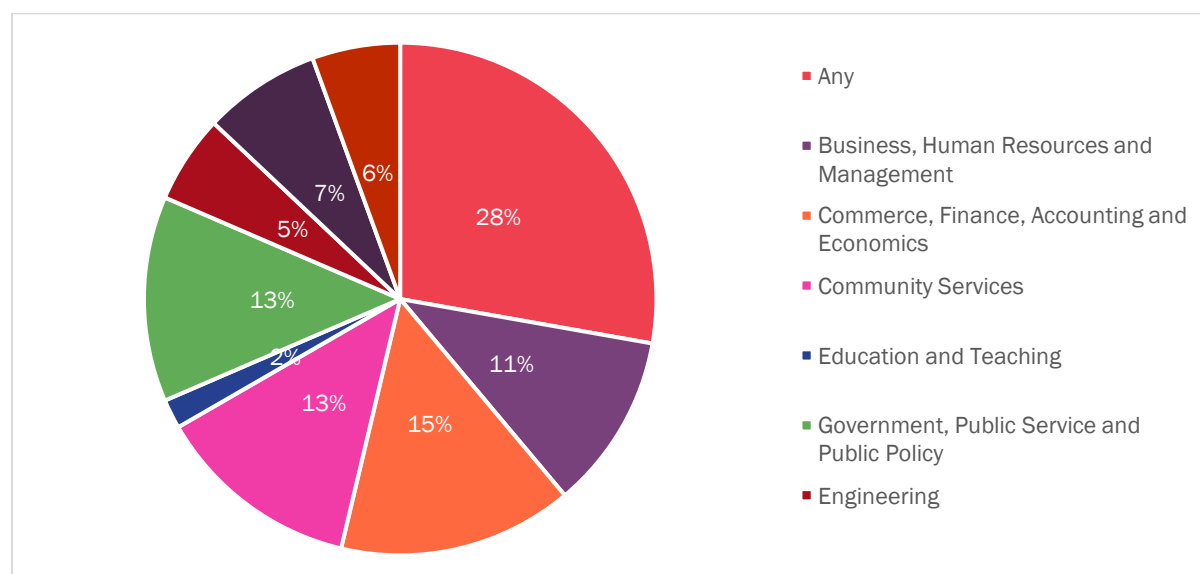


AICD membership and completion of an AICD governance course was an indicator of relevant board experience for mentors involved in the program. As expected, mentors had very high levels of AICD membership (98 per cent of the total cohort), due to the program recruiting via the AICD member database. Likewise, 94 per cent of mentors had completed an AICD governance course. See Appendix D for annual data.

Mentors were asked to provide information in the application process about the type of industry they are engaged in a leadership role in. The mentor data indicates a more diverse spread of industry types, and no concentration in one industry, in contrast to the concentrated industry

focus of scholars. Figure 8 demonstrates this spread of industry background (see Appendix D for annual data).

Figure 8. Mentors' leadership experience: industry



Mentors also provided data about the length of their board experience, by organisation type. The data is presented in Table 9 below.

Table 9. Mentor leadership experience: years of board

| | | 2022 cohort | 2023 cohort | 2024 cohort | Total |
|--|---------------------------------------|-------------|-------------|-------------|------------|
| Years of board experience by organisation type | Registered company (average) | 19 years | 9 years | 6.5 years | 11.5 years |
| | Not-for-profit organisation (average) | 12 years | 11 years | 8.5 years | 10.5 years |
| | Public sector agency (average) | 6 years | 7.5 years | 4 years | 6 years |

Total N=51; Source: Pre-program survey

Mentors reported significant experience (> 11 years on average) within registered companies, which includes listed companies, as well as significant experience (>10 years on average) in the not-for-profit sector. Focus group data indicated that directors commonly sit on both types of boards concurrently. Public sector agency board experience averaged 6 years overall.

Mentors were asked about their level of experience in working with people with disability or exposure to disability confidence training and workplace adjustments. The data is reported in Table 10 below.

Table 10. Mentor leadership experience: experience with workplace adjustment policies, disability confidence training and colleagues with disability

| | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|--|-------------------------|-------------------------|-------------------------|----------------|
| Have worked or been engaged with work on workplace adjustment policies and procedures | 9 (45%) | 9 (64%) | 7 (41%) | 25 (49%) |
| Have received disability confidence & awareness training previously | 4 (20%) | 7 (50%) | 7 (41%) | 18 (35%) |
| Have been on a board with a colleague with disability | 8 (40%) | 7 (50%) | 7 (41%) | 22 (43%) |

Total N=51; Source: Pre-program survey

Almost half of mentors indicated that they had some experience with disability, most commonly related to workplace adjustments. Over one-third of mentors had received disability confidence and awareness training and nearly half reported that they had been on a board with a colleague with disability. In addition, three mentors had other disability experience, including one who had a family member with a disability, one who had undertaken NDIS provider training and one who had completed other training.

Mentors were also asked about their previous mentoring experience. More than half (55 per cent) of the mentors on the program had previously mentored aspiring directors, most commonly in the not-for-profit sector (39 per cent) and the private sector (22 per cent). See Appendix D for data relating to each mentor cohort in each year.

PROGRAM OUTCOMES

Scholar outcomes

This section of the report presents data related to the outcomes experienced by scholars in the Directing Change Scholarship program. It includes outcomes reported by scholars at the end of the program, and by graduates of the program at 12- and 24-months post completion.

Scholar course enrolment and success

Program scholars underwent a competitive application process where they were assessed by a panel made up of staff from AusDN, AICD and ASF, and offered enrolment in either the Company Directors Course (CDC) or the Foundations of Directorship (FoD) course, both offered by the AICD, dependent on their current experience.

Table 11. Course enrolment: course type

| | | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|-------------|-----|----------------------|----------------------|----------------------|----------------|
| Course type | CDC | 12 (55%) | 8 (53%) | 10 (59%) | 30 (56%) |
| | FoD | 10 (45%) | 7 (47%) | 7 (41%) | 24 (44%) |

Total N=54; Source: Application data

More than half of the scholars were enrolled in the more difficult Company Directors Course. The course is a pre-requisite for many boards, particularly those listed on the Australian Stock Exchange. The others completed the Foundations of Directorship program, which is an introductory level program that provides a pathway to the full Company Directors Course.

Across the program, scholars had a high success rate. In 2022 and 2023, over 80 per cent of scholars successfully completed the course assessments, while some of the 2024 scholar cohort is still completing the AICD course. One scholar in the 2024 cohort commenced the FoD course, but withdrew from the program soon after, so the 2024 cohort size has been adjusted to reflect this in the course completion data in Table 12.

Table 12. Course enrolment: course completion rate

| | | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|---------------------|-----|----------------------|----------------------|----------------------|----------------|
| Course type | CDC | 12 (55%) | 8 (53%) | 10 (63%) | 30 (56%) |
| | FoD | 10 (45%) | 7 (47%) | 6 (37%)* | 23 (44%) |
| Course pass rate | | 82% (18 passed) | 80% (12 passed) | 56% (9 passed)** | 39 (74%) |

Total N=39; Source: AICD completion data

* One scholar in the 2024 cohort withdrew from the FoD course shortly after commencement and is not included in the course completion rate data.

**Note: In addition, four 2024 cohort scholars have incomplete assessment status, and three are awaiting the result of their assessments at the time of writing of this report.

Scholar change outcomes at end of program

At completion, scholars were asked to reflect on their overall experience in the program, considering the courses, mentoring and other activities, and rate the extent of change that occurred for them across five key areas. Those five areas are changes in:

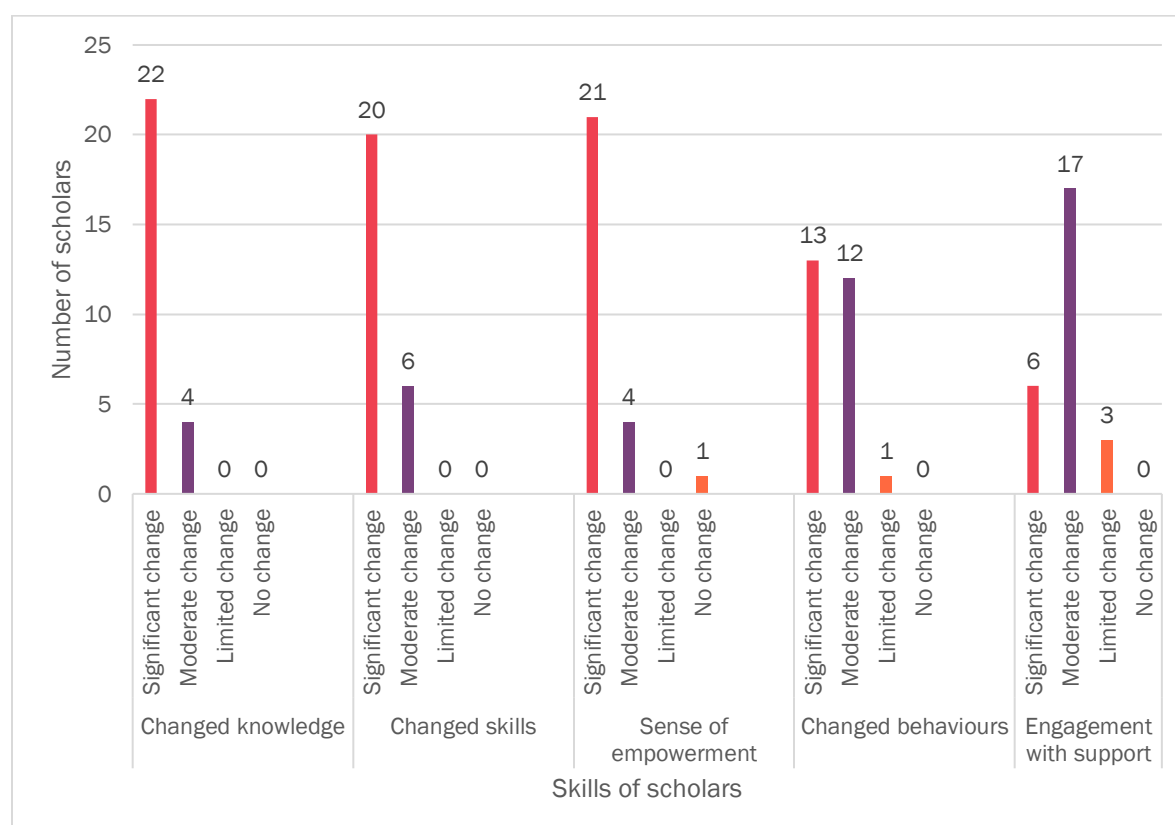
- Knowledge/access to information
- Skills
- Sense of empowerment, choice or control
- Behaviours
- Engagement with relevant supports around board capability and roles.

In addition, data tracked changes in:

- Pathways to and attainment of board roles.

The first five of these change outcomes are outlined below in figure 9. All six outcomes are then reported in more detail.

Figure 9. Change outcomes for scholars across DCS program



Source: Scholar annual survey

The reported changes are presented in more detail in Tables 13 – 17 below.

Changed knowledge/access to information

Significant changed knowledge and access to information was reported by a very high number of scholars (85 per cent) with a further 15 per cent reporting moderate change in knowledge and access to information. This is likely due to the inclusion of an AICD governance course, which is content heavy in relation to governance, risk and financial literacy, in the program.

Table 13. Scholar outcomes: changes in knowledge/access to information

| Changed knowledge/access to information | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|---|----------------------|----------------------|----------------------|----------------|
| Fully achieved / significant change | 11 (85%) | 7 (88%) | 4 (80%) | 22 (85%) |
| Moderate progress / change | 2 (15%) | 1 (12%) | 1 (20%) | 4 (15%) |
| Limited progress / change | 0 | 0 | 0 | 0 |
| No change | 0 | 0 | 0 | 0 |

Total N=26; Source: Scholar pre-program survey and scholar annual survey

Scholars provided information about the change in knowledge they experienced.

It has given me a more in depth understanding of the issues faced by boards and how to tailor your information to better supply what they seek (2022 cohort scholar).

I understand the process at work better and therefore am more effective when working with our board. Additionally this has been useful understanding for my academic career (2022 cohort scholar).

It has given me the knowledge to become a more diligent and active member of governance teams (2022 cohort scholar).

It was important for me to gain a deeper understanding of the interplay between boards and CEO/executive in guiding organisational directions and priorities...This understanding will be of significant assistance to me in understanding levers available to me to advocate for greater person-centred improvements to our healthcare system (2023 cohort scholar).

Clarity of director's role

One of the areas of change that was assessed pre- and post-program was the scholar's clarity about the director's role. Scholars were asked to rate their level of clarity about a director's role (including legal and community expectations) on a scale of 1-5, with 1 being very weak and 5 being very strong. This was one of three areas of greatest change within the program. This data is displayed in Table 14.

Table 14. Changes in clarity of a director's role pre-post program

| Clarity of a director's role (including legal and community expectations) | Pre-program (average) | Post-program (average) | % change |
|---|-----------------------|------------------------|----------|
| 2022 cohort | 3.1 | 4.8 | 54% |
| 2023 cohort | 3.1 | 4.0 | 29% |
| 2024 cohort | 3.4 | 4.6 | 35% |

Source: Pre-program survey: Yr 1 N=21, Yr 2 N=16, Yr 3 N=17. Annual scholar survey: Yr 1 N=13, Yr 2 N=8, Yr 3 N=5

Some scholars commented on their desire to improve their understanding of a director's role and confirmed that this aspiration had been met by the program.

I wanted to come into the course with a desire to learn the difference between executive roles (which I currently hold) and board/governance roles. The course gave me all of that and more. I am now confident with both the executive and the board and my ability to separate them (2024 cohort scholar).

Changed skills

Changes in skills relates to the extent to which scholars are able to apply the knowledge they have gained. Scholars provided a self-rating data on the extent to which their skills had changed, and this is reported in Table 15 below.

Table 15. Scholar outcomes: changes in skills

| Changed skills | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|-------------------------------------|-------------------------|-------------------------|-------------------------|----------------|
| Fully achieved / significant change | 8 (62%) | 7 (88%) | 5 (100%) | 20 (77%) |
| Moderate progress / change | 5 (38%) | 1 (12%) | 0 | 6 (23%) |
| Limited progress / change | 0 | 0 | 0 | 0 |
| No change | 0 | 0 | 0 | 0 |

Total N=26; Source: Scholar annual survey

Significant change in skills was reported by 77 per cent of scholars overall, with a further 23 per cent reporting moderate change. Scholars provided information about the change in skills they experienced.

I wasn't really sure where I was going to go with this program, I just knew I wanted to somehow change the world for disabled kids' futures. The program helped me refine what I want to do and how I can do it and gave me great skills and experience as well (2022 cohort scholar).

[The program changed] my leadership and relationship management skills (2023 cohort scholar).

The skills I have learned assisted me in my current roles and gave me confidence and assurance in sharing my knowledge with my current boards. They have also helped me more clearly evaluate the actions of others in the corporate world and given me a clearer sense of what can be expected and why organisations might act in certain ways (2024 cohort scholar).

Strategic thinking and innovation skills

The area of strategic thinking and innovation was one of the three highest rated skills areas at the end of the program across each of the three years. On a scale where 5 was very strong and 1 very weak, scholars in the 2022 cohort rated their strategic thinking and innovation skills at 4.7 at the end of the program. This data is displayed in Table 16.

Table 16. Self-rated strategic thinking and innovation skills at post program (out of 5)

| | 2022 cohort | 2023 cohort | 2024 cohort | Average |
|--|----------------|----------------|----------------|---------|
| Strategic thinking and innovation skills | 4.7 | 4.1 | 3.8 | 4 |

Source: Annual scholar survey

Other skills

Of the three highest rated skills at post-program, effective communication skills (with a rating of 4.6 out of 5) was also selected by the 2022 cohort, effectively evaluating and managing risk (4.1) selected by the 2023 cohort, and ability to be decisive and provide feedback (3.8) was selected by the 2023 cohort.

Changed sense of empowerment, choice or control

The level of change in sense of empowerment, choice or control amongst scholars who had completed the program was also measured. The results are reported in Table 17 below.

Table 17. Scholar outcomes: changes in sense of empowerment, choice or control

| Sense of empowerment, choice or control | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|---|-------------------------|-------------------------|-------------------------|----------------|
| Fully achieved / significant change | 10 (77%) | 8 (100%) | 3 (60%) | 21 (81%) |
| Moderate progress / change | 3 (23%) | 0 | 1 (20%) | 4 (15%) |
| Limited progress / change | 0 | 0 | 0 | 0 |
| No change | 0 | 0 | 1 (20%) | 1 (4%) |

Total N=26; Source: Scholar annual survey

There was significant change in sense of empowerment, choice or control for a very high number of scholars (>80 per cent) with a further 15 per cent reporting a moderate amount of change. Scholars provided information about the change.

Understanding the role of the board, good governance, risk management, financial literacy. This has given me greater confidence in my current role in working with the board and communicating with staff about work with the board and board decisions. It has helped me understand the benefit of board members bringing different perspectives to the work of a board, and in particular, I now clearly see the critical importance of disabled people being on boards and in leadership positions, not only of disability

organisations but of all organisations in society. 'Nothing about us without us' – as 20 per cent of the population, that is literally all decision-making in society (2022 cohort scholar).

Exceeded my expectations – I was far more experienced than I originally thought so my time with my mentor was not about entry-level development & learning, we engaged with complex issues & went beyond the basics (2022 cohort scholar).

Undertaking this course has given me the confidence and the skills to put myself forward for a board director position. I feel empowered to advocate for diversity in the boardroom (2023 cohort scholar).

I have more confidence in my own ability (2023 cohort scholar).

Similarly, mentors reported a sense of satisfaction at seeing the growth in the scholars' confidence and skills as they completed the program.

I guess the highlight I think for me [was] not only seeing her build her confidence over the year in terms of believing that she's actually a person worthy to be at a board and regardless of whether she's a person with a disability, she has other skills that are absolutely valuable for a board (2022 cohort mentor).

I think seeing the growth in my mentee, I think through a mixture of the formal education and our more informal mentoring discussions, as he/she had 'ah-ha' moments of saying 'this is how I can approach the financial sustainability of this organisation differently', and also to grow in confidence in both recruiting and then dealing with a CFO role on the board (2024 cohort mentor).

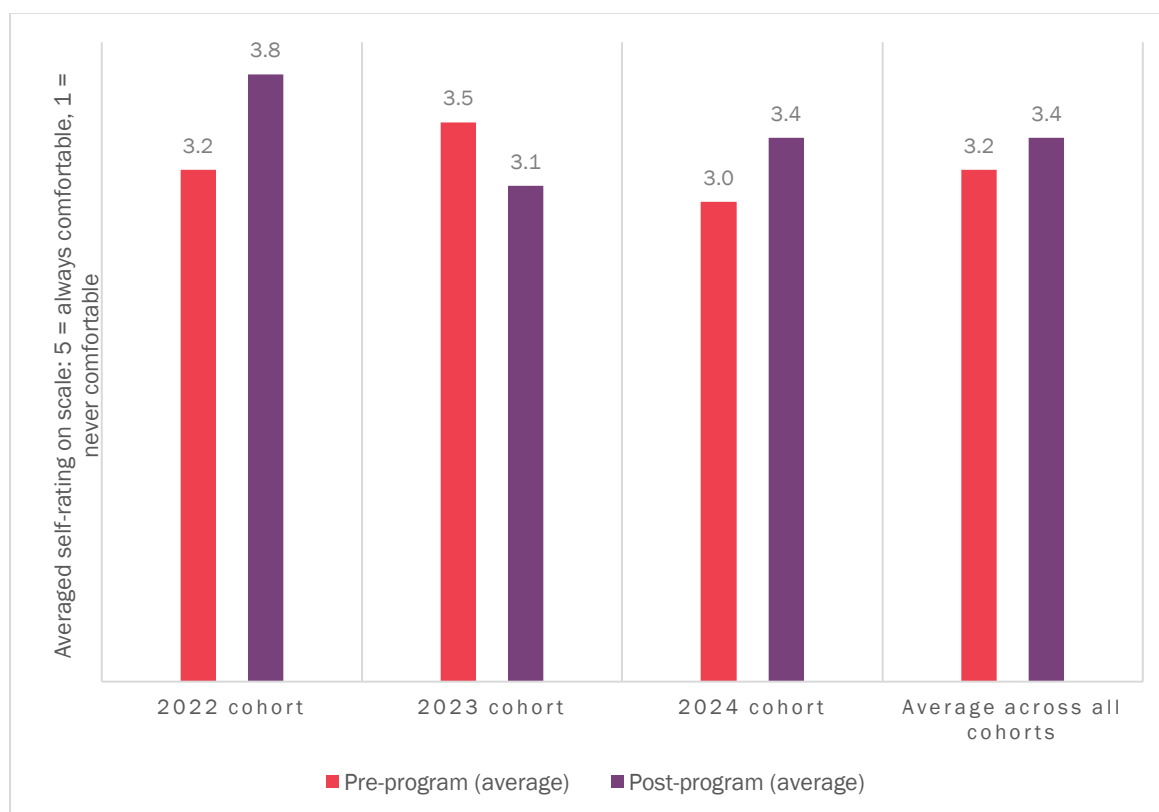
Increased confidence was consistently expressed as a key outcome from the mentoring process.

It's through the discussions that we've had together. I found that, for her, that's giving her the confidence to know what to ask for and what to look for (2024 cohort mentor).

Confidence to share disability-related information

Another area of empowerment was that of confidence in sharing disability-related information. Both pre- and post-program, scholars were asked to report their level of comfort sharing disability-related information with several groups (including peers, manager, on job/position applications, within organisation, and publicly), on a scale of 1-5, with 5 being 'always comfortable' and 1 being 'never comfortable'. Figure 11 shows the level of change, averaged across all types of groups with which the information is shared. Detailed cohort by cohort data is available at Appendix G.

Figure 10: Averaged scholar comfort in sharing disability-related information pre-post program



Comfort in sharing disability related information increased by 6.25 per cent on average across all cohorts. 2022 and 2024 saw increases in scholars' comfort in sharing disability related information with all groups. However, 2023 cohort scholars showed generally negative trends in confidence in sharing disability information. Across the three cohorts, and across the different types of groups scholars might share information about disability with, there was otherwise little consistency, suggesting that this element of empowerment was likely affected by many program and non-program factors that remain difficult to predict.

Scholars provided additional information about sharing of disability related information that helps to explain this complexity. For some scholars, learning with and from peers with disability gave them increased confidence.

Being among peers who work with disability as a strength has been incredibly confidence building. Seeing and hearing different perspectives through this program has helped build that confidence. I have grown considerably over the course of this scholarship program (2022 cohort scholar).

[I] realised the importance of it – especially in relation to helping others with access needs (2022 cohort scholar).

I have learned a lot from others and so feel like I have MORE information to share, though I am not sure if I am still always sharing it simply because we live in a very 'everything-ist' society still (2022 cohort scholar).

It's good to know there are more disabled people out there also eager for more directorial/board and leadership opportunities (2024 cohort scholar).

Many scholars reported overcoming a previous reluctance to share aspects of their disability with others as a result of the program.

It's given me a bit more confidence to share in a general setting (2023 cohort scholar).

I feel much more comfortable about this now that I've put it out there and no harm has come of it (so far). Prior to the program I was extremely reluctant in being open about my disability (2022 cohort scholar).

I have gained more confidence in telling my story, which isn't easy with a silent disability (2022 cohort scholar).

I would say for me, it has helped me to feel more empowered and like sharing this is not as shameful as it used to feel (2022 cohort scholar).

I feel more comfortable in sharing the limitations my disability imposes on me now. I would rarely, if ever, have done it before (2023 cohort scholar).

Others retained a caution about disclosing their disability, depending on the situation, with one preferring to focus on inclusion rather than disability.

I'm still cautious when and how I disclose about my own disabilities. I'm happy to talk about inclusion (2022 cohort scholar).

To some extent meeting directors with a disability does increase comfort, but for roles where disability might not be targeted or authentically embraced, there is still the concern of conscious or unconscious bias (2024 cohort scholar).

My responses about my comfort sharing disability information relate to my judgment of the relevance of that information; I don't want everything I do or say to be viewed by others as related to my disability. I believe the skills I have developed because of my disability have value in some contexts, in which case I would share it. It is reasonable to assess public or unknown attitudes to disability before disclosing it, because my experience of people's responses has not always been positive (2024 cohort scholar).

2023 cohort scholars reported decreases or no change for all groups. Pre-program 2023 cohort scholars did have a higher overall comfort level than 2022 cohort or 2024 cohort scholars

entering the program, which may explain the overall decrease. 2023 cohort scholars also provided additional comments when prompted.

My comfort hasn't changed. My disability is visible so can't be hidden. It's impact on me can be hidden and it is that which I do not disclose, unless I have to (2023 cohort scholar).

I became more comfortable with people I got to know but I still tend to be quite private about my experience of disability (2023 cohort scholar).

I am now aware of the privilege I have in identifying with having a disability that I get to choose when I disclose. Many people do not have this (2023 cohort scholar).

Changed behaviours

Changes in scholar behaviour were self-rated by scholars at the completion of the program and are reported in Table 18 below.

Table 18. Scholar outcomes: changes in behaviour

| Changed behaviours | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|-------------------------------------|----------------------|----------------------|----------------------|----------------|
| Fully achieved / significant change | 6 (46%) | 3 (38%) | 4 (80%) | 13 (50%) |
| Moderate progress / change | 7 (54%) | 5 (62%) | 0 | 12 (46%) |
| Limited progress / change | 0 | 0 | 1 (20%) | 1 (4%) |
| No change | 0 | 0 | 0 | 0 |

Total N=26; Source: Scholar annual survey

Fewer scholars (50 per cent) reported significant change in their behaviour at the completion of the program. However, when combined, 96 per cent reported significant or moderate change overall. This may be due to scholars needing more time post-program to implement changes in their behaviour in existing or new leadership roles. Scholars provided information about the change in behaviour they experienced.

I feel I can take on a higher role within the firm I work at and I am an active mentor to my juniors in the company. I am a role model of business achievement whilst also being disabled (2022 cohort scholar).

[I have] Much more confidence to put new governance aspects into place, and challenge things that are inappropriate/unethical (2022 cohort scholar).

I work in an NFP that serves women who have been systemically disenfranchised from employment. This program has helped me look at how we offer our programs to women with a range of disabilities, and ways that we can be more accessible for these women. We have historically focused more on women as carers of people with disabilities, not as having disabilities themselves (2022 cohort scholar).

The goal I had was to improve my capability as a director and have exposure to more director positions. The course has given me a significant reference base to use in considering director actions, a good network of contacts and access to people to help me (2023 cohort scholar).

[The program changed] my leadership in general and my ability to get a clear message and influence people (2024 cohort scholar).

