



Australia Awards

Australia Awards Global Tracer Facility

Women's Leadership and Career Progression: Insights from Indonesian Australia Awards Alumnae

August 2022

The views expressed in this report are those of the authors and do not necessarily reflect the policy or position of the Australian Government, its agencies or representatives.

Australian Department of Foreign Affairs and Trade

With the exception of the Commonwealth Coat of Arms and where otherwise noted, all material presented is provided under a Creative Commons Attribution 3.0 Australia license.

Acknowledgements:

The Australian Council for Educational Research is the managing contractor for the Australia Awards Global Tracer Facility. The authors would like to thank DFAT's Global Education and Scholarships Section for supporting this research.

Most importantly, thank you to the alumnae who gave their time in completing this survey, the third they have completed in this longitudinal series. Without your insight, feedback and accomplishments, the research we do would not be possible.

Acknowledgement of Country:

In the spirit of reconciliation, the authors would like to acknowledge the Traditional Custodians of Country throughout Australia, including the Wurundjeri People of the Kulin Nation, where this report was written, and their connections to land, sea and community. We pay our respect to their elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples. We acknowledge the Aboriginal and Torres Strait Islander people who continue to contribute to our work to improve learning, education and research.

Recommended citation:

Clarke, L. & Haddow, A. (2022). *Women's Leadership and Career Progression: Insights from Australia Awards Indonesian Alumnae*. Australian Department of Foreign Affairs and Trade. <https://www.dfat.gov.au/people-to-people/australia-awards/australia-awards-global-tracer-facility-year-7-results>

Published Research Reports by the Australia Awards Global Tracer Facility

2016/17 - Year One

[Australia Awards Global Tracer Facility Tracer Survey: Alumni of 2006-2010](#)

[Fiji Alumni Case Study](#)

[Sri Lanka Alumni Case Study](#)

[Kenya Alumni Case Study](#)

[Nepal Alumni Case Study](#)

2017/18 – Year Two

[Australia Awards Global Tracer Facility Survey: Alumni of 1996-2005](#)

[China Alumni Case Study](#)

[Indonesia Alumni Case Study](#)

[Mongolia Alumni Case Study](#)

[Solomon Islands Alumni Case Study](#)

[Vanuatu Alumni Case Study](#)

2018/19 – Year Three

[Australia Awards Global Tracer Facility Survey: Alumni of 2011-2016](#)

[Cambodia Alumni Case Study](#)

[Mozambique Alumni Case Study](#)

[Pakistan Alumni Case Study](#)

[PNG Alumni Case Study](#)

[Vietnam Alumni Case Study](#)

2019/2020 – Year Four

Bangladesh Case Study

Costa Rica Case Study

Samoa Case Study

Timor-Leste Case Study

Global Impact of Australian Aid Scholarships: long-term outcomes of alumni

2020/21 – Year Five

Philippines case study

Kiribati case study

Mobile alumni case study

Alumni contributions to COVID-19 response

Global Tracer Survey Report 2020

2021/22 – Year Six

Alumni Case Study – Insights into short course capacity building

Australia Awards Pacific Scholarships Alumni Survey 2021

Social Network Analysis of an Australia Awards Leadership Program cohort

Australia Awards Exemplary Partnerships: The South Pacific Centre for Central Banking

Alumni Growth: Tracking Australia Awards Alumni Over Five Years – Longitudinal Tracer Survey 2021

Further information and all research published by the Australia Awards Global Tracer Facility can be found on the DFAT website here: <https://www.dfat.gov.au/people-to-people/australia-awards/australia-awards-global-tracer-facility>.

Contents

Executive Summary	6
Objective 1: Perspectives on leadership.....	7
Objective 2: Leadership in the workplace.....	7
Objective 3: Career progression and goals.....	7
Objective 4: Australia Awards contributions to leadership and career progression.....	8
Recommendations to support alumnae leadership and career progression.....	8
1. Introduction	11
1.1. Objectives.....	11
1.2. Scope and approach.....	13
1.3. Context.....	14
1.4. Alumni participants.....	16
2. Perspectives on Leadership	18
2.1. Introduction.....	18
2.2. Alumnae leadership perspectives and practices.....	18
2.3. Alumnae interest in attaining positional leadership positions.....	20
2.4. Alumnae reflections on leadership styles.....	21
3. Leadership in the Workplace	24
3.1. Introduction.....	24
3.2. Leadership in the workplace.....	24
3.3. Barriers to attaining formal leadership roles.....	27
4. Career Progression Experiences	29
4.1. Introduction.....	29
4.2. Career progression experiences.....	29
4.3. Factors influencing alumnae career progression.....	30
4.4. Alumnae career aspirations.....	32
5. Australia Awards Contributions to Leadership and Career Progression	33
5.1. Introduction.....	33
5.2. Enabling factors from the Australia Awards to leadership and career progression.....	33
5.3. Requested support from alumnae.....	34
6. Conclusion and Recommendations	36
6.1. Recommendations.....	37
7. References	39
8. Acronyms and Abbreviations	40
Annex 1: 2022 Indonesian Alumnae Outcomes Survey Instrument	41

Executive Summary

This case study is a follow-up to the 2021 Longitudinal Global Tracer Survey implemented by the Australia Awards Global Tracer Facility (GTF) examining the long-term outcomes of alumni of development scholarships funded by the Australian Government. The longitudinal survey identified mixed outcomes for women in terms of career progression and concluded that more nuanced research was needed to understand perceptions of leadership and career advancement among alumnae. In addition, in tracing alumni outcomes or identifying accomplished alumni, position titles may not reveal the depth of an alum's success.

This study is an exploratory examination of the types of leadership models that Indonesian alumnae value, practice, and navigate in the workplace. The key objectives of this case study are to explore and generate further understanding of:

1. Indonesian alumnae perspectives of leadership.
2. Leadership practices in Indonesian alumnae workplaces.
3. Indonesian alumnae career progression and goals.
4. The role of the Australia Awards in contributing to Indonesian alumnae leadership and career progression.

The case study involved a survey of 42 Indonesian alumnae who completed their award between 2007 and 2010. Indonesian alumnae were the largest group of female participants in the 2021 Longitudinal Global Tracer Survey, representing 63.7 per cent of alumnae respondents. In responding to this third long-term alumni survey, these 42 alumnae of 119 re-contactable alumnae contributed to a 35.3 per cent response rate.

Most alumnae responding to this survey are working full-time (76.2%), and either work in the public/government sector (48.6%) or in the university/academia sector (37.8). Most alumnae continue to live in Indonesia (81.1%, and 18.9% in Australia), and are spread across the regions. The largest proportions of alumnae live in the Capital Special Region of Jakarta (39.5%) and Central Java (13.2%).

The survey data shows these alumnae are influential leaders who continue to be motivated to contribute to sustainable development, achieve further education and gain higher positions in their fields. Many alumnae are leaders in the workplace; nearly two thirds of the alumnae hold a formal leadership position (63.9%), and a quarter are informal leaders (25.0%). Personal and family commitments are a factor in how alumnae navigate their career progression and seek progression opportunities, and these responsibilities are situated within competitive and structured workplace advancement policies where personal networks can be advantageous.

Three leadership concepts were central in this case study; *positional*, *personal*, and *developmental leadership*, and formed the basis for exploring what leadership means to alumnae and their experiences of it. The findings from this case study indicate alumnae complete their awards equipped with increased skills, knowledge, and confidence, but return to workplaces where their ability to utilise these as leaders is influenced by the *positional leadership* hierarchies in the workplace. This indicates a tension in the objectives of the Australia Awards to develop emerging leaders and the contexts to which alumnae return. This may be addressed by leadership development workshops focused on developing personal leadership style and navigating positional leadership hierarchies in the workplace.

Figure 1: Leadership and the Australia Awards



Objective 1: Perspectives on leadership

Alumnae perspectives on leadership indicate a positive outlook on their ability to lead. Most alumnae believe leadership is within the reach of most people and that regardless of job title, anyone can influence others to achieve their objectives (97.6%) and act as a leader (92.9%). Looking ahead, many alumnae are interested in rising higher by attaining a leadership or more senior role in the workplace (82.9%).

Objective 2: Leadership in the workplace

Most alumnae indicated that attaining a formal leadership role was important (88.1%), with many alumni suggesting that leadership roles are important for obtaining greater agency and authority within their organisations. However, while alumnae believe anyone can be a leader, in practice it was evident that the influence of their workplace leadership structures plays an important role in whether people are given leadership roles. For **many alumnae, their workplace has a vertical style of leadership** (75.0%), reflecting the high power distance culture in Indonesia, where power and authority are viewed by position (Riantoputra & Gatari, 2017, p.57). **Alumnae challenges to progression in seniority extend beyond factors of gender.** While some alumnae referred to children and family commitments, other common challenges identified were the workplace advancement policies and competition, and political influences and relationships in the workplace. It is unclear to the extent gender bias influences these workplace factors.

Objective 3: Career progression and goals

Over two thirds of alumnae were satisfied or very satisfied with their current career progression (70.0%). Alumnae indicated they are employed in supportive workplaces, with over half able to access opportunities to undertake new tasks and formal training or workshops (57.5%) and choice in their career development pathways (41.0%). **The factors which have enabled and challenged alumnae career progression are both personal and workplace based.** Most alumnae stated their Australian development scholarship helped their career progression, however, there were lower levels of consensus about the challenging factors among alumnae. Strict promotion policies were the most cited factor (43.6%), although about a third of alumnae referred to personal or family commitments (32.5%) and limited opportunity for advancement or new tasks (30.0%). A fifth of alumnae referred to gender bias in the workplace, which was as frequently stated as corruption or nepotism (20.0%).

Objective 4: Australia Awards contributions to leadership and career progression

Alumnae identified their Australian development scholarship as helping with their career progression – confidence, skills and knowledge (97.5% and 95.0%, respectively). However, **few reported participating in formal leadership development workshops on award, or post award through Australia Awards Indonesia**. Over a third stated support from Australia Awards Indonesia (AAI) and their local Australian alumni association had been helpful for their career progression (40.0%). The aspects of AAI support that had helped alumnae could be an area for further research. Most alumnae were also enthusiastic about receiving ongoing support from AAI, with the most frequently requested activities based around leadership and skill-based development, and networking with Australian professionals or organisations and fellow alumni.

Recommendations to support alumnae leadership and career progression

Table 1: Recommendations

Alumnae leadership development

Recommendation	Rationale	Who can influence
1. Engage with alumnae employers to support reintegration and awareness of the Australia Awards	A few alumnae requested Australia Awards Indonesia to engage with their employers to support their reintegration into the workplace and highlight how their award can benefit the organisation. This may be meaningful where cohorts of alumni work in the same organisation or a key development priority area.	Posts Managing contractors
2. Deliver leadership development workshops for less recent alumnae	Few alumnae reported participating in leadership development workshops on and post award, and informal leaders were less likely to currently be undertaking leadership training (11.1% compared to 17.4% in formal leadership roles). However, many alumnae indicated they are interested in attaining a leadership or a more senior position in the workplace (82.9%). Overall, alumnae are interested in upward mobility within their organisations. Australia Awards alumni engagement could consider tailored professional development activities for less-recent and management-level alumni seeking to prepare for advancement.	Posts Managing contractors
3. Deliver career development workshops to support less recent alumnae not in formal leadership roles navigating mid to late-career stages	Alumnae in informal or with no leadership roles were least likely to be satisfied with their career progression (50.0% and 33.3%, respectively). Engagement and fulfilment in career and work are a necessary foundation for ensuring the longevity of alumni utilising their skills, knowledge and networks post award. Professional development workshops for alumni could incorporate support in building satisfying work experiences, e.g., presentations by alumni with diverse career pathways.	Posts Managing contractors

Further research

Recommendation	Rationale	Who can influence
4. Extend alumni leadership research to better understand frameworks of leadership and contribution to Australia Awards long-term outcomes	This study is an exploratory examination of the types of leadership models that Indonesian alumnae value, practice, and navigate in the workplace. Recommended future research based on this study should include alumni from other countries and graduation cohorts, with different frameworks for leadership applied, such as developmental leadership, to understand better the role of the Australia Awards in developing leadership capabilities and how this applies to their personal values, ambitions, and contexts in which they work.	GTF DFAT Posts AA CoP*
5. Examine the most significant enabling factors offered by Australia Awards supporting alumnae career progression	Over a third of respondents in this study stated support from Australia Awards Indonesia and their local Australian alumni association had been helpful for their career progression (40%). These specific supports were not identified in this case study, and we propose that further work to identify the most significant enabling factors would be useful for program learning.	DFAT Posts AA CoP
6. Compare on- and post-award leadership program outcomes to examine benefits and determine which may be most efficient regarding resources.	Very few alumnae reported participating in formal leadership development activities on and post award. The experiences of the 11 alumni in this study that did have this opportunity suggest that post-award leadership programs may be more beneficial as alumnae are more likely to apply their learning immediately in the workplace. However, this needs further exploration.	DFAT Posts AA CoP

*Australia Awards Community of Practice



Australia Awards

Global Tracer Facility



Case Study Indonesian Australia Awards Alumnae from 2007–2010: Leadership and Career Progression

Indonesian Australia Awards Alumnae are influential leaders but their challenges to progression in seniority extend beyond factors of gender.

