

# TOWARDS THE NEXT GENERATION OF PNG'S LEADERS

Stories of resilience, leadership and social change

An evaluation of the Archer Leaders Development Program

June 2022





# ACKNOWLEDGEMENTS

We acknowledge the Traditional Owners and Custodians of country throughout Australia and the region. We recognise their continuing connection to land, waters, and community, and we pay our respects to Elders past, present, and emerging.

The authors would like to acknowledge the contribution made by the participants of the evaluation who generously gave their time to be interviewed, complete questionnaires and participate in focus groups.

## AUTHORS

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“It’s our mission to find and foster the next generation of PNG’s leaders; to support them in whatever way we can so that ultimately, they may contribute to an improved future for their nation and their people.”

Dr Genevieve Nelson,  
KTF Chief Executive

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# 1.0 EXECUTIVE SUMMARY

Despite the challenges of the Covid-19 pandemic over the past few years, Kokoda Track Foundation (KTF)'s ongoing commitment to education, health, equality, and leadership is demonstrated through its 18 development projects in 9 provinces and 50 schools, and ongoing support to empower marginalised communities in Papua New Guinea (PNG). The Archer Leaders Development Program, which takes a cohort of final-year tertiary students who have demonstrated immense commitment to their studies, communities, and country on an intensive, experiential leadership development journey, illustrates KTF's commitment to finding and nurturing the next generation of PNG's leaders.

The purpose of this evaluation is to build upon previous assessments of KTF's Archer program, focusing on the three key themes of personal development, leadership and adaptive leadership, and social change through "next generation" leaders. With a focus on storytelling, this evaluation hopes to empower the voices of Archer alumni and highlight the impact of the program through their stories.

Participants of the evaluation research indicated an increased sense of self following the program, demonstrated through improved confidence and life direction. Results also indicated better understanding of adaptive leadership and the skills required to address adaptive challenges, such as public speaking and negotiating difficult conversations. Moreover, thanks to the program, Archers demonstrated increased motivation to make a difference in their communities through local projects and leading by example. The three themes of personal development, leadership and adaptive leadership, and social change through "next generation" leaders also proved to be interconnected, emphasising how each contributed to the other.

Through the Archers' stories, it is apparent that the program transformed individuals' perspectives on their career, personal beliefs about leadership, and their confidence to make an impact. The changes they experienced as a result of the program also influenced their motivation for long-term, intergenerational change. Based on these insights, further development of the mentorship program, Archer Reignite Grants, and the annual conference is recommended.



Women attend the grand opening of the Salamaua Community Market, designed and built by Archer alumni.



The evaluation summarises recommendations in the following three points, acknowledging the values of **diversity & inclusion** and **long-term sustainable impact**:

### Recommendation 1.

To enhance the impact of the program, KTF should consider integrating mentors more effectively into the lives of Archers through increased training, knowledge-sharing and briefings on the context of PNG and its challenges. It is also recommended that opportunities for Archers to contribute to the program as mentors be explored.

### Recommendation 2.

Based on KTF's objective to create long-lasting impact through adaptive leadership in PNG, KTF should seek to expand and diversify funding for community projects as part of the Reignite Grants program. Moreover, integrated evaluation of projects to understand impact and share results for learning purposes is highly recommended.

### Recommendation 3.

In order to build community among Archers and ultimately empower the next generation of PNG leaders, KTF should find ways to improve the Archer Reignite Conference to cater to participants' needs. Consistent events and other communications content and networking opportunities are highly encouraged, as these sources provide ways for Archers to stay connected and share knowledge.



These elements of the program that expand Archers' mindsets and knowledge have clearly positively impacted them to stay involved and motivated. Through the stories told by Archers and the resulting recommendations, this report aims to maximise the potential of the program and to sustain impact, in line with KTF's Theory of Change.

## 2.0 INTRODUCTION

Since 2011, the Kokoda Track Foundation (KTF) has been finding and fostering a new generation of leaders for Papua New Guinea (PNG) through its esteemed and highly successful Archer Leaders Development Program ('the program' or 'Archer program').