Participating in the program has a lot of benefits to my work especially around strategic thinking and how we influence change (2024 cohort scholar).

The program has given me a broader way of thinking, or director's mindset, that has made me a better executive in my day job (2024 cohort scholar).

I am co-director of a business and use my leadership skills and knowledge in this area (2023 graduate – 12-months post-completion).

Changed engagement with relevant support around gaining board capability and roles

Changes in engagement with relevant support around gaining board capability and roles was also reported by scholars at the completion of the program. The data is outlined in Table 19 below.

Table 19. Scholar outcomes: Changes in engagement with relevant support

| Engagement with relevant support | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|--|------------------------------|------------------------------|------------------------------|------------------------|
| Fully achieved / significant change | 3 (23%) | 2 (25%) | 1 (20%) | 6 (23%) |
| Moderate progress / change | 9 (69%) | 5 (62%) | 3 (60%) | 17 (65%) |
| Limited progress / change | 1 (8%) | 1 (12%) | 1 (20%) | 3 (12%) |
| No change | 0 | 0 | 0 | 0 |

Total N=26; Source: Scholar annual survey

Less than one-quarter of scholars reported significant change in relation to engagement with relevant support around gaining board capability and roles, however when taken together, 88

per cent reported significant or moderate change. It is expected that post the program, scholars may require time to locate suitable supports.

Scholars provided information about the change in engagement with relevant support around gaining board capability and roles they experienced.

It has helped me to start thinking about the goals that I want to achieve but I haven't achieved all yet. One goal which was achieved was completing the director's course which I don't think I would have done without AND [now known as Australian Disability Network] assistance with the reasonable adjustments. I think I would have given up with the process (2022 cohort scholar).

I have additionally been appointed to a paid (nominally) government role in the Health sector. The program has supported me to achieve this, and other possible future opportunities (2024 cohort scholar).

Changed pathways to and attainment of board roles

For many scholars, obtaining a board role was an objective of their involvement in the program. On commencement, 17 of the 54 scholars identified gaining a board role as a desired outcome of the mentoring element of the program, and 20 hoped for expanded professional networks, as pathways to board roles, via the mentoring element (see Appendix E).

Knowledge of pathways for director opportunities

Before commencing the program and at completion, scholars were asked to rate their knowledge of available pathways for director opportunities on a scale of 1-5, with 1 being very weak and 5 being very strong. Across all cohorts, scholars consistently reported that knowledge of available pathways for director opportunities increased (see Table 20), and this was one of the three top areas in which they experienced the most change from the program.

Table 20. Scholar outcomes: Changes in knowledge of available pathways for director opportunities

| Knowledge of available pathways for director opportunities | Pre-program (average) | Post-program (average) | % change |
|--|-----------------------|------------------------|----------|
| 2022 cohort | 2.1 | 3.6 | 71% |
| 2023 cohort | 2.2 | 3.0 | 36% |
| 2024 cohort | 2.2 | 3.4 | 54% |

Source: Pre-program survey: Yr 1 N=21, Yr 2 N=16, Yr 3 N=17. Annual scholar survey: Yr 1 N=13, Yr 2 N=8, Yr 3 N=5

Despite the comparatively significant level of positive change, at the conclusion of the program scholars still rated their knowledge of board pathways as being one of the lowest of all skills/knowledges assessed (discussed later in this section).

Networks

As reported above, many scholars hoped that the program would result in expanded networks, including via their mentors. Mentors were asked (at end of program) if they thought they would stay connected with their matched scholar after the program ended.

Table 21. Would mentor stay connected with matched scholar (post-program): 2022, 2023 and 2024 cohorts

| | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|------------|----------------------|----------------------|----------------------|----------------|
| Yes | 18 (95%) | 6 (75%) | 10 (91%) | 34 (89%) |
| No | 1 (5%) | 2 (25%) | 1 (9%) | 4 (11%) |

Source: Mentor post-program survey (2022 cohort: N=19; 2023 cohort: N=8; 2024 cohort: N=11)

The majority of mentors (89 per cent) indicated that they thought they would stay connected with the scholar once the formal program was completed. This expectation was tested in graduate post-program data. Graduates (at 12- and 24-months post completion) were asked the extent to which they kept in contact with their mentor and with other graduates after the program finished. The data is reported in Tables 22 and 23 below.

2022 cohort graduates had the most contact with their mentor and other graduates at the 12-month follow-up point. However, contact with both groups declined over time as reported at the 24-month follow-up point. None of the 2023 cohort graduates reported any contact with their mentor post-program and 80 per cent reported no contact with other graduates of the program. However, it should be noted that the respondent sample for this data is small and may not reflect practice across the cohorts.

Overall contact was higher between graduates and mentors than between graduates. Sixty-two per cent of graduates reported some ongoing contact with their mentor, with 24 per cent maintaining regular contact.

Table 22. Graduate outcomes: graduates' contact with mentors after program end

| Contact with mentors | 2022 cohort (12month) N (%) | 2022 cohort (24month) N (%) | 2023 cohort (12month) N (%) | Total N (%) |
|------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------|
| Regular contact | 4 (50%) | 1 (12.5%) | 0 | 5 (24%) |
| Contact when needed | 3 (37.5%) | 5 (62.5%) | 0 | 8 (38%) |
| No contact since program end | 0 | 2 (25%) | 5 (100%) | 7 (33%) |
| Other | 1 (12.5%) | 0 | 0 | 1 (5%) |

Total N=21; Source: 12- and 24-month follow-up surveys

Scholars commented positively on the establishment of ongoing relationships between mentees and mentors.

I think a good mark of the success of the mentoring is the willingness for that relationship to continue...it's moved from that sort of mentor/ mentee relationship into a more mutual – not a friendship but a respectful working relationship almost (2022 cohort scholar).

Mentors also commented on the establishment of effective ongoing networks. They appreciated the opportunity to build ongoing relationships with scholars as they continued their leadership journeys.

Look, it's gone really well and she's asked can we continue beyond the normal time and I'm happy to do that because she's a kind of willing mentee (2022 cohort mentor).

By contrast, 39 per cent of graduates maintained contact with other graduates. Some graduates did report contact via LinkedIn, and some scholars commented on the value of the scholar network.

...the scholar catchups when they happened were fantastic and I got a lot out of them (2022 cohort scholar).

Table 23. Graduate outcomes: graduates' contact with other graduates after program end

| Contact with other graduates | 2022 cohort (12month) N (%) | 2022 cohort (24month) N (%) | 2023 cohort (12month) N (%) | Average N (%) |
|------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|------------------|
| Regular contact | 1 (12.5%) | 1 (12.5%) | 0 | 2 (10%) |
| Contact when needed | 3 (37.5%) | 2 (25%) | 1 (20%) | 6 (29%) |
| No contact since program end | 2 (25%) | 5 (62.5%) | 4 (80%) | 11 (52%) |
| Other | 2 (25%) | 0 | 0 | 2 (10%) |

Total N=21; Source: 12- and 24-month follow-up surveys

Confidence to apply for board positions

In a similar way, scholars also rated their confidence to apply for board positions, at pre-and post-program, on a scale of 1-5, with 1 being very weak and 5 being very strong. Across all cohorts, scholars reported increased confidence (see Table 24). As with knowledge of pathways to board roles (above), this was one of the three top areas in which scholars experienced the most change from the program.

Table 24. Changes in overall confidence in applying for a board position pre-post program

| Overall confidence in applying for board positions | Pre-program (average) | Post-program (average) | % change |
|--|--------------------------|---------------------------|----------|
| 2022 cohort | 2.6 | 4.0 | 53% |
| 2023 cohort | 2.7 | 3.6 | 33% |
| 2024 cohort | 2.6 | 3.8 | 46% |

Source: Pre-program survey: Yr 1 N=21, Yr 2 N=16, Yr 3 N=17. Annual Scholar survey: Yr 1 N=13, Yr 2 N=8, Yr 3 N=5

Attainment of board roles

Results at program end

At the end of each cohort's program, scholars were asked to indicate whether they had applied for a board role during or since completing the program, and provide information related to the outcome of the application. The data is provided in Table 25 below and also diagrammatically in Figure 11 below.

Table 25. Scholar board role attainment outcomes at end of program

| | 2022 cohort | 2023 cohort | 2024 cohort | Total |
|--|-------------|-------------|-------------|----------|
| Applied for board role: | | | | |
| Yes, at least once | 6 (50%) | 6 (75%) | 4 (80%) | 16 (64%) |
| No | 6 (50%) | 2 (25%) | 1 (20%) | 9 (36%) |
| Successful in obtaining board role (of those who applied) | | | | |
| Yes, one or more applications successful | 3 (50%) | 3 (50%) | 1 (25%) | 7 (44%) |
| Still waiting on result | 2 (33%) | 1 (17%) | 1 (25%) | 4 (25%) |
| No, not successful | 1 (17%) | 1 (17%) | 2 (50%) | 4 (25%) |
| Other | 0 | 1* (17%) | 0 | 1 (6%) |

Total N=25. Source: Annual scholar survey (2022 cohort: N=12; 2023 cohort: N=8; 2024 cohort: N=5)

*Scholar was successful in obtaining an interview, but had to decline due to job change and new conflict of interest.

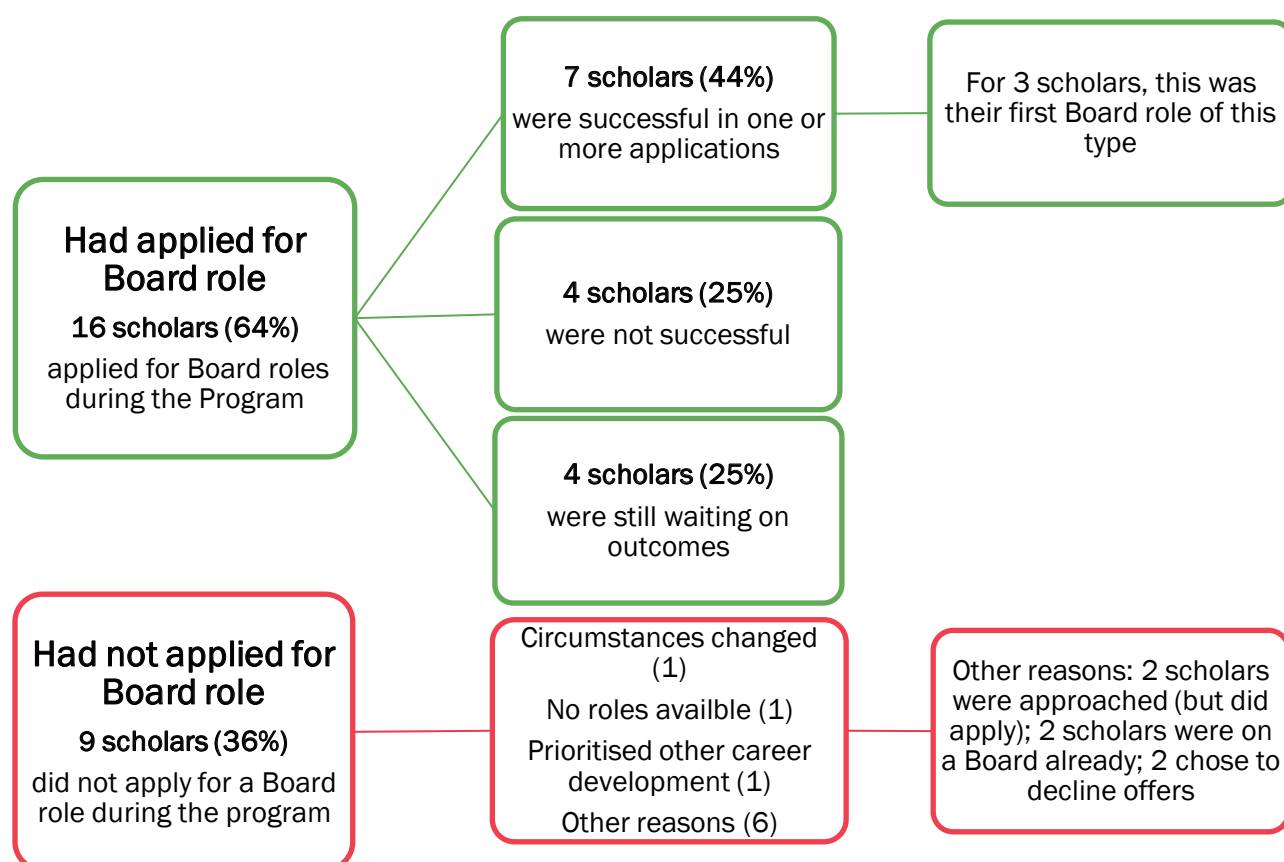
In total, 16 scholars (64 per cent) who completed the post-program survey had applied for a board role. Of those, seven scholars or 44 per cent of those who applied obtained a board role by the end of the program: three scholars in the 2022 cohort; three scholars in the 2023 cohort; one scholar in the 2024 cohort. Four scholars (25 per cent of those who had applied for a role) were not successful and four scholars (25 percent) were awaiting an outcome at the time of completing the survey.

I was aiming to build my understanding and skill to switch from reporting to a board to building a space for myself on a board and this has been achieved. I am now working on a board role (2022 cohort scholar).

Nine scholars who completed the post-program survey had not applied for a board role. However, several had been approached to join a board or were already on a board at commencement of the program.

... one of the things that I definitely got out of this in addition to that was the fact that I've been approached by a few boards ... and I'm now currently just having discussions with one because some of them haven't fit my personal brand of what I want and it's been quite an interesting experience (2022 cohort scholar).

Figure 11. Board pathway attainment for DCS scholars: 2022, 2023 and 2024 cohorts

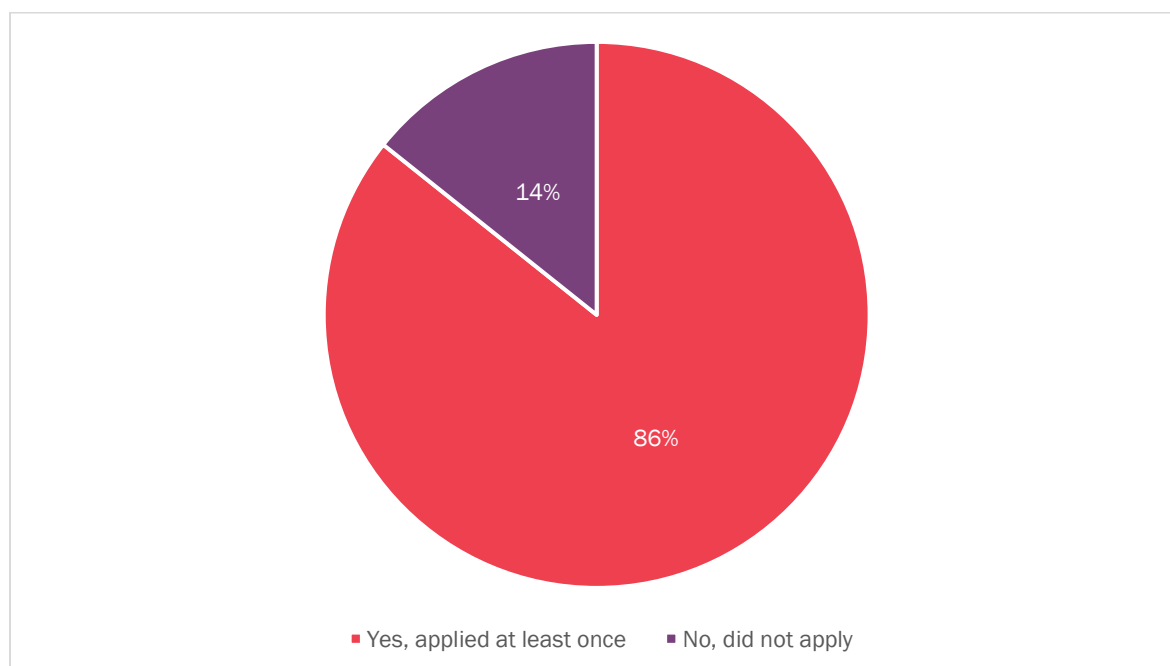


Total N=25. Source: Annual scholar survey (2022 cohort: N=12; 2023 cohort: N=8; 2024 cohort: N=5)

Results for graduates at 12- and 24-months post-program

At 12- and 24-month follow-up, 2022 cohort and 2023 cohort graduates were asked whether they had applied for a board role in the previous 12 months. Figure 12 shows that 86 per cent of those responding to the graduate survey of 2022 and 2023 cohorts had applied for a board role. For the 2022 cohort this includes two rounds of data at 12- and 24-months post completion, and one round of data for the 2023 cohort at 12-months post completion. While this result shows a high level of board application, the overall sample size is less than half the total scholar group across three years.

Figure 12. Total graduates who applied for a board role in last 12-months at time of survey (n=21)

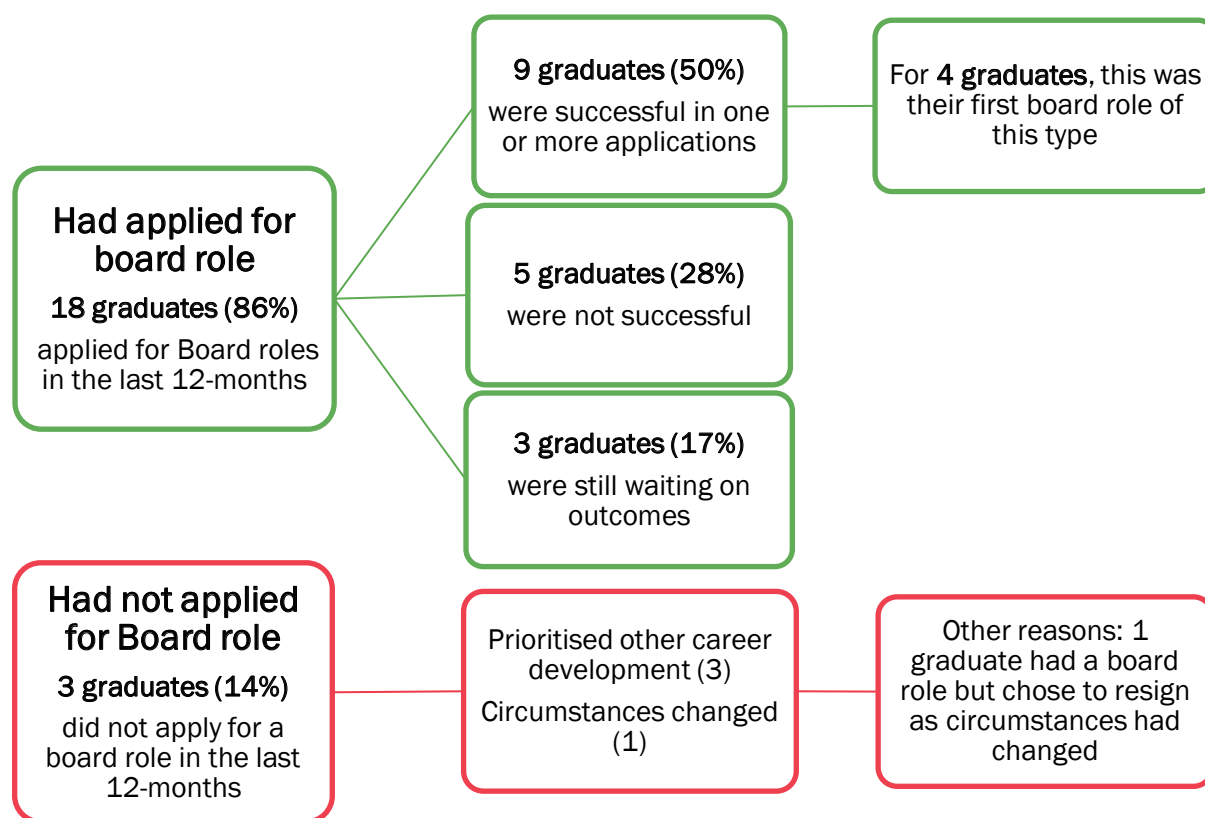


Details of graduate outcome for each cohort and at 12- and 24-months post-program can be found in Appendix I.

Eighty-six per cent of graduates reported that they had applied for a board role in the previous 12 months across each of the three follow-up surveys. Figure 13 provides a summary of their outcomes. Of those, 50 per cent of these were successful in obtaining a board role. All nine roles were in the not-for-profit sector, with 2 roles also in government. For 4 graduates (44 per cent of those who successfully obtained a board role), the board role obtained was their first on any board, or their first paid role.

For those graduates who did not apply for a board role, all had prioritised other career development pathways. One graduate had had a change in personal circumstances and did not have capacity to apply for board roles at the time.

Figure 13. Board pathway attainment for DCS 2022 and 2023 cohort graduates



Total N=21; Source: 12- and 24-month follow-up surveys

Comparing the data at completion of the program with that at 12- and 24-months post-completion (i.e. graduate data), the 2022 cohort significantly increased board applications in the years following program completion, while the 2023 cohort somewhat decreased applications in the 12-months post-program. This graduate data provides some insight into how outcomes might progress over time as graduates attain more skills and experience, clarify their aspirations or respond to relevant opportunities as they arise. However, the data is limited in that it represents a small proportion of all scholars/graduates and is incomplete in understanding factors influencing board applications and attainment. It should be remembered that many scholars already held some form of board role during the program, and the commentary provided in this data also shows the range of other circumstances that influence board uptake at any point in time, such as personal circumstances, career opportunities and lack of available roles.

Areas of negative or no change (pre-post program)

The program did not result in positive change in all areas. In particular in the 2023 cohort scholar survey, there were five areas that decreased pre-post program and two areas that

experienced no change. Again, these areas were rated on a scale of 1-5, with 1 being very weak and 5 being very strong. The areas of negative growth pre- and post-program for the 2023 and 2024 cohorts are displayed in Table 26.

Table 26. Scholar outcomes: areas of negative change pre-post program – 2023 and 2024 cohorts

| | | Pre-program (average) | Post-program (average) | % change |
|--------------------|---|--------------------------|---------------------------|----------|
| 2023 cohort | Awareness of your personal strengths | 3.9 | 3.6 | -8% |
| | Ability to influence, empower and motivate others | 3.8 | 3.5 | -8% |
| | Effective communication skills | 4.1 | 3.5 | -15% |
| | Ability to build trust quickly and effectively | 4.1 | 4 | -2% |
| | Learning agility | 3.9 | 3.5 | -10% |
| 2024 cohort | Ability to build trust quickly and effectively | 3.5 | 3.4 | -3% |

Source: Pre-program survey (2023 cohort: N=16; 2024 cohort: N=17); Annual scholar survey (2023 cohort: N=8; 2024 cohort: N=5)

There is no qualitative data that helps explain this result. Overall, the 2023 cohort experienced reduced levels of positive change, or negative change, compared to the 2022 and 2024 cohorts. Interestingly, the 2023 cohort was comprised of a far higher proportion of scholars already holding an executive director position on a board compared to the 2022 and 2024 cohorts.

Scholar outcomes: strongest and weakest areas at post-program

Post-program scholars were asked to rate the areas they felt strongest in, and those they felt weakest in. Again, these areas were rated on a scale of 1-5, with 1 being very weak and 5 being very strong. The data is reported in Table 27 below.

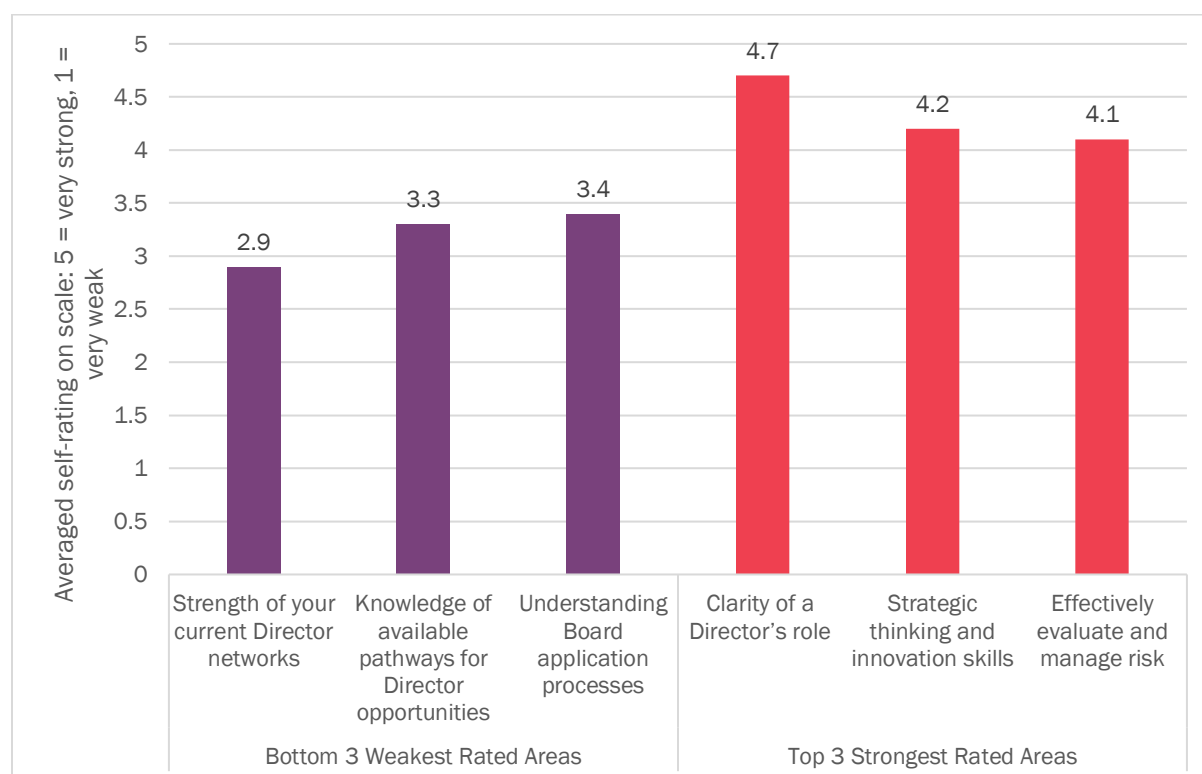
Table 27. Scholar outcomes: strongest and weakest rated areas (post-program)

| | 2022 cohort (average) | 2023 cohort (average) | 2024 cohort (average) |
|------------------------------|--|---|---|
| Strongest rated areas | | | |
| 1. | Clarity of director's role (4.8) | Effectively evaluate and manage risk (4.1) | Clarity of director's role (4.6) |
| 2. | Strategic thinking and innovation skills (4.7) | Strategic thinking and innovation skills (4.1) | Strategic thinking and innovation skills (3.8) |
| 3. | Effective communication skills (4.6) | Clarity of director's role (4.0) | Ability to be decisive, provide feedback (3.8) |
| Weakest rated areas | | | |
| 1. | Strength of current director networks (3.0) | Understanding board application processes (2.9) | Strength of current director networks (2.4) |
| 2. | Knowledge of pathways for director opportunities (3.6) | Knowledge of pathways for director opportunities (3.0) | Understanding board application process (3.4) |
| 3. | Financial literacy (3.8) | Financial literacy (3.1) | Knowledge of pathways for director opportunities (3.4) |

Source: Annual scholar surveys

Figure 14 shows the top 3 strongest and weakest rated areas at the end of the program.