Australia Awards alumni are:



Leaders in the workplace (holding formal and informal roles).



Motivated to continue contributing to sustainable development.



Seeking to achieve further education.



Aiming to gain higher positions in their fields.

Alumnae's leadership perspectives and experiences

Alumnae leadership styles indicate confidence in their ability, demonstrating personal leadership values:

- 97.6% believe anyone can influence others to achieve their objectives
- 92.9% believe anyone can act as a leader, regardless of their position

Alumnae career progression experiences

70.0% of alumnae were satisfied or very satisfied with their current career progression.

57.5% of alumnae are 'very much' encouraged by their workplaces to undertake new tasks and supported to develop new skills and knowledge through formal training and workshops.

41.0% of alumnae were able to exercise choice in their career development pathways.

Challenges to progression in seniority extend beyond factors of gender, such as children and family commitments. Other common challenges were workplace advancement policies and competition, and political influences and relationships in the workplace.

Leadership in the workplace

Alumnae display personal leadership-type traits but need to operate within more positional leadership-type hierarchies in their organisations.

75% of alumnae stated their workplace has a vertical style of leadership, where power and authority are viewed by position.

88.1% of alumnae stated attaining a formal leadership role was important, including to obtain greater agency and authority within their organisation.

Alumnae future career goals

Alumnae expressed a variety of future goals, with many expressing a desire for growth in their careers:

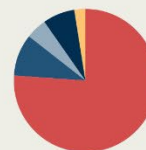
"I would like to be someone who can have decision making that makes improvements for students without the intervention of the senior ones who are resistant to change. I realise that it is not easy, so what I do now is do my best in the attached role I have."

Case study participants: 42 Indonesian alumnae



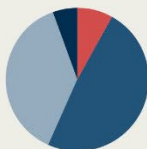
Participants: Indonesian alumnae who completed scholarships between 2007 and 2010 and participated in the GTF 2021 Global Longitudinal Tracer Survey.

Employment:



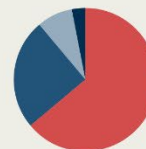
- Employed full-time 76.2%
- Employed part-time 9.5%
- Self-employed 4.8%
- Studying 7.1%
- On maternity/parental leave 2.4%
- Not employed 0.0%

Sector of employment:



- Private 8.1%
- Public/Government 48.6%
- University/Academia 37.8%
- Non-Government Organisation 5.4%
- Multilateral organisation 0.0%

Alumnae leadership positions:



- Formal leadership role 63.9%
- Informal leadership role 25.0%
- Do not have a leadership role 8.3%
- Prefer not to say 2.8%

1. Introduction

This case study provides a further exploration of an issue identified in the 2021 Longitudinal Global Tracer Survey implemented by the Australia Awards Global Tracer Facility (GTF). The GTF is a research program designed to provide evidence of the long-term outcomes of development scholarship alumni funded by the Australian Government. This report examines the leadership and career perspectives and experiences of female alumni from Indonesia. Data from the longitudinal study showed that these female alumni, who completed their award more than a decade ago and are in the mid to late point of their career, were less likely than male alumni to be in formal leadership roles by a 10 percentage point disparity. However, they were as likely as their male counterparts to report positively across other career progression measures, such as increased responsibility and remuneration.

Tracking the impact of the Australia Awards on alumni is typically based on observable measures such as the proportion who progress to leadership and senior roles, particularly amongst alumnae.¹ However, the 2021 Longitudinal Global Tracer Survey identified a need to better understand – in particular, from alumnae – their perceptions and experiences of leadership and career progression beyond the standard measure of positional leadership attainment.

This study is an exploratory examination of the types of leadership models that Indonesian alumnae value, practice, and navigate in the workplace. It is the first study by the GTF that specifically focuses on leadership and career development and explores the barriers and enabling factors for alumnae as they progress their careers to better understand the findings from the longitudinal survey. A similar study by Lovai et al. (2022) focusing on female PNG alumni who also participated in the Australia Awards enrichment program, Women Leading and Influencing (WLI), examined their career experiences and ability to act as change agents. These studies are complementary, adding to the limited research examining the impact of development scholarship on women’s leadership development.

1.1 Objectives

The objectives of this case study are to examine:

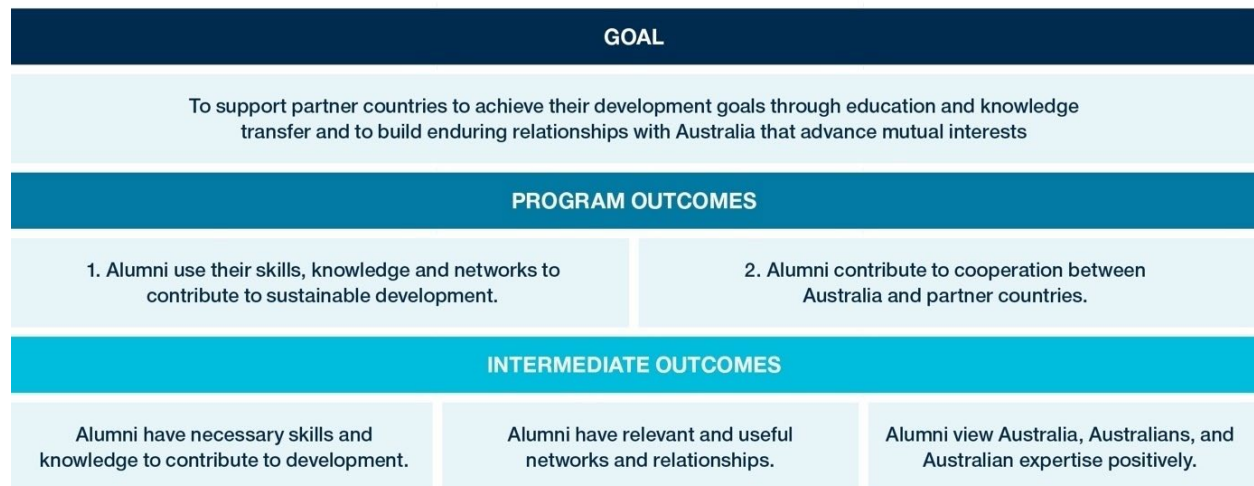
1. Indonesian alumnae perspectives of leadership
2. leadership structures in Indonesian alumnae workplaces
3. Indonesian alumnae career progression and goals
4. the role of the Australia Awards in contributing Indonesian alumnae leadership and career progression.

It is intended that the findings from this case study will add value and inform future Australia Awards programming and understanding of leadership development and career progression for women.

In addition to these specific aims, research by the GTF is designed to provide insight and evidence into the overall goal of the Australia Awards and the long-term program outcomes outlined in the following figure and the *Australia Awards Global Strategy* and *Australia Awards Global Monitoring and Evaluation Framework* (DFAT, 2022).

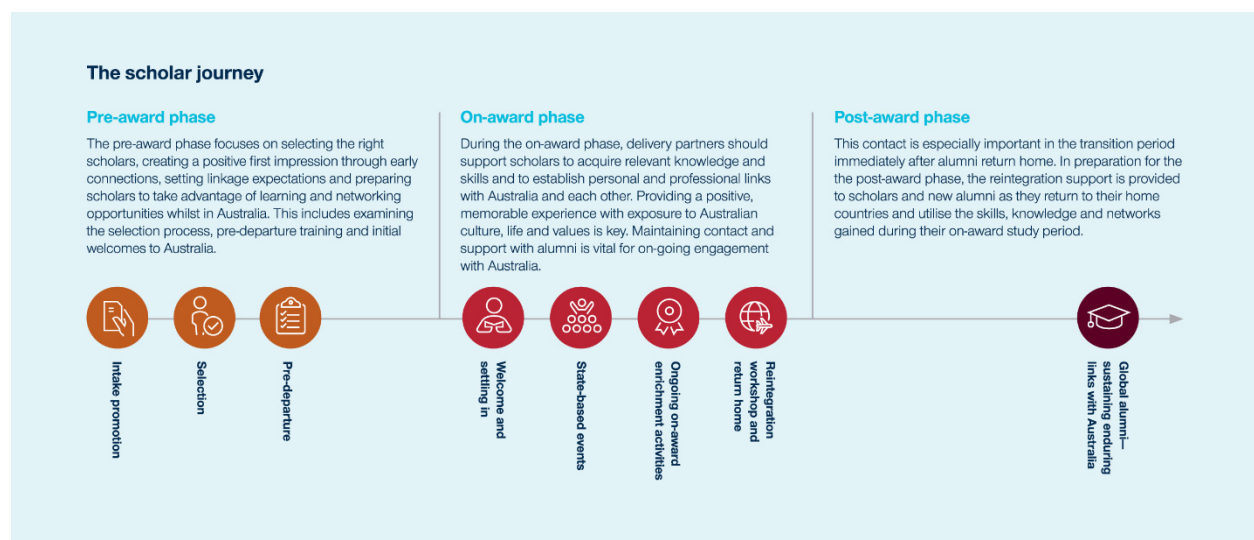
1. Australia Awards Monitoring and Evaluation Framework Global Performance Target 6: The Australia Awards contributes to a growing cohort of women leaders who are increasingly able to participate, influence and lead across a diversity of development sectors.

Figure 2: Australia Awards overall goal and intended outcomes



The outcomes that the GTF explores are part of a cycle that those who undertake these scholarships and fellowships experience. While the focus in this research is about alumni, the insight gained from alumni through the GTF research is the culmination of their entire experience of the process of applying, studying, and returning home.

Figure 3: The pathway through the Australia Awards



1.2 Scope and approach

Research by the GTF focuses on the Australia Awards long-term outcomes. This case study focuses on the sixth performance target, Women's Leadership, contributing to long-term Program Outcome 1 – contribution to sustainable development. The targets set in the *Australia Awards Global Monitoring and Evaluation Framework* 'provide a basis for systemically tracking, assessing, learning and reporting on the Australia Awards at a global level' (DFAT, p.12). Target 6 – 'Women's Leadership' tracks how the Australia Awards 'contributes to a growing cohort of women leaders who are increasingly able to participate, influence and lead across a diversity of development sectors' (DFAT, pp.15-16).

The 2021 Longitudinal Global Tracer Survey found that alumnae were less likely to report attainment of formal leadership positions but were as likely as their male counterparts to have attained other measures of career progression, such as increased responsibility and remuneration. This case study is an initial examination of women's leadership and career progression to understand better why these differences in leadership attainment have occurred and alumnae's leadership values and goals.

Indonesia was selected as a focus for this study as it had the largest proportion of alumnae respondents in the 2021 Longitudinal Global Tracer Survey (63.7%) and a likely sample size large enough for statistical analysis. The Indonesian alumnae survey respondents were also reflective of the longitudinal survey population statistics, with similar responses to all alumnae across the proportion of alumnae with formal leadership roles (62.1%) and career progression measures. These measures are increases in professional networks (96.9%), the complexity of tasks (86.2%), remuneration (86.2%), management responsibilities (77.6%), and overall position responsibilities (91.4%).

The GTF worked closely with the Australia Awards Indonesia (AAI) team as part of the survey development and report review to ensure contextual relevance of the instrument and understanding of its findings. A survey with closed and open response questions was conducted with Indonesian alumnae who participated in the 2021 Longitudinal Global Tracer Survey to explore their career progression in more detail. Participating alumnae completed their studies in Australia between 2007 and 2010 and participated in two Global Tracer Surveys in 2016 and 2021.

The survey was conducted online in July and August 2022, with each alumna emailed a unique link. Responses were monitored in real-time, with reminder emails sent at appropriate intervals during fieldwork. Following the survey period, data was coded, cleaned, and prepared for analysis and reporting.

Limitations of this study

This study intended to expand understanding of the contribution of the Australia Awards to women's leadership development by first understanding alumnae views and experiences of leadership and career progression post award. The findings of this study are not comparative to male alumni and are specific to alumnae in Indonesia. As alumnae graduated over a decade ago, they have been able to reflect on careers that are now mid to late career. Although their experiences of their Australian development scholarship will have some differences to the more recent iteration of Australia Awards, these alumnae are also able to access current Australia Awards Indonesia alumni support and engagement activities.

Due to the survey response size, the data could not be reliably disaggregated by key characteristics such as alumnae location, sector, or current employment type. Some comparisons were undertaken by leadership type, formal or informal, but these findings only indicate what may be occurring and care should be taken in the interpretation of this data.

1.3 Context

In previous research by the GTF, long-term alumni outcomes have included reliance on observable measures of career progressions such as the proportion who progress to leadership and senior roles, and disaggregate findings compare alumni by formal, informal and no leadership roles. However, this positional focus on progression does not necessarily provide a holistic examination of alumni career progression and their values and goals.