With generous funding from the Fred P. Archer Charitable Trust (managed by Perpetual Trustees) and Newcrest Mining, the program supports participants ('Archers') through a 12-month intensive, experiential, leadership development journey. Now in its twelfth year, the cohort of Archer alumni has grown to 83, with members now representing all of PNG's 22 provinces.

KTF recognises that independent evaluation plays a critical role in the continuous improvement of its programs, and can lead to stronger outcomes that deliver on objectives. The purpose of this evaluation is to provide insights into the Archer program's strengths, weaknesses, opportunities, and challenges through a narrative approach aimed to showcase the impact of the program on Archers and their leadership trajectories.

It is important to note that KTF recognises Archer program participants and alumni as exceptional leaders and people in their own right. While KTF recognises it has played a role in alumni's successes, it wishes to acknowledge that it in no way takes full credit for the inroads Archers have made in forging their own paths, and the incredible contributions they have made to their communities and their country.

### About the program

The Archer program is focused on adaptive leadership and the premise that leadership is exercised and fostered through connections, partnerships, broadened perspectives, and identifying and tackling adaptive social challenges.

The 12-month program provides eight Archer scholars with the following opportunities to help develop the confidence, networks, skills, resources, and support systems that young leaders require to exercise exceptional leadership.

- Education investment – the program covers the students' tertiary fees for the final year of their academic studies.
- Resource investment – each student receives an allowance to purchase educational and other relevant resources.
- Student exchange period – the cohort of students participates in a 2.5-week exchange program in Australia with a work experience program, an adaptive leadership course, and mentoring opportunities with prominent Australian leaders (although this was hampered in 2020-2021 by Covid-19-related international border closures and travel restrictions).
- Mentoring – each student is matched with a mentor who supports them with guidance and coaching during the year.
- Community project – Students are given an allocation of funding to invest in their own community project (existing or new).
- Work experience placement – the students undertake a work experience placement at the end of Semester 2 in an organisation relevant to their field of study.

Following the program, graduates join Archer alumni and participate in the Archer Reignite program. This alumni community offers continuous guidance and grant opportunities from KTF, as well as the annual Archer Reignite Conference in PNG, which brings together former and present leaders to strengthen collaboration.



### Theory of Change

KTF believes that leadership is an important driver of development in PNG. As the country faces complex cultural, linguistic, resource, political, community, environmental, and sustainability challenges, it will be effective leaders who will ultimately influence direction-setting and development strategy.

By identifying promising young PNG leaders and improving their leadership knowledge, connections and networks, and giving them the confidence needed to lead change, the Archer program aims to facilitate long-term intergenerational change and transformation in PNG in the hope that it creates a ripple effect into broader communities.

### Adaptive leadership

The principles of adaptive leadership, based on the theory developed by Ron Heifetz et al. of the Harvard Business School, are a fundamental part of the Archer program with all leadership development workshops, the mentoring experience, and the leadership exchange program utilising an adaptive leadership framework for guiding the participants' journeys.

Adaptive leadership is a practice not a theory, defined as the 'practice of mobilizing people to tackle tough challenges and thrive'. In order to "practise" adaptive leadership, the Archer program exposes young leaders to a wide range of adaptive challenges of current-day social issues in Australia and PNG. Archers are invited to explore these adaptive

challenges with individuals and organisations working at the forefront of their fields. These issues may include (but are not limited to): refugees and asylum seekers, poverty, multiculturalism and racism, and climate change.

At the end of the program, Archers are able to put these learnings into practice by establishing their own community projects that address adaptive challenges in PNG. Ongoing mentoring, supervision, and financial support is provided by KTF throughout this process.