Figure 14. Overall top 3 strongest and weakest rated areas (post-program): 2022, 2023 and 2024 cohorts



Clarity of director's role and strategic thinking

As discussed earlier in this section, in the post-program survey, scholars reported strength in the areas of clarity of director's role, and strategic thinking and innovation skills. This may be due to the combination of the coursework materials available via the AICD governance courses undertaken and the opportunity to discuss the topics with their mentor in one-to-one sessions to seek clarification or further information.

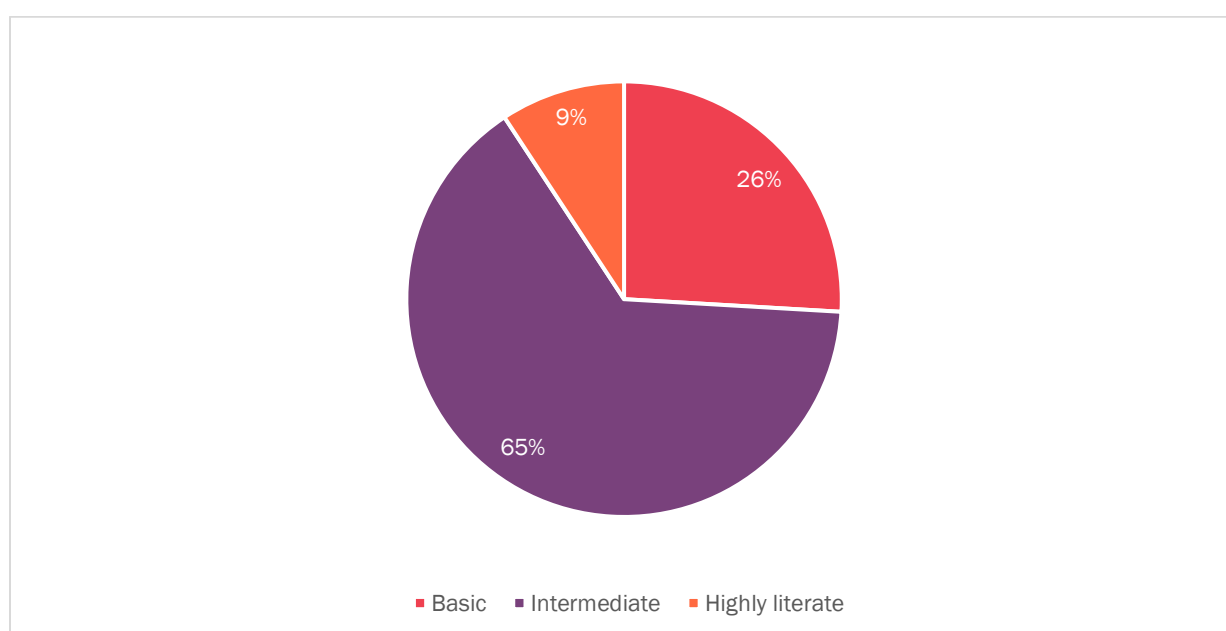
Board pathways

The weakest rated areas predominately relate to board pathways, board application processes and strength of current director networks. Despite significant positive change in knowledge of pathways for director opportunities, as reported above, it was still an area that scholars considered themselves to be weaker in. Having just completed the program, it was clear that gaps in knowledge about how to obtain a board role continued to exist for scholars. In addition, the scholars recognised that their own director networks were not as strong as necessary, given the important role they play in developing board role opportunities.

Financial literacy

One of the areas of skills change desired by scholars at the commencement of the program was that of financial literacy. Thirteen of the fifty-four program participants identified this as an area they hoped to improve as part of the mentoring element of the program. As part of their application, scholars rated their financial literacy skills 26 per cent rating these as 'basic' and 65 per cent as 'intermediate' (Figure 15 below). This was a relatively consistent result across each of the cohorts (see Appendix F for year-by-year data).

Figure 15. Scholar self-reported level of financial literacy at program entry



Post program data highlighted that this was one of the three lowest areas of skills attainment for the 2022 and 2023 cohorts, with scholars rating their skills in this area at 3.8 and 3.1 respectively out of 5 post-program. Several scholars reported that completing the coursework relating to financial management was difficult for them.

However, several scholars commented on an increase their financial literacy skills as a result of the program, though with further room for improvement.

My financial literacy improved significantly. I make better contributions and decisions in board meetings. My peers have acknowledged the improvement and confidence boost (2023 cohort scholar).

My aims however were for improved financial literacy and governance knowledge – this was achieved in part through the AICD course, but I have a lot more growth to do (2022 cohort scholar).

Program alignment with scholar expectations

Upon program completion, scholars were asked how it aligned with the goals and aspirations they held at program commencement. The data is reported in Table 28 below.

Table 28. Extent program met scholar expectations

| | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|-------------------------------|----------------------|----------------------|----------------------|----------------|
| Yes | 13 (100%) | 7* (88%) | 5 (100%) | 25 (96%) |
| Yes, to a great extent | 8 (62%) | 5 (63%) | 4 (80%) | 17 (65%) |
| Yes, to some extent | 5 (38%) | 2 (25%) | 1 (20%) | 8 (31%) |
| No, not at all | 0 | 1 (12%) | 0 | 1 (4%) |

Total N=26; Source: Scholar annual survey

Overall, 96 per cent of scholars reported that the course met their aspirations/goals to a great extent or to some extent. Scholars in year three (2024 cohort) were particularly satisfied with the course with 80 per cent of respondents saying that the program met their goals to a great extent.

Comments drawn from scholar surveys over the three years of the program confirmed that scholars found the program beneficial in building skills and experience in leadership roles.

I learnt so much more than I thought I would, and the program has given me confidence in my abilities (2022 cohort scholar).

I wanted to gain more skills and confidence, which I have done to a significant extent. I also sought and gained a broader understanding of the corporate landscape. I have a deeper understanding of why diversity is important to boards, although am still working on enunciating what it is I bring to a board (2024 cohort scholar).

In some cases, scholars reported major changes in employment status as a result of the course.

When I joined the program, I was unemployed. Now I have a full-time role reporting to a board, and I have a new board role (2022 cohort scholar).

Director/board outcomes

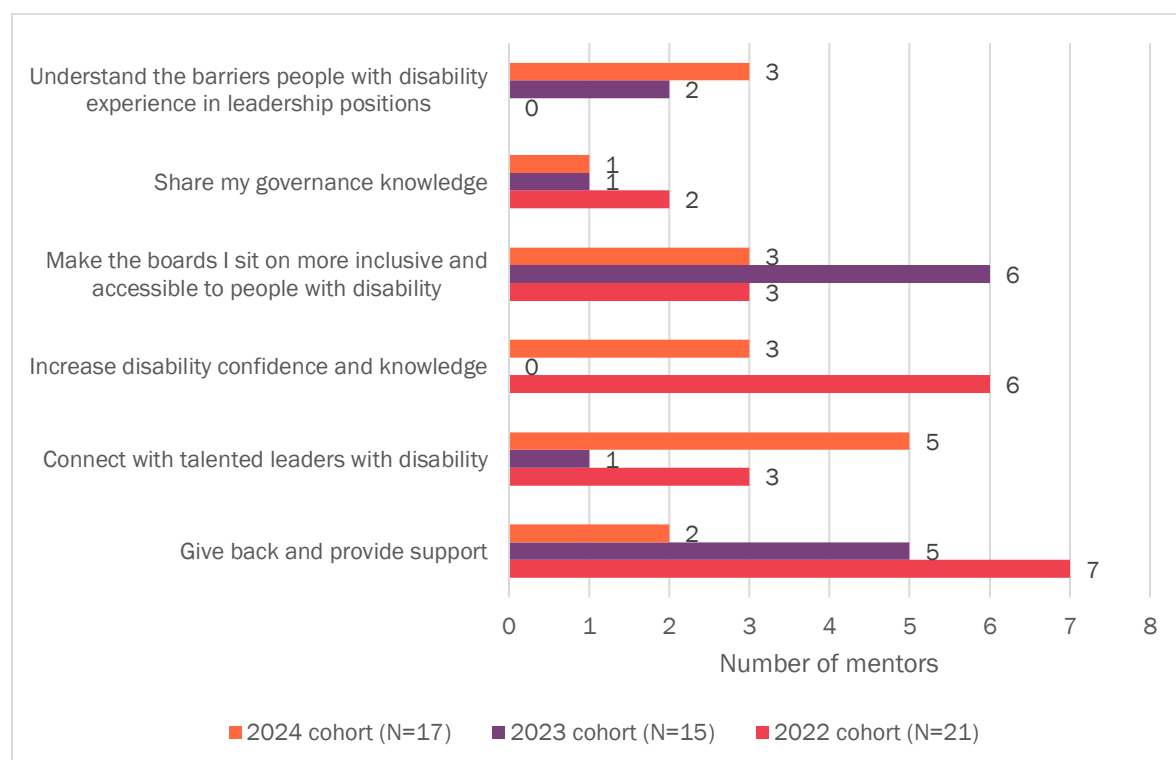
This section of the report presents data related to the outcomes experienced by directors and boards in the Directing Change Scholarship program. It commences with outcomes for mentors (AICD members and directors of boards).

Mentor outcomes

Program alignment with mentor expectations

Mentors were surveyed about their primary objectives for participating in the program prior to program commencement. This data is presented in Figure 16.

Figure 16: Mentors' primary objectives pre-program: 2022, 2023 and 2024 cohorts



Tabulated data describing the motivations of mentors in each year of the program can be found at Appendix J.

In the main, mentors' objectives for participation matched those of the program, encompassing a desire to increase the inclusiveness of boards (including through building networks to aspiring leaders with disability), build their own skills in this area, and also to support the capability building of aspiring leaders. There was an altruistic lens to several mentors' objectives in that they wanted to drive long-term change and advocate for others by becoming an effective leader.

and for others, to develop their own mentoring skills and become a role model to others. Commonly, mentors expressed a desire to ‘give back’ in both application and focus group data.

Definitely I did want to give back and I'm aware that there's a lot of talent out there that is just massively underexploited (2024 cohort mentor).

Upon completion of the program, mentors were asked whether their participation in the program met the aspirations or goals they had at commencement. The data is presented in Table 29 below.

Table 29. Did program meet mentor expectations

| | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|-------------------------------|----------------------|----------------------|----------------------|----------------|
| Yes | 18 (95%) | 8 (100%) | 11 (100%) | 37 (97%) |
| Yes, to a great extent | 6 (33%) | 4 (50%) | 5 (45%) | 15 (41%) |
| Yes, to some extent | 12 (67%) | 4 (50%) | 6 (55%) | 22 (59%) |
| No, not at all | 1 (5%) | 0 | 0 | 1 (3%) |

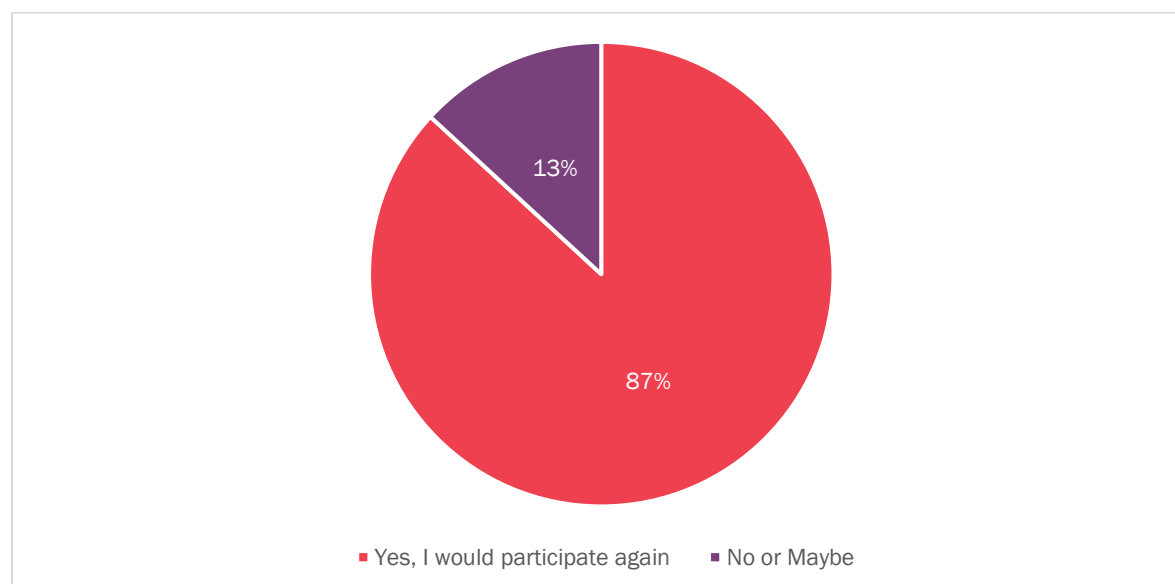
Source: Mentor post-program survey (2022 cohort: N=19; 2023 cohort: N=8; 2024 cohort: N=11)

Across the three years of the program, almost all mentors (97 per cent) felt the program did meet their aspirations or goals to some or to a great extent

Mentors were also asked if they would participate in the program as a mentor again. The data is summarised in Figure 17 below (with more detail across each program year provided in Appendix J).

Overall, across the three years, 87 per cent of mentors said they would participate in the program again. For those that indicated ‘no’ or ‘maybe’, time and capacity reasons were the main reasons provided.

Figure 17. Would mentor participate in the program as a mentor again: 2022, 2023 and 2024 cohorts (n=38)



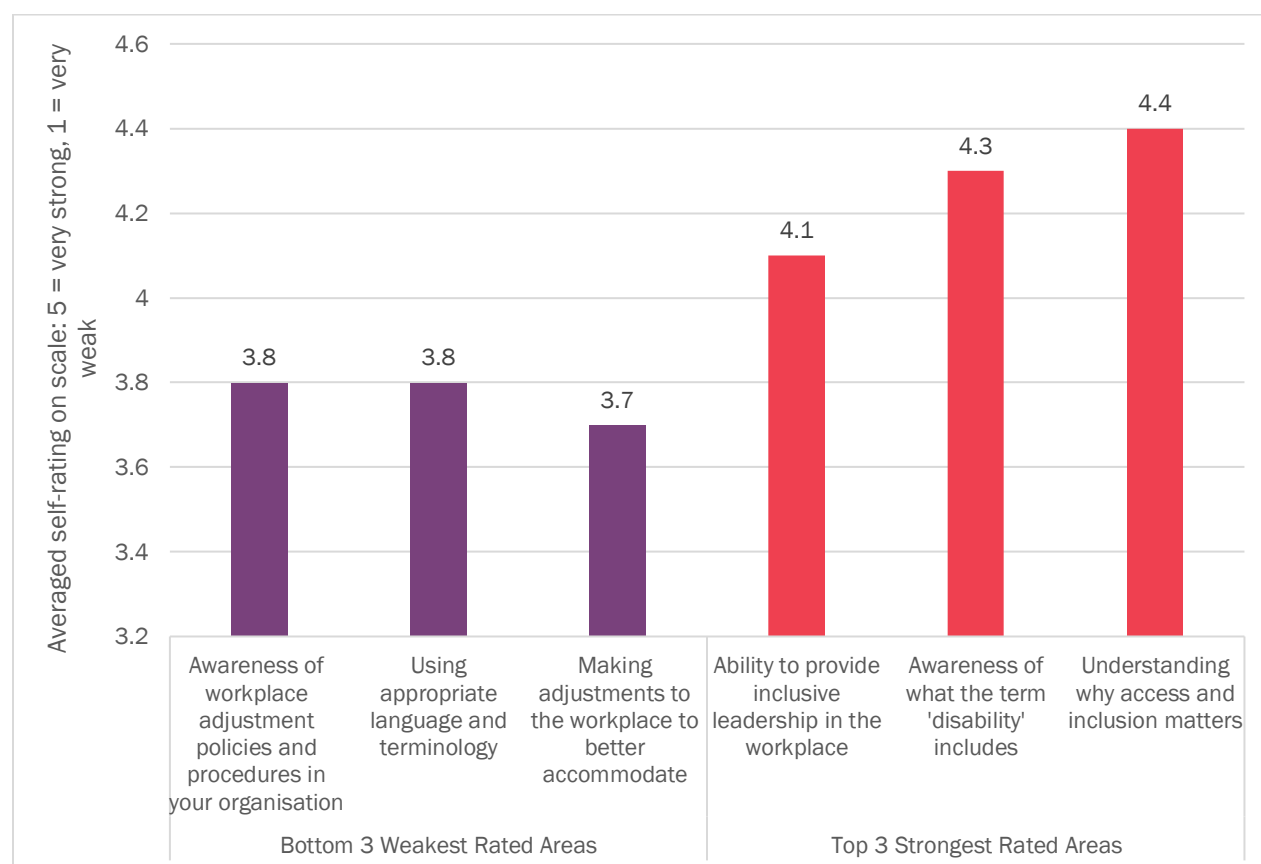
Change in disability confidence and awareness

Mentors were asked pre- and post-program to rate their disability confidence and awareness on nine key areas on a scale of 1-5, with 5 being very strong and 1 being very weak. The nine areas were:

1. Understanding why access and inclusion matters
2. Awareness of what the term 'disability' includes
3. Awareness of the prevalence of disability in Australia
4. Using appropriate language and terminology
5. Awareness of the workplace adjustment policies and procedures of the organisation(s) you work for/with
6. Understanding possible barriers experienced by people with disability
7. Knowledge of how barriers can be removed/addressed in professional settings
8. Making adjustments to the workplace (including board environment) to better accommodate employees or directors with disability
9. Ability to provide leadership in the workplace to build the confidence of employees and directors to be more inclusive of people with disability.

Overall, all areas of disability confidence and awareness were rated relatively highly for mentors at both beginning and end of program, reflecting the selection criteria for mentors. Figure 18 provides a visual representation of the three strongest and three weakest rated areas for all mentors across cohorts at post-program.

Figure 18. Mentor strongest and weakest rated disability confidence areas (post-program) average across mentor cohorts: 2022, 2023 and 2024 cohorts



Post-program, understanding why access and inclusion matters was the strongest rated area for mentors, followed by awareness of what the term disability includes and the ability to provide inclusive leadership in the workplace. However practical inclusion strategies relating to the use of language and terminology and workplace adjustments were reported to be weaker areas of confidence and awareness.

Overall, mentors experienced a 4 per cent increase in their disability confidence and awareness after completion of the program (see Table 30 below). This suggests that the various elements of the program, including engaging with a person with disability through mentoring, resulted in a small increase in disability confidence and awareness. Across cohorts, this was highest in the 2023 cohort (however the 2023 cohort mentor pre-program disability confidence and awareness were rated the lowest, on average, of all the cohorts). Overall post-program scores for all three years were similar (average range 3.9 – 4.1).

Table 30. Mentor change in disability confidence and awareness (pre-post program): 2022, 2023 and 2024 cohorts

| | Pre-program (average) | Post-program (average) | % change |
|--|--------------------------|---------------------------|----------|
| 2022 cohort overall confidence and awareness | 4.0 | 4.1 | 3% |
| 2023 cohort overall confidence and awareness | 3.6 | 4.0 | 11% |
| 2024 cohort overall confidence and awareness | 3.7 | 3.9 | 5% |
| Average overall | 3.8 | 4 | 5% |

Source: Mentor pre-program survey 2022, 2023 and 2024 cohorts, N=51; Mentor post-program survey 2022, 2023 and 2024 cohorts, N=38

In focus groups, mentors talked about the changes that they had experienced as a result of the program, including increased disability awareness. One mentor felt that the program had filled a significant career gap.

So absolutely achieve my expectation of understanding more about working directly with someone in the disability space. It was a huge gap I felt during my career actually and I was really pleased to have the opportunity to do something about it and I was quite petrified at the start I have to say. That was great from that perspective (2022 cohort mentor).

For some mentors, the introductory session, with its focus on interacting with people with disability, was seen as an important part of the program even though mentors generally had prior skills in this area.

I thought the introductory session we had that talked about how to interact with people with disability and that, I thought that was really helpful. Even though I've been in the sector, I'm certainly no expert and I really appreciated and had some good take aways from that (2022 cohort mentor).

Mentors discussed their own growth and development and saw this as a highlight of the program. In particular, a better understanding of how to improve accessibility for people with disability on boards and a greater general awareness of disability were seen as important outcomes of the program.

We have people in our work that are neurodiverse, for example, and I wanted to improve my own knowledge and understanding and not bring unconscious bias when I'm either talking at boards about potential recruits, or in my day job (2024 cohort mentor).

Mentors acknowledged that this increased awareness of disability had led to a change in thinking about diversity on boards and its importance in the building of boards of the future.

That was an unexpected kind of benefit from me just from thinking differently I suppose about how you can foster...and help build the directors of the future I guess (2022 cohort mentor).

A snapshot from the 2022 cohort mentor data highlighted the following changes in awareness, knowledge and actions:

Awareness

- Awareness of invisible disability
- Awareness of unintended barriers
- Increased understanding of disability
- Understanding of true inclusion
- Developed awareness of accessibility in the boardroom
- Increased awareness of workplace adjustments
- Better understanding of inclusive recruitment process
- Awareness of a pool of candidates

Knowledge

- Learned about alternate methods of communication
- Learned more about use of inclusive language
- Learned more about conducting accessible virtual meetings

Actions

- Became more adaptive in own leadership style
- Adding flexibility in board meetings
- Making inclusion a priority
- Asking more questions to ensure work environment more inclusive
- Initiated a disability inclusion project
- Sharing learning with the boards.

However, when the data related to the nine areas of disability confidence and awareness (from mentor surveys) are examined more closely, there is a lack of uniformity in the level and focus of change in confidence and awareness across cohorts. Some mentor cohorts reported strongest

growth in areas that others had weakest growth in (for example, around making workplace adjustments). This data is available in Appendix K.

Areas in which at least one cohort of mentors experienced strongest growth are:

- Knowledge of how barriers can be addressed in professional settings
- Awareness of the prevalence of disability in Australia (2 cohorts)
- Using appropriate language and terminology (2 cohorts)
- Awareness of workplace adjustment policies and procedures in your organisation
- Ability to provide inclusive leadership in the workplace
- Making adjustments to the workplace to better accommodate
- Awareness of what the term 'disability' includes.

Items related to disability prevalence, awareness of what the term disability includes, and use of appropriate language may be related to the provision of disability confidence and awareness training provided to mentors. Items related to barriers and adjustments may have resulted from direct experience of making adjustments to accommodate the scholar in the mentoring partnership.

However, for some cohorts, the strengths identified above were perceived to be areas of weakness, for example knowledge of how barriers can be addressed in professional settings was a strength for the year 3 mentor cohort and a weakness for the year 2 mentor cohort. Some of this variance may be due to the small numbers of mentors who completed the post-program survey each year and the divergent starting points in skill sets of mentors.

Change in leadership skills

While mentors were selected in the program based on their leadership skills and experience, pre-and post-program data was collected to assess any increase in their leadership skills.

Mentors were asked pre- and post-program to rate their leadership skills in nine key areas, on a scale of 1-5, with 5 being very strong and 1 being very weak. The nine leadership areas were:

1. Ability to adapt your communication style
2. Ability to communicate your ideas effectively
3. Confidence in providing constructive feedback
4. Ability to manage difficult conversations
5. Your creativity in problem-solving
6. Ability to motivate and empower others
7. Ability to build trust quickly and effectively
8. Ability to empathise with others
9. Willingness to be flexible with team members.

Overall, mentors' rating of their leadership skills did not change after involvement in the program; it remained stable and high at an average of 4.2 across all nine domains. The minimum-maximum range for all three years of the program across all nine areas was 3.8 – 4.5, indicating high levels of mentor self-rated leadership skills. Overall, mentors' rating of their leadership skills remained stable and high pre-post program. There was a slight decrease (0.1 or -2 per cent) in the 2023 cohort and no change in the 2024 cohort. The pre- and post-program data is provided in Table 31.

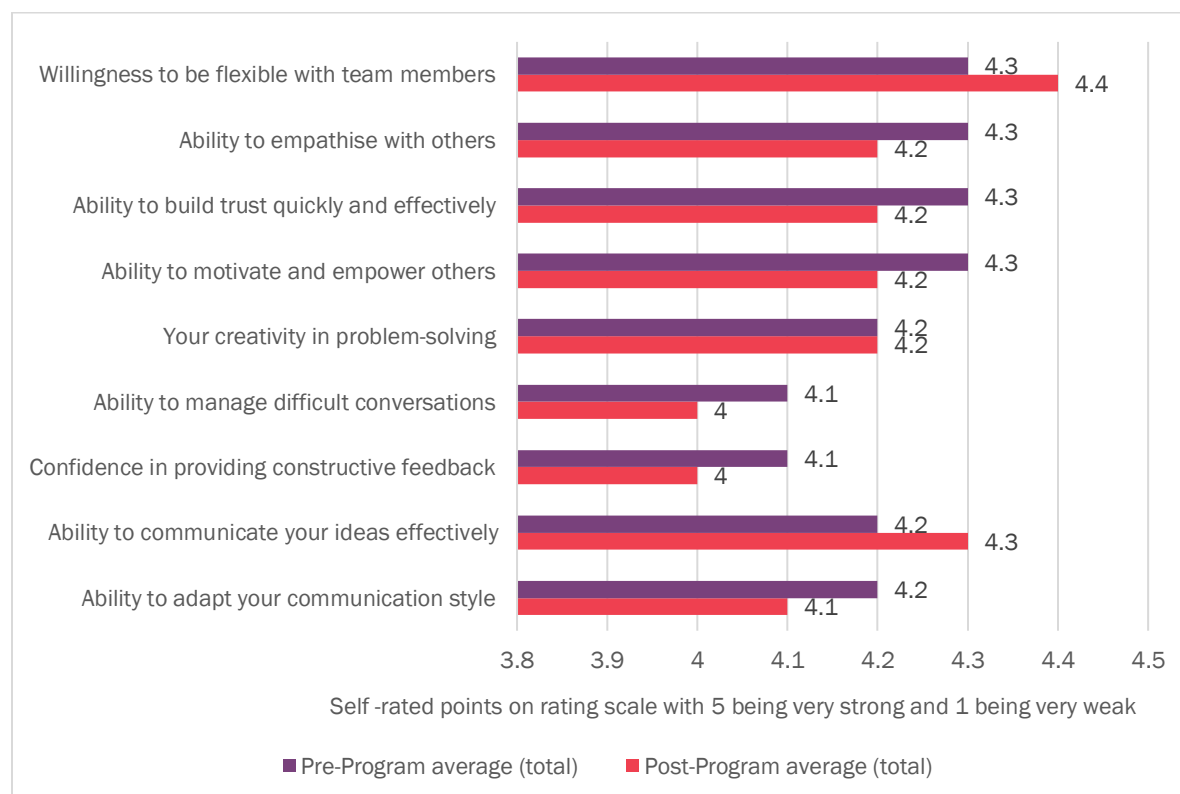
Table 31. Mentor change in leadership skills (pre-post program): 2022, 2023 and 2024 cohorts

| | Pre-program (average) | Post-program (average) | % change |
|--|--------------------------|---------------------------|----------|
| 2022 cohort overall leadership skills | 4.0 | 4.1 | 3% |
| 2023 cohort overall leadership skills | 4.3 | 4.2 | -2% |
| 2024 cohort overall leadership skills | 4.3 | 4.3 | 0 |
| Average overall | 4.2 | 4.2 | 0 |

Source: Mentor pre-program survey 2022, 2023 and 2024 cohorts, N=51; Mentor post-program survey 2022, 2023 and 2024 cohorts, N=38

Figure 20 provides detail about change in mentor rating across the nine domains. Levels of change, both positive and negative, are minimal (2 percentage points in either direction).