The Australia Awards is, at its core, a scholarships program that is intended to support leadership potential by improving participant's skills, knowledge, and networks to act as agents of change in their communities and workplace. Roche and Denney (2019, p.10) stated that scholarship and training programs, like the Australia Awards, 'tends to see leadership in highly individualised forms (the idea of there being 'great leaders' who push forward change, for instance)'. This approach tends to emphasise individual agency in promoting change but 'downplays' the social, political and economic structures, including the effectiveness of employers' institutions, which inhibit agency (Roche & Denney, 2019, pp.10-11).

Examining leadership development

Understanding the potential of agents within these structural constraints is important to supporting them with the right strategies, skills, and networks to achieve change within their particular context.

Roche & Denney, 2019, p.11

Women leaders in Indonesia

The typical leadership style in Indonesia is described as a 'high power distance culture', which, in an organisation, can exhibit deference to individuals by the position of authority (Riantoputra & Gatari, 2017, p.57). In this vertical leadership style context, Indonesia is ranked 101 of 156 countries by the 2021 Global Gender Gap Report (World Economic Forum, 2021).

Notably, since 2020, Indonesian women's leadership and participation in the workforce have declined, recording a decrease of 4 percentage points in Economic Participation and Opportunity (World Economic Forum, 2021, p.32). There are also fewer women in the labour market, 55.9 per cent of women compared to 84 per cent of men. However, parity between men and women has been reached in tertiary education enrolment.

Within the Indonesian civil service, overall female representation has improved since the 1970s, however, the pattern of 'male dominance' continues its long tradition and 'reflects societal norms and biases' (Asian Development Bank, 2021, p.29). While there is gender parity in the Functional level (includes teachers and healthcare workers, etc.) in the civil service, access to and advancement within the Echelon Levels, the 'structural roles' as described by alumnae, is challenging. Table 2 shows the share of female civil servants in hierarchical order, Echelon 1 being the highest leadership level. As highlighted by the Asian Development Bank (2021, p.29), across all Echelon levels, women are underrepresented; and by Echelon 2 only 16 per cent are women, the talent pool for 'Indonesia's future top-level civil servants.

Table 2: Share of Female Civil Servants by Echelon, 2015 (Asian Development Bank, 2021, p.29), hierarchy descriptions (World Bank, 2018)

Echelon Level	Level position examples	Share of Female Civil Servants
Echelon 1	1a – Secretary General, Director General, Head of Agency 1b – Staff member, Regional Secretary	0.28
Echelon 2	2a – Head of Bureau, Expert Staff of Governor 2b – Head of Regional Bureau, Expert Staff of Mayor	0.16
Echelon 3	3a – Head of Division, Head of Regional Office, Subdistrict Head 3b – Secretary of Subdistrict	0.21
Echelon 4	4a -Head of Subdivision, Urban Village Head 4b – Secretary of Urban Village	0.35
Echelon 5	5a - Head of Senior Highschool	0.31
Functional	Accountant, Teacher, Nurse, Agricultural Extension Worker	0.52

Female civil servants are promoted at a lower rate than male civil servants, with the gender limitation reportedly worsening (ADB, 2021, p.32). Following Indonesia’s transition to democracy in 1999, micro-level analysis of promotion practices comparing during and after authoritarian rule has found that democratisation opened the ‘political arena to empower political actors with more radical ideologies that oppose gender and religious equality’. Although merit-based advancement policies post-democracy have benefitted those with high levels of educational attainment, women have not benefitted (World Bank, 2018, p.37).

Reported challenges to women’s advancement include being overlooked for promotions or rejecting offers for promotion due to a relocation requirement to remote provinces or following their husband’s relocation which often requires a demotion. This option to follow a spouse is one way - men cannot request to relocate with their wives. Cultural factors affecting women’s advance include perceptions of men as household breadwinners, the expectation placed on women to prioritise family over career, and entrenched views that men make better leaders (ADB, 2021, and McLaren et al., 2019).

Exploring leadership types

The leadership types this case study considers are *positional*, *personal* and *developmental*. As stated earlier, GTF research has typically focused on alumni leadership outcomes by attainment of formal leadership roles. To expand on this understanding, the research design of this case study also utilised the concepts of *personal* and *developmental* leadership. The GTF assumes that alumnae without formal leadership positions can still demonstrate leadership in the workplace.

Personal leadership is defined as the ‘personal behaviour of leaders’ (Mastrangelo et al., 2004, p.436) and about mindset, whereby leadership ‘emanates from a personal approach’ (Ashbaugh, 2013, 76). Essentially, personal leaders can demonstrate leadership without needing the authority of a title.

The third leadership concept of interest in this case study is *developmental leadership*, which is practised by those focused on ‘equipping people with the knowledge, skills, and opportunities they need to grow, develop, change and become more effective’ (Hudson, 1999 in Gilley et al., 2011). With the growth of

others, a focus, developmental leaders encourage ‘change and innovation’ (Gilley et al., 2011). The Australia Awards can be described as a developmental leadership program, designed to support the development of skills, knowledge and networks of alumni to be able to contribute to development in their country and cooperation with Australia.

1.4 Alumni participants

There were 121 alumnae from Indonesia who responded to the 2021 Longitudinal Global Tracer Survey, with 119 alumnae still contactable with valid email addresses. In total, there were 42 valid responses to the Indonesian Alumnae Insights survey, creating a response rate of 35.3 per cent.

The table below shows the demographics of the alumnae respondents to this Alumnae Insights Survey and the 2021 Global Longitudinal Survey. Whilst the number of responses for this survey is small, it is representative of the demographics of the responses from the original sample.

Table 3: Demographics of Alumnae Insights Survey respondents and the GTF 2021 Longitudinal Survey respondents

Employment	Alumnae Insights Survey 2022 (%)	Longitudinal Survey 2021 (%)
Employed full-time	76.2	86.0
Employed part-time	9.5	5.0
Self-employed	4.8	2.5
Studying	7.1	5.8
Not employed	0.0	0.8
On maternity/parental leave	2.4	N/A
Sector of employment	Alumnae Insights Survey 2022 (%)	Longitudinal Survey 2021 (%)
Private	8.1	10.2
Public or Government	48.6	42.9
University or academia	37.8	39.8
Non-Government organisation	5.4	5.1
Multilateral organisation	0.0	2.0
Leadership	Alumnae Insights Survey 2022 (%)	Longitudinal Survey 2021 (%)
A formal leadership role	63.9	62.2
An informal leadership role	25.0	22.4
Do not have a leadership role	8.3	11.2
Prefer not to say	2.8	4.1

Country of residence	Alumnae Insights Survey 2022 (%)	Longitudinal Survey 2021 (%)
Indonesia	81.1	90.1
Australia	18.9	8.3
Other	0.0	1.7
Province*		
Aceh	2.6	8.3
Bali	2.6	4.2
Banten	0.0	7.5
Central Java	13.2	5.0
Central Sulawesi	0.0	0.8
East Java	5.3	10.0
East Kalimantan	2.6	3.3
East Nusa Tenggara	2.6	4.2
Capital Special Region of Jakarta	39.5	13.3
Lampung	0.0	0.8
North Maluku	0.0	0.8
North Sulawesi	2.6	1.7
North Sumatra	2.6	0.8
Papua	0.0	0.8
South Kalimantan	0.0	1.7
South Sulawesi	0.0	2.5
South Sumatra	2.6	1.7
West Java	5.3	14.2
West Kalimantan	0.0	1.7
West Papua	0.0	0.8
West Sumatra	7.9	3.3
Yogyakarta	0.0	5.8
Not applicable - Living abroad	10.5	6.7

* As reported by alumnae

2. Perspectives on Leadership

2.1 Introduction

This chapter explores alumnae perspectives of their leadership values and practices. It seeks to contribute to the Australia Awards program's understanding of alumnae motivations and experiences in the workplace and inform future frameworks for measuring the contribution of the award to leadership development.

2.2 Alumnae leadership perspectives and practices

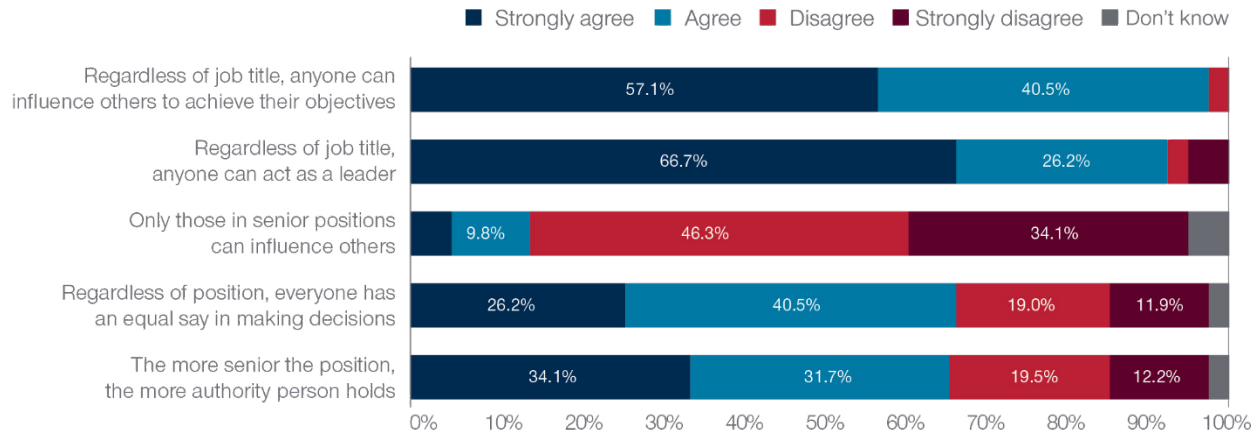
Alumnae responded to statements regarding their views of leadership in the workplace and the characteristics of a good leader. These reflections provided insight into their leadership values and whether position or personal ability influenced these views. The following figure (Figure 4) shows alumnae's responses to their perceptions of leadership characteristics such as decision making, influence, and responsibility.

Amongst this group of female alumni, there was near unanimous agreement that regardless of job title, anyone can influence others to achieve their objectives (97.6%) and act as a leader (92.9%). Many alumnae also disagreed with the statement that only those in senior positions can influence others (80.5%). There is agreement that demonstrating leadership does not depend on holding a formal leadership role, indicating that these alumnae have a *personal leadership* mindset (e.g., a self-leader (Ross, 2014, p.299)).

However, alumnae did demonstrate a tendency towards *positional leadership* traits for factors relating to authority. There was a greater diversity of responses by the alumnae to the statements regarding equal contribution to decision making and authority by position level. Two thirds of the alumni agreed that 'regardless of position, everyone has an equal say in making decisions' (66.7%) and 'the more senior the position, the more authority a person holds' (65.9%).

These responses indicate that although alumnae demonstrated values relating to *personal leadership*, the reactions to authority and decision making may reflect the leadership hierarchies alumnae are navigating in their workplaces.

Figure 4: Indonesian alumnae perspectives on leadership as a concept in the workplace (n= 42)



Alumnae also provided insight into the types of leadership responsibilities they practised in the workplace to better understand the range of practices and explore if there are differences between alumnae and formal and informal leadership roles. In Figure 5, differences between leadership groups greater than five percentage points are considered significant; however, the sample is not large enough to be generalisable. Across the two leadership groups, there were 23 alumnae with formal leadership roles and nine alumnae with informal leadership roles. These results are an initial insight indicating areas for further research.

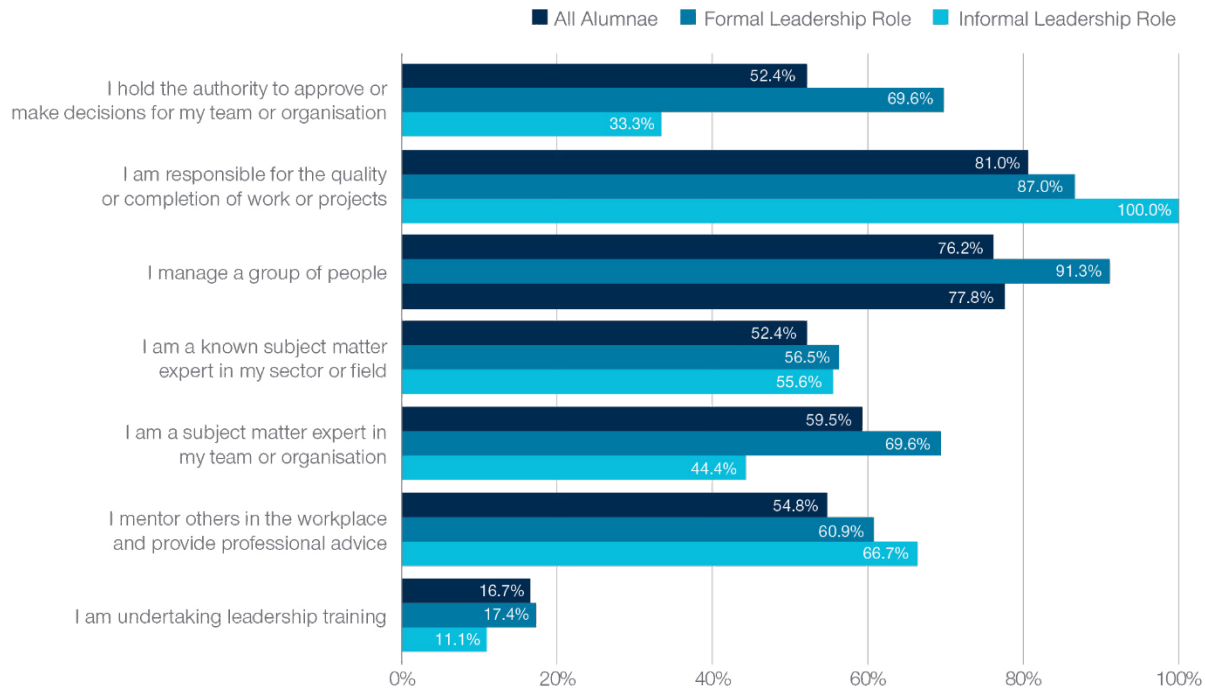
Overall, these alumnae are influential in the workplace as decision makers, mentors, and experts in their field. Over three quarters of alumnae stated they are responsible for the quality or completion of work or projects (81.0%) and managing a group of people (76.2%). One in two alumnae reported they are authorised to approve or make decisions for their team or organisation (52.4%) and are subject matter experts in their sector or field (52.4%) or within their team or organisation (59.5%). Just over half of the alumnae (54.8%) are mentors to others in the workplace and provide professional advice, demonstrating *developmental leadership* traits. However, nearly one third of alumnae reported they manage a project or group of people but do not have a leadership title (31.0%). Almost one fifth of alumnae are receiving leadership training (16.7%).