### Participant selection

The Archer program receives a substantial number of applications each year, making acceptance highly competitive and prestigious. Applicants must be in their final year of tertiary education and a citizen of PNG. They are required to address the following selection criteria as part of the application process:

- Academic excellence – applicants must have, and demonstrate evidence of, outstanding academic achievement in their tertiary (and prior) studies in PNG.
- Leadership potential – applicants must demonstrate leadership potential.
- Community work – applicants must demonstrate a strong commitment to their community and the broader PNG society.
- Vision for PNG – applicants must have a personal and defined vision for their country and be able to articulate this.





**83**

Archer  
graduates



All of PNG's

**22**

provinces  
represented

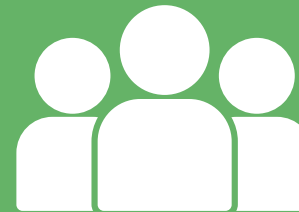
**3**

Archer Reignite  
Grants awarded



**80%**

engaged in  
employment



**70%**

actively involved in  
community projects



**65%**

of Archers attend  
the annual Archer  
Reignite Conference



## 3.0 EVALUATION FRAMEWORK

### 3.1 Purpose and Terms of Reference

The purpose of this evaluation is to build on the 2018 and 2020 evaluations, to demonstrate the impact and outcomes of the program over the past 12 years, particularly highlighting its long-term goal to generate intergenerational change and transformation in PNG.

The Terms of Reference for this evaluation set out the following objectives:

1. Examine the impact and outcomes of the Archer Leaders Development Program in finding and fostering a new generation of leaders for PNG.
2. Examine the broader context of the impact of the project to acknowledge that the project is a long-term commitment by KTF to improving the leadership pathways for young PNG leaders; and that change will take place over time and also have a ripple effect into broader communities.

Unlike previous reports, this evaluation focuses on participants' personal stories and experiences to illustrate the program's impact. In order to highlight project outcomes, this evaluation also features evidence of the following:

- Young people progress to senior management positions in the public, private, and civil society sectors.
- Young people have established and/or are operating projects that improve the wellbeing and futures of fellow Papua New Guineans.
- Young people are connected to each other via an active alumni where peer-to-peer learning and capacity-building occurs.
- Young people have access to ongoing leadership opportunities through studies, careers, networks, mentors, and peer-to-peer and organisational-linkages.



### 3.2 Methodology

The evaluation is centred around three themes: personal development, leadership and adaptive leadership, and 'next generation' of community leaders.

1. Personal development: how the program has helped participants to develop a better sense of self and develop soft skills such as confidence and empathy.
2. Leadership and adaptive leadership: how the program transfers leadership skills that allows participants to cope with adaptive challenges that require adaptive change.
3. Social change and creating "next generation" of community leaders: how the program has deepened understanding of social issues and inspired participants to improve the well-being and futures of Papua New Guineans.



The evaluation draws on a mixed method approach of gathering empirical data and includes quantitative, qualitative, and case study research in order to elucidate the core questions around the program's effectiveness and success. This approach builds upon the survey-only research of the 2020 evaluation.

The combined qualitative and quantitative approach aims to be collaborative and personable, with a focus on telling the stories of the journeys of Archer alumni by enabling the exploration of both personal accounts and general opinions and experiences of a range of participants, underpinned by quantitative data.

#### Qualitative research

- Individual semi-structured interviews with pre-determined topics with alumni with representation of gender, age, location
  - Purpose: To deep dive into the journeys of individual alumni of program and to gain personal insights of impact of program.
- Individual semi-structured interviews with mentors
  - Purpose: To gain insights from the perspective of mentors of the program and the change they perceive in participants of the program.
- One focus group interview with Archer alumni representative of gender, age, location
  - Purpose: To discuss aspects of the program in a group setting where participants can exchange viewpoints and provide a broader perspective on the various evaluation themes.

Interviews were conducted with nine Archers (four identified as male i.e. 44 per cent, five identified as female i.e. 55 per cent), the focus group was conducted with three participants (two male, one female), while individual interviews were conducted with four mentors. Some follow up interviews for case studies were required.