Figure 19: Mentor change in leadership skills (pre-post program): 2022, 2023 and 2024 cohorts



Source: Mentor pre-program survey 2022, 2023 and 2024 cohorts, N=51; Mentor post-program survey 2022, 2023 and 2024 cohorts, N=38

Two of the nine areas (willingness to be flexible and ability to communicate ideas effectively) had slight increases. This may be due to the need to be more flexible in working collaboratively with a person with disability during the mentoring process, and in some cases the first time the mentor had worked in a close relationship with a person with disability.

Director outcomes

The Directing Change Scholarship program included briefing events for members of the AICD who hold a director's role. The purpose of the events was to raise awareness of the need for more inclusive boards and the availability of suitably qualified and experienced leaders with disability for board roles. The briefings were optional and were held online, hosted by AusDN and occurred twice per year throughout the three years of the program.

Change in disability awareness and confidence

For each year of the program, two briefings were held where interested AICD directors were provided with information related to disability awareness and confidence. During each briefing, AusDN collected responses to a number of questions posed to directors attending using an

online interactive polling tool. On each occasion, directors were asked to rate a number of items relating to disability awareness and confidence and eagerness to appoint a director with disability to their board (all items were rated between 1 and 5, with 1 being low and 5 being high). Over the course of the program, different cohorts of directors were asked these questions during their sessions, but not all questions were asked of each cohort. In the 2023 and 2024 cohorts, directors were asked to rate their disability awareness as well as their confidence to appoint a director with disability to their board pre- and post-briefing. This was not done in the 2022 cohort.

A snapshot of this secondary data from directors is presented in Table 32 below.

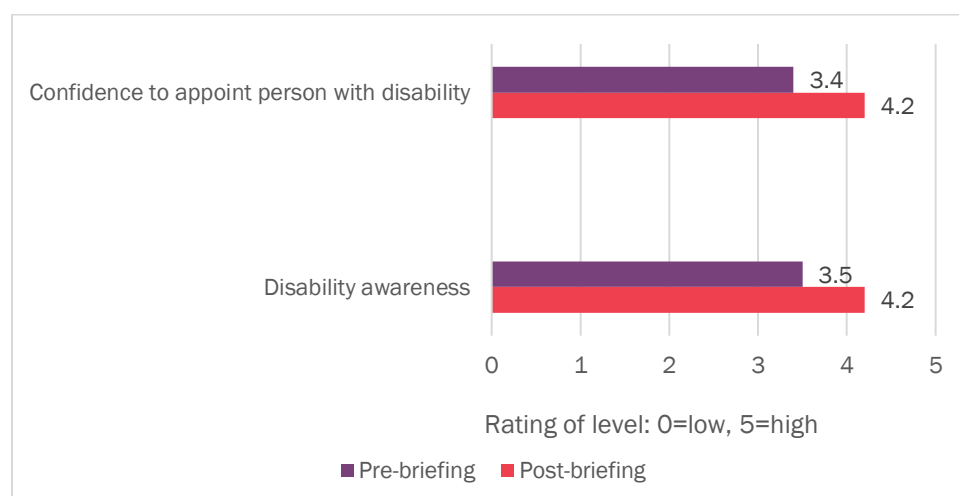
Table 32. Directors' self-reported change in their disability awareness and confidence to appoint a director with disability onto a board – 2023 and 2024 cohorts

| | 2023 cohort (average) | | 2024 cohort (average) | | Total (average) | | % change |
|---|--------------------------|-------------------|--------------------------|-------------------|------------------|-------------------|-------------|
| | Pre- briefing | Post- briefing | Pre- briefing | Post- briefing | Pre- briefing | Post- briefing | |
| Disability awareness | 3.4 | 4.2 | 3.6 | 4.3 | 3.5 | 4.2 | 20% |
| Confidence to appoint person with disability | 3.4* | 4.2 | 3.3 | 4.2 | 3.4 | 4.2 | 24% |

Source: 2023 cohort – briefing 1 poll: N=243, briefing 2 poll: N=232; 2024 cohort – briefing 1 poll: N=106, briefing 2 poll: N=87

*In 2023, briefing 1, this question was not asked pre-briefing, so this data is only from briefing 2.

Figure 20: Averaged levels of directors' self-reported change in disability awareness and confidence to appoint onto a board (pre- and post-briefing 2023 and 2024 cohorts)



The data indicates that attendees' self-reported disability awareness grew on average by 20 per cent following attendance at a director briefing, while confidence to appoint a director with disability grew on average by 24 per cent after receiving information via the director briefing.

Given that engagement with directors, beyond mentors, was relatively 'light touch', i.e. opportunity to attend up to two online director briefings (of around an hour) per year, expectations in relation to outcomes are necessarily limited.

Partner capability building outcomes

One objective of the Directing Change Program was to build the capability of partners (AICD and ASF) to provide inclusive and accessible experiences for individuals with disability to access learning, events, boards and other career development. Partners were supported by AusDN to review their policies, procedures, and facilities and make change to improve their inclusiveness and relevance to people with diverse disabilities. The bulk of this activity occurred in 2022.

At the end of 2022, staff members from partners shared their program experience and insights through in-depth discussions/ focus groups. Many acknowledged that the program led to a change of mindset both at individual and organisational levels; and most importantly, that changes have been made in work processes to improve inclusion and accessibility (noting some areas were still a work in progress).

Staff (in 2022) reported a 'complete change' of mindset. While, previously, the organisation hosted a supportive culture it was not focused on disability and was described as ad hoc, opportunistic, and not proactive but reactive. This project, and the work with AusDN, was the first experience of one partner organisation with the term of 'disability confidence'. Staff in year one

reported an increase in disability confidence across staff in the organisation. Building from a starting point of minimal awareness of accessibility issues, with most systems and processes not set up for accessibility, disability/inclusion is now on the 'checklist' to consider, becoming a standard 'pillar' of operation. There had been a change in mindset from disability just being about physical disability and an increased understanding of the full scope of what adjustments could be offered and what accessibility actually means. Staff were demonstrating an increased understanding of accessibility issues and how to communicate better, and had made changes in work processes, such as making course materials more accessible (e.g. presenting information in tables to enable access for people using a screen reader).

That was a big learning for us from day one about how you use the word ['disability'] and how you refer to these people in the context of the text. And AND [AusDN] gave us all that feedback and gave us all the right wording... So I think there's a really big learning for us as managers of programs and communicators around that as well, and not just how do you communicate to individuals but how do you communicate to sort of collective groups (partner organisation staff member, 2022)

The increase in capability and changed practices resulted in tangible outcomes for organisations. For example, one organisation identified an increase of 20 or more individual clients identifying as having disability (who were not in the Directing Change Program). This resulted from the publicity around the program, leading to people feeling safer to disclose their disability earlier before encountering specific barriers in the organisation's offerings.

While change outcomes were identifiable and had a wide reach across one organisation, the partner noted the difficulty of coordinating diverse activities and staff, sharing learnings and not reinventing the wheel in each section of the organisation. Further, while disability confidence was building (largely via the AusDN training provided), it is not a static outcome with staff still expressing discomfit and concern about using correct language and practice.

BARRIERS TO PROGRAM OUTCOMES

Barriers to people with disability obtaining board positions

Overview

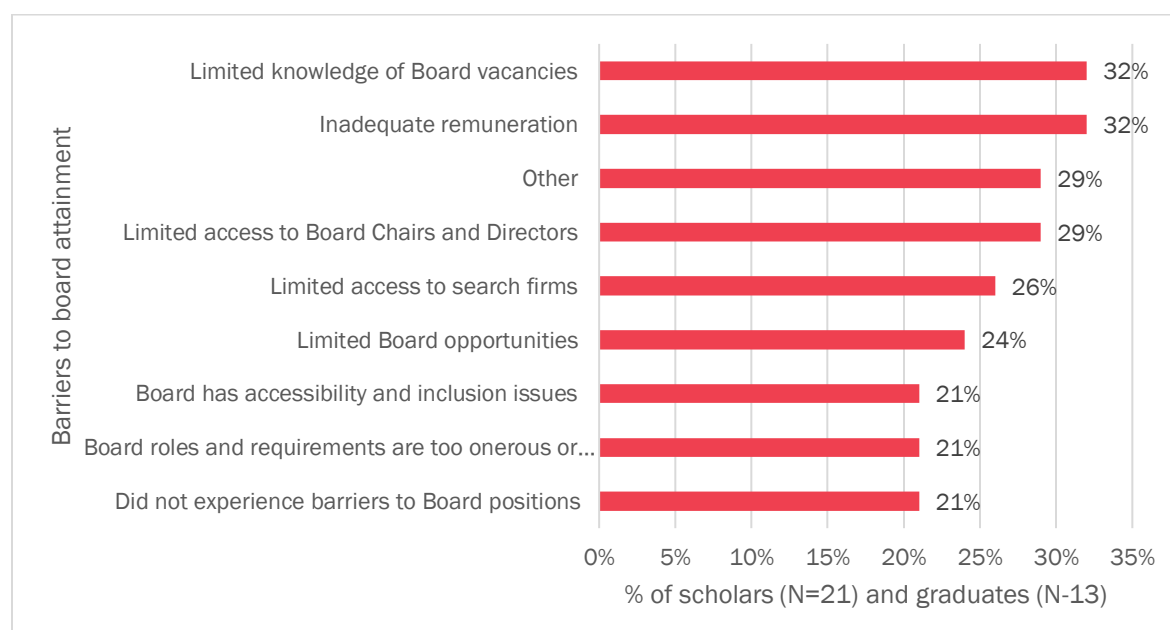
Program objectives of increasing the number of people with disability as directors on boards are affected by a range of factors. Understanding these can inform further program design and other actions to foster change. Despite outcomes, as reported above, for scholars and graduates of the program in obtaining board roles or different types of board roles than they had held previously, scholars/graduates and mentors identified ongoing barriers to attaining relevant board roles.

Data about barriers to attaining board roles was collected from:

- Scholars at end of the program for the 2023 and 2024 cohorts. A question about barriers to board attainment was added to the annual survey in response to data analysis of the 2022 cohort annual survey data, where this question had not been included. Scholars in the 2022 and 2024 cohorts who attended focus groups also discussed barriers.
- Graduates from the 2022 cohort at 12- and 24-months post-completion, and from the 2023 cohort at 12-months post-completion. A question about barriers to board attainment was included in the graduate survey for these cohorts.
- Mentors in the 2023 and 2024 cohorts were asked about perceived barriers to board attainment for aspiring leaders with disability as part of annual mentor surveying (with 18 responding). Mentors in the 2022 and 2024 cohorts also had the opportunity to discuss barriers in focus groups.

The common barriers reported in scholar annual and graduate post-program surveys are presented in Figure 21 below. Respondents could nominate more than one barrier.

Figure 21: Barriers to board roles identified by scholars (2023 and 2024 cohorts) and graduates (2022 and 2023 cohorts)



Details of barriers reported by each cohort, including graduates at several time points, can be found in Appendix L.

Inadequate remuneration and limited knowledge of board vacancies were recurring barriers for scholars and graduates alike with 32 per cent of respondents identifying each of these barriers. Respondents also identified limited access to board chairs and directors (29 per cent), search firms (26 per cent) and board opportunities (24 per cent).

These barriers were repeatedly discussed across the data by mentors, scholars and graduates alike. Barriers are further explored below.

Inadequate remuneration

Inadequate remuneration for people with disability to serve on boards was identified as a common barrier for people with disability wishing to access leadership and governance roles. In focus groups, scholars dismissed the common perception that their board involvement should be on a voluntary basis only. One scholar summarised the issue below.

And without feeling guilty about saying 'no' to the fifth volunteer board who wants you to join them when you actually really believe that people with disability and lived experience should be paid for their involvement ... I'm happy to have one or two volunteer roles but then I want some that actually helps to have a bit of value add in my life as well (2022 cohort scholar).

I'm not taking a role without remuneration. I can't give away my time. If I give away my time for free, it is worthless (2022 cohort scholar).

Similarly, graduates used the open-ended question about barriers to board vacancies to expand on their views. One graduate's response highlighted the importance of remuneration as an income source.

My pension is reduced dollar for dollar when I secure paid roles and hence impacts on motivation (2022 graduate – 12-months post-completion).

Lack of access to board opportunities

As identified earlier in this section, scholars and graduates frequently identified barriers related to lack of access to opportunities via lack of access to networks, board chairs, and recruiting firms. The appointment of directors through networks and the lack of access to those networks was also identified as a barrier by mentors. The lack of structured networking opportunities was part of this barrier resulting in boards that wanted to appoint people with disability having difficulty locating talent.

Board opportunities are in many instances offered within networks (2023 cohort mentor).

It was a reminder to me that we need to go out of our way to create pathways for people with a disability because regular pathways may be just too difficult and we miss out on valuable insights (2023 cohort mentor).

[A lack of] a clear pipeline for people with a disability to build skills, and for boards to access a candidate pool of people with disability and governance skills (2024 cohort mentor).

Board has accessibility and inclusion issues

Failing to provide reasonable adjustments for board members with disability was a common theme.

...you always have to specify your access needs and then justify them and I don't know, if it was simple like you had a wheelchair and you can't go upstairs then – I mean I'm not saying wheelchair people don't have to justify that stuff, but it's just to have to go through that every time you want to apply for something or consider something and then sell yourself every time as well as already having to go 'This is why you should consider me'. That feels like a huge barrier to me (2024 cohort scholar).

...it then raises questions around, all right, how serious is this organisation really about being flexible? That they're flexible in name but what are my experiences in practice and then that becomes a juggling act around well, do I really want to keep buying into this (2024 cohort scholar)?

Accessibility of information, systems and environments was also a significant barrier to participation for people with disability.

Boards...love their spreadsheets and their dashboards with their different coloured everything. And to be always the person saying, 'Can you actually write the word 'red' and 'green' and 'yellow' instead of just having in colours?' just gets exhausting (2024 cohort scholar).

And I think this is...an ongoing challenge to find an environment not only on a systems level but also an environment that allows for flexibility and for an opportunity to create a working environment that is conducive to supporting the accessibility needs (2024 cohort scholar).

Similarly, mentors raised accessibility as a barrier.

[There is a lack of] perception and confidence in understanding of how best to support a new board member living with a disability in the board context (2023 cohort mentor).

We're not going to consider any number of things around accessibility, whether that's location or equipment or the format of board reports or whatever it might be. I think that's, unfortunately, the tick-box exercise (2024 cohort mentor).

Mentors identified that it is a common misconception that reasonable adjustments were, by definition, costly.

Then that led me to think about reasonable adjustment, which I think everyone thinks is just got a dollar sign, and that's not what it's about at all... [What's needed is] education around what reasonable adjustments might be and [that] they don't all have a dollar sign to them (2022 cohort mentor).

[There is a] sentiment that it may be too difficult to accommodate directors with disabilities on boards, which is an incorrect assumption which needs to be addressed (2024 cohort mentor)

Beyond the disability focus, some graduates commented on the need for recognition of their other roles. Graduates noted the difficulties in obtaining board roles for people with caring responsibilities.

Parent of children with disabilities so have limited time available (2022 graduate – 12-months post-completion).

I am primary parent to children with disabilities under 8 years old and do not have the time to commit to networking / finding remunerated board roles (2022 graduate – 24-months post-completion).

Lack of genuine commitment of boards to inclusion

Scholars identified tokenistic approaches to board recruitment. There was a sense that some organisations were not sincere in their efforts to recruit people with disability for their boards.

If they've got one or two people on their board with lived experience, for some of them, well, you tick that box... (2024 cohort scholar).

It's just tick a box on the thing and it's at the end saying 'we're targeting' or 'we have a policy to target people with a disability', but do you really? (2024 cohort scholar)

...the difference between what they think they should be saying and what they're actually doing are two different things as well and the very low number of people who identify with a disability in meaningful board roles is evidence of that (2024 cohort scholar).

Whilst many roles say they seek candidates with a disability, it is not necessarily a genuine statement (standard ad statement, nice to have but weighted on the other criteria) (2024 cohort scholar)

Mentors also highlighted what they saw as a somewhat tokenistic approach to board recruitment as a major barrier, noting that some boards seemed to consider the act of appointing a person with disability to be sufficient, without considering broader issues of accessibility.

...we need somebody with a disability to meet whatever the requirement is and the fact is the environment that they work in doesn't change. It's business as usual for a board (2024 cohort mentor).

If a board doesn't genuinely value the person with the disability, then they're not going to embrace them beyond tokenism (2024 cohort mentor).

Tokenism and expecting people with disability to do all the educating. And creating the time for board members to better understand the opportunity – and what adjustments might be needed (2024 cohort mentor).

Mentors spoke about a range of attitudinal and 'board culture' issues as barriers. One of these is the risk-averse nature of boards.

...a young guy who was neurodivergent who had set up an amazing business...had spoken to our staff. It was the most successful one we had – for our staff development day and I said to the board, 'Would you consider this person for a board committee with

a pathway to board because they've not got any board experience?' They were risk-averse because [they thought] he was unpredictable – 'He might not remember to come to a committee meeting.' (2022 cohort mentor).

The most commonly cited barrier by mentors in post-program surveys related to ignorance and prejudice towards people with disability.

[There is a lot of] ignorance and [a] view it may be harder or require more than it would (2023 cohort mentor).

Discrimination and lack of knowledge (2023 cohort mentor).

Boards' understanding and awareness of disability including what are the key things that are important to people with disability (2023 cohort mentor).

Prejudice against difference (2023 cohort mentor).

Attitudes and perceptions (2023 cohort mentor).

Unconscious bias (2023 cohort mentor).

Lack of understanding of potential roles for people with disability on boards

Scholars discussed that many organisations have misconceptions about the kind of roles that people with disability might be interested in. One scholar noted that there was a perception that people with disability would not be attracted to roles that aren't disability specific.

Unless it's an identified position it never occurs to them that someone with a disability would apply...so they're like 'this has got nothing to do with disability why would you be interested?' (2024 cohort scholar).

A lack of awareness from existing board members about the value people with disability can bring to a board was also identified as a barrier by mentors.

Ongoing awareness that those with disability can very much add value to board deliberations and decision making (2023 cohort mentor).

More than awareness, it is about ability to value add to diversity of thinking (2024 cohort mentor).

Requirements around specific skill sets

While people with disability come from diverse backgrounds and have diverse skills and qualifications, that may not always be assumed (as per the above theme), the role of director

requires substantial and specialised skills. The complexity of the role of a director was noted as a potential barrier by several mentors.

Lived experience of disability is an important perspective to have on any board but to be a good director the individual also needs to bring relevant governance and content skills. Running a recruitment process that values lived experience but also requires appropriate skills in other areas is a balancing act (2023 cohort mentor).

[Directors generally have] commercial acumen developed through C-suite careers or as a partner of a law or accounting firm. Barriers to entry of those roles is very high (2024 cohort mentor).

PROGRAM DESIGN ELEMENTS

For scholars, the Directing Change Scholarship program included access to an AICD governance course, eight mentoring sessions, leadership workshops and a 12-month AICD membership. Mentors received a disability awareness and confidence training and a program briefing at the commencement of the program, and scheduled check ins from AusDN. Directors, and mentors, who were members of the AICD could attend any of the two online director briefing sessions held per annum and access online resources.

The following discusses key elements of program design to explore what was valued by participants and where improvements could be made.

Scholar assessment of impactful program elements

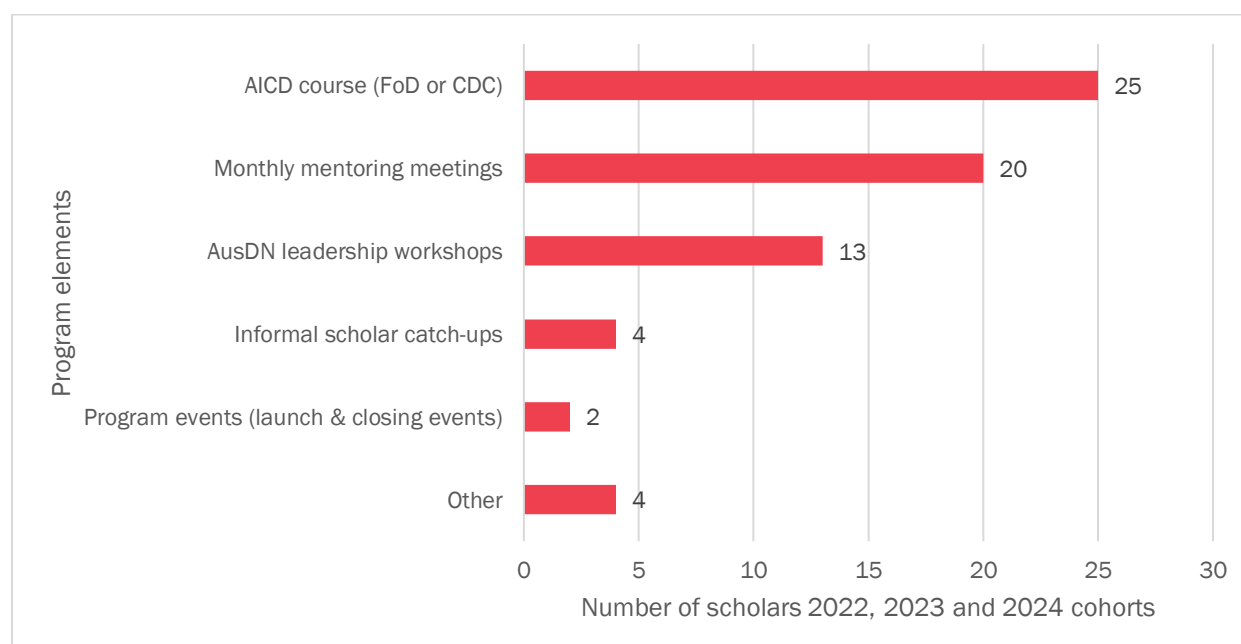
At the completion of the program, scholars were asked to identify the activities that had the most positive impact on their leadership confidence. The data is provided in Table 33 and Figure 22 below – note that scholars could select more than one item.

Table 33. Program activities perceived to have the most positive impact on scholars' leadership confidence

| | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|---|-------------------------|-------------------------|-------------------------|----------------|
| AICD course (FoD or CDC) | 12 (91%) | 8 (100%) | 5 (100%) | 25 (96%) |
| Monthly mentoring meetings | 9 (69%) | 7 (88%) | 4 (80%) | 20 (77%) |
| AusDN leadership workshops | 5 (38%) | 6 (75%) | 2 (40%) | 13 (50%) |
| Informal scholar catch-ups | 4 (31%) | 0 | 0 | 4 (15%) |
| Program events (launch & closing events) | 2 (15%) | 0 | 0 | 2 (8%) |
| Other | 3 (23%) | 0 | 1 (20%) | 4 (15%) |

Total N=26. Source: Annual scholar survey (2022 cohort: N=13; 2023 cohort: N=8; 2024 cohort: N=5)

Figure 22. Program activities perceived to have the most positive impact on scholars' leadership confidence: 2022, 2023 and 2024 cohorts



Total N=26. Source: Annual scholar survey (2022 cohort: N=13; 2023 cohort: N=8; 2024 cohort: N=5)

The ordering of impactful activities is consistent across each of the three years. Overall, the majority of scholars (96 per cent) reported that undertaking the AICD governance course had been the most impactful activity of the program, followed by the monthly meetings with their mentor (77 per cent). The leadership workshops delivered by AusDN were also valued by scholars (50 per cent). However other activities, including program events and informal scholar catch-ups, were less valued. This may be due to low engagement with scholar networking activities, including a LinkedIn group that was reported by several scholars during the focus group. Several scholars reported that other activities were also valued, including: a study group formed with course participants, their own and mentor networks, general access to the AICD site and events listed, and assistance with asking for reasonable adjustments.

The AICD courses

Scholars were very positive about the course and the outcomes they achieved as a result.

I have been able to provide more thorough reporting to our board thanks to what I learned in the AICD course (2022 graduate – 12-months post-completion).

[I benefited in] every area and the course helped with current board roles (2022 graduate – 12-months post-completion).

I found the AICD course itself hugely beneficial and would not have had the opportunity to do it if it weren't for the scholarship (2022 cohort scholar).

Scholars also appreciated the opportunity to educate others about disability, diversity and inclusion in a group (i.e. the AICD student cohort) that didn't seem to have a great level of disability awareness.

I think probably one of the big highlights for me was actually being in the course itself, face-to-face and getting to know a lot of people that really have not come across people with disability ... there were quite a few uncomfortable people with inclusion full stop. So it was quite an interesting experience when talking about diversity and inclusion and realising that the experiences that I have created in the environments that I work in are not even remotely the norm for people (2022 cohort scholar).

Mixed modality of delivery

The program was designed to be available in face to face or online/virtual delivery modes. Both AICD courses were available in either mode, as were mentoring sessions. The leadership workshops, and other whole-of-cohort activities, were offered online to enable attendance across the diverse geographical locations of scholars.

Table 34. AICD course modality

| | | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|------------------------|--------------|----------------------|----------------------|----------------------|----------------|
| Course location | Online | 9 (41%) | 5 (33%) | 3 (18%) | 17 (31%) |
| | Face-to-face | 13 (59%) | 10 (67%) | 14 (82%) | 37 (69%) |

Total N=54; Source: Annual scholar survey

The bulk of scholars (69 per cent) chose to attend the course face-to-face, a number citing the opportunity to network with other aspiring directors as a key reason for doing so. Scholars could access the course in-situ in each State and Territory. For others, access to the online program reduced the need to travel or was chosen due to accessibility or other needs.