When comparing formal and informal leadership groups, only one factor was not significantly different; over half of formal (56.5%) and informal leaders (55.6%) stated they are known subject matter experts in their sector or field. However, alumnae who are formal leaders were more likely to report they are subject matter experts in their team or organisation (69.6% compared to 44.4%). This difference could be due to their colleagues linking position level to expertise, or these alumnae may not be in a position that best applies their expertise.

Alumnae with formal leadership roles were also more likely to hold the authority to make decisions (69.6% compared to 33.3%) and manage a group of people (91.3% compared to 77.8%), an unsurprising reflection of their positional leadership responsibilities.

In contrast, alumnae with informal leadership roles were more likely to report they are responsible for the quality or completion of work or projects (100.0% compared to 87.0%), and mentor others in the workplace and provide professional advice (66.7% compared to 60.9%). Of note, alumnae with informal leadership roles were less likely to report they are undertaking leadership training (11.1% compared to 17.4%).

Figure 5: Leadership practices undertaken by Indonesian alumnae in their workplace (n= 42)



2.3 Alumnae interest in attaining positional leadership positions

Many of the alumnae indicated they are interested in attaining a leadership or a more senior role in the workplace (82.9%), shown in Figure 6. This overall result was consistent when disaggregated by the three categories of current workplace positions, those with formal leadership roles (86.3%), informal leadership roles (77.7%) and without a leadership role (100%). However, these disaggregated groups are too small to be generalisable beyond this study. This finding also indicates that overall, alumnae are interested in upward mobility within their organisations. Australia Awards alumni engagement could consider tailored professional development activities for less-recent and management-level alums seeking to prepare for advancement.

Figure 6: Alumnae interest in attaining a leadership or more senior role in the workplace (n=41)

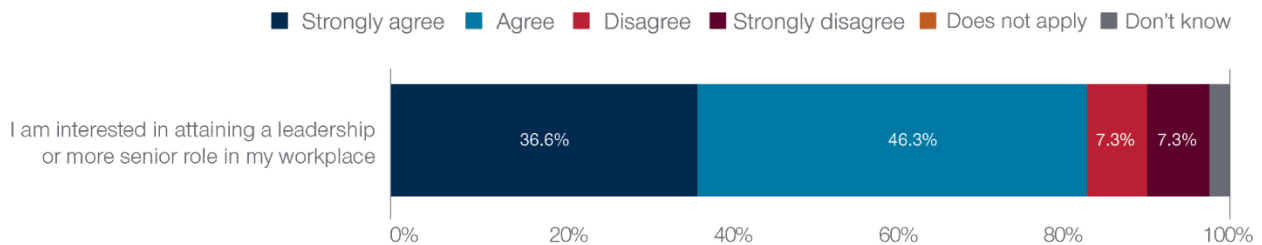
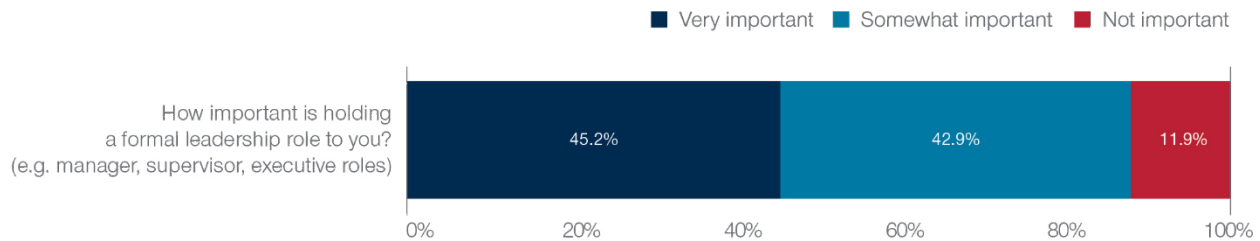


Figure 7 shows that a similar proportion of alumnae also perceived attaining a formal leadership role as important (88.1%). This result indicates that although Figure 4 showed alumnae reported attitudes displaying *personal* and *developmental leadership*, the value placed on positional leadership roles may reflect how success and leadership are defined professionally or culturally.

Figure 7: Alumnae perspectives on the importance of attaining a formal leadership role (n=42)



2.4 Alumnae reflections on leadership styles

The following open text responses are from alumnae explaining why they felt attaining a formal leadership role was or was not important. Their responses provide insight into why they value leadership positions in the workplace and their motivations to strive for these roles or seek career progression in other ways. The following figure (Figure 8) shows a word cloud of the 40 most frequent stemmed words (e.g., make and making) from alumnae describing why attaining a leadership role was important. This range of terms indicated alumnae are motivated by *positional* and *personal leadership* reasons.

Figure 8: Word cloud of alumnae responses explaining why they thought attaining a leadership position was important.



2.4.1 *Positional leadership* reflections: authority and impact

Many alumnae expressed reflections that suggested the necessity of positional leadership to obtain greater agency and authority within their organisation. These reflections included some alumnae stating their contributions were not recognised by their peers because they were not in a senior position that conveyed expertise. Some also referred to access to decision making and recognition by external stakeholders.

My workmates sometimes only listen to those with formal leadership roles even though he or she who has a formal leadership role has little knowledge or experience in a project or a topic. It makes me, who does not have a formal leadership role, [feel like I] will not be heard or acknowledged for my knowledge or experience.

Being a decision maker as a formal leader allows you to more easily create change in a better direction in your organisation and to other people who are impacted by the work of your organisation.

Some alumnae perceived that a formal leadership role would positively enhance their ability to contribute or have an impact through their work. These alumnae referred to similar limitations mentioned above regarding access to authority to make decisions and create change within their organisations and projects.

These reflections support the initial conclusions drawn from the analysis earlier that alumnae are navigating workplaces that are entrenched in a *leadership by position* approach and would enhance their ability to contribute by accessing more senior roles.

2.4.2 Personal leadership reflections: Individual capacity

Across both groups that did and did not think attaining a leadership role was necessary, some alumnae stated that leadership roles are a title only. These alumnae described leadership as what they contributed to the role rather than what a title conferred. This finding suggests that these alumnae are optimistic they can achieve their professional objectives regardless of position level.

I studied an MBA, and one of the subjects is leadership. Even though I'm not a leader, I'm providing a good example in completing my work, thinking positive, support the other people in the team and have good ethics. It's good if a leader/manager provides good leadership.

2.4.3 Leadership is not the goal

Some alumnae also stated that a leadership role was unimportant because the duties did not align with their professional goals, or they did not feel that advancement was merit-based. These findings offer two points for program consideration. In tracing alumni outcomes or identifying accomplished alumni, position titles may not reveal the depth of an alum's success. Alumni may also be returning to contexts where advancement is not always based on merit and is a challenge identified in previous GTF tracer and case studies that are typically beyond the influence of the Australia Awards programs.

I personally choose to be in a functional [position] rather than having a formal leadership position (even though I had been offered before). I think that this position provides me more opportunities to develop my skill and knowledge. On the other side, informally, I have [been] given an opportunity to mentor four other staff.

After 17 years working for the local government, a formal leadership role at the agency is given based on many factors that not related to the capacity or educational background. So, I do not mind if I do not hold a formal leadership role at my office.

2.4.4 Developmental leadership

One alumna shared the following statement, which raises the notion of *developmental leadership* practices, a leadership style that fosters the skills, knowledge, and networks of others.

Some of the questions above [in this survey] do not apply to me because I hold the formally highest role in the company I run, as a Director. But I do like to think I do provide those opportunities, equality, and space to grow for my employees, in our goal to provide quality services [to the people] we provide services to.

Overall, this sample of insights from Indonesian alumnae who are now more than 10 years post award and are mid to late career, provides an initial understanding of the complex ways in which they view and experience leadership. The duality in their views on leadership shows both *personal* and *positional leadership* perspectives, with the latter likely a reflection of the workplace customs alumnae are navigating. This group of alumnae responses also indicate that to support leadership development for female Australia Awards scholars and alumni, there will likely be interest in developing *personal leadership* qualities and navigating progression to senior positions.

3. Leadership in the Workplace

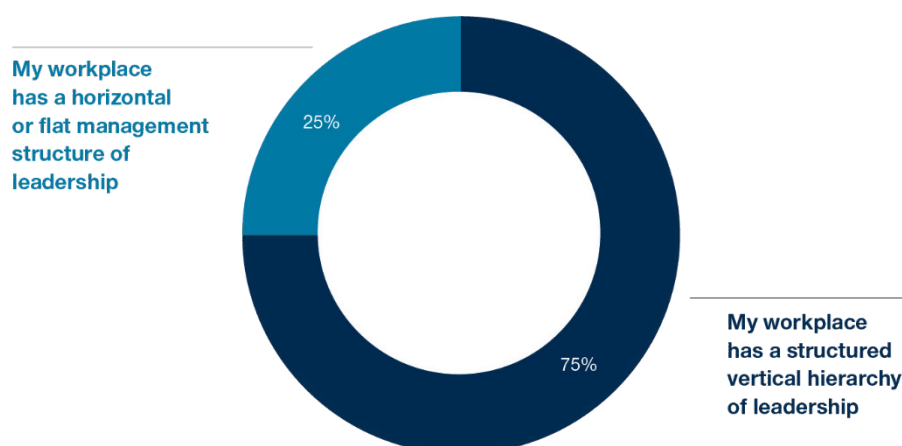
3.1 Introduction

This chapter explores Indonesian alumnae's experiences of leadership practices in their workplace. The findings of this section provide insight into the types of workplace contexts alumnae are navigating post award and seeks to identify opportunities to support their leadership development in these environments.

3.2 Leadership in the workplace

As discussed in Section 2.3, most alumnae stated that holding a leadership role was at least somewhat important to them (88.1%). Therefore, it was important in analysis of survey results to determine how the alumnae's workplaces allowed for leadership opportunities. Figure 9 shows three quarters of respondents (75%) stated their workplace had a structured vertical leadership hierarchy, meaning there is a clear definition of management responsibilities and leadership pathways. A quarter of respondents (25%) stated their workplace had a horizontal or flat management structure of leadership, which involves a less hierarchical chain of command and levels of responsibility.

Figure 9: Alumnae's workplace leadership hierarchy type (n=40)



When asked if their employer had a gender equity policy regarding leadership, half (51.2%) of alumnae said yes, with a quarter (24.4%) saying they did not have one and a quarter unsure if they had one (Figure 10). To contextualise this outcome, a 2018 survey of the top 50 large public and private companies in Indonesia² reported only 38.0 per cent of companies had publicised policies and implementation plans for promoting gender equality (Sentianto, 2020, p.5). Therefore, the finding from our survey indicates that these Indonesian alumnae are more likely to work in an organisation with a policy for women's advancement than is the norm in the Indonesian context.