Previous program evaluation reports, KTF's 2021 Effectiveness Report, KTF Mentor Information Pack and The Practice of Adaptive Leadership - Harvard Business Press were also reviewed as part of the research.



### Quantitative data collection

- Online survey was administered on Week 4 of the project and ran for three weeks
  - Purpose: To understand baseline data on demographics of Archer alumni and their current status; to ascertain general understanding of alumni's perceived impact of the program based on evaluation themes.

The online survey was sent to all Archer alumni (77 individuals) and returned a response rate of 65 per cent (50 responses). Fifty-four per cent of respondents identified as female and 46 per cent identified as male. There was at least one respondent from every year the Archer program has run since 2011. The survey was facilitated by Survey Monkey.

It should be noted that while the online survey had a response rate of 65 per cent, out of those who took the survey, 75 per cent completed the survey. This should be taken into consideration with regards to the data cited in evaluation results.

### 3.3 Limitations and considerations

This evaluation was limited by the inability to travel to PNG and undertake in-person interviews and focus group discussions. For a narrative-driven approach, it would have been ideal to meet Archer alumni face-to-face and see their work in action in order to give more colour and emotion to their stories.

In terms of the data, it is possible that there is a degree of self-selection bias; this is seen in any kind of social science research in which participation is voluntary. Hence, the realised sample for this project is limited to respondents who consented to take part.



## 4.0 PAINTING THE PICTURE: NARRATIVE-DRIVEN EVIDENCE

### 4.1 Personal development

How the program has helped participants to develop a better sense of self, and soft skills such as confidence and empathy..

#### From self-confidence to broadened worldviews: How personal development growth has impacted Archer leaders

**W**hen medical officer Abigail Havora went back to university to study medicine, she was six years older than her peers and already felt like she had a good sense of self and what she wanted to achieve in life.

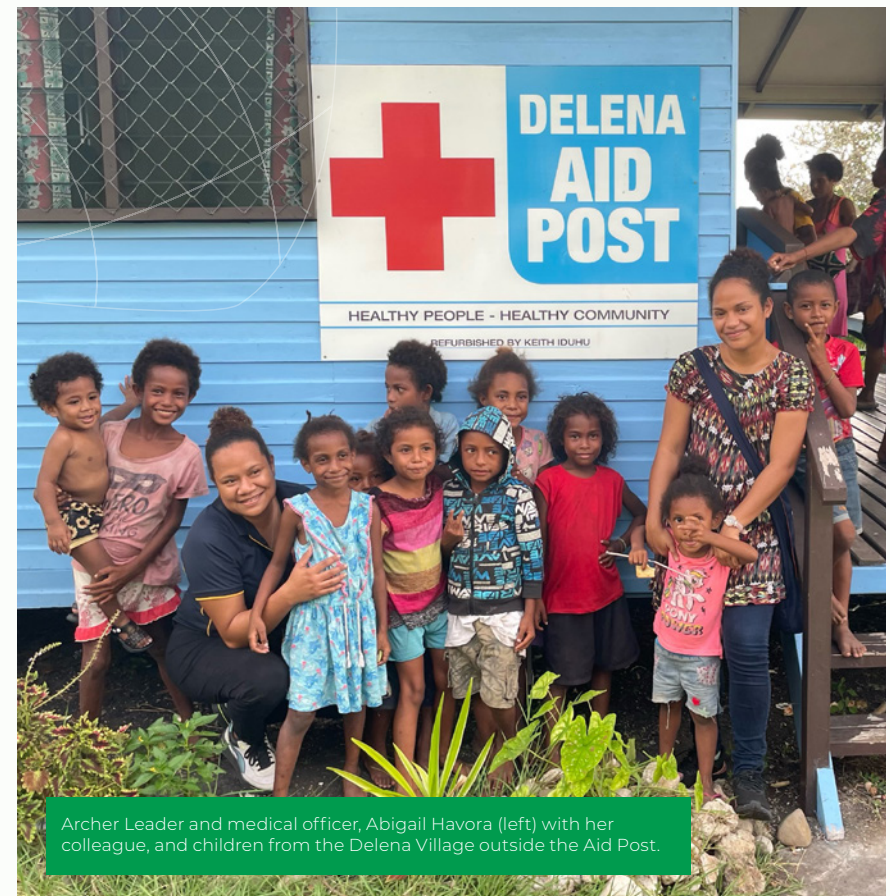
“I was quite assertive as well as naïve to some degree and sort of bulldozed my way through accomplishing several goals I had, and others that fell into my path along the way,” she remembers.