I did the course virtually and the opportunity to actually be able to do something virtually, being immunocompromised in a COVID environment actually meant that I could undertake the course (2022 cohort scholar).

Likewise, scholar/mentor pairs were able to choose whether mentoring sessions were held online or face-to-face. The data is presented in Table 35 below.

Table 35. Course enrolment: mode of mentoring

| | | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|-----------|--------------|----------------------|----------------------|----------------------|----------------|
| Mentoring | Face-to-face | 2 (9%) | 0 | 2 (12%) | 4 (7%) |
| | Online | 20 (91%) | 15 (100%) | 15 (88%) | 50 (93%) |

Total N=54; Source: Scholar annual survey

Overwhelmingly mentor pairs chose to engage in mentoring meetings online, typically using Zoom or Teams.

The mentoring experience

On commencement of the program, scholars had hoped that the mentoring relationship would expand their professional networks and knowledge. They hoped that the mentoring would offer a safe relationship and sounding board and support their longer-term aspirations by mapping their next career steps and by learning from their mentor's own career journey. There was also interest in learning more about boards, and to enable them to understand their own skillset and its relevance in a board setting. In addition, scholars hoped that mentoring would support development of specific skills, such as financial literacy and interpersonal and communication skills. Outcomes data, reported earlier, suggests that the program largely met these aspirations.

Scholars reported the mentoring experience as one of the key highlights of the program, noting the high calibre of mentors and the value of the benefit of their experience as they followed their board trajectory.

You nailed it with the really high calibre mentors. They were really seriously high calibre so if you can maintain that level of intelligence and experience and willingness, that's the key to a hugely successful next cohort (2022 cohort scholar).

...the mentor was fantastic to help me shape that I suppose journey or direction towards my first board role and then now that continues on as I search for a more diversified role as well (2022 cohort scholar).

We got away from the practical and got into more talking about a whole lot of things that weren't necessarily just what I should or shouldn't be saying when I'm sitting around, influencing a board but that was good in itself because just stretching ideas and challenging ideas around disability, inclusion, diversity and having that conversation was great (2022 cohort scholar).

In particular, scholars appreciated the hands-on nature of the mentoring, as it allowed them to clarify core concepts covered in the course.

I appreciated the candour and the transparency of my mentor and also his willingness to just be a bit of a 'heat-seeking missile' towards the core issues rather than the extraneous information (2024 cohort scholar).

Scholars also appreciated their mentors' guidance as they worked to define their board identities and board resumes in a more targeted way.

So, one of the things was the mentor being quite direct and almost confrontational about what the hell does all this stuff mean to anybody? So what? What's it in here for? Completely shake it all, turn it upside down and present everything in a very different way as your board resume and see how that works (2024 cohort scholar).

Mentors were asked to nominate a highlight from the program. Several mentors nominated the mentoring experience as a key highlight, expressing satisfaction at the value they felt they were adding to the scholar's experience of the program.

... my highlight has actually come at the end where I felt that we've actually, over that time, built a rapport, found where I was actually adding value ... (2022 cohort mentor).

So for me it was – the highlight was probably stretching [the mentee] which stretched me (2022 cohort mentor).

This is a valuable program for both mentors and mentees, creating lasting bonds between current and future leaders (2023 cohort mentor).

Commonly, mentors expressed strong satisfaction with the mentoring aspect of the program.

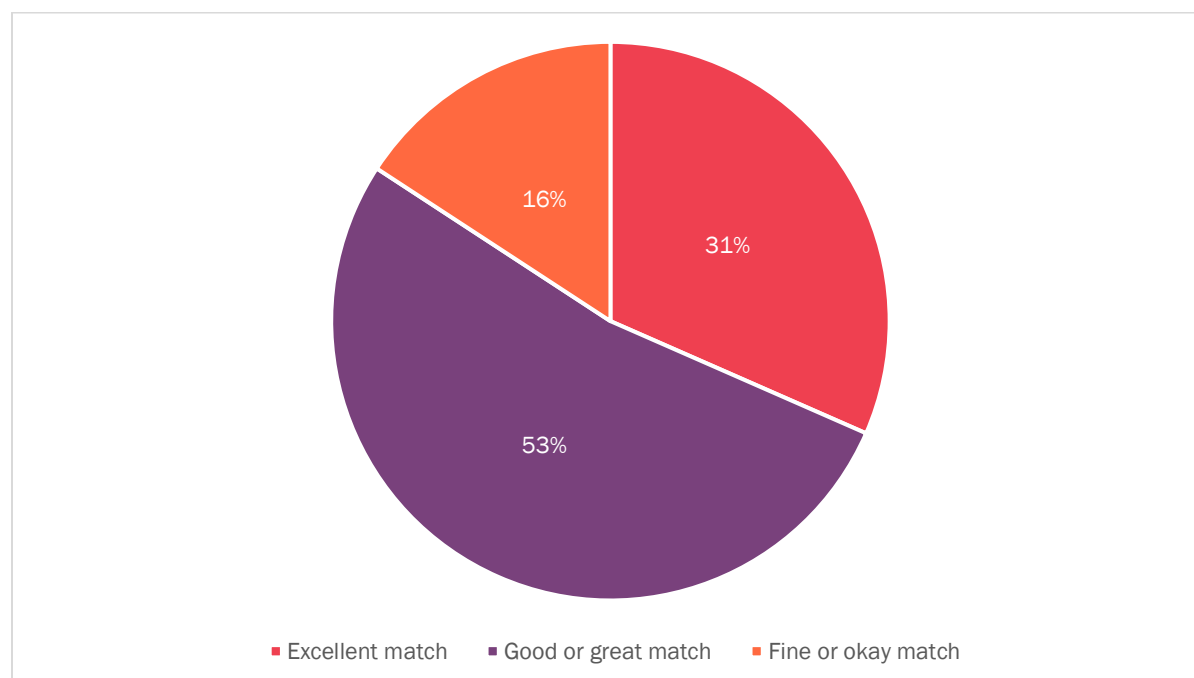
Wow, being a Directing Change mentor has been a wonderful journey and an extremely satisfying experience – I learnt heaps about heaps, and more! (2023 cohort mentor).

The Directing Change Program was a rewarding and extraordinary learning experience, for mentors as much as mentees. It is the best thing I did in 2023 (2023 cohort mentor).

Suitability of match between mentor and mentee

Part of the success of the mentoring element was the suitability and effectiveness of the match between mentor and mentee. In the post-program survey, mentors were asked to comment on the suitability of the match between themselves and their matched scholar and provided with an open-ended response option to provide additional information. The data is provided in Figure 23 below with annual cohort data available in Appendix M.

Figure 23: Mentor perspective on match with their scholar: 2022, 2023 and 2024 cohorts (n=38)



Source: Mentor post-program survey (2022 cohort: N=19; 2023 cohort: N=8; 2024 cohort: N=11)

All respondents rated the match as a positive one. Over half of all mentors (53 per cent) felt it was a good or great match, and close to one-third (32 per cent) felt it was an excellent match.

Excellent match. We connected really well and both had experience in health and NFPs (2023 cohort mentor).

Very, very strong. Overlapping professional interests, strongly motivated mentee, good personality fit too (2024 cohort mentor).

Good match – scholar was interested in governance which is an area I have worked in for over a decade (2024 cohort mentor).

Got along fine. Scholar is pretty well developed, mature and experienced so not sure what value I added (2024 cohort mentor).

However, some scholars reported that the match could be improved, particularly to match mentor experience with the type of board role sought by the scholar, for example not-for-profit, government or private sector.

Take-up and scheduling of mentoring sessions

Over the three years, the majority of scholars (68 per cent) participated in the required eight or more interactions with their mentor. Scholar/mentor interactions could include formal meetings,

phone calls, emails. Interactions between mentors and scholars were lowest for the 2023 cohort, where half of respondents reported less than the eight required interactions. Mentors reported difficulty in scheduling sessions due to high workloads and other commitments of parties. This data is presented in Table 36.

Table 36. Mentor number of interactions with matched scholar (post-program): 2022, 2023 and 2024 cohorts

| | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|--|----------------------|----------------------|----------------------|----------------|
| Eight interactions, as required | 7 (37%) | 3 (37.5%) | 3 (27%) | 13 (34%) |
| More than eight interactions | 7 (37%) | 1 (12.5%) | 5 (45%) | 13 (34%) |
| Less than eight interactions | 5 (26%) | 4 (50%) | 3 (27%) | 12 (32%) |

Source: Mentor pre-program survey (2022 cohort: N=19; 2023 cohort: N=8; 2024 cohort: N=11)

Resources and support from AusDN

Although all mentors felt that the overall program was of a very high quality, mentors commented positively on the introductory session provided by AusDN to mentors, noting that this helped remind mentors and extend their knowledge about how to interact with people with disability. The introductory session was seen as an important part of the program as it gave mentors a good basis for working with their scholar and was seen as a key ingredient for the success of the program. Similarly, sessions where mentors were brought together were valued as an opportunity to share knowledge. The framework provided by AusDN to support the mentoring process was valued (by 2022 cohort mentors), noting the ongoing intention to customise and personalise the mentoring process.

The leadership workshops (for scholars)

Scholar data indicates that there was high satisfaction with the workshop component of the program.

... I found the workshops really helpful in terms of my thought processes and putting key issues in front of me to think about the practicalities and the logistics as how to become a director (2024 cohort scholar).

Hugely increased [my] brand in the disabled community and NDIS orgs (2022 graduate – 24-months post-completion).

Other scholars were inspired by being in a community of like-minded people, where there was a focus on what scholars wanted to achieve without reference to the impact of their disabilities.

I think meeting other people with disabilities who had ambition and direction in their life and wanted to achieve things, and feeling like you had a mutual goal or support network – I don't know what you'd call it but it's that working with other people and being with other people who have the same aspirations and don't second guess that (2022 cohort scholar).

Scholars particularly valued the workshops featuring guest speakers including presenters with disability.

... the workshops, I really enjoyed. The speakers that you had on were really top class speakers and they were so informative. ... we have exposure to these really amazing people and that is not only inspiring but highly educational and it makes a bigger impact on me (2022 cohort scholar)

... it wasn't always clear if people did have a disability, and they don't have to identify but I particularly found those who did identify that were particularly helpful because they seemed like the more realistic people who really got it (2024 cohort scholar).

The workshops built the underlying foundation for the Directing Change Program as a whole by building core concepts such as disability leadership.

... a highlight was actually the concept which was about how do we get people with disabilities represented on boards, influencing decision making (2022 cohort scholar).

The director briefing sessions

As discussed earlier, the director briefing sessions were held online twice per year in each of the three years.

At the conclusion of each director briefing, directors were asked to rate the content of each briefing on a scale of 1-5 (with 1 being low and 5 being high). Generally, directors rated the briefing content highly, with an average of 4.5 across the three years of the program.

Table 37. Directors' rating of session content: 2022, 2023 and 2024 cohorts

| | 2022 cohort (average) | 2023 cohort (average) | 2024 cohort (average) | Total (average) |
|----------------------------|--------------------------|--------------------------|--------------------------|-----------------|
| Quality of session content | 4.5* | 4.5 | 4.4 | 4.5 |

Source: 2022 cohort – briefing 2 poll: N=127; 2023 cohort – briefing 1 poll: N=243, briefing 2 poll: N=232; 2024 cohort – briefing 1 poll: N=106, briefing 2 poll: N=87

*In 2022, briefing 1, this question was not asked.

Partner capability building

At the end of year one during focus groups, partners identified the key ingredients of the AusDN activities that had supported partner outcomes. In particular, the role of the disability confidence training was highlighted as a key ingredient of change, particularly learnings around person first language.

That disability confidence training that we had was a real catalyst for so many changes across the business that we'll now make, and it's something that I think if every service organisation could do it, I think they should, because you really do in such a short time, you really do build your understanding and your confidence so quickly and it made a huge difference. But now everything that we do, we now – you just automatically apply that lens to it and have those additional considerations. It's made a big change (partner organisation staff member, 2022).

The calibre of AusDN was also seen as critical to change, being seen as highly skilled which fostered confidence among partners to take complex issues to them for support. This was back up by help and resources from AusDN to create purpose-built accessible application forms and website pages and other documents with formats to support a screen reader.

Areas for improvement

Changes at board level

Program participants commented on the key ingredients or interventions needed to increase access to the board room for people with disability, or to create an enabling environment for inclusive leadership.

Recognition of the value of people with disability

A commonly proposed area of change required to increase board representation for people with disability was attitudes of boards about people with disability as potential board members. This change of attitude to more positive and inclusive assumptions about the relevance and capability of people with disability to boards was seen as fundamental to changing the level of opportunity available.

Graduates emphasised the importance of increased disability awareness and an understanding of the benefits of diversity on boards among board members as a key ingredient to creating an enabling environment for inclusive leadership.

Support for organisations to understand difference and disability in candidates who apply for board positions (2023 graduate – 12-months post-completion).

Increased understanding of the wealth of experience and expertise people with disability can contribute to a board (2022 graduate – 24-months post-completion).

Increased understanding of the contribution of people with disabilities to the work of boards outside of the disability sector to truly support inclusion (2022 graduate – 24-months post-completion).

Cultural change in Australia to accept people with a disability. Also, we need boards to be looking for people with a disability. No one is looking as they don't see disability as an inclusive trait that will add to their business capability or performance (2023 graduate – 12-months post-completion).

This, in turn, leads to increased inclusive recruitment with relevant changes in recruitment practices.

Increasing inclusive interviewing processes and ensuring that the value of people with disability is recognised and understanding how to be disability affirming (2022 graduate – 12-months post-completion).

Minimum requirements for people with disability on selection panels (2022 graduate – 24-months post-completion).

This should also include changes to expectations about and the levels of remuneration for board members.

Greater recognition of the importance of supporting people with disability to become involved in a board through either reimbursement of costs or payments/sitting fees (2022 graduate – 24-months post-completion).

Increased provision of reasonable adjustments

Given the diverse barriers to participation, a focus on accessibility was a common area identified as being critical to greater inclusion of people with disability on boards and in leadership positions. Program participants called for the provision of reasonable adjustments in all aspects of board activity.

... making information accessible to people who may face barriers to networking, such as individuals with disabilities or those with carer responsibilities. Ensuring flexible meeting times, accessible venues (both physical and digital), and providing necessary support like captioning or transport assistance can also create a more enabling environment (2022 graduate – 24-months post-completion).

Ensuring documents were accessible was one area of recommendation.

Allow me extra time to review documents and form decisions. Offer me time to go through the financials and other documents with key directors or staff members. Ensure the board pack can have a screen reader to be used (2022 graduate – 12-months post-completion).

Require universally designed/accessible documentation and processes (2022 graduate – 24-months post-completion).

The use of virtual or 'remote' meetings and work was also commonly referenced as a key inclusion strategy, in concert other adjustment.

Be honestly committed to being accessible e.g. allow remote access for all meetings. It should be about the processing and sharing of ideas and making of informed decisions (2022 graduate – 12-months post-completion).

Allow entirely remote positions (2022 graduate – 24-months post-completion).

... the ability to make adjustments to support people with disability when they are in board roles (e.g. options for both in-person and Zoom meetings, physical accessibility of spaces, ability to take breaks) (2023 graduate – 12-months post-completion).

Some graduates called for greater commitment to reasonable adjustments and flexibility that acknowledges caring and other responsibilities to encourage inclusion of people with disabilities on boards.

To realise my board or leadership aspirations, flexibility and inclusivity are key. Since I am a primary carer for children with disabilities, having access to remote board roles would greatly support my involvement, allowing me to contribute without needing to commute. Flexible meeting times and the use of virtual platforms would also make

participation more manageable around my caring responsibilities (2022 graduate – 24-months post-completion).

Addressing financial barriers

Graduates offered a number of practical ideas that they would find personally helpful in their leadership journey including ways of reducing financial barriers. Of primary importance is the issue of remuneration.

In my personal circumstances I am pretty focused on the financial aspects at present. I understood that my pension would be impacted by 'earnings' such as sitting fees but did not expect it to be reduced dollar for dollar. This coupled with my belief that people with disability should be paid for their representation means I am limiting my involvement in volunteer roles and no longer applying for further paid roles (2022 graduate – 12-months post-completion).

Mentors also raised the importance of remuneration for people with disability serving on boards, given that many people with disability are on lower incomes.

... because we know that the incomes of people with a disability are less, then I think it's really, really wrong that they're not remunerated. But, also, a lot of the boards I sit on are not remunerated. Obviously, I'm not experiencing disability, but partly it's about wanting to contribute, but you also learn, you get something from that. I think that it is good to get that experience and exposure, but there is a real financial barrier for many people (2024 cohort mentor).

Graduates raised a number of other financial barriers that need to be addressed including the cost of attaining professional support to prepare a board CV, and the cost of maintaining AICD registration so as to access the list of registered board vacancies.

I have a board CV, and it cost me \$1750 to have this written. I can afford this amount, but many people can't. I would suggest that perhaps a partnership be developed with the people/groups you can write board CV for participants coming out of the Directing Change Program – this will allow the participants to leave the program and be able to apply for positions immediately (2022 graduate – 12-months post-completion).

Access to AICD registered board vacancies – too expensive since the end of the scholarship to continue with AICD membership (2022 graduate – 24-months post-completion).

Providing further training and development opportunities

Overall scholars proposed a range of ideas for expanding training and development activities beyond the existing program parameters. One suggestion was the addition of tailored extension activities for participants during and after the program, and having more time to speak with, and learn from, other scholars.

Other practical ideas focused on further training in specific areas to bolster candidates' chances of securing board roles. This might include training in board application processes, or support to undertake additional AICD courses.

Access to CV and interviewing techniques (2022 graduate – 12-months post-completion).

I am doing OK in my role, but I think some people with disability would also benefit from training in to how to 'sell themselves' to potential employers and boards (2022 graduate – 24-months post-completion).

Further training – Company Directors Course AICD (2022 graduate – 24-months post-completion).

Another opportunity for extension and development (for both scholars/graduates and boards), was the provision of direct board experience opportunities.

[I] recommend practical experience of being able to sit and observe a board to apply theory into practice (2024 cohort scholar).

I'd see great value in scholars being able to attend a real-world committee or board meeting. Legal obligations to be considered obviously (2022 cohort scholar).

I actually suggested at one point that my mentee, with the permission of my board, attend one of our audit and finance committee meetings because she wasn't quite so confident on the financial side and she wasn't that keen but she did come along. And afterwards she actually said, 'Oh look, that was so valuable. I'm so glad that you actually suggested that because it was a really great experience' (2022 cohort mentor)

An example of this discussed by the scholars was the AICD's Observership program.

... it has led to me participating in a program called the board Observership Program whereby you invite an observer to sit in on your board and gain experience. ... That was an unexpected kind of benefit ... just from thinking differently about how you can foster – and help build the directors of the future I guess (2022 cohort mentor)

[The Observership program] would be a natural follow-on extension from this program – that there are opportunities for scholarship graduates to be able to observe in those

board settings and to be able to feed their voice into an existing board setting. I mean obviously you wouldn't want to be a shadow director or anything like that, but that opportunity for greater levels of integration I think would benefit the sector and not just the scholarship holders (2024 cohort scholar).

Alternative pathways to board roles

Program participants explored the need to purposively create alternative pathways to attaining board roles.

Having an awareness of the barriers of what's stopping people from joining the board [and] creation of pathways and supported programs of training for people with disabilities (2022 graduate – 24-months post-completion).

Alternative pathways might include mechanisms to match boards seeking directors with disability with aspiring leaders with disability.

Matching a board who is seeking lived experience with people who are wanting to support more inclusive approaches (2022 graduate – 24-months post-completion).

Specific pathways matched to specific cohort characteristics, such as carers, were also proposed.

Creating accessible pathways for carers would enable more people in similar situations to pursue their board aspirations and provide a diversity of experience (2022 graduate – 24-months post-completion).

Scholars were interested in utilising AICD and AusDN networks for experiential opportunities such as gaining access to observe board meetings and to widen the pool of board opportunities for people with disability.

Use AND [AusDN] members to assist with identifying board opportunities. i.e. ask members/disability recruiters to sponsor a scholar (2022 cohort scholar).

Others proposed the idea of having minimum targets for people with disability as directors on boards.

Have minimum requirements [i.e. targets] for people with disability on boards (as we do for women) (2022 graduate – 24-months post-completion).

Several graduates noted the importance of broadening the culture of established board membership beyond representatives from the corporate sector and seeking diverse candidates from different sectors.

[There needs to be] greater willingness on boards to look for candidates with lived experience of diversity and a greater appreciation of the fact that strategic thinkers don't just come from C-suite roles (2022 graduate – 12-months post-completion).

... it's essential to break down the 'boys club' culture by actively challenging and changing the existing norms that often favour closed networks and informal recruitment processes. Open, public board searches are crucial, as they help widen the pool of candidates and ensure a more diverse range of voices is heard (2022 graduate – 24-months post-completion).

It's really important for board directors to understand that the pool of potential candidates must be broader than the ex-CFO/CEO pool. By embracing a broader cohort, it gives directors with other experience a genuine chance (2022 graduate – 24-months post-completion).

One graduate noted the need to support aspiring leaders with disability to also make this change from board types with which they already have experience (for example not-for-profit boards) to different organisational types such as corporate. This might be an explicit objective of well-matched mentoring program.

[I would like] a new mentor who has jumped from the non-profit board space over to the commercial space. I think people with this specific experience is rare. I would love a mentor who can help me do this, as I've already had several non-profit board roles (2022 graduate – 24-months post-completion).

Building support networks

Both scholars and mentors identified a need to increase networking opportunities for scholars and graduates.

I thought it [the program,] was all handled quite impeccably and respectfully and helpfully. And I don't think there was anything really missing from the program. The only thing that's missing, I think, is where do we go from here? Do we have funding to continue it? But regardless of that, what are the networking opportunities and exposure? (2024 cohort mentor).

Additionally, support in expanding my networks would be beneficial (2022 graduate – 24-months post-completion).

Several scholars suggested opportunities for adding in-person options to the leadership workshops as mechanisms for building peer networks.

Include face-to-face component of delivery of leadership workshop. Have facilitated networking opportunities between scholars (can include a Program Handbook with Scholars' profiles) (2024 cohort scholar).

Mentors also suggested that networking opportunities (both within and after the program), and ongoing 'peer support', should be considered as a way of supporting people, also potentially with AusDN leading this.

...I think that could be run from AusDN, but to put a bit of infrastructure and support around keeping an active network with the graduates of the program, but including people that are in a position to help them find board positions, so some sort of networking (2024 cohort mentor).

It would be great to foster greater connections between the program participants which has mostly been on Teams. This could be an early / launch face-to-face catch-up with peers to make direct connections and share progress (2024 cohort scholar).

It would be great for the informal scholar catch-ups to be an inbuilt part of the program to be able to plan for them. More opportunities to socialise and get to know the other participants (2022 cohort scholar).

However, scholars are a diverse group and not everyone found value in networking activities or sought to expand them.

Too many catch ups ... whilst this is a scholarship program for 22 people, it's largely an individual approach and learning curve with one's mentor (2022 cohort scholar).

Program changes

Accessibility of courses and resources

Accessibility was a key issue for scholars, with suggestions ranging from ensuring that materials for the course were accessible to participants to the accessibility of the AICD website. In the 2022 cohort, scholars gave feedback about areas needed to improve accessibility in 4 areas: course/program delivery; materials and resources; venue accessibility; and additional time needed for coursework and assessments. These themes remain important for 2023-cohort scholars who suggested changes to scheduling to break up multi-day intensive course delivery (to cater for fatigue) and adding a variety of learning resource formats including videos.

Provide accessibility from the outset, as much as possible (particularly if already requested in initial paperwork), so scholars don't have to continuously do that requesting and checking work (2022 cohort scholar).

Help communicating access needs to AICD and encouraging long term change from them (2022 cohort scholar).

Overall, the material was available, however there were times that not all material was accessible (2023 cohort scholar).

... self-paced learning, to create a set of teaching and learning tools that really are accessible in the first instance but that also appeals to a wide variety of learning styles I think would be helpful (2024 cohort scholar).

I wish the AICD website itself was more accessible, with lots of unlabelled buttons, so that I could more easily benefit from the resources that have been made available to me (2024 cohort scholar).

Mentoring

Matching mentors and scholars

While program data suggested a high level of match across mentors and mentees/scholars, both groups had suggestions for improving this. In particular, there needs to be a stronger match between the sector of the mentor with the sector the scholar wishes to enter.

I think the mentoring component needs to be carefully matched to the participant.

Cross-government mentors with private sector participants probably isn't the best (2023 cohort scholar).

The potential benefits of sharing information about the scholars and mentors prior to the program were also highlighted, as part of facilitating the match and relationship building. Mentors suggested that this may have allowed them to tailor their advice to the needs of their scholars.

... we all had mentees at very different, which you'd expect, phases but it would have been great perhaps at the beginning to have had just their self-assessment of where they sat in their directorship skills, what their ambitions were for directorship and what they thought their skills gaps were (2022 cohort mentor).

Scholars would also have appreciated some information about their mentors in advance, to allow them to prepare.

The one thing I would say is do not pre-Google your mentor because I went in with a completely different mindset of who this person was based on how they were online and it was not who they were and it was quite an interesting experience from that perspective ... I think the one thing I would've loved was when I was introduced, to get a

bit of a bio because all I was told was the person was the chair [company name] and I'm sitting there thinking, 'Oh my goodness, this is not going to work. This is not a match for me. Why on earth have I been linked with this person?' (2022 cohort scholar).

I [also] wonder if a small amount of collaboration with the scholar re: their proposed mentor would be valuable or not? Or at least ask if the scholar has any preferences in this regard (2022 cohort scholar).

Increased structure

While mentors found the introductory session to be useful, mentors suggested that the program would benefit from more structure for the first few meetings while the mentor and scholar got to know each other. While some mentors found the mentoring framework to be helpful, others suggested more structure to be provided to guide the mentoring sessions. This might include providing templates, suggested topics, and introduction to both parties (e.g. bios, scholar's self-assessment results). Other mentors suggested more guidance on frequency of catch ups and topics for discussion.

In addition, mentors and scholars suggested a stronger focus on goals and building the goals of the program into the mentoring sessions so that they could ensure that the scholar was meeting the expectations of the course.

I was happy to listen and to give a bit of perspective from experience, but I kind of at different points felt like: where is this heading? ... I think you need to have some goals somewhere in here that you really – and I'd stop from time to time and say, 'Well, this is really about what you want out of this (2022 cohort mentor).

More support in setting goals, which are realistic for what the scholarship aims to provide. For instance, I have substantially increased board literacy and assistance in knowing what to ask when looking at boards, and disability confidence in being on boards but this was not a specific aim. And those aims in matching mentors will help, as mine was focussed on financial literacy but that is probably not what I needed in hindsight (2022 cohort scholar).