2. Indonesia Business Coalition for Women Empowerment (IBCWE), Indonesia Global Compact Network (IGCN), and UN Women, *Study on the Application of Women's Empowerment Principles in Top 50 Companies in Indonesia*: <https://asiapacific.unwomen.org/en/digital-library/publications/2019/01/study-on-the-application-of-womens-empowerment-principles>

Figure 10: Alumnae’s workplace gender equity policy for leadership (n=41)

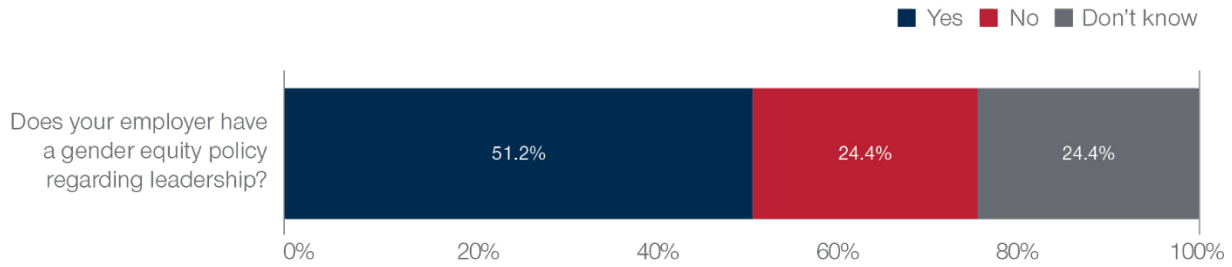
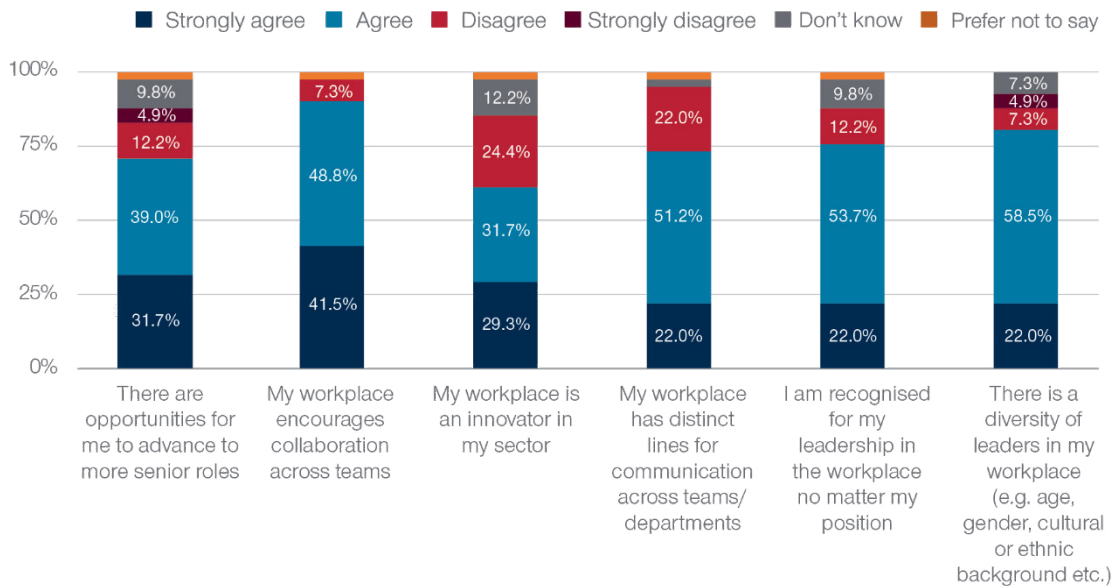


Figure 11 shows alumnae perceptions about their workplace and how leadership is fostered and demonstrated. Most alumnae felt positive about their workplace’s ability to collaborate, communicate across teams, and have leadership diversity (90.2%, 73.2%, and 80.5%, respectively). Most alumnae also felt recognised for their leadership, and felt opportunities existed to advance to more senior roles (75.6%, and 70.7%, respectively). Less than two thirds of alumnae (61.0%) agreed their workplace is an innovator in their sector, an inference of the organisation’s leadership profile.

Figure 11: Alumnae workplace culture and opportunities (n=42)



When comparing alumnae by leadership roles, the proportion of alumnae that agreed or strongly agreed with the statements was more varied (Figure 12). Alumnae in formal leadership roles were more likely to agree to all these statements than those with informal roles and even more than those not in leadership roles. This difference in the agreement is especially evident for ‘There are opportunities for me to advance to more senior roles’, ‘My workplace encourages collaboration across teams’ and ‘I am recognised for my leadership in the workplace no matter my position’.

Figure 12: By leadership type, alumnae workplace culture and opportunities (n=42)

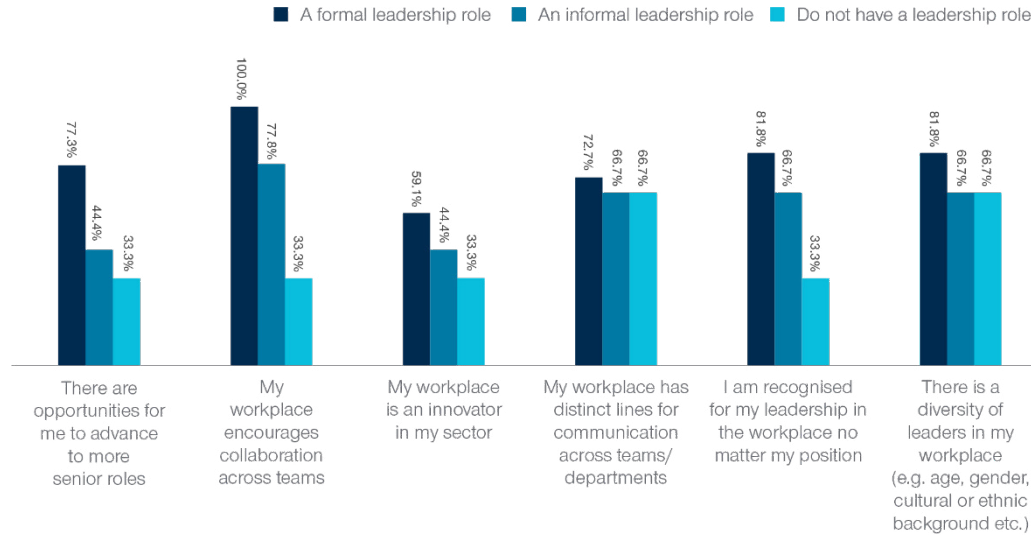
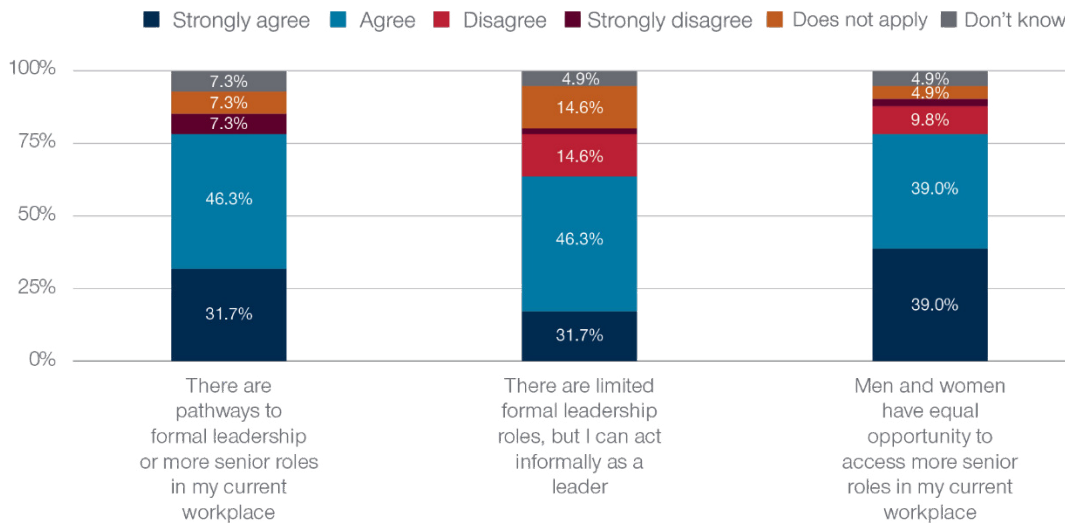


Figure 13 presents alumnae’s sentiments on leadership opportunities in their current workplace. Many agreed that pathways existed to formal leadership or more senior roles (78%) and that men and women have equal opportunities to access more senior positions (78%). In contrast, nearly two thirds of alumnae (63.4%) reported that there are limited formal leadership roles, but they can act informally as a leader. This finding indicates that although there are opportunities, there may be only a small number of opportunities available within alumnae organisations.

Figure 13: Leadership opportunities in alumnae’s current workplace (n=41)



3.3 Barriers to attaining formal leadership roles

This study also sought to explore the experiences alumnae have had in seeking progression in the workplace through formal leadership roles. These findings are intended to provide insight into the areas that could be improved or more widespread to support alumnae in the longer-term post award.

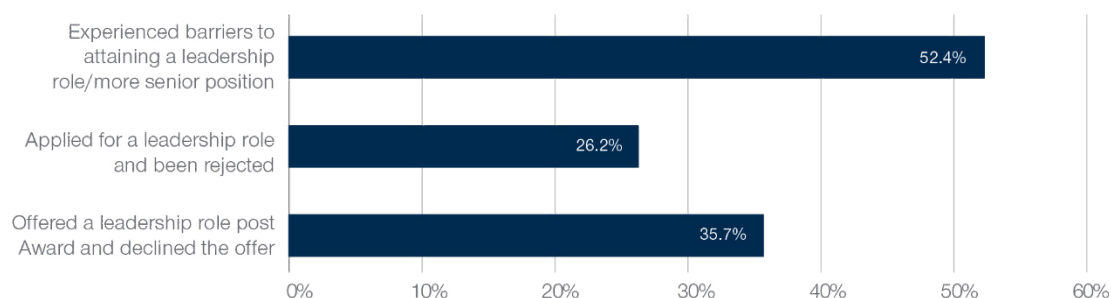
Figure 14 shows alumnae's experiences attaining leadership roles or a more senior position in the workplace across three factors:

1. barriers to attaining these positions
2. rejected application for a leadership role
3. declining leadership roles.

Just over one fifth (21.4%) of alumnae stated they did not experience any of these factors. However, close to half (42.9%) of alumnae reported they have experienced more than one of these factors.

More than half of the alumnae in this study (52.4%) reported they had experienced barriers to attaining a leadership role or a more senior position. In contrast, when applying for leadership roles, a quarter of the alumnae (26.2%) reported they had experienced rejection. Over a third of alumnae (35.7%) have been offered a leadership role post award and declined.

Figure 14: Alumnae experiences of leadership attainment in the workplace (n=42)



The open text responses provided by alumnae indicate they are balancing navigating workplace advancement procedures, political influences and relationships in the workplace, and family commitments.

In describing the leadership advancement barriers they have experienced, 20 of 22 alumnae who reported this provided further detail. The most cited challenges were:

- Workplace advancement policies and competition

[There are] not too [many] positions and [I] don't have any chance to try because [there are] a lot of requirements before I can join the pool test.

- Political influences and relationships

Political related matters. When the system prefers to take people of their own group to be in formal leadership. However, not being in formal leadership does not mean someone stops getting achievement in their expertise.

- Gender bias

Female candidate is still the second choice in my organisation due to perspective of old generation in the organisation and in society that male colleague has bigger responsibility for family financing.

- Family responsibilities, including raising children

Being a woman, not as confident as men, in a male dominated industry, recently promoted due to gender equity and this came after years of being a mother, career set back when children were little due to needing more family time.

Similarly, of the 11 alumnae who stated they had experienced rejection for a leadership position, eight alumnae provided further insight. These alumnae cited reasons were workplace advancement policies, not meeting the selection criteria, and political influences and bias.

The process should pass through peer reviews that unfortunately do not always have a similar understanding to standards of reviewing.

[I was not successful] Likely [due to] normal competition and [I] did not meet one of the selection criteria.

Of the 15 alumnae who stated they had declined a leadership position, 11 provided additional insight. These insights predominantly referenced career objectives. A few alumnae additionally stated family and caregiving, and one alum cited concern for corruption.

I was offered to be echelon 3 at another organisation. However, the status was temporary and would not be considered as working experience for my organisation...the experience of working as echelon 3 in that other organisation will be disregarded in the fulfillment of a criterion of working experience in current level if I apply for echelon 3 position in my organisation.

I refused the offer based on two main reasons. Firstly, I think my current position as a function staff gives me more opportunities to develop skills and knowledge; meanwhile, the leadership role will have more responsibility in managerial and administrative tasks. Secondly, I have family matters that need to be considered.

Overall, these insights relating to advancement experiences for these Indonesian alumnae indicate there are personal and organisational factors that they are balancing.

4. Career Progression Experiences

4.1 Introduction

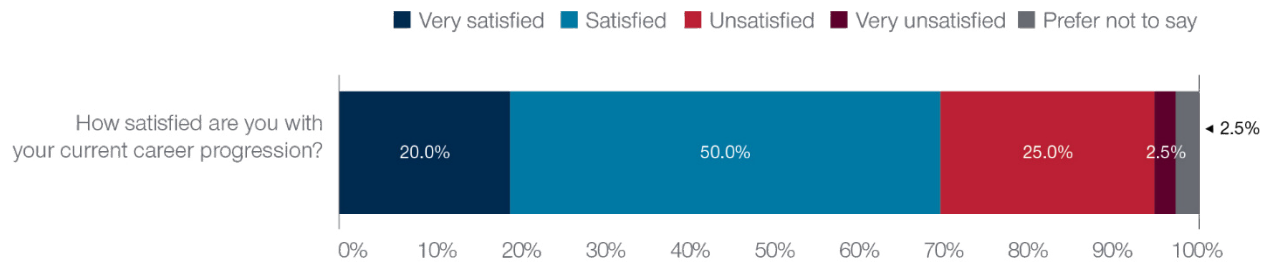
This chapter explores more holistically how this group of Indonesian alumnae view their career progression and professional aspirations. These findings provide insight into the pathways alumnae take post award and the factors influencing their ability to achieve their career goals.