But when she became an Archer scholar in 2019 her perception - and the way she approached many things - changed.

“What the program outlined for me is that sometimes it is good to take a step back, see how things are going. There are many ways to ‘skin a cat’; there’s not one way of thinking to apply to everything, especially because with medicine, it’s challenging,” she says.

“With this changed perspective, I learnt to be more open-minded and receptive to other ideologies that collectively could provide a better resolution on outcomes than individual, tunnelled thinking.

“The change in mindset was gradual and overtime I applied it to my personal and professional life, I found this to be critical in the latter



Archer Leader and medical officer, Abigail Havora (left) with her colleague, and children from the Delena Village outside the Aid Post.



especially when being part of a team that interacts daily with preserving human life, all patients are different and have many different facets so a holistic and multidisciplinary approach is almost always practised.”

Key to the Archer program’s success in finding and fostering a new generation of strong, dedicated and passionate leaders is its ability to help participants develop a better sense of self and their capabilities; soft skills including but not limited to emotional intelligence, empathy, confidence, and self-awareness.

The 2022 survey found that, like Abigail, 95 per cent of respondents felt the program had broadened their perspectives. An overwhelming number of respondents (86 per cent) believe that the program had either a significant or very significant impact on their self-confidence, while 90 per cent of respondents believe that the program has improved or greatly improved their sense of self, while 87 per cent of respondents believe that their networking skills have increased either ‘a lot’ or ‘exponentially’.

Now working as a medical officer with Central Provincial Health Authority, Abigail says looking back, the Archer program ‘absolutely’ broadened her perspective and way of seeing things, particularly after working with her mentor.

“By the end of the year I was really a bit more cultured in a sense. It [the program] broadened my horizons and changed my trajectory. I was gunning towards one thing, and then I stepped back and thought, how can I be more effective in this space?,” she reflects.

“I wanted to be a physician of internal medicine but now that I have completed my residency I am trying to establish a career in rural medicine. It’s more on the community level, definitely outside my comfort zone, but where primary health care is needed.”

Abigail says it’s an opportunity to interact with rural communities at the most basic level.

“It’s clinical work, public health and administration, and I believe it allows me to understand the dynamics as well as the need to not just push for change but create change that is tailored to that community. Reiterating that not one shoe fits all,” Abigail says.

Overwhelmingly, Archer alumni interviewed had similar sentiments to Abigail in terms of how the program helped to elevate their personal development and change their career trajectories with 80 per cent stating that their participation in the program had notably altered their career aspirations.



**“I wanted to be a physician of internal medicine but now that I have completed my residency I am trying to establish a career in rural medicine. It’s more on the community level, definitely outside my comfort zone, but where primary health care is needed.”**

Many respondents also expressed that they felt an increased confidence in themselves which translated into better alignment of goals, a sense of direction in their life, and increased motivation to succeed.

**B**runo Siare, a 2014 Archer scholar, also credits the program for his increased self-confidence.

Growing up in a less advantaged suburb of Port Moresby, many of Bruno's friends came from divided families and difficult circumstances. After seeing the direction many of his peers' lives had taken, Bruno decided he wanted to break the stigma and go to university - something that no one in his family had done before.

"I was lucky enough to have a house growing up, I had a supportive family. But a lot of my friends did not have the education that I had. I could have been on a very different path that I would probably regret later on," he recalls.