AusDN could provide more guidance around the mentoring goals and outcomes, which would help both mentors and mentees. Also, some training for mentors on disability and what it means to help start the conversation (2022 cohort scholar).

Timing of mentoring

Some mentors discussed the timing of the start of the mentoring component of the program and its overall length in terms of achieving scholars' goals.

But the time factor was probably the only thing, but I would be interested to see how mentees felt about that and whether they felt it was enough time... was eight months long enough to achieve what they wanted to achieve? (2022 cohort mentor).

Similarly, other participants suggested increasing the length of mentoring beyond 8 months. Others suggested that the mentoring component might be delayed until after scholars had made significant headway into or finished their course, to better align the mentoring with the learning.

Further development and training of mentors

While mentors may have had previous experience with disability, they still identified the need for practical and problem-solving skills related to overcoming barriers for people with disability. An increase on practical strategies for inclusion in board contexts was suggested.

Mode of engagement

Several scholars were interested in in-person program delivery and networking opportunities, noting that they were more likely to prioritise activities where they could meet with other scholars.

It would be lovely to have in-person scholar catch ups if possible. While I was committed to attending the online ones, it became tricky simply because of life and online meetings are the first thing to be dropped when there's competing priorities (2022 cohort scholar).

... I know that this is a national program so it may not be possible but I feel like if they had have been in-person as opposed to online, I probably wouldn't have dropped them out of my diary so quickly when other stuff came up whereas an online meeting, if suddenly my child is being a bit dramatic, you drop the online meeting whereas an in-person meeting, you might try and make it happen (2022 cohort scholar).

I know that's a national program, so whether that makes it a bit tricky or maybe the AICD could get on board and offer a room for those in each state to go and do the [leadership] workshops in-person together, but I would've really appreciated that in-person. It's been two years [of COVID] and one part of me really enjoyed being locked away for two years and the other part of me really just wants to talk to people (2022 cohort scholar).

I would love if the [leadership] workshops were more interactive or had more take home/homework-ish elements. Also if the leaderships workshops had some in-person versions as well or the option of more scholars to meet each other in-person organised by the [AusDN] team (2024 cohort scholar).

However, other scholars preferred online engagement, due to a variety of factors including health priorities.

I did the course virtually and the opportunity to actually be able to do something virtually, being immunocompromised in a COVID environment, actually meant that I could undertake the course (2022 cohort scholar).

Scheduling and communication of program activities

Scholars recommended improved scheduling of program activities in advance to allow people to better arrange their diaries and to take full advantage of the opportunities offered through the program.

I know for me, a lot of the time, my diary is six months in advance sometimes booked out and so knowing that it was something that I had to commit to or at least have available in my diary would mean I could manage my space a lot better (2022 cohort scholar).

Early advice on dates of all workshops, get-togethers and length of course to enable time to be scheduled. This includes an expectation of mentoring (2022 cohort scholar).

Ensuring that communication with scholars was centralised and communicating the scheduling and expectations for the course were also important.

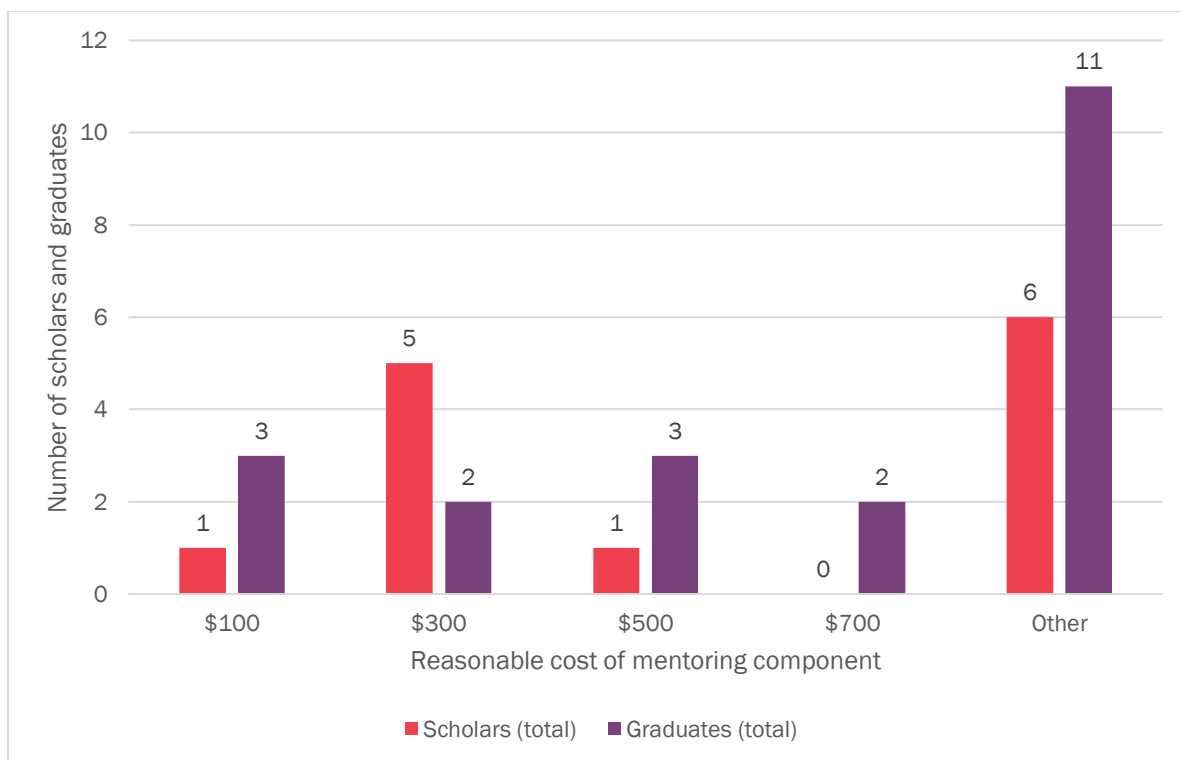
Have a way to centrally note communications from scholars – so different people aren't contacting them without taking into consideration earlier communication (2022 cohort scholar).

Program fees and perceived reasonable cost of mentoring

The program was free for all participants because AusDN had received funding to develop and deliver the program on a pilot basis. If continuing beyond the funding period, it is likely that the program would need to be delivered on a cost recovery basis. Therefore, it was important to understand the extent to which a fee could be charged for scholars, mentors and directors' engagement in the various activities of the program.

On program completion and at follow-up (at 12- and 24-months), scholars and graduates were asked to nominate the level of fees they believed was reasonable to charge for the mentoring aspect of the program. The data is summarised in Figure 25 below, with detailed data for scholars and graduates available at Appendix N.

Figure 24. Perceived cost of mentoring according to total scholars (n=13) and total graduates (n=21)



Total N=21; Source: 12- and 24-month follow-up surveys

Scholars reported that the cost of mentoring should be kept low or it should be provided at no cost. Immediately after program completion, just under half (46 per cent) of all scholars who answered this question believed \$300 or under was a reasonable fee to charge and a further 31 per cent who answered 'other' or provided further information, felt there should be no charge for the provision of mentoring, or it should be a very minor contribution. Most scholars thought that the value of the mentoring was high, and access to it should remain open to as many people as possible.

There should be no charge to mentees who receive a scholarship. Cost may mean that people with financial barriers are unable to access mentoring, which is a pretty important part of the scholarship (2023 cohort scholar).

As low as possible as many people applying for scholarships, especially those with disabilities, can have limited personal financial resources (2023 cohort scholar).

I have no capacity to pay for mentoring, although perhaps more need for it than most. Charges could be based on capacity to pay, or in return for undertakings to mentor in the future. I would prioritise providing mentoring ahead of other components of the course, such as leadership workshops, which have less individual specificity (ear three scholar).

At follow-up, program graduates were asked to rate the level of fees that could be charged for the program. Sentiments remained that the mentoring component should be low or no cost,

though around half of graduates (52 per cent) selected 'other'. Of those graduates who responded with 'other' there was a strong feeling that mentoring should be free. Two graduates noted that they would not have been able to pay for the mentoring program if there was a cost associated. Four graduates reported that setting a fee would be complex and if there were to be a fee it should depend upon the scholars' financial position or be pay-per-session.

[It] Has to be based on the participants' financial position. Mine is very different to others (Year one scholar – 12-month follow-up).

Think it's reasonable to compensate mentors but need to take into account mentees' ability to pay. i.e. self-funded retiree with little discretionary income compared to a person who is employed or with an employer who is willing to financially support. NEEDS to be provided to the mentor not for AND [AusDN] (Year one scholar – 12-month follow-up).

Other graduates felt the mentors should provide their mentoring pro-bono.

This is very difficult to put a price on. I would prefer to see a situation where board directors bought into the vision of what AusDN are trying to do and continued to offer their services pro bono. As a lawyer, I have undertaken a lot of pro bono work, and I think a greater pro bono spirit in the director community would lead to better outcomes for mentors and mentees (Year one scholar – 24-month follow-up).

Not everyone felt that the mentoring had been worthwhile. Two scholars (15 per cent) reported that they found the mentoring component unhelpful, believing it could be removed from the program. However, for one scholar, this related to their specific mentor match.

Finally, 2023 and 2024 cohort mentors were asked to put a financial value on the Directing Change Program overall to mentors, considering the disability confidence training, the resources and support, the network development, and the connection to talented leaders with disability. This was an open-ended response and answers were very broad.

From 17 responses, one mentor indicated they wouldn't be able to afford the program if there was a fee to mentors to participate, while three mentors valued the overall program at \$10,000 to \$20,000. The majority of mentors who answered this question (9 mentors or 53 per cent) indicated that they would value the overall program between \$1,000 and \$5,000. Three mentors pointed to the complexity of trying to value the program and could not provide an estimate.

Overall, it appears that while the program is highly valued, there is little support for charging for participation.

COMPARISON ACROSS DISABILITY LEADERSHIP PROGRAMS

The Directing Change Scholarship program was one of three leadership development programs delivered concurrently in Australia between 2022 and 2024. The other programs were the Disability Leadership Program led by the AICD with two scholar cohorts (one cohort per year for each of two years) and Directing Change Mentoring led by AusDN (one cohort of mentees across 8 months). The information about each program is outlined on page 5. The concurrent delivery of the three programs, each with differing elements, enables comparison of outcomes and program design elements across the programs.

It should be noted that there are limitations to comparative analysis. For example, the Directing Change Mentoring program was in operation for only one year and had only 16 participants in total – 8 mentees and 8 mentors. The post-program data set is therefore small (N=4 mentees, 5 mentors). Further, data in each program, though using similar instruments in many areas, was not always directly comparable or complete. Appendix O summarises the data sources across programs. Overall, the sample of scholars providing data for the DLP was around 25 per cent of the cohort of 208 scholars; 50 per cent for the DCM program of the cohort of 8; and 50 per cent of the DCS program of 54 scholars. Comparisons below are made across data where available and relevant, with not all programs compared in each instance.

Comparison of program cohorts

Gender and demographics

Scholars in both the DCS and DLP programs shared similar demographic characteristics. Both programs had higher numbers of female scholars (65 per cent DCS; 63 per cent DLP) and low numbers of people identifying as Aboriginal and/or Torres Strait Islander (2 per cent DCS; 3 per cent DLP). However, the DLP had a higher proportion of people who identified as culturally and linguistically diverse (23 per cent) compared to 13 per cent in the DCS program. This may be due to the DLP Program having cohort targets, which the AICD used to guide the selection process. The DCM program had an even split of male and female genders and did not capture other identifying demographics.

Leadership and board Experience

Scholars were asked to describe their leadership experience in their program application. Roughly half of both the DCS program (57 per cent) and the DLP program (45 per cent) held executive or non-executive positions on boards at the time of application. Conversely, 25 per cent of mentees in the DCM program held an executive role at program entry, and these were all non-executive director roles.

Industry

A substantial proportion of scholars across both the DCS program (46 per cent) and DLP program (40 per cent) were employed in the Health Care and Social Assistance sectors.

Course enrolment and completion

The DCS program had a higher number of scholars who undertook the Company Directors Course (56 per cent) compared to the Foundations of Directorship program (44 per cent), while the DLP cohort enrolled in the two courses fairly evenly (51 per cent enrolled in the FoD program compared to the CDC program – 45 per cent). A small number of DLP scholars (4 per cent) enrolled in the Governance Foundations for Not-for-Profit Directors course. The DCM program did not include courses but 75 per cent of participants (mentees) had completed an AICD course previously, including one (25 per cent) who had completed the DLP program.

Data collected at program end showed that both the DCS program and the DLP had high course completion rates of approximately 80 per cent, with remaining scholars expected to complete their courses in coming months. Subsequent AICD data confirmed this expectation showing that all Disability Leadership Program scholars completed the course. Across both programs, only one (DLP) scholar stated that they would not be completing the course, due to a deterioration in their health condition and the demands of the program.

Comparison of program outcomes

Board role attainment

Attaining of a board role was a key expectation for scholars across all leadership programs.

As with the DCS data reported above, data is available immediately upon completion of the program, and for graduates at 12- and 24-months post-program. The data is reported in Table 38 below.

Table 38. Board pathway attainment for DCS scholars, DCS graduates and DLP scholars

| | DCS scholars (Yr 1-3) N=25 | DCS graduates (Yr 1-2) N=21 | DLP scholars (Yr 1-2) N=54 | DLP graduates (Yr 1) N=15 |
|--|----------------------------------|--------------------------------------|----------------------------------|------------------------------------|
| Applied for board role | | | | |
| Yes, at least once | 16 (64%) | 18 (86%) | 19 (35%) | 13 (87%) |
| No | 9 (36%) | 3 (14%) | 35 (65%) | 2 (13%) |
| Of those that applied, those that were successful in obtaining board role | | | | |
| Yes, one or more application successful | 7 (44%) | 9 (50%) | 5 (26%) | 9 (69%) |
| Still waiting on result | 4 (25%) | 3 (17%) | 6 (32%) | 2 (15%) |
| No, not successful | 4 (25%) | 5 (28%) | 7 (37%) | 2 (15%) |
| Other | 1 (6%) | 1 (5%) | 1 (5%) | 0 |

DSC Scholars: N=25; DCS Graduates: N=21; DLP Scholars: N=54; DLP Graduates: N=15

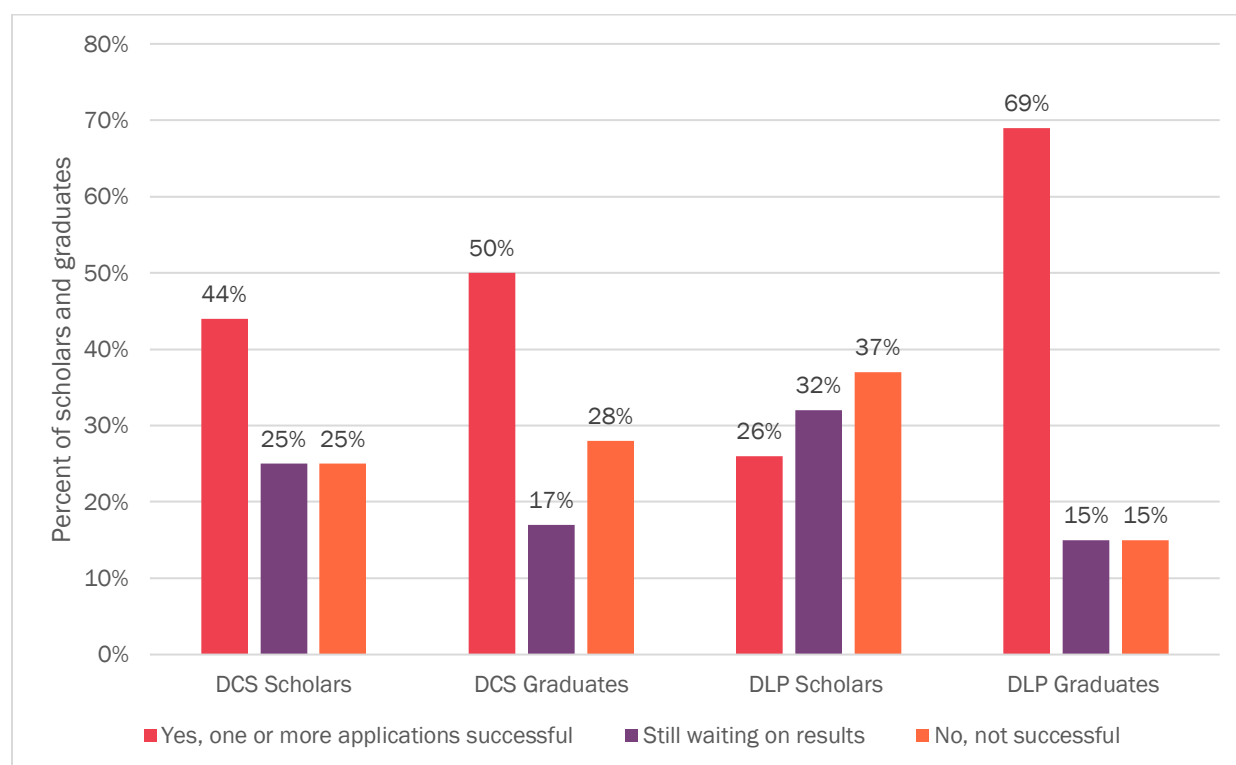
Note: Due to the short timeframe of the program, board role attainment data is not available for the Directing Change Mentoring program.

A higher number of participants from the DCS program (including scholars and graduates) applied for a board role than participants from the DLP (scholars and graduates). In both programs, there was a high number of graduates who had applied for a board role 12 months after project completion, (86 per cent for DCS and 87 per cent for DLP). which may be a result of scholars requiring time to complete the program before they are ready to apply for a board role.

DLP scholars had the lowest application rate at 35 per cent, which was half the rate of DCS scholars (64 per cent). DCS had a mentoring component, while DLP did not which may explain the difference, as DCS scholars reported that mentors had supported them to understand board application processes.

Data was collected about successful board role attainment across DCS and DLP. The data is provided in Figure 25 below.

Figure 25. Percentage outcomes for DCS scholars + graduates and DLP scholars + graduates who applied for a board role



Approximately half of DCS scholars and graduates who applied for a board role were successful. This is lower than the 69 per cent of DLP graduates, but higher than DLP scholars (immediately upon program completion) who had a 26 per cent success rate. In both groups, scholars and graduates had applications pending where no results were known. Of those scholars and graduates in both programs who did not pursue a board role, their reasons included a lack of suitable roles, health or personal reasons, existing board commitments, not ready, prioritised other commitments, or changing circumstances.

A subset of scholars and graduates (from the 2022 cohort) were also asked about the type of board role obtained including whether it was in a private company, not-for-profit or government, whether it was paid or unpaid and the first board role for the person. The data is presented in Table 39 below.

Table 39. 12-months after completing Disability Leadership program and Directing Change Scholarship program, 2022 cohort

| Type of board role obtained | DLP 2022 cohort scholars | DCS 2022 cohort graduates (12-months post-program) |
|---|--------------------------|--|
| Not-for-profit | 7 (47%) | 3 (38%) *some have more than one role |
| Government | 3 (20%) | 3 (38%) *some have more than one role |
| Paid | 3 (20%) | 2 (25%) |
| Unpaid | 1 (7%) | 2 (25%) |
| First board role of any type (paid or unpaid) | 1 (7%) | 2 (25%) |
| First paid board role | 2 (13%) | 1 (13%) |

Data source: DLP and DCS Graduate Follow-up Survey

Data from the 24-month follow up of the 2022 cohort and from the 12-month follow up of the 2023 cohort of DCS showed 100% of respondents who were successful in gaining board roles had obtained these in non-for-profit organisations (though the respondent sample was small). In summary, a substantial proportion of the board roles obtained across both programs were on boards in the not-for-profit and government sectors. Only 1 in 5 of the roles obtained were paid and this was consistent across both programs.

Change outcomes

Scholars and mentees from all three programs provided self-reported data relating to the extent of change they had experienced in a number of areas including knowledge/access to information; skills; sense of empowerment, choice or control; behaviours; and engagement with relevant supports. The data is reported in Table 40 below.

Table 40. Program outcomes across Directing Change Scholarship program, Disability Leadership Program and Directing Change Mentoring program

| Program outcomes | DCS Scholars N=26 (%) | DLP Scholars N=54 (%) | DCM Mentees N=4 (%) |
|--|--------------------------|--------------------------|------------------------|
| Changed knowledge/access to information | | | |
| Positive change | 26 (100%) | 49 (89%) | 4 (100%) |
| Fully achieved or significant change | 22 (85%) | 26 (47%) | 2 (50%) |
| Moderate progress/change | 4 (15%) | 23 (42%) | 2 (50%) |
| Changed skills | | | |
| Positive change | 26 (100%) | 47 (87%) | 4 (100%) |
| Fully achieved or significant change | 20 (77%) | 13 (24%) | 3 (75%) |
| Moderate progress/change | 6 (23%) | 34 (63%) | 1 (25%) |
| Sense of empowerment, choice or control | | | |
| Positive change | 25 (96%) | 44 (81%) | 3 (75%) |
| Fully achieved or significant change | 21 (81%) | 19 (35%) | 1 (25%) |
| Moderate progress/change | 4 (15%) | 25 (46%) | 2 (50%) |
| Changed behaviours | | | |
| Positive change | 25 (96%) | 40 (73%) | 3 (75%) |
| Fully achieved or significant change | 13 (50%) | 6 (11%) | 1 (25%) |
| Moderate progress/change | 12 (46%) | 34 (62%) | 2 (50%) |
| Engagement with relevant supports | | | |
| Positive change | 23 (88%) | 32 (58%) | 3 (75%) |
| Fully achieved or significant change | 6 (23%) | 11 (20%) | 2 (50%) |
| Moderate progress/change | 17 (65%) | 21 (38%) | 1 (25%) |

Source: Annual and post-program surveys. Total DCS N=26; DLP N=54; DCM N=4

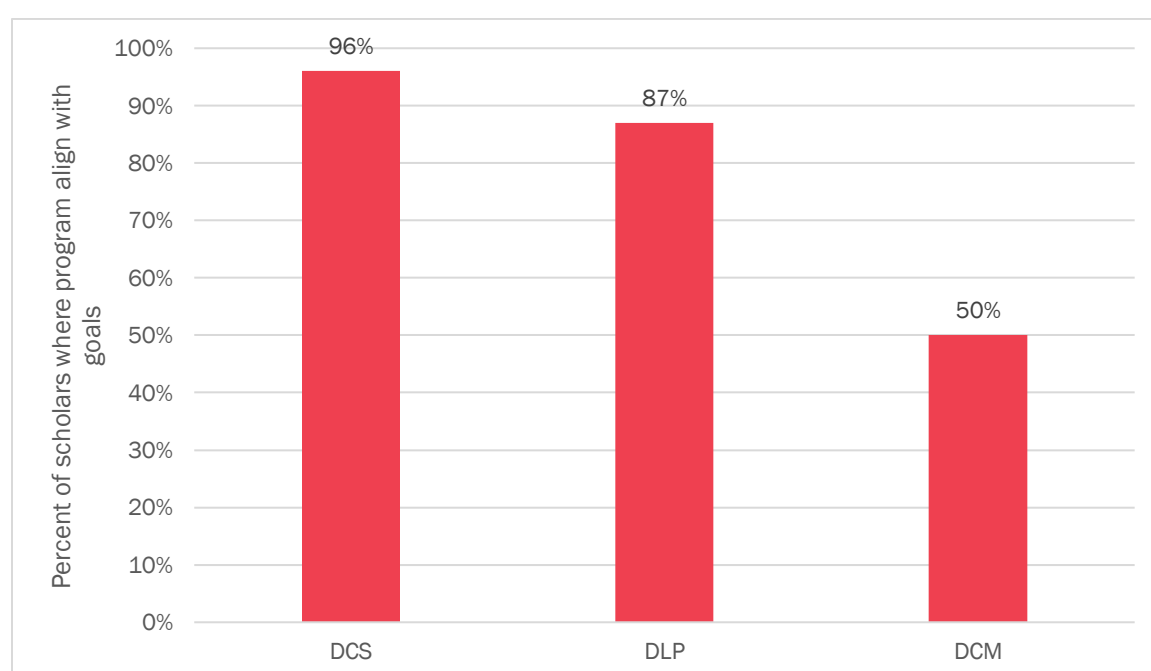
Scholars/mentees across all three programs showed consistently high rates of positive change amongst across key areas of knowledge/access to information as well as skills. Scholars reported that access to the AICD governance program had provided them with a deep understanding of board governance foundations.

Lower engagement with relevant supports and a lower level of changed behaviours were reported for DLP scholars when compared with DCS particularly, which may be due to the addition of the mentoring element. The one-to-one mentoring enabled scholars from DCS to cement their understanding of key governance skills, and to develop an understanding of board application processes.

Program alignment with scholar expectations

Program scholars and mentees were asked to rate the extent to which the program they participated in aligned with their goals or aspirations. The data is reported in Figure 26 below.

Figure 26. Program alignment with scholar goals or aspirations



Data collected across all three program shows that there was high alignment with scholars' pre-course goals or aspirations, and it was highest for Directing Change Scholarship program scholars.

Comparison of program design

Program activities with most impact

DCS (96 per cent) and DLP (85 per cent) scholars both reported that the AICD course was the program activity with the most impact. For DCS scholars, monthly mentoring meetings were

reported to have high impact by 77 per cent of scholars. This is comparable to DCM mentees, where 75 per cent reported that monthly mentoring meetings had the most positive impact.

DISCUSSION AND RECOMMENDATIONS

Did the Directing Change Scholarship program achieve its objectives?

The Directing Change Scholarship program aimed to increase opportunities for leaders with disability to be in board roles by offering leadership and governance training, mentoring support and by providing access to training and information about disability awareness and confidence to directors of boards.

Importantly, the vast majority of scholars who engaged in the program reported that the program aligned to their goals and aspirations. Nearly two-thirds of scholars had applied for a board role in the period they had undertaken the program and, at follow-up, that rate had increased to 86 per cent of scholars. Nearly half of those who applied for a board role attained one and a further one-quarter were awaiting the outcome of an application. This demonstrates that the program selected appropriate scholars, and that those scholars utilised the activities provided to work towards their goals and aspirations.

The provision of industry recognised governance training had the effect of levelling the playing field for leaders with disability in a highly competitive environment. For many organisations, undertaking recognised governance training and obtaining certification is a minimum requirement for a board role, especially in the corporate sector. The high cost of the training has meant that it has been out of reach for many people with disability, particularly those on low incomes. Therefore, the opportunity to undertake the training for no cost was highly valued by scholars who reported that, of all the activities of the Directing Change Scholarship program, this was the activity with the highest impact.

The value of the training was reflected in the change in knowledge and skills reported by scholars. The course material is complex and comprehensive and is delivered by facilitators who have real world experience as directors. For some scholars who had extensive board experience, undertaking the training validated their existing knowledge and skillset developed in situ. The combination of accredited training and board experience meant that they were well placed to pursue board opportunities.