There are various ways to measure career progression; exploring the factors important to these Indonesian alumnae can also help inform measures in Australia Awards outcomes that are relevant to program objectives and alumni values and experiences.

4.2 Career progression experiences

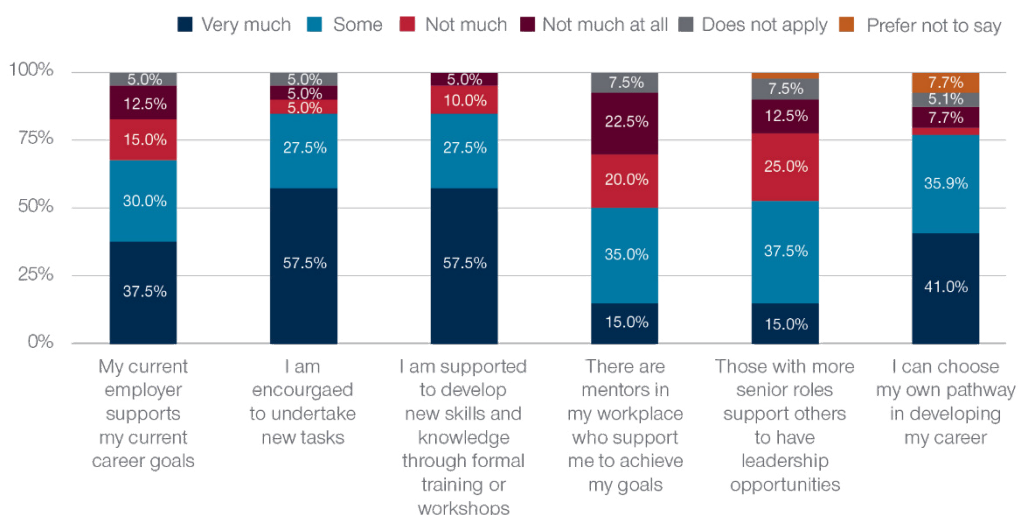
Many alumnae (70%) reported they were satisfied or very satisfied with the progress of their career currently (Figure 15). Satisfaction varied by position type; 77.3 per cent of alumnae in formal leadership roles were satisfied with their career progression, while 50.0 per cent of those in informal leadership roles and 33.3 per cent who were not in leadership were satisfied with their progression. Engaged and fulfilment in career and work are a necessary foundation for ensuring the longevity of alumni utilising their skills, knowledge and networks post award. As such, professional development workshops for alumni could incorporate support in building satisfying work experiences.

Figure 15: Alumnae levels of satisfaction with current career progression (n=40)



Reflecting on their career experiences and workplace culture, most alumnae reported they had received support for their career progression (Figure 16). Examining the best levels of support, just over half of the alumnae stated they were encouraged to undertake new tasks and supported to develop new skills and knowledge through formal training or workshops (57.5%). More than a third of alumnae reported that their current employer 'very much' supports their current career goals (37%) and that they can 'very much' choose their pathway in developing their careers (41%). Just 15 per cent of alumnae felt 'very much' supported by more senior staff members who act as mentors, or support from those in more senior roles to enable leadership opportunities.

Figure 16: Alumnae workplace experiences (n=40)



4.3 Factors influencing alumnae career progression

When asked about the supports, skills and opportunities that enabled their career progression, the most prominent factors identified by alumnae are related to their experience of having been an Australian development scholarship recipient. Table 2 shows that most alumnae reported the benefits gained from their award, referring to the skills and knowledge gained from their Australian development scholarship (95%) and the confidence gained from the award (97.5%) as 'very much' or 'some' of an enabler. Many alumnae also said support from family and peers was an enabling factor (92.5% and 82.5%, respectively). Notably, just under half of the alumnae (40%) stated support from Australia Awards Indonesia and their local Australian alumni association had been helpful for their career progression. Table 2 lists the percentage of alumnae who responded to each career progression enabler as either 'very much' or 'some'.

Table 4: Broad supports, skills and opportunities that enabled alumnae career progression (n=40)

Enablers	%
The confidence gained from undertaking my Australian development scholarship	97.5
The skills and knowledge gained from my Australian development scholarship	95.0
Support from family	92.5
Support from colleagues (peers) in my workplace	82.5

Enablers	%
Opportunities to demonstrate leadership in the workplace	79.5
Support from senior management in my workplace	75.0
Support from my local Australian alumni association	40.0
Support from Australia Awards Indonesia	40.0

Alumnae were asked in the survey about the extent to which particular challenges prevented their career progression since their award. Table 3 shows that almost half of alumnae (43.6%) responded the strict regulatory policies on promotions were either 'very much' or 'some' of a challenge to their career progression, followed by one third (32.5 per cent) stating personal or family commitments as a challenge to career progression. One fifth of alumnae faced gender bias and corruption or nepotism in the workplace (both 20%).

Table 5: Factors which challenged alumnae career progression (n=40)

Challenges	%
Strict regulatory policies on promotions	43.6
Personal or family commitments	32.5
Limited opportunity for advancement or new work tasks	30.0
Relocation requirements for advancement	27.5
Lack of support from senior management in my workplace	22.5
Gender bias in the workplace	20.0
Corruption or nepotism	20.0
Lack of support from my colleagues (peers) in the workplace	15.4
Bullying or harassment in the workplace	10.0
Commitments in my community	7.7
Bias associated with disability	0.0

Of the 40 alumnae who responded to the question about the extent to which the above factors have prevented their career progression, nine alumnae provided further detail about the challenges they have experienced. These details were predominantly factors that, from alumnae descriptions, are insurmountable or required non-negotiable trade-offs and included personal and family commitments and workplace situations. In the workplace, alumnae referred to the strict regulatory policies on promotions, corruption or nepotism, and lack of support from senior management in their workplace. The following are examples of these responses:

Current senior management provides lack of support because they are afraid of losing support to achieve their goals if my colleagues and I got promoted, so they simply let the HR Department to do their work. If HR Department consider us as talent for promotion, they will let us join the competition for promotion.

As a lecturer I feel that I have equal opportunity to advance in career. However, if you talk about formal position then I feel that nepotism influence it.

Family matter is one of my considerations in having promotion. I personally think that career is important, but my family is essential.

4.4 Alumnae career aspirations

When asked about their career aspirations or goals they would like to achieve in the future, alumnae were motivated to contribute to development in their country, achieve further education, and gain higher positions in their fields.

Some alumnae had goals to contribute to their country's development and make changes:

I would like to be someone who can have decision making that makes improvements for students without the intervention of the senior ones who are resistant to change. I realise that it is not easy, so what I do now is do my best in the attached role I have.

I am from a middle-high income family. My elementary school best friend was living in very poor housing conditions, which made me want to be an architect. For the last 20 years, I have been working on the subject related to housing for the poor, visiting many cities in Indonesia and abroad (Netherlands, France, Sweden, Tanzania, South Korea, etc.). My goal is to expand my career as a housing consultant for a multinational company/ NGO, particularly to eradicate urban slums.

Other alumnae aspired to have higher leadership positions:

I love managing people since I can find some challenges in understanding people's unique characters. Human resource is really a competitive advantage for an organisation. For now, in my current job, I am an HR Analyst in a Government Office; in future, I want to develop some programs and activities for people in my office to improve their competencies, as well as giving more motivation to build synergy with everyone.

In contrast, some alumnae had goals to progress in their careers but had concerns bureaucracy and limitations within their field would hold them back:

I realise that it is so difficult to be a formal senior leader in my workplace, so I really want to try to get a Doctoral/PhD with Australia Awards, but it may be difficult as I don't work at an educational institution and am not in a priority area of Indonesia. I also want to apply as an assessor for a health facility organised by an NGO, but I have to endure the nepotism situation. Wish me luck.

I am thinking of being a lecturer or researcher in the future or moving to the provincial agency. I need more challenges. I feel depressed about the job that I think does not give me the opportunity to grow. I am thinking of applying for a post-doctoral position. There are so many formal and informal bureaucracy to shift my future career. I know I do not have the energy to do that. I do not want to beg for people to help me. I want a fair opportunity where I can show my capacity and leadership skills.

5. Australia Awards Contributions to Leadership and Career Progression

5.1 Introduction

This chapter explores how the Australia Awards has contributed to the leadership and career progression of this group of female alumni from Indonesia, including both their time on award in Australia and post award as alumni. The Australia Awards are a unique capacity development program as the post award experience is as important as the award in achieving the scholarship's long-term outcomes. The findings of this chapter provide insight for DFAT and Australia Awards Indonesia into the program supports alumnae have found helpful, as well as future support these alumnae have requested for their leadership and career development.

5.2 Enabling factors from the Australia Awards to leadership and career progression

Table 2 showed the list of factors which alumnae stated have enabled their career progression, with the most selected factors being the skills, knowledge and confidence gained from their award. In addition to these enabling factors, alumnae were also asked if they had undertaken any formal leadership development workshops or programs on and post award. As a result of these programs, alumnae were asked if they had developed any of the eight skills from these programs. These skills were:

1. communication skills
2. negotiation or conflict resolution skills
3. confidence to act with authority
4. confidence to present in public or group forums
5. people management skills
6. cross-cultural communication skills
7. networking skills
8. other skills.

Only six alumnae reported they undertook leadership development activities while on award in Australia, with three alumnae naming specific programs: 1) Research Investment in Republic of Indonesia (RIRI), 2) Indonesia Studies Group, Australian National University, and 3) Women in Leadership (WIL).

In describing the benefits of the on-award leadership activities, developing networking, communication and people management skills were the most frequently cited. None of these respondents who undertook on-award leadership activities reported undertaking a formal leadership development workshop or program post award.

Five alumnae reported they had participated in a formal leadership development program after their award, including one by AAI. In contrast to the on-award activities, these alumnae who participated in post award activities described a broader range of benefits in addition to developing networking, communication, and people management skills. These additional benefits were developing skills in negotiation or conflict resolution and cross-cultural communication, gaining confidence to act with authority and the opportunity to present in public or group forums.

Overall, post-award leadership programs may offer broader benefits to alumnae; this may be due to having work to apply the practices more immediately. However, this is a very small sample of respondents, and care should be taken when determining significance. Further comparison of on- and post-award leadership program outcomes will help examine the benefits and determine which may be most efficient regarding resources.

5.3 Requested support from alumnae

With this group of female alumni, who are all about 10 years post award, understanding how the Australia Awards can provide support is useful for future programming. Alumnae were asked, “What can Australia Awards Indonesia do to support you in achieving your career goals?” with 32 participants providing a range of responses (Table 4). The three most frequently requested support from AAI were:

- leadership development activities
- networking opportunities with Australian professionals/organisations and fellow alumni
- skills-based development opportunities, e.g., technical, and soft skills.

Table 6: Indonesian alumnae suggestions for post-award support from Australia Awards Indonesia (n=32)

What can Australia Awards Indonesia do to support you in achieving your career goals?	Number of alumnae
Leadership development	7
Networking with Australian professionals/organisations and alumni	6
Skills-based development	6
Engage with employers	3
PhD and Postdoctoral opportunities	3
Mentoring	3
Enough already provided	3
Career development support	2
Sector-based workshops	2
Advertise job opportunities on AAI website	1
More alumni grants	1
Don't need support	1

Of note, three alumnae requested support from AAI via engaging with their employers to help raise awareness within their organisations of the specific professional development they have received from the Award to support their workplace. One of these alumnae further detailed how they thought AAI could engage with their employer:

1. Establish collaborative events with the Ministry to introduce and highlight Australia Awards Alumni; 2. Regular discussion and letter correspondence with Secretary-General to understand the career path of Australia Awards alumni; 3. Provide leadership training programs for alumni and include senior leadership in the organisation.

This request from these alumnae suggests that a more substantial presence of support for alumni in their workplace may better reinforce the intended organisational benefit alumni would be able to contribute as a result of their Award. While this may be difficult to achieve for all alumnae of the Australia Awards given the vast range of employers they work for, some efforts in sectors and workplaces with higher concentrations of alumni (such as some government ministries) might be a worthwhile place to test this idea.

Overall, alumnae requests for future support were specific, indicating that less-recent alumnae would benefit from targeted opportunities that are a 'top up' to their Award and subsequent years of experience. The following are examples of these specific responses from this group of alumnae:

I think it might be beneficial to have a regular webinar about management and leadership for the alumni with at least two sessions: one is for students who have just completed their studies, and one for those who need to recharge their knowledge and skills. For students who have just completed their studies, they may have a topic about how to deal and mingle with unexpected situations as soon as they return to their workplace. Meanwhile, for those who want to recharge their knowledge, webinar about sharing current knowledge and skills about leadership and management would be advantageous.