Bruno went on to study a Bachelor of Science at the Pacific Adventist University with an emphasis on climate change science & policy development, solid waste management, and clean energy development.

He is currently employed as the Quality, Health and Safety, Security, Environment (QHSSE) coordinator at Total Waste

Management Group based in Central Province, PNG.

"Every time I go out and talk with other business partners as part of my work, I think of the Archer program and the lessons I learned. It was a stepping stone for me and like a lot of things, these skills have improved with experience."

An example of this was when Bruno was recently approached to be involved in a big project at work, he jumped at the opportunity, even though he felt it was a little beyond his experience.

"I thought I wasn't experienced enough because it was a big project that could have easily been given to someone who had 20 years of experience in this space. But I took it upon myself and one of the reasons I took it was I guess I like taking risks," he says.

"It [the Archer program] really boosted my confidence in myself. I have just set myself up with a really good career, and I give a lot of credit to the Archer program. It really set me up as a professional," Bruno says.



"Every time I go out and talk with other business partners as part of my work, I think of the Archer program and the lessons I learned. It was a stepping stone for me and like a lot of things, these skills have improved with experience."

## What they told us

“By giving me a greater sense of self, the program gave me the confidence to pursue a Masters scholarship after graduation. Also, I believed I was well equipped in terms of my networking and public speaking skills, to pursue other opportunities if I didn’t get the scholarship.”

“My self-confidence, self awareness and self-esteem increased exponentially after having gone through the Archer program. I was able to identify what I wanted to do in terms of my career and this led me to where I am now. The journey thus far has been fulfilling.”

“It’s the broadening of my perspectives and the deepening of my understanding of leadership - which have come about through the workshops - has the biggest increase in my confidence to make change, whether it may be personal change or external change.”

**95%**

of respondents said the Archer program broadened their perspectives

**84%**

said it gave them a greater understanding of different cultures

**91%**

said it gave them a greater understanding of social issues

**Over 90%**

of respondents have developed a better sense of self

**Almost 87%**

said they have seen a significant improvement in their networking skills

**85%**

stated they had been able to grow their network either during or following their participation in the program





2019 Archer Leaders meet with Catriona Fay, Managing Partner, Perpetual.



#### 4.2 Leadership and adaptive leadership

How the program has deepened and/or developed participants' understanding of leadership, and how participants have transferred adaptive leadership skills to their personal or professional lives.

### Inspiring leadership journeys: Creating innovative responses to adaptive challenges

**J**erome Sesega believes that *"to take the island, you need to burn the boats"* and he uses this philosophy in all of his life's endeavours.

Jerome commenced his leadership journey through a 'baptism of fire', when he ran for school captain in grade 11. It was the first time he had spoken in front of a large group of people. Now a barrister, solicitor, and board director based in Port Moresby, Jerome says his leadership style is about contributing in the form of action.

"There are a lot of people who like to 'talk the talk' but there are very few who go and walk it. And that epitomises what the Archer program is about," he says.

"What I learnt from the program is something that is very holistic. It wasn't just a one-off program where we had a one year type of workshop and then just went on with our lives.

KTF has been part of my life since I was in law school. I have gained specific leadership traits directly from the program."

Alongside his work at Twivey Lawyers, Jerome, who was an Archer scholar in 2016, also runs his own consulting firm helping international businesses seeking to gain a foothold in PNG.

"Adaptive leadership to me is simply a leadership style that involves creating and tailoring solutions to challenges instead of looking for a cookie-cutter or 'copy and paste' type approaches, which may not be very relevant or applicable to the specific challenge at hand," Jerome explains.

"It's about understanding that there are different forms of leadership and there is leadership where you tailor solutions to social issues and problems. That's the sort of leadership we need in PNG."



## Applying adaptive leadership to personal challenges

A key advantage of adaptive leadership is that its principles can be applied to all areas of life, not just professional challenges. For Jerome, the recent passing of his father has highlighted the way in which adaptive challenges can present in our personal lives - and he's been able to apply what he has learned with the new challenge of leading his family.