The range of prior leadership experience of scholars was reflected in the type of governance training program they were offered. The more difficult, but industry recognised, Company

Directors Course was awarded to about half of all scholars, while the remainder were awarded the Foundations of Directorship Course, a more entry level program, with the option of undertaking the Company Directors Course at a later date. Both courses provided scholars with relevant information about governance, risk and financial management, which are the foundations of a director role.

The effect of mentoring

The Directing Change Scholarship program offered a mentoring program in addition to governance training. This differed from the other leadership and governance programs in operation at the time, one which only offered governance training and the other that only offered mentoring. Scholars reported high satisfaction with the mentoring activity and, after governance training, it was the next most highly valued activity. Both scholars and mentors reported an appropriate match, and the very high number of scholar/mentor matches that completed all eight meetings indicates that the activity retained its value.

Other scholar objectives related to personal development, such as growing confidence, career mapping and developing their personal brand and influence. While the course itself had a strong focus on governance skills, the mentoring aspect of the program allowed for a one-to-one relationship to develop, providing opportunities for personal development for scholars and, in particular, deeper understanding of how board roles develop and are attained. For example, information about how to apply for a board role is not covered in the AICD governance training, and there are specific processes to apply for a board role. Mentors also supported scholars as they began to develop their board identity, including the skills and knowledge they could bring to a board and the types of organisations they were drawn towards.

It was clear that, as well as developing governance knowledge and skills and a deeper understanding of how boards operate, a key objective for scholars was to expand their professional networks through involvement in the mentoring aspect of the program. In particular, board roles often develop through professional networks, so for those scholars seeking a new board role, expanding their networks through a new relationship with a mentor was a potential pathway to that role.

Mentors also benefited from engagement in the program. In particular, there were observable changes in the self-reported level of disability awareness and confidence of mentors, which was likely the result of undertaking preparatory training as part of the program and working one to one with a scholar over an extended period.

A higher number of Directing Change Scholarship program scholars and graduates obtained a board role through the program. It is unclear what this is attributable to, for example whether the

mentoring element had an effect. However, it is clear that DCS scholars had higher board role attainment immediately on completion of the program than their peers who completed the DLP (without mentoring). This suggests higher immediate outcomes with the mentoring component added to governance training.

Building pathways for leaders with disability

The high interest in the Directing Change Scholarship program indicates unmet need amongst leaders with disability. With increased opportunities for people with disability to take on leadership roles, particularly in the not-for-profit sector, there is an ongoing need to make leadership training available.

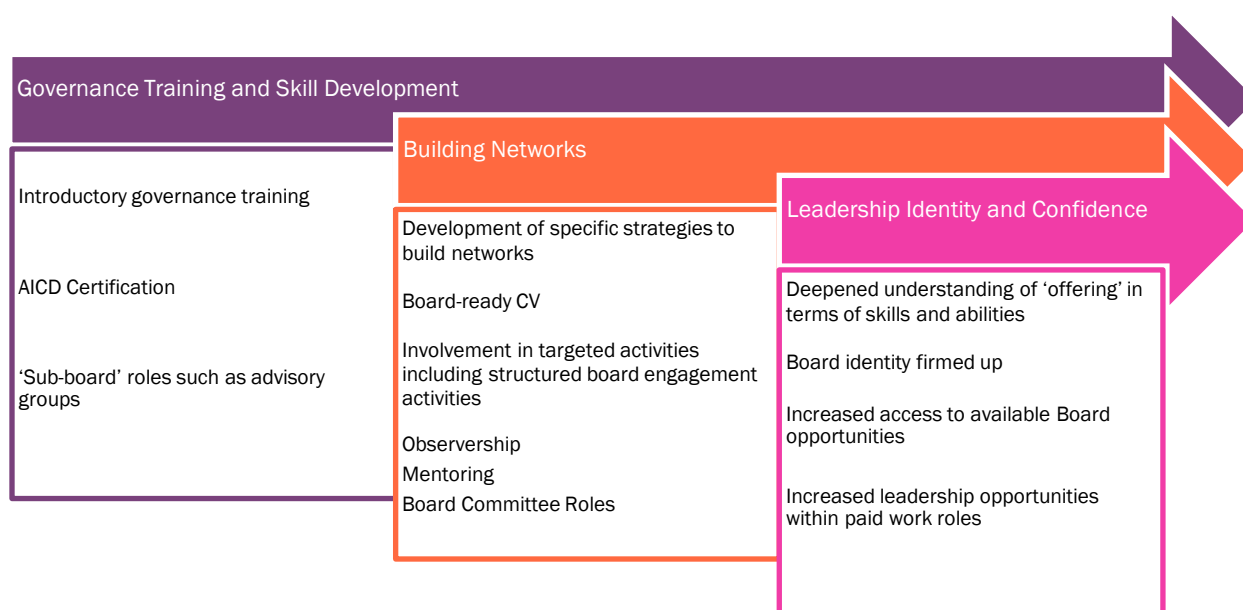
The Directing Change Scholarship program offered insights into a potential pathway for people with disability to gain leadership skills and experience and to work towards board roles. This pathway brings together three complementary areas of action aimed at supporting people with disability to achieve leadership goals:

1. Governance training and skill development
2. Support to build networks, and
3. A focus on leadership identity and confidence.

The evaluation data makes visible the diversity in leadership experience and the diverse goals and aspirations of leaders with disability. This aligns with data from other leadership programs including the Disability Leadership Program and the Directing Change Mentoring program. Given this diversity of the cohort, further program design could focus on expanding each of the three complementary areas and enabling individuals to tap into relevant supports as required across their leadership journey. For example, access to peer support, short- or long-term mentoring and ongoing education programs could be made available to leaders with disability as required. In addition, access to in situ learning opportunities, for example board Observership or committee roles, would reinforce learning and build confidence to undertake board roles. Providing ongoing opportunities to engage in leadership training and support, able to be further customised to individuals' experience and skill development needs, would enhance the ability of the program to address each individual's context, needs and diverse aspirations.

This board pathway for leaders with disability is represented in Figure 27 below. Rather than a prescriptive approach or lineal pathway, leaders with disability could utilise opportunities across the three stages to build their own board pathway, based on their individual experience and goals, with variable timeframes to suit their needs.

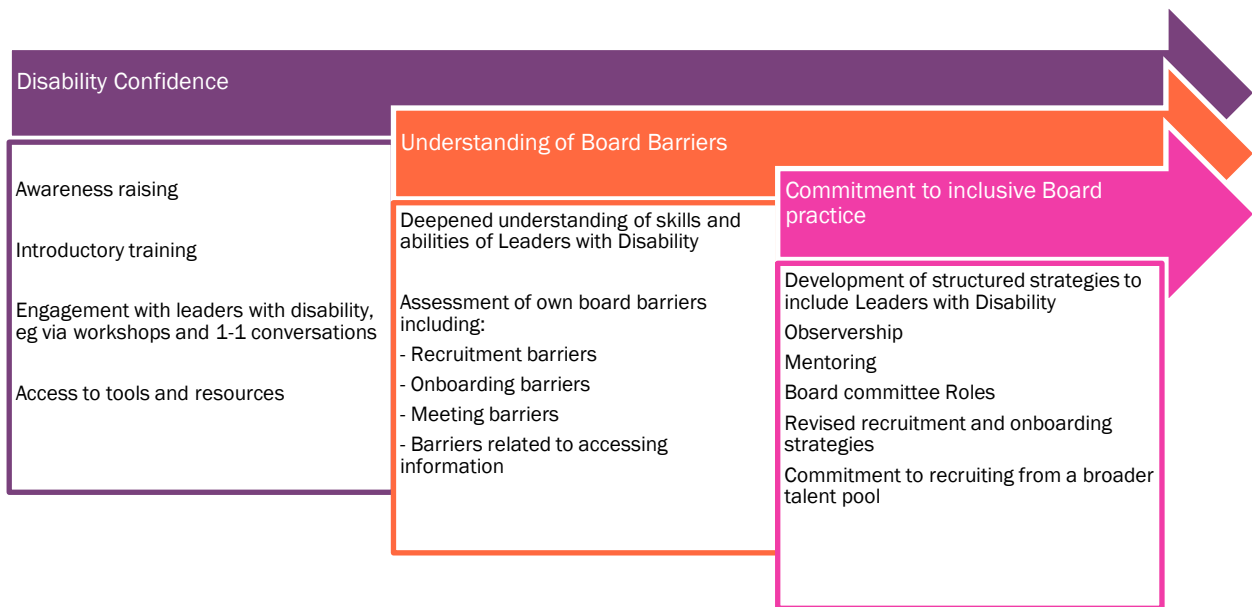
Figure 27. Board pathway for leaders with disability



Pathways to board roles also require engagement from directors and others who hold power in relation to board appointments. The program demonstrated high levels of engagement with the issue of disability inclusion on boards, with 54 mentors and more than one thousand directors attending director briefings hosted by AusDN. There is, therefore, an opportunity to engage with those who have shown interest and to invest more deeply in initiatives that bring leaders with disability into the spaces where directors build networks, in order to expand opportunities for board roles to develop. The relatively low cost of delivering the director briefings makes it replicable as a component of the AICD's ongoing member professional development program.

The pathway to leadership for people with disability will only succeed if it is paired with a pathway for boards to build their commitment to inclusive practice. This process involves boards making an effort to build disability confidence within organisations. In addition, boards need to build a deeper understanding of the barriers to entry for people with disability, mechanisms for remediating them, and a commitment to more inclusive and accessible board practices. Figure 28 illustrates this pathway for boards to build their commitment to and skills in inclusive practice.

Figure 28. Building board commitment to inclusive practice



CONCLUSION

The Directing Change Scholarship Program was an initiative of Australian Disability Network in partnership with the Australian Institute of Company directors and the Australian Scholarship Foundation with funding from a philanthropic organisation. The key objectives of the program were to engage leaders with disability in governance training in order to build their leadership confidence, provide mentorship to leaders with disability and build the disability confidence of AICD members. The overarching objective was to build opportunities for leaders with disability to be engaged in a board or Executive role.

Overall, the program demonstrated that the combination of governance training and mentorship enabled leaders with disability to develop board governance skills and knowledge and increased their understanding of board recruitment and board governance practices. Leaders with disability demonstrated their capacity to complete the governance programs offered by the AICD and the AICD developed capacity overtime to offer inclusive governance training, providing reasonable adjustments as required. The program attracted mentors of a high calibre, which was highly valued by scholars who drew from their mentors' knowledge of board roles and opportunities as well as their experience in developing their own board opportunities.

The broader activities of the program, which were targeted at existing AICD members, were brief but well attended, which demonstrates that there is appetite amongst directors to develop inclusive practice within their board settings. The engagement was an important first step for these members, many of whom have a willingness to advocate for people with disability in board spaces. However, they require structured support to enact change, both within their own boards and in boards more generally. This provides an opportunity for engagement with this group in the future.

The high number of applicants for the program indicates that there is high demand amongst people with disability for leadership training programs such as this. The evaluation also made visible the diverse leadership goals of people with disability and the range of leadership experience people with disability bring into a program such as this. Therefore, any future program must be highly flexible, meeting leaders with disability where they're at, for example by offering a choice of governance program.

High numbers of people who were seeking a board role attained one during the program. This was particularly the case for scholars 12- and 24-months post-program. It is therefore evident that the outcomes of programs such as this, require a 2- to 3-year timeframe, and that a diverse range of outcomes should be expected, ranging from new board roles to changes in employment or increased confidence to undertake existing leadership roles.

Programs such as the Directing Change Scholarship program have an important role to play in building the capacity of leaders with disability, and through mentoring and other director focused activities, changing attitudes about the capability of people with disability to be engaged in a broad range of leadership roles.

APPENDIX A – SCHOLAR DEMOGRAPHICS

Annual data for scholars is detailed in Table 41 below, demonstrating slightly increasing cultural diversity as the three years of scholar intake progressed.

Table 41. Scholar profiles: gender and cultural identity

| | | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|-------------------------------------|------------|-------------------------|-------------------------|-------------------------|----------------|
| Total | | 22 (100%) | 15 (100%) | 17 (100%) | 54 (100%) |
| Gender | Female | 13 (59%) | 8 (53%) | 14 (82%) | 35 (65%) |
| | Male | 9 (41%) | 7 (47%) | 2 (12%) | 18 (33%) |
| | Non-binary | 0 | 0 | 1 (6%) | 1 (2%) |
| CALD background | | 2 (9%) | 1 (7%) | 4 (24%) | 7 (13%) |
| First Nations background | | 0 | 0 | 1 (6%) | 1 (2%) |

Total N=54; Source: Application data

APPENDIX B – SCHOLAR PRIOR LEADERSHIP EXPERIENCE

Annual data regarding the type of prior leadership experience of scholars is detailed in Tables 42 and 43 below. This data was collected on application to the program.

Table 42. Scholar leadership experience: current role and AICD membership

| | | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|--------------------------------|--|----------------------|----------------------|----------------------|----------------|
| Current role (category) | Current executive director on a board | 3 (14%) | 6 (40%) | 3 (18%) | 12 (22%) |
| | Current non-executive director on a board | 10 (45%) | 4 (27%) | 5 (29%) | 19 (35%) |
| | Aspiring non-executive director | 5 (23%) | 2 (13%) | 4 (23%) | 11 (20%) |
| | In a leadership position that reports to a board | 2 (9%) | 2 (13%) | 2 (12%) | 6 (11%) |
| | In a leadership position which doesn't report to a board, but looking to upskill | 2 (9%) | 1 (7%) | 3 (18%) | 6 (11%) |
| With AICD membership | | 6 (27%) | 2 (13%) | 2 (12%) | 10 (18%) |

Total N=54; Source: Application data

Table 43. Scholar leadership experience: current industry

| | | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|----------|---|-------------------------|-------------------------|-------------------------|----------------|
| Industry | Healthcare and social assistance | 9 (41%) | 9 (60%) | 7 (41%) | 25 (46%) |
| | Professional, scientific and technical services | 3 (14%) | - | 1 (6%) | 4 (7%) |
| | Education and training | 1 (5%) | 1 (7%) | 4 (23%) | 6 (11%) |
| | Climate Change/Renewables | 1 (5%) | - | - | 1 (2%) |
| | Financial and insurance services | 1 (5%) | - | - | 1 (2%) |
| | Rental, hiring and real estate services | 1 (5%) | - | - | 1 (2%) |
| | Public administration | — | 1 (7%) | 1 (6%) | 2 (4%) |
| | Other services | 6 (27%) | 4 (27%) | 4 (23%) | 14 (26%) |

Total N=54; Source: Application data

APPENDIX C – MENTOR

DEMOGRAPHICS

The Table below provides data for each year of recruitment of mentors for scholars, showing females consistently outnumbered males as selected mentors.

Table 44. Mentor profiles: gender and cultural identity

| | | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|---------------|------------|-------------------------|-------------------------|-------------------------|----------------|
| Gender | Female | 16 (73%) | 10 (67%) | 12 (71%) | 38 (70%) |
| | Male | 6 (27%) | 5 (33%) | 5 (29%) | 16 (30%) |
| | Non-binary | 0 | 0 | 0 | 0 |
| Total | | 22 (100%) | 15 (100%) | 17 (100%) | 54 (100%) |

Total N=54; Source: Application data

APPENDIX D – MENTOR

LEADERSHIP EXPERIENCE

Annual data regarding the type of leadership experience of mentors is detailed in the Tables below. This data was collected on application to the program.

Table 45. Mentor leadership experience: current role

| | | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|------------------------------------|--|-------------------------|-------------------------|-------------------------|----------------|
| Current role (category) | Current executive director on a board | 4 (18%) | 2 (13%) | 2 (12%) | 8 (15%) |
| | Current non-executive director on a board | 16 (73%) | 13 (87%) | 14 (82%) | 43 (79%) |
| | Aspiring non-executive director | 1 (5%) | 0 | 1 (6%) | 2 (4%) |
| | In a leadership position that reports to a board | 1 (5%) | 0 | 0 | 1 (2%) |

Total N=54; Source: Application data

Table 46. Mentor leadership experience: AICD membership and previous course completion

| | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|---|-------------------------|-------------------------|-------------------------|----------------|
| With AICD membership | 21 (95%) | 15 (100%) | 17 (100%) | 53 (98%) |
| Previously completed AICD course | 21 (95%) | 13 (87%) | 17 (100%) | 51 (94%) |

Total N=54; Source: Application data

Table 47. Mentor Leadership Experience: Industry

| | | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|----------|--|-------------------------|-------------------------|-------------------------|----------------|
| Industry | Any | 7 (32%) | 6 (40%) | 2 (12%) | 15 (28%) |
| | Business, Human Resources and Management | 4 (18%) | 2 (13%) | 0 | 6 (11%) |
| | Commerce, Finance, Accounting and Economics | 3 (14%) | 1 (7%) | 4 (23%) | 8 (15%) |
| | Community Services | 2 (9%) | 1 (7%) | 4 (23%) | 7 (13%) |
| | Education and Teaching | 1 (5%) | 0 | 0 | 1 (2%) |
| | Government, Public Service and Public Policy | 3 (14%) | 3 (20%) | 1 (6%) | 7 (13%) |
| | Engineering | 1 (5%) | 0 | 2 (12%) | 3 (6%) |
| | Hospitality, Tourism and Events | 1 (5%) | 1 (7%) | 2 (12%) | 4 (7%) |
| | Information Technology and Computer Science | 0 | 1 (7%) | 2 (12%) | 3(6%) |

Total N=54; Source: Application data

Leadership experience also included experience in mentoring aspiring leaders. The data in relation to this was captured on commencement into the mentoring role and is presented in Table 48 below.

Table 48. Mentor leadership experience: previous mentoring of aspiring directors

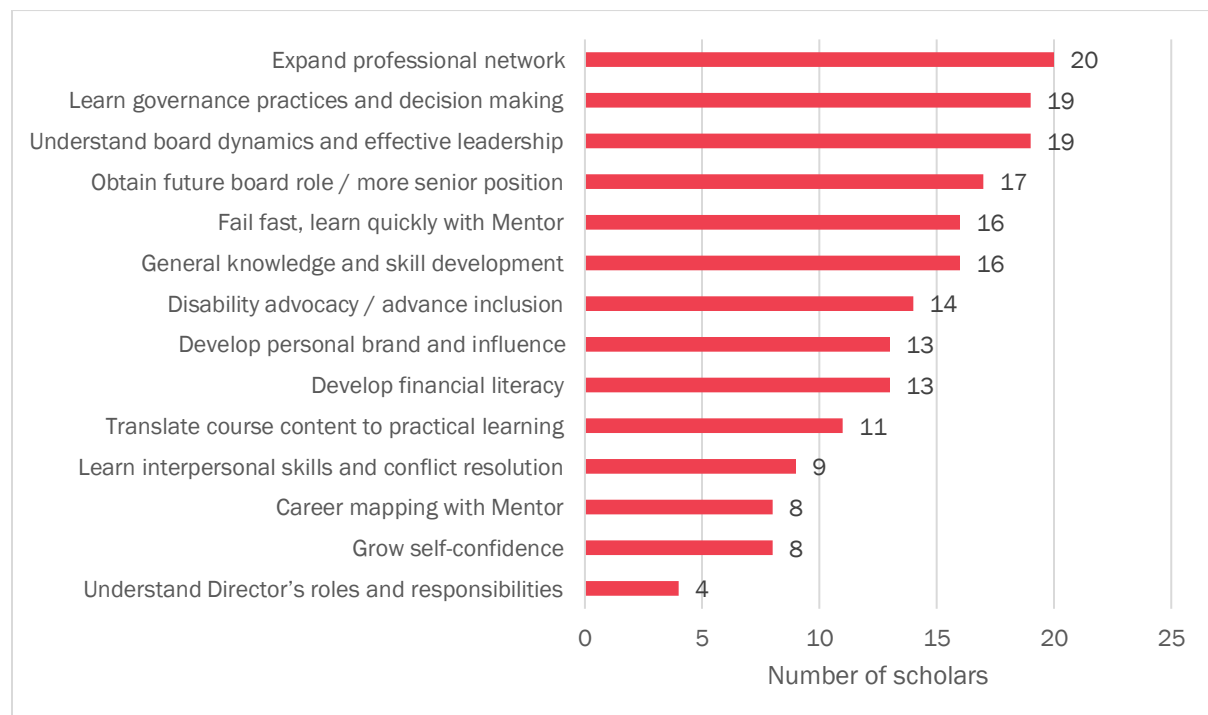
| | | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|--|-----------------------|-------------------------|-------------------------|-------------------------|----------------|
| Have mentored aspiring directors before | | 9 (45%) | 9 (64%) | 10 (59%) | 28 (55%) |
| Have mentored aspiring directors before by sector. NB. Respondents could nominate more than one sector type | Private sector | 3 (15%) | 4 (29%) | 4 (23%) | 11 (22%) |
| | Public sector | 4 (20%) | 3 (21%) | 2 (12%) | 9 (18%) |
| | Not-for-profit sector | 7 (35%) | 9 (64%) | 4 (23%) | 20 (39%) |

Total N=51; Source: Pre-program survey

APPENDIX E – SCHOLAR ASPIRATIONS FOR UNDERTAKING PROGRAM AND MENTORING

Scholars were asked during the application process to outline their objectives for undertaking the mentoring aspect of the program. Scholars could nominate multiple objectives using open-ended responses. Results are provided in Figure 29 below.

Figure 29. Scholar objectives for program mentoring



The diverse objectives of scholars across the program, reflected the leadership experience and overall leadership objectives of the cohort. These objectives are displayed in Table 49.

Table 49. Scholar objectives for program mentoring by cohort

| Main objectives reported by scholars | 2022 cohort (N) | 2023 cohort (N) | 2024 cohort (N) | Total (N) |
|--|--------------------|--------------------|--------------------|-----------|
| Expand professional network | 9 | 3 | 8 | 20 |
| Understand board dynamics and effective leadership | 8 | 2 | 9 | 19 |
| Learn governance practices and decision making | 5 | 7 | 7 | 19 |
| Obtain future board role / more senior position | 8 | 4 | 5 | 17 |
| General knowledge and skill development | 6 | 3 | 7 | 16 |
| Fail fast, learn quickly with mentor | 7 | 5 | 4 | 16 |
| Disability advocacy / advance inclusion | 3 | 8 | 3 | 14 |
| Develop financial literacy | 3 | 3 | 7 | 13 |
| Develop personal brand and influence | 6 | 3 | 4 | 13 |
| Translate course content to practical learning | 5 | 3 | 3 | 11 |
| Learn interpersonal skills and conflict resolution | 2 | 2 | 5 | 9 |
| Grow self-confidence | 2 | 1 | 5 | 8 |
| Career mapping with mentor | 2 | 1 | 5 | 8 |
| Understand director's roles and responsibilities | 3 | 0 | 1 | 4 |

Total N=187 responses (open-ended question) from 54 scholars; Source: Application data

APPENDIX F – PRE-PROGRAM

SCHOLAR FINANCIAL LITERACY

LEVELS

Table 50. Scholar Self-reported Financial Literacy Skills at Program Entry

| Financial literacy | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|---|-------------------------|-------------------------|-------------------------|----------------|
| Basic – familiar with basic financial statements but require some expert advice to fully evaluate | 4 (18%) | 5 (33%) | 5 (29%) | 14 (26%) |
| Intermediate - - can competently read and evaluate financial documents | 16 (73%) | 8 (53%) | 11 (65%) | 35 (65%) |
| Highly literate – highly competent and qualified to prepare and evaluate financial documents | 2 (9%) | 2 (13%) | 1 (6%) | 5 (9%) |

Total N=54; Source: Application data

APPENDIX G – CONFIDENCE TO SHARE DISABILITY-RELATED INFORMATION

The data for each of the three cohorts is provided below. Scores are averaged across respondents in each cohort.

Table 51. Scholar comfort in sharing disability-related information (pre-post program): 2022 cohort

| 2022 cohort | Pre-program (average) | Post-program (average) | % change |
|--|--------------------------|---------------------------|----------|
| With your peers | 3.7 | 3.9 | 5% |
| With a manager | 3.5 | 4.1 | 17% |
| With an organisation you're applying for a role within | 2.5 | 3.3 | 32% |
| Openly within your organisation | 3.3 | 3.9 | 18% |
| Publicly | 2.9 | 3.8 | 31% |
| Average across all groups | 3.2 | 3.8 | 19% |

Source: Pre-program survey (N=21); Annual scholar survey (N=13)

Table 52. Scholar comfort in sharing disability-related information (pre-post program): 2023 cohort

| 2023 cohort | Pre-program (average) | Post-program (average) | % change |
|--|--------------------------|---------------------------|-----------|
| With your peers | 3.9 | 3.3 | – 15% |
| With a manager | 3.4 | 3.3 | – 3% |
| With an organisation you're applying for a role with | 3.8 | 3.3 | – 13% |
| Openly within your organisation | 3.0 | 3.0 | No change |

| | | | |
|----------------------------------|------------|------------|--------------|
| Publicly | 3.6 | 2.6 | - 28% |
| Average across all groups | 3.5 | 3.1 | - 11% |

Source: Pre-program survey (N=16); Annual scholar survey (N=8)

Table 53.Scholar comfort in sharing disability-related information (pre-post program): 2024 cohort

| 2024 cohort | Pre-program (average) | Post-program (average) | % change |
|---|----------------------------------|-----------------------------------|-----------------|
| With your peers | 3.4 | 4.0 | 18% |
| With a manager | 3.1 | 3.6 | 16% |
| With an organisation you're applying for a role with | 3.1 | 3.4 | 10% |
| Openly within your organisation | 2.4 | 2.8 | 17% |
| Publicly | 3.0 | 3.2 | 7% |
| Average across all groups | 3.0 | 3.4 | 13% |

Source: Pre-program survey (N=17); Annual scholar survey (N=5)

APPENDIX H – CHARACTERISTICS OF GRADUATE RESPONDENTS

The evaluation sought to measure the outcomes achieved by Directing Change Scholarship scholars 12-months and 24-months post-program completion. 2022 cohort scholars were invited to respond to an online survey both 12- and 24-months post-program completion. 2023 cohort scholars were invited to respond to an online survey 12-months post-program completion only. Response rate data is provided in Table 54 below.

Table 54. Response rate for graduate surveys

| | 2022 cohort (22 graduates) | 2023 cohort (15 graduates) | Total (37 graduates) |
|---|-------------------------------|-------------------------------|--------------------------|
| Year of enrolment | 2022 | 2023 | |
| Graduates who completed 12-month follow-up survey | N=8 (36% response rate) | N=5 (33% response rate) | N=13 (35% response rate) |
| Graduates who completed 24-month follow-up survey | N=8 (36% response rate) | N/A | N=8 (22% response rate) |
| Total | N=16 | N=8 | N=21 (57% response rate) |

Source: 12- and 24-month follow-up surveys

Overall, there were 37 graduates who completed the program in 2022 and 2023. 21 graduates (57 per cent) completed follow-up surveys.