I am interested in applying to any kind of short course or seminars related to environment and conservation. I personally still hope to study for PhD, but my age doesn't fit the regulations.

Creating short courses or workshops related to topics that are essential to current issues such as entrepreneurship, gender equality, SDGs, green business etc. Designing postdoc programs for alumni of Australia Awards.

In addition, four alumnae stated they were aware of programs already provided by AAI, with two alumnae having accessed opportunities they found to be beneficial to their professional goals:

Current Australia Awards Indonesia's programs including Global Alumni and Grant Scheme have provided opportunity for me to pursue my goals. Global Alumni activities give me opportunities to connect to other alumni from a range of institutions, and Grant Scheme allows me to conduct research that is impactful to the community.

Australia Awards Indonesia is known to have professional development and networking and I personally think this is quite helpful in achieving my career goal. I'm sure social media engagement such as Australia-Indonesia Alumni Forum on LinkedIn is also useful to alumni community and their career opportunities and goals. In addition, I think, mobilizing alumni to engage through events, professional development, business, and research opportunities is a strategy that needs to be retained in the future by Australia Global Alumni.

6. Conclusion and Recommendations

This study is an exploratory examination of the types of leadership models that Indonesian alumnae value, practice, and navigate in the workplace. Indonesian alumnae who participated in the 2021 Longitudinal Global Tracer survey were followed up with in this case study to investigate further their leadership and career development experiences and aspirations to better understand this discrepancy in workplace leadership attainment. Having completed their awards over a decade ago, Indonesian alumnae in this study provided insights into careers that are now mid to late-career.

Overall, this group of 42 Indonesian alumnae are influential leaders who continue to be motivated to contribute to sustainable development, achieve further education and gain higher positions in their fields. Many alumnae are leaders in the workplace; nearly two thirds of the alumnae hold a formal leadership position (63.9%), and a quarter are informal leaders (25%).

Alumnae leadership styles indicate confidence in their ability, with most alumnae believing anyone can influence others to achieve their objectives (97.6%) and act as a leader (92.9%). Looking ahead, many alumnae are interested in rising higher by attaining a leadership or more senior role in the workplace (82.9%).

While the above leadership perspectives indicate alumnae hold *personal leadership* values – anyone can be a leader – the influence of their workplace leadership structures was evident. **Many alumnae stated their workplace has a vertical style of leadership (75%)**, reflecting the high power distance culture in Indonesia, where power and authority are viewed by position (Riantoputra & Gatari, 2017, p.57). Most alumnae stated attaining a formal leadership role was important (88.1%), with many alumni expressing a necessity of leadership roles to obtain greater agency and authority within their organisations.

Alumnae display personal leadership-type traits but need to operate within more positional leadership-type hierarchies in their organisations. This presents both a challenge and an opportunity. These personal and positional leadership styles do not necessarily work together to fulfil leadership aspirations, both by the alumnae and the Australia Awards. However, this demonstrates an opportunity to identify ways in which alumnae can be supported to continue to develop effective personal and developmental leadership traits, but to also be able to navigate existing hierarchies to attain positions where they can influence future thinking about leadership.

Alumnae challenges to progression in seniority extend beyond factors of gender. While some alumnae referred to children and family commitments, other common challenges identified were the workplace advancement policies and competition, and political influences and relationships in the workplace. It is unclear to the extent gender bias influences these workplace factors.

Stepping back to holistically explore alumnae career progression, over two thirds of alumnae were satisfied or very satisfied with their current career progression (70%), with those in formal leadership positions more likely to be satisfied than those in informal or no leadership positions (50% and 33.3%, respectively). Alumnae indicated that the key aspect that had helped them with career progression is a supportive workplace, with over half able to access opportunities to undertake new tasks and formal training or workshops (57.5%) and 41.0 per cent noting they are given a choice in their career development pathways.

The factors which have influenced alumnae career progression are personal and workplace based. Alumnae were most likely to identify enabling factors as their Australian development scholarship outcomes – confidence, skills and knowledge (97.5% and 95%, respectively) – and support from their families as positively contributing to their career progress to date. Workplace factors were the next most stated factors, specifically support from peers (82.5%) and senior management (75%), and opportunities

to demonstrate leadership (79.5%). A notable proportion of Alumnae (40%) also noted they have received support from the local Australian alumni association and Australia Awards Indonesia.

The factors which challenge alumnae progression are also personal and work-based; however, there were lower levels of consensus. Strict promotion policies were the most cited factor in this regard (43.6%), and less than a third of alumnae referred to personal or family commitments (32.5%) and limited opportunity for advancement or new tasks (30%). A fifth of alumnae referred to gender bias in the workplace, which was as frequently stated as corruption or nepotism (20%).

While the skills, knowledge and confidence gained through Australian development scholarships have significantly contributed to alumnae’s career progression, few alumnae reported participating in formal leadership development workshops on award or post award. However, over a third stated support from Australia Awards Indonesia and their local Australian alumni association had been helpful for their career progression (40%). What these specific supports are could be an area for further research. Most alumnae were also enthusiastic about gaining future support from AAI, with the most frequently requested activities based around leadership and skill-based development and networking with Australian professionals or organisations and fellow alumni.

6.1 Recommendations

The following table outlines recommendations developed in response to the report findings.

Table 7: Recommendations to support alumnae leadership development and career progression

Themes	Recommendation	Rationale	Who can influence
Alumnae leadership development	1. Where feasible, engage with alumnae employers to support reintegration and awareness of the Australia Awards	A few alumnae requested Australia Awards Indonesia to engage with their employers to support their reintegration into the workplace and highlight how their award can benefit the organisation. This may be meaningful where cohorts of alumni work in the same organisation or a key development priority area. This recommendation is likely more feasible in cases of split-site Masters awards where the scholarship involves institutional partnerships, or in coordination with other scholarship providers (including Government of Indonesia).	Posts Managing contractors
Alumnae leadership development	2. Deliver leadership development workshops for less recent alumnae	Few alumnae reported participating in leadership development workshops on and post award, and informal leaders were less likely to currently be undertaking leadership training (11.1% compared to 17.4% in formal leadership roles). However, many alumnae indicated they are interested in attaining a leadership or a more senior position in the workplace (82.9%). Overall, alumnae are interested in upward mobility within their organisations. Australia Awards alumni engagement could consider tailored professional development activities for less-recent and	Posts Managing contractors

Themes	Recommendation	Rationale	Who can influence
		management-level alumni seeking to prepare for advancement.	
Alumnae leadership development	3. Deliver career development workshops to support less recent alumnae not in formal leadership roles navigating mid to late-career stages	Alumnae in informal or with no leadership roles were least likely to be satisfied with their career progression (50.0% and 33.3%, respectively). Engagement and fulfilment in career and work are a necessary foundation for ensuring the longevity of alumni utilising their skills, knowledge and networks post award. Professional development workshops for alumni could incorporate support in building satisfying work experiences, e.g., presentations by alumni with diverse career pathways.	Posts Managing contractors
Further research	4. Extend alumni leadership research to better understand frameworks of leadership and contribution to Australia Awards long-term outcomes	This study is an exploratory examination of the types of leadership models that Indonesian alumnae value, practice, and navigate in the workplace. Recommended future research based on this study should include alumni from other countries and graduation cohorts, with different frameworks for leadership applied, such as developmental leadership, to understand better the role of the Australia Awards in developing leadership capabilities and how this applies to their personal values, ambitions, and contexts in which they work.	GTF DFAT Posts AA CoP*
Further research	5. Examine the most significant enabling factors offered by Australia Awards supporting alumnae career progression	Over a third of respondents in this study stated support from Australia Awards Indonesia and their local Australian alumni association had been helpful for their career progression (40%). These specific supports were not identified in this case study, and we propose that further work to identify the most significant enabling factors would be useful for program learning.	DFAT Posts AA CoP
Further research	6. Compare on- and post-award leadership program outcomes to examine benefits and determine which may be most efficient regarding resources.	Very few alumnae reported participating in formal leadership development activities on and post award. The experiences of the 11 alumni in this study that did have this opportunity suggest that post-award leadership programs may be more beneficial as alumnae are more likely to apply their learning immediately in the workplace. However, this needs further exploration.	DFAT Posts AA CoP

* Australia Awards Community of Practice

7. References

- Asian Development Bank. (2021). [A Diagnostic Study of the Civil Service in Indonesia](#). Asian Development Bank.
- Ashbaugh, M.L. (2013). '[Personal Leadership in Practice: A Critical Approach to Instructional Design Innovation Work](#)'. *TECHTRENDS TECH TRENDS* 57, 74–82.
- Gilley, J. W., Shelton, P. M., & Gilley, A. (2011). '[Developmental Leadership: A New Perspective for Human Resource Development](#)'. *Advances in Developing Human Resources*, 13(3), 386–405.
- Hudson F. M. (1999). *The handbook of developmental leadership: A comprehensive resource guide for managers, executives, consultants, and human resource professionals*. Jossey-Bass.
- Lovai, B., Palmieri, S. & Geejay, M. (2022). [When I go back: Experiences and expectations of PNG women scholarship graduates on return home](#). Australian National University: Department of Pacific Affairs.
- Mastrangelo, A., Eddy, E.R. and Lorenzet, S.J. (2004), '[The importance of personal and professional leadership](#)', *Leadership & Organization Development Journal*, Vol. 25 No. 5, pp. 435-451.
- McLaren, H., Star, C. & Widianingsih, I. (2019). [Indonesian Women in Public Service Leadership: A Rapid Review](#). *Social Sciences*. 2019; 8(11):308.
- Riantoputra, C.D., Gatari, E. (2017). '[Women Leaders in Indonesia: Current Picture and Strategies for Empowerment](#)'. In Cho, Y., Ghosh, R., Sun, J., McLean, G. (eds). *Current Perspectives on Asian Women in Leadership*. Palgrave Macmillan, Cham.
- Roche, C., Denney, L. (2019). [Foundational Paper 4: How can Developmental Leadership be Supported?](#) Developmental Leadership Program.
- Ross, S. (2014). "[A conceptual model for understanding the process of self-leadership development and action-steps to promote personal leadership development](#)", *Journal of Management Development*, Vol. 33 No. 4, pp. 299-323.
- Sentianto, N. (2020). [Workplace Gender Equality \(WGE\) and WGE in Indonesia: How does Indonesia measure in WGE and WGE reporting and how should the Indonesian government improve its mandatory WGE reporting in companies' sustainability reports?](#) Australian National University.
- World Bank. (2018). [Merit, Discrimination, and Democratisation – An Analysis of Promotion Patterns in Indonesia's Civil Service](#), World Bank.
- World Economic Forum. (2021). [Global Gender Gap Report 2021: Insight Report](#).

8. Acronyms and Abbreviations

Abbreviation	Definition
AAI	Australia Awards Indonesia
AA COP	Australia Awards Community of Practice
DFAT	Australian Department of Foreign Affairs and Trade
GLE	DFAT Global Education and Scholarships Section
GTF	Australia Awards Global Tracer Facility
RIRI	Research Investment in Republic of Indonesia
WIL	Women in Leadership

Annex 1: 2022 Indonesian Alumnae Outcomes Survey Instrument

Preamble: This survey is a focused follow-up of the survey you completed in 2021. The survey related to your [AWARDNAME].

Data from the 2021 Longitudinal Global Tracer Survey showed a 10-percentage point disparity between male and female alumni in formal leadership roles. However, the survey also found there is less disparity between these two groups of alumni when it comes to career progression more generally.

This bespoke survey has been designed to better understand the perspectives of female alumni from Indonesia on leadership and career progression. Your answers to this survey are important – they will help the Australia awards program to build better opportunities for you and your fellow female scholars and alumni.

Your answers to this survey are confidential and you will not be identified or linked in the report.