"My father was the first born of 10 siblings and a leader of his Clan of Kurkuru in the Hoskins District of West New Britain Province in PNG. With my father's passing, I have had to take up the mantle and become a leader of my family and take his place as a leader of my clan, and with that comes a lot of customary obligations," he explains.

"In a country like Papua New Guinea, a leader has to be someone who can marry the teachings of old (customs) and the ways of modern civilisation. It's a very difficult dance to choreograph where you

need to find a balance where all parties - the new and the old - can have a common understanding and dance to the same beat, so to speak. That it in itself is a great adaptive challenge."

The principles of adaptive leadership are a key pillar of the Archer program where participants are exposed to a wide range of adaptive challenges in current-day social issues and invited to explore these challenges as part of the program through connection with key leaders addressing these issues.

The evaluation found that the program is effective in imparting knowledge of adaptive leadership principles to young leaders, with almost 100 per cent of survey respondents saying they feel very prepared or extremely prepared to adapt when faced with challenges.

Of all participants surveyed, 77 per cent have assumed a leadership role since they became an Archer scholar.



**"It's about understanding that there are different forms of leadership and there is leadership where you tailor solutions to social issues and problems. That's the sort of leadership we need in PNG."**



## Breaking down gender barriers

**L** Lydia Dimokari is one of those leaders, who became an Archer scholar in 2017 before working with the United Nations in PNG and then moving on to take a role with KTF in 2019. She is currently in a leadership role in KTF's Port Moresby office.

"I'm still using the tools and resources from five years ago when I was part of the Archer program," Lydia enthuses.

"My teachers in high school had seen some leadership potential in me, but it wasn't until university and coming into the Archer program that really helped me to gain my confidence and develop the kind of leadership journey that I wanted to take."

But in a reality that most aspiring female leaders face in the country, Lydia says the challenge in PNG is a long-standing culture where men are acknowledged as leaders, while women are mere supporters in men's leadership journeys.

She says the Archer program helped to break down those barriers and give her the confidence to assume a leadership role.

"It's really challenging to call yourself a leader when you're a female," Lydia says. "But the Archer program stripped off that gender role for me."



Lydia Dimokari (second from left) and fellow Archer alumni delivering the Community Kickstarter Grant project in East New Britain.

“It’s not about being a female or male or even where you come from. It’s about the leadership skills that you have, and leading where your strengths are, where your area of focus is. That really sparked my confidence that it’s not because I’m a female, and I’m afraid to lead in certain situations; but I’m a person, I’m a human being, and I’m called to lead.”

The 2022 survey found that the Archer program has been significant in equipping participants with the knowledge, tools and techniques to tackle complex adaptive challenges with 95 per cent saying the program has notably expanded their understanding of adaptive leadership.

Archers’ ability to differentiate between adaptive work from technical problems has also been improved, with 93 per cent agreeing that the program has exponentially improved their understanding of the difference between the two.

Lydia says the program has helped her to identify the difference between adaptive

challenges and technical problems, which has really supported her on her leadership journey.

“I’ve learned to recognise whether decisions I’m making are a quick fix for a long-term problem or whether they’re a quick fix for a quick problem that can be solved easily,” she explains.

“With gender-based violence, for example, for the lifetime that I’m here, I won’t solve this issue, but at least I will have some kind of input in helping to minimise gender-based violence to create a zero-tolerance environment. So that’s an example of what I’ve learned from adaptive leadership.

“Without that knowledge and without that holistic leadership journey, I wouldn’t be here today. It really helps aspiring young leaders in PNG to have a holistic view of leadership and to have a different perspective on things.

“I’m really happy that I’ve come to a place of finding my feet in the leadership scope and where my strengths are, and it’s through the Archer program that I’ve been able to do that.”