Graduate demographics

Information about graduates who completed the follow-up surveys is presented in Table 55 below.

Table 55. Graduate profiles: gender and cultural identity

| | | CAL | 2022 cohort (24month) N (%) | 2023 cohort (12month) N (%) | Total N (%) |
|------------------------------|------------|-----------|-----------------------------------|-----------------------------------|----------------|
| Gender | Female | 5 (62.5%) | 3 (37.5%) | 4 (80%) | 12 (57%) |
| | Male | 2 (25%) | 3 (37.5%) | 1 (20%) | 6 (29%) |
| | Non-binary | 1 (12.5%) | 2 (25%) | 0 | 3 (14%) |
| Total | | 8 (100%) | 8 (100%) | 5 (100%) | 21 (100%) |
| | | | | | |
| CALD background | | 0 | 0 | 0 | 0 |
| Non-CALD background | | 8 (100%) | 8 (100%) | 5 (100%) | 21 (100%) |
| Total | | 8 (100%) | 8 (100%) | 5 (100%) | 21 (100%) |
| | | | | | |
| First Nations background | | 0 | 0 | 0 | 0 |
| Not First Nations background | | 8 (100%) | 8 (100%) | 5 (100%) | 21 (100%) |
| Total | | 8 (100%) | 8 (100%) | 5 (100%) | 21 (100%) |

Total N=21; Source: 12- and 24-month follow-up surveys

Figure 30. Graduate self-reported gender identity

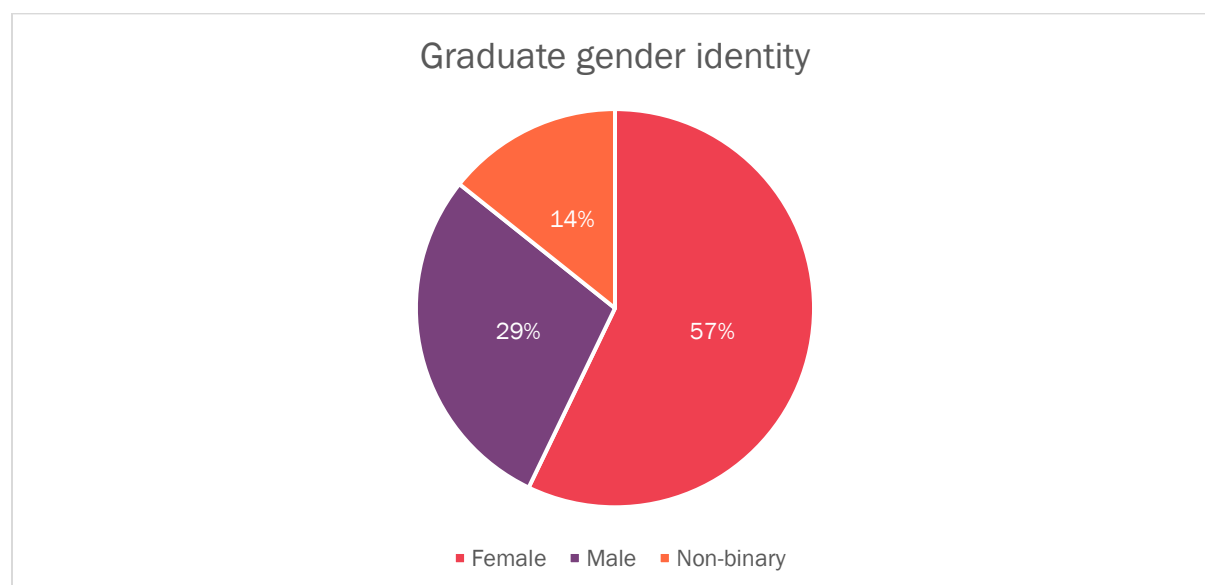
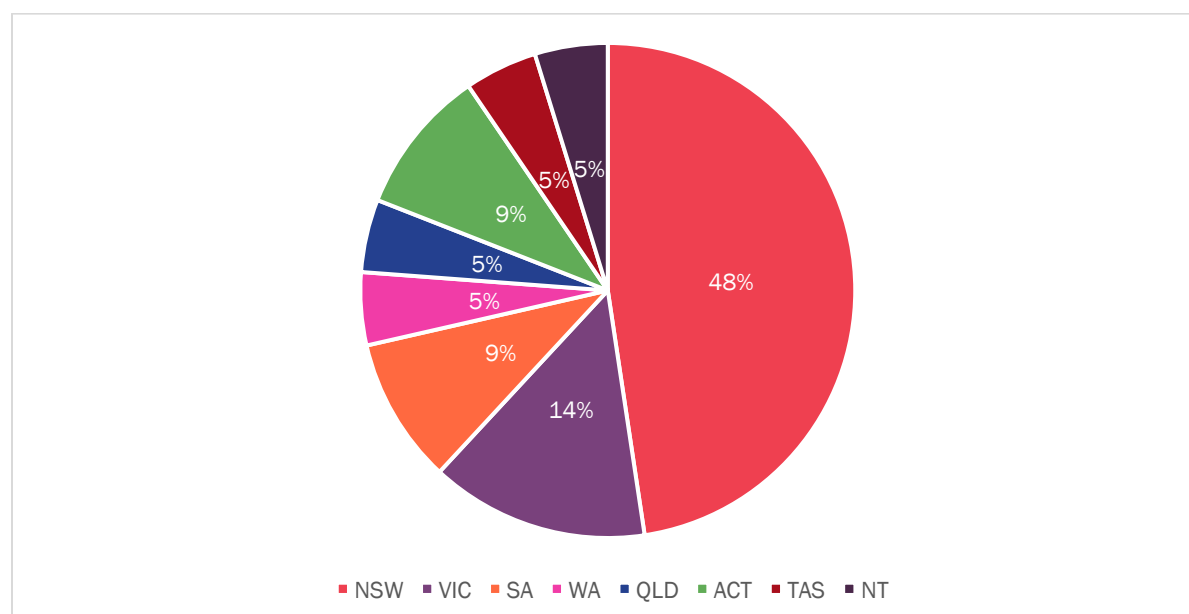


Table 56. Graduate profiles: location

| | | 2022 cohort (12month) N (%) | 2022 cohort (24month) N (%) | 2023 cohort (12month) N (%) | Total N (%) |
|-----------------------|----------------|--------------------------------------|--------------------------------------|--------------------------------------|----------------|
| Residency area | Metropolitan | 6 (75%) | 8 (100%) | 4 (80%) | 18 (86%) |
| | Rural/regional | 2 (25%) | 0 | 1 (20%) | 3 (14%) |
| State | NSW | 5 (62.5%) | 5 (62.5%) | 0 | 10 (48%) |
| | VIC | 0 | 1 (12.5%) | 2 (40%) | 3 (14%) |
| | SA | 1 (12.5%) | 0 | 1 (20%) | 2 (10%) |
| | WA | 0 | 0 | 1 (20%) | 1 (5%) |
| | QLD | 0 | 0 | 1 (20%) | 1 (5%) |
| | ACT | 1 (12.5%) | 1 (12.5%) | 0 | 2 (10%) |
| | TAS | 0 | 1 (12.5%) | 0 | 1 (5%) |
| | NT | 1 (12.5%) | 0 | 0 | 1 (5%) |

Total N=21; Source: 12- and 24-month follow-up surveys

Figure 31. Graduate location



Graduate leadership experience and course enrolment

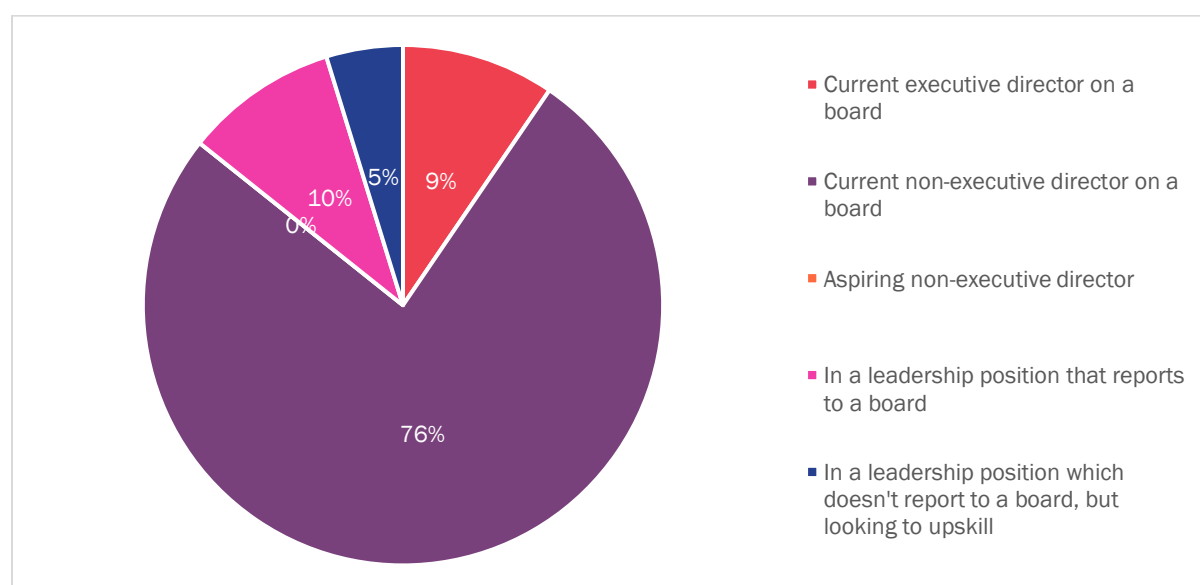
The follow-up survey asked program graduates to report their current leadership experience.

Table 57. Graduate leadership experience: current role and AICD membership

| | | 2022 cohort (12month) N (%) | 2022 cohort (24month) N (%) | 2023 cohort (12month) N (%) | Total N (%) |
|------------------------------------|--|--|--|--|------------------------|
| Current role (category) | Current executive director on a board | 0 | 1 (12.5%) | 1 (20%) | 2 (10%) |
| | Current non-executive director on a board | 7 (87.5%) | 6 (75%) | 3 (60%) | 16 (76%) |
| | Aspiring non-executive director | 0 | 0 | 0 | 0 |
| | In a leadership position that reports to a board | 1 (12.5%) | 1 (12.5%) | 0 | 2 (10%) |
| | In a leadership position which doesn't report to a board, but looking to upskill | 0 | 0 | 1 (20%) | 1 (5%) |

Total N=21; Source: 12- and 24-month follow-up surveys

Figure 32. Graduates' role at time of survey completion



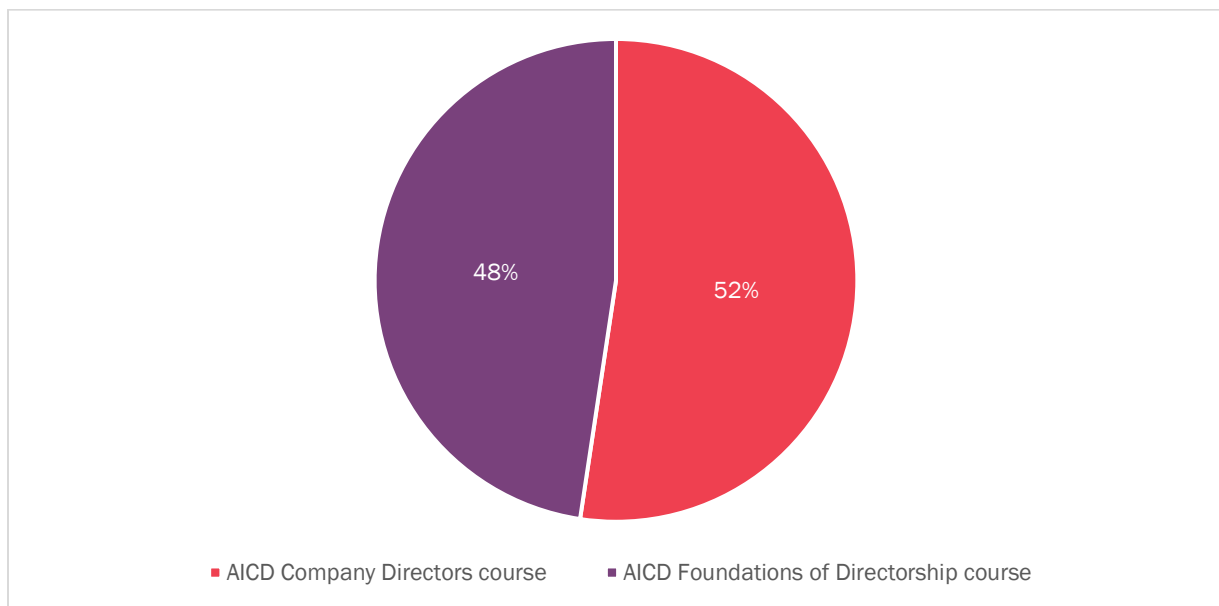
76 per cent of graduates who responded to the follow-up survey reported that they were currently in a non-executive director position, and a further 20 per cent were in another type of leadership position.

Table 58. Course enrolment: course type

| | | 2022 cohort (12month) N (%) | 2022 cohort (24month) N (%) | 2023 cohort (12month) N (%) | Total N (%) |
|-------------|-----|-----------------------------------|-----------------------------------|-----------------------------------|----------------|
| Course type | CDC | 4 (50%) | 4 (50%) | 3 (60%) | 11 (52%) |
| | FoD | 4 (50%) | 4 (50%) | 2 (40%) | 10 (48%) |

Total N=21; Source: 12- and 24-month follow-up surveys

Figure 33. Graduates completed course type



Scholars were able to choose which of the two AICD governance programs they undertook as a component of the Directing Change Scholarship program. Graduates reported a fairly even split between the more complex Company Directors Course and the Foundations of Directorship program.

APPENDIX I – GRADUATE OUTCOMES, BOARD APPLICATION AND ATTAINMENT

Table 59. Graduate board role attainment outcomes

| | 2022 cohort (12month) N (%) | 2022 cohort (24month) N (%) | 2023 cohort (12month) N (%) | Total N (%) |
|--|--------------------------------------|--------------------------------------|--------------------------------------|----------------|
| Applied for board role | | | | |
| Yes, at least once | 8 (100%) | 7 (87.5) | 3 (60%) | 18 (86%) |
| No | 0 | 1 (12.5%) | 2 (40%) | 3 (14%) |
| Of those that applied, those that were successful in obtaining board role | | | | |
| Yes, one or more application successful | 4 (50%) | 3 (43%) | 2 (67%) | 9 (50%) |
| Still waiting on result | 2 (25%) | 1 (14%) | 0 | 3 (17%) |
| No, not successful | 1 (12.5%) | 3 (43%) | 1 (33%) | 5 (28%) |
| Other | 1 (12.5%)* | 0 | 0 | 1 (6%) |

Total N=21; Source: 12- and 24-month follow-up surveys

*Graduate was offered a role, but it did not eventuate 'due to organisational issues'.

APPENDIX J – MENTOR

MOTIVATIONS FOR PROGRAM

PARTICIPATION

Table 60. Mentors' primary objectives pre-program – 2022, 2023 and 2024 cohort

| | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|---|----------------------|----------------------|----------------------|----------------|
| Connect with talented leaders with disability | 3 (14%) | 1 (7%) | 5 (29%) | 9 (17%) |
| Give back and provide support | 7 (33%) | 5 (33%) | 2 (12%) | 14 (26%) |
| Increase disability confidence and knowledge | 6 (29%) | 0 | 3 (18%) | 9 (17%) |
| Make the boards I sit on more inclusive and accessible to people with disability | 3 (14%) | 6 (40%) | 3 (18%) | 12 (23%) |
| Share my governance knowledge | 2 (10%) | 1 (7%) | 1 (6%) | 4 (8%) |
| Understand the barriers people with disability experience in leadership positions | 0 | 2 (13%) | 3 (18%) | 5 (9%) |

Source: Application data (2022 cohort: N=21; 2023 cohort: N=15; 2024 cohort: N=17)

Mentors were also asked if they would participate in the program as a mentor again. The data is provided in Table 61 below.

Table 61. Would mentor participate in the program again (post-program): 2022, 2023 and 2024 cohort

| | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|-------------|----------------------|----------------------|----------------------|----------------|
| Yes | 16 (84%) | 7 (87.5%) | 10 (91%) | 33 (87%) |
| No or maybe | 3 (16%) | 1 (12.5%) | 1 (9%) | 5 (13%) |

Source: Mentor post-program survey (2022 cohort: N=19; 2023 cohort: N=8; 2024 cohort: N=11)

APPENDIX K – CHANGE IN DISABILITY CONFIDENCE AND AWARENESS FOR MENTORS

Table 62. Mentor strongest and weakest growth in disability confidence and awareness (pre-post program): 2022 cohort

| 2022 cohort | Pre-program (average) | Post-program (average) | % change |
|--|--------------------------|---------------------------|----------|
| Strongest areas of change | | | |
| Ability to provide inclusive leadership in the workplace | 4.0 | 4.3 | 8% |
| Making adjustments to the workplace to better accommodate | 3.9 | 4.1 | 5% |
| Awareness of what the term 'disability' includes | 4 | 4.2 | 5% |
| Weakest areas of change | | | |
| Awareness of workplace adjustment policies and procedures in your organisation | 4.1 | 3.8 | -7% |
| Awareness of the prevalence of disability in Australia | 4.0 | 3.9 | -3% |
| Using appropriate language and terminology | 3.9 | 3.9 | 0 |

Source: Mentor pre-program survey N=20; Mentor post-program survey N=19

Table 63. Mentor strongest and weakest growth in disability confidence and awareness (pre-post program): 2023 cohort

| 2023 cohort | Pre-program (average) | Post-program (average) | % change |
|--|--------------------------|---------------------------|----------|
| Strongest areas of change | | | |
| Awareness of workplace adjustment policies and procedures in your organisation | 3.4 | 4.0 | 18% |
| Awareness of the prevalence of disability in Australia | 3.4 | 3.9 | 15% |
| Using appropriate language and terminology | 3.3 | 3.8 | 15% |
| Weakest areas of change | | | |
| Making adjustments to the workplace to better accommodate | 3.4 | 3.5 | 33% |
| Understanding why access and inclusion matters | 4.4 | 4.8 | 9% |
| Knowledge of how barriers can be addressed in professional settings | 3.1 | 3.4 | 10% |

Source: Mentor pre-program survey N=14; Mentor post-program survey N=8

Table 64. Mentor strongest and weakest growth in disability confidence and awareness (pre-post program): 2024 cohort

| 2024 cohort | Pre-program (average) | Post-program (average) | % change |
|--|--------------------------|---------------------------|----------|
| Strongest areas of change | | | |
| Knowledge of how barriers can be addressed in professional settings | 3.2 | 3.6 | 13% |
| Awareness of the prevalence of disability in Australia | 3.8 | 4.2 | 11% |
| Using appropriate language and terminology | 3.4 | 3.7 | 9% |
| Weakest areas of change | | | |
| Understanding possible barriers experienced by people with disability | 3.6 | 3.5 | -3% |
| Awareness of workplace adjustment policies and procedures in your organisation | 3.6 | 3.6 | 0 |
| Understanding why access and inclusion matters | 4.4 | 4.4 | 0 |

Source: Mentor pre-program survey N=17; Mentor post-program survey N=11

APPENDIX L – BARRIERS TO BOARD ATTAINMENT

Table 65. Scholars' Perspectives: Barriers to Obtaining board Positions (2023 and 2024 cohorts)

| | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|--|----------------------|----------------------|----------------|
| Inadequate remuneration | 3 (37%) | 2 (40%) | 5 (38%) |
| Limited knowledge of board vacancies | 3 (37%) | 2 (40%) | 5 (38%) |
| Limited access to search firms | 3 (37%) | 1 (20%) | 4 (31%) |
| Board roles and requirements are too onerous or inflexible | 2 (25%) | 1 (20%) | 3 (23%) |
| Board has accessibility and inclusion issues | 2 (25%) | 1 (20%) | 3 (23%) |
| Limited access to board Chairs and directors | 1 (13%) | 2 (40%) | 3 (23%) |
| Limited board opportunities | 1 (13%) | 1 (20%) | 2 (15%) |
| Did not experience barriers to board position | 1 (13%) | 0 | 1 (8%) |
| Other | 1 (13%) | 3 (60%) | 4 (31%) |

Total N=13. Source: Annual scholar survey (2023 cohort: N=8 (17 responses); 2024 cohort: N=5 (14 responses)).
Percentage based on number of scholars.

Table 66. Graduates' perspectives at follow-up surveys: Barriers to obtaining board positions

| | 2022 cohort at 12-months N (%) | 2022 cohort at 24-months N (%) | 2023 cohort at 12-months N (%) | Total N (%) |
|--|---|---|---|----------------|
| Inadequate remuneration | 3 (37.5%) | 3 (37.5%) | 0 | 6 (29%) |
| Limited knowledge of board vacancies | 2 (25%) | 3 (37.5%) | 1 (20%) | 6 (29%) |
| Limited access to search firms | 2 (25%) | 2 (25%) | 1 (20%) | 5 (24%) |
| Board roles and requirements are too onerous or inflexible | 2 (25%) | 2 (25%) | 0 | 4 (19%) |
| Board has accessibility and inclusion issues | 2 (25%) | 2 (25%) | 0 | 4 (19%) |
| Limited access to board chairs and directors | 1 (12.5%) | 5 (62.5%) | 1 (20%) | 7 (33%) |
| Limited board opportunities | 1 (12.5%) | 3 (37.5%) | 2 (40%) | 6 (29%) |
| Did not experience barriers to board position | 2 (25%) | 2 (25%) | 2 (40%) | 6 (29%) |
| Other | 3 (37%) | 2 (25%) | 1 (20%) | 6 (29%) |

Total N=21. Source: Graduate 12- or 24-month follow-up survey (2022 cohort at 12-months: N=8 (18 responses); 2022 cohort at 24-months: N=8 (24 responses); 2023 cohort at 12-months: N=5 (8 responses). Percentage based of N of scholars.

APPENDIX M – SUITABILITY OF MENTOR-MENTEE MATCH

Table 67. Mentor perspective on mentor-scholar match (post-program): 2022, 2023 and 2024 cohorts

| | 2022 cohort N (%) | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|---------------------|----------------------|----------------------|----------------------|----------------|
| Excellent match | 7 (37%) | 2 (25%) | 3 (27%) | 12 (32%) |
| Good or great match | 10 (53%) | 3 (37.5%) | 7 (64%) | 20 (53%) |
| Fine or okay match | 2 (11%) | 3 (37.5%) | 1 (9%) | 6 (16%) |

Source: Mentor post-program survey (2022 cohort: N=19; 2023 cohort: N=8; 2024 cohort: N=11)

APPENDIX N – REASONABLE COST OF MENTORING

Table 68. Reasonable cost of mentoring reported by Scholars

| Reasonable cost of mentoring | 2023 cohort N (%) | 2024 cohort N (%) | Total N (%) |
|------------------------------|-------------------|-------------------|-------------|
| \$100 | 1 (12.5%) | 0 | 1 (8%) |
| \$300 | 3 (37.5%) | 2 (40%) | 5 (38%) |
| \$500 | 1 (12.5%) | 0 | 1 (8%) |
| \$700 | 0 | 0 | 0 |
| Other | 3 (37.5%) | 3 (60%) | 6 (46%) |

Total N=13. Source: Annual scholar survey (2023 cohort: N=8; 2024 cohort: N=5)

Table 69. Reasonable cost of mentoring perceived by graduates

| Reasonable cost of mentoring | 2022 cohort (12month) N (%) | 2022 cohort (24month) N (%)* | 2023 cohort (12month) N (%) | Total N (%) |
|------------------------------|-----------------------------|------------------------------|-----------------------------|-------------|
| \$100 | 0 | 2 (25%) | 1 (20%) | 3 (14%) |
| \$300 | 1 (12.5%) | 0 | 1 (20%) | 2 (10%) |
| \$500 | 2 (25%) | 0 | 1 (20%) | 3 (14%) |
| \$700 | 0 | 2 (25%) | 0 | 2 (10%) |
| Other | 5 (62.5%) | 4 (50%) | 2 (40%) | 11 (52%) |

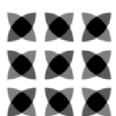
Total N=21; Source: 12- and 24-month follow-up surveys

APPENDIX O – DATA COLLECTION ACROSS THE THREE LEADERSHIP PROGRAMS

Table 70. Data collection activities across the three programs

| Program | Directing Change Scholarships | Disability Leadership Program | Directing Change Mentoring |
|------------------------------|--|---|--|
| Lead | AusDN | AICD | AusDN |
| Timeframe | 3 years | 2 years | 3 years |
| Dates | April 2022 – Dec 2024 | July 2022-June 2024 | 2023-2025 |
| Data collection focus | Data source | | |
| Scholar Demographics | ASF application form | AICD application form | AusDN application form |
| | AusDN pre-program survey | | AusDN pre-program survey |
| Scholar change/ benefits | AusDN Pre/post Leadership workshop surveys (x 3 workshops per cohort/Yr) | AusDN Pre/post Leader to Leader conversations survey (x 5 per year, i.e. 1 per State) | |
| | CSI Focus group with scholars (Yr 1 and Yr 3) | CSI Focus group with scholars (Yr 1 and Yr 2) | CSI Focus group with mentees (Yr 1 and Yr 3) |
| | CSI/ AusDN Annual Scholar Survey (longitudinal) | CSI/AICD Annual Scholar Survey (longitudinal) | CSI/ AusDN Annual Mentee Survey (longitudinal) |
| Course enrolment/ completion | CSI/ AusDN Annual Scholar Survey | AICD data | CSI/ AusDN Annual Mentee Survey |
| Mentor demographics | AusDN pre-program survey | | AusDN pre-program survey |

| | | | |
|---|---|---|---|
| Mentor change/ benefits | AusDN midpoint check in | AusDN Pre/post Leader to Leader conversations survey (x 5 per year, i.e. 1 per State) | AusDN mid program check in |
| | CSI/ AusDN annual mentor survey (longitudinal) | | |
| | CSI Focus group with mentors (Yr 1 and Yr 3) | CSI Focus group with mentors (Yr 1 and Yr 2) | CSI Focus group/interviews with mentors (Yr 1 and Yr 3) |
| Director change/ benefits | AusDN pre/post director briefing survey | | |
| Partner organisations – inclusion change | AusDN organisational review and recommendation data | AusDN organisational review and recommendation data | |
| | CSI Focus groups with each partner (Yr 1 and Yr 3) | CSI Focus groups with each partner (Yr 1 and Yr 2) | |



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