Section 1

Characteristics/Demographics

Type	Question	Response options
Employment Check box Employment Text Work leadership Check box	<p>PD1: We would like to begin with some questions about your current work.</p> <p>PD1ax: What is your current employment status?</p> <p>IF PD1AX=01 OR 02, CONTINUE. IF PD1AX=03 GO TO PD1CX. ELSE, GO TO Q1.</p> <p>PD1bx: What is your current employer's business or organisation name?</p> <p>PD1cx: Which province do you work in?</p> <p>PD1dx: What is your current position/job title?</p> <p>PD2: In your current role, would you say you have...</p>	<p>RESPONSE FRAME</p> <p>Please select one option below:</p> <p>01. Employed full-time</p> <p>02. Employed part-time</p> <p>03. Self-employed</p> <p>04. Studying</p> <p>05. On maternity/parental leave</p> <p>06. Retired</p> <p>07. Not employed</p> <p>98. Prefer not to say</p> <p>RESPONSE FRAME</p> <p>95. Please type your answer in the box, providing as much detail as you can</p> <p>9. Prefer not to say</p> <p>RESPONSE FRAME</p>

Type	Question	Response options
		<p>Please select one option below:</p> <p>Drop down box of 33 provinces</p> <p>Plus Not applicable – living abroad</p> <p>RESPONSE FRAME</p> <p>95. Please type your answer in the box, providing as much detail as you can</p> <p>98. Prefer not to say</p> <p>RESPONSE FRAME</p> <p>Please select one option below:</p> <p>01. A formal leadership role (e.g., manager, supervisor, executive).</p> <p>01. An informal leadership role (e.g., mentor).</p> <p>02. Do not have a leadership role</p> <p>98. Prefer not to say</p>

Section 2

Leadership perception

Type	Question	Response options
Leadership practice Checkbox	Q2: Do you undertake any of the following responsibilities in your current role at work?	<p>RESPONSE FRAME</p> <p>Please select all that apply:</p> <ul style="list-style-type: none"> • I am a subject matter expert in <i>my team or organisation</i> • I am a known subject matter expert in <i>my sector or field</i> • I manage a group of people • I am responsible for the quality or completion of work or projects • I hold the authority to approve or make decisions for my team or organisation • I mentor others in the workplace and provide professional advice

Type	Question	Response options
		<ul style="list-style-type: none"> • I manage a project or group of people but do not have a leadership title • I am undertaking leadership training • Other responsibilities: [please specify] • Does not apply

Career Development

Type	Question	Response options
Leadership practice Checkbox	Q2: Do you undertake any of the following responsibilities in your current role at work?	<p>RESPONSE FRAME</p> <p>Please select all that apply:</p> <ul style="list-style-type: none"> • I am a subject matter expert in <i>my team or organisation</i> • I am a known subject matter expert in <i>my sector or field</i> • I manage a group of people • I am responsible for the quality or completion of work or projects • I hold the authority to approve or make decisions for my team or organisation • I mentor others in the workplace and provide professional advice • I manage a project or group of people but do not have a leadership title • I am undertaking leadership training • Other responsibilities: [please specify] • Does not apply
Positional leadership value Likert and Open text	<p>Q3: How important is holding a formal leadership role to you? (e.g., manager, supervisor, executive roles).</p> <p>IF Q3=1, 2 go to Q3ai</p> <p>IF Q3 =3 go to Q3aii</p> <p>IF Q3=4 or 5 GO TO Q5</p> <p>Q3ai: Please describe why holding a formal leadership role is important to you?</p>	<p>RESPONSE FRAME</p> <ol style="list-style-type: none"> 1. Very important 2. Somewhat important 3. Not important 4. Don't know 5. Prefer not to say <p>RESPONSE FRAME</p> <p>95. Please type your answer in the box, providing as much detail as you can</p> <p>98. Prefer not to say</p>
Positional leadership value Likert and Open text	<p>Q3aii: Please describe why holding a formal leadership role not important to you?</p>	<p>RESPONSE FRAME</p> <p>95. Please type your answer in the box, providing as much detail as you can</p>

Type	Question	Response options
		98. Prefer not to say
Positional leadership value Likert and Open text	Q4: Have you experienced any barriers to attaining a leadership role or a more senior position? If yes, what are these barriers?	RESPONSE FRAME Please select one option below: 1. Yes [Please type your answer in the box, providing as much detail as you can] 2. No 3. Prefer not to say
Positional leadership value Open text	Q5: Have you applied for a leadership role since completing your Award and been rejected? If yes, why?	RESPONSE FRAME Please select one option below: 1. Yes [Please type your answer in the box, providing as much detail as you can] 2. No 3. Prefer not to say
Positional leadership value Open text	Q6: Have you been offered a leadership role since completing your Award and declined the offer? If yes, why?	RESPONSE FRAME Please select one option below: 1. Yes [Please type your answer in the box, providing as much detail as you can] 2. No 3. Prefer not to say

Section 3

Leadership in the Workplace

Type	Question	Response options
Workplace leadership structure Check box	This section explores how leadership is structured and encouraged in your workplace. Q7: Which statement best describes how leadership is structured in your workplace?	RESPONSE FRAME Please select one option below: 1. My workplace has a structured vertical hierarchy of leadership (typically, only those in positions of management can make decisions) 2. My workplace has a horizontal or flat management structure of leadership

Type	Question	Response options
		(typically, decision making is shared, and everyone gets a say in making decisions)
Workplace environment Likert scale	<p>Q8: To what extent do you agree with these statements on your workplace?</p> <ul style="list-style-type: none"> • There are opportunities for me to advance to more senior roles. • My workplace encourages collaboration across teams. • My workplace is an innovator in my sector. • My workplace has distinct lines for communication across teams/departments. • I am recognised for my leadership in the workplace no matter my position. • There is a diversity of leaders in my workplace (e.g., age, gender, cultural or ethnic background etc.). 	<p>RESPONSE FRAME</p> <ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree 5. Don't know 6. Prefer not to say
Gender equity policy Check box	<p>Q9: Does your workplace have a gender equity policy regarding leadership?</p>	<p>RESPONSE FRAME</p> <p>Please select one option below:</p> <ol style="list-style-type: none"> 1. Yes 2. No 3. I don't know 4. Prefer not to say
Workplace opportunities Likert scale	<p>Q10: To what extent do you agree with these factors on attaining a leadership position, or a position with greater leadership responsibility?</p> <ul style="list-style-type: none"> • I am interested in attaining a leadership or more senior role in my workplace • There are pathways to formal leadership or more senior roles in my current workplace • There are limited formal leadership roles, but I can act informally as a leader 	<p>RESPONSE FRAME</p> <ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree 5. Does not apply 6. Don't know 7. Prefer not to say

Type	Question	Response options
	<ul style="list-style-type: none"> Men and women have equal opportunity to access more senior roles in my current workplace 	

Section 4

Career Progression

Type	Question	Response options
Career satisfaction Likert scale	In this section we'd like to understand your career progression experiences. Q11: How satisfied are you with your current career progression?	RESPONSE FRAME 1. Very satisfied 2. Satisfied 3. Unsatisfied 4. Very unsatisfied 5. Prefer not to say
Career progression enabling factors Likert scale	Q12: Since your award, how much have these supports, skills and opportunities enabled your career progression? <ul style="list-style-type: none"> Support from family Support from colleagues (peers) in my workplace Support from senior management in my workplace Opportunities to demonstrate leadership in the workplace The skills and knowledge gained from my Australian development scholarship The confidence gained from undertaking my Australian development scholarship Support from my local Australian alumni association Support from Australia Awards Indonesia 	RESPONSE FRAME 1. Very much 2. Some 3. Not much 4. Not at all 5. Does not apply 6. Prefer not to say
Career progression challenging factors Likert scale	Q13: Since your award, how much have these challenges prevented your career progression?	RESPONSE FRAME 1. Very much 2. Some

Type	Question	Response options
	<ul style="list-style-type: none"> • Personal or family commitments • Commitments in my community • Limited opportunity for advancement or new work tasks • Strict regulatory policies on promotions • Relocation requirements for advancement • Lack of support from my colleagues (peers) in the workplace • Lack of support from senior management in my workplace • Bullying or harassment in the workplace • Gender bias in the workplace • Bias associated with disability • Corruption or nepotism 	<ol style="list-style-type: none"> 3. Not much 4. Not at all 5. Does not apply 6. Prefer not to say
Open text response	<p>Q13a: If you answered</p> <p>1-Very much or</p> <p>2-Some to any of the above challenges, would you like to share more about your experience/s?</p>	<p>RESPONSE FRAME</p> <p>Please select one option below:</p> <ol style="list-style-type: none"> 1. Yes [Please type your answer in the box, providing as much detail as you can] 2. No 3. Prefer not to say
Career experience opportunities Likert scale	<p>Q14: How much do these statements apply to your career experiences?</p> <ul style="list-style-type: none"> • My current employer supports my current career goals • I am encouraged to undertake new tasks • I am supported to develop new skills and knowledge through formal training or workshops • There are mentors in my workplace who support me to achieve my goals • Those with more senior roles support other to have leadership opportunities • I can choose my own pathway in developing my career 	<p>RESPONSE FRAME</p> <ol style="list-style-type: none"> 1. Very much 2. Some 3. Not much 4. Not at all 5. Does not apply 6. Prefer not to say

Type	Question	Response options
Open text response	Q15: Thinking about the set of questions above, if you have further detail or information you would like to share about your career progress to date, please use the space below to explain	RESPONSE FRAME 95 Please type your answer in the box, providing as much detail as you can 98 Prefer not to say
Future goals Open text response	Q16: Thinking about your future career, what aspirations or goals would you like to achieve?	RESPONSE FRAME 95 Please type your answer in the box, providing as much detail as you can 98 Prefer not to say

Section 5

Role Of The Australia Awards

Type	Question	Response options
On-award leadership development Check box Open text response	This section will explore your experiences of your Australian development scholarship and as an Australia Awards alumni. Q17: During your time on award in Australia, did you undertake any formal leadership development workshops or programs, etc.?	RESPONSE FRAME Please select one option below: 1. Yes [What was the name of this program/s?] 2. No 3. Prefer not to say
Skills gained Check box	If Q17 = 1 Yes Q17a: Which of these skills did you develop in this program?	RESPONSE FRAME Please select all that apply: <ul style="list-style-type: none"> • Communication skills • Negotiation or conflict resolution skills • Confidence to act with authority • Confidence to present in public or group forums • People management skills • Cross-cultural communication skills • Networking skills • Other: [please specify]
Post-award leadership development Check box	Q18: After completing your award, have you undertaken any formal leadership development	RESPONSE FRAME Please select one option below:

Type	Question	Response options
Open text response	workshops or programs, etc. run by Australia Awards Indonesia?	1. Yes [What was the name of this program/s?] 2. No 3. Prefer not to say
Skills gained Check box	If Q18 = 1 Yes Q18a: Which of these skills did you develop in this program?	RESPONSE FRAME Please select all that apply: <ul style="list-style-type: none"> • Communication skills • Negotiation or conflict resolution skills • Confidence to act with authority • Confidence to present in public or group forums • People management skills • Cross-cultural communication skills • Networking skills • Other: [please specify]
AAI support Open text response	Q19: What can Australia Awards Indonesia do to support you in achieving your career goals?	RESPONSE FRAME 95 Please type your answer in the box, providing as much detail as you can 98 Prefer not to say

Section 6

Further characteristics and Demographics

Type	Question	Response options
Employment sector Check box	<p>These final few questions ask a bit more about you and your current work. Please respond to these questions in relation to your current situation.</p> <p>PREPD2 IF PD1AX=01, 02, 03, CONTINUE. ELSE, GO TO PD3.</p> <p>PD3: Which sector do you work in?</p>	<p>RESPONSE FRAME</p> <p>Please select one option below:</p> <ul style="list-style-type: none"> 01. Private (Including independent/freelance contractors and consultants) 02. Public or Government 03. University or academia (public or private) 04. Non-Government organisation 05. Multilateral organisation (including United Nations, development banks or agencies) 95. Other: [please specify] 98. Don't know
Employment sector Check box	<p>PREPD2A IF PD2=04, CONTINUE. ELSE, GO TO PD2B.</p> <p>PD3a: What type of non-government organisation you work for?</p>	<p>RESPONSE FRAME</p> <p>Please select one option below:</p> <ul style="list-style-type: none"> 01. Disabled people's organisation 02. Local non-government/community organisation 03. International non-government organisation 95. Other: [please specify] 98. Don't know

Type	Question	Response options
Personal Characteristics Prefilled text response	<p>Finally, we would like to confirm your contact information.</p> <p>PD4: Please make any changes and add as many missing details as possible.</p> <p>A. Given name(s): [FROM SAMPLE FILE]</p> <p>B. Family name: [FROM SAMPLE FILE]</p> <p>C. Mobile phone number (please include the country code): [FROM SAMPLE FILE]</p> <p>D. Personal e-mail address: [FROM SAMPLE FILE]</p> <p>E. Town/city of current residence: [FROM SAMPLE FILE CITY SUBURB]</p> <p>F. State of current residence [FROM SAMPLE FILE STATEPROVINCE]</p>	Prefilled responses based on existing data – for respondent to update if required (or complete if the data was not available).
Personal Characteristics Check box	<p>PD5: What is your current country of residence?</p>	<p>RESPONSE FRAME</p> <p>95. Please type your answer in the box</p> <p>98. Prefer not to say</p>
Permission	<p>PD6: Would you be willing for ACER to provide your updated contact information back to the Department of Foreign Affairs and Trade (DFAT) to ensure their alumni database is up to date in case they wish to contact you in the future?</p> <p>Please note, your answers to this survey will not be identified or linked when provided back to the Department of Foreign Affairs and Trade (DFAT).</p>	<p>RESPONSE FRAME</p> <p>Please select one option below:</p> <p>01. Yes, I give consent</p> <p>02. No, I do not give consent</p>

Type	Question	Response options
Permission	<p>R1: This survey is part of an ongoing study, and we may need to contact you again in the future with regards to your time on Award in Australia. Would you be willing to be contacted about future research that the Department of Foreign Affairs and Trade (DFAT) may be undertaking?</p> <p>You would not be contacted more than once a year, and if you say yes today, there is still no obligation for you to participate if you are contacted in future.</p>	<p>RESPONSE FRAME</p> <p>Please select one option below:</p> <p>01. Yes, I agree to being contacted for future research</p> <p>02. No</p>