**“I’m really happy that I’ve come to a place of finding my feet in the leadership scope and where my strengths are, and it’s through the Archer program that I’ve been able to do that.”**



## What they told us

“Adaptive leadership really changed my perspective on leadership. The biggest take away for me would be, “It’s okay to put myself first”, because when I understand myself better and I am okay, I can better help everyone else. I also know that now I can face tough issues/situations and try to help or handle them through adaptive leadership.”

“Being adaptive is key and that is something I have realised in my organisation that not many people have or know how to adapt when it comes to change, accepting and/or drive change and basically being able to stay relevant.”

“I’m really happy that I’ve come to a place of finding my feet in the leadership scope and where my strengths are, and that’s through the program that I’ve been able to do that.”

**77%**

have assumed a leadership role since they became an Archer scholar

**95%**

say the program has notably expanded their understanding of adaptive leadership

**93%**

agree that the program has exponentially improved their understanding of the difference between adaptive work from technical problems

**100%**

say the program has impacted their ability to tackle complex adaptive challenges

#### 4.3 Social change and creating the “next generation” of community leaders

How the program has deepened understanding of social issues and inspired participants to improve the well-being and futures of Papua New Guineans.

### Shaping tomorrow's leaders: How the Archer program is fostering a new generation of social change leaders invested in the future of PNG

**T**he Archer Leaders Development Program is focused on finding and fostering a new generation of passionate leaders dedicated to social change and an improved future for their nation and its people. For the past 12 years, the program has been supporting the leadership journeys for the next generation of PNG's community leaders.

“Information is power,” says Alice Areori, who was an Archer scholar in 2021 and now works on voter education and electoral awareness for a civil society organisation in PNG.

“My job is to ensure that people have information they need through voter education awareness. Most people in PNG don't exercise their right to vote, mostly due to lack of awareness or lack of access to information,” she says.

Growing up, Alice's mother was the sole financial provider for their family - her father was unable to work due to a disability - and watching her mother take care of the household and provide for their family of six instilled an appreciation for leadership and helping people from a young age.

She says she had always wanted to be a lawyer, but it was during the Archer program she realised the importance of working directly with communities. It was at this time that she decided that by working in the voter education space she could truly help people.

“My time with KTF really allowed me to grow and to be able to identify the issues that need to be addressed for the people of PNG,” says Alice.





## Inspiring intergenerational change through access to information

Now leading a voter education project, Alice says that access to information is imperative for Papua New Guineans to be able to participate in the electoral process.

“I’m passionate about taking action against corruption through voter education and awareness. A lot of people do not know key dates of elections and the electoral process is not accessible by the people to practise their democratic right to vote. I feel this is where I am supposed to be,” she says.

“I am now leading my team under the project to bring more awareness of elections and electoral processes so that the people of PNG are informed and able to make informed decisions for their futures.”

She believes that a true intergenerational shift where younger generations will grow up to be engaged with the political process can happen through ongoing access to information.

“I’m hopeful that my work will help to educate and inform Papua New Guineans,

and provide them with access to the electoral process especially those in rural areas and people with a disability because it’s their right,” she says passionately.

“If we are able to educate enough people and those messages are passed down through families then voter participation will increase and we’ll see the next generation with much higher participation rates. I’d really like to see that for PNG.”

As part of the program, Archers are encouraged to implement their own community development and social impact projects to enhance the lives and futures of fellow Papua New Guineans.

The success of the program’s ability to foster a new generation of social change leaders is evident. Some 70 per cent of alumni are currently involved in community work - and this number has been consistent since the previous evaluation in 2020. This year’s survey also found that 100 per cent of respondents said they feel more confident in their capacity to make change or impact.



**“My time with KTF really allowed me to grow and to be able to identify the issues that need to be addressed for the people of PNG.”**

## Safeguarding the future of PNG through conservation and environmental leadership

**W**ith rising sea levels, population growth, and harmful fishing practices taking place in PNG, after her participation in the Archer program in 2019, Maisy Lus set out to support local communities through a range of conservation and climate change mitigation initiatives.

Maisy is currently the Executive Director of the Fish Reef Project PNG, an NGO she incorporated in 2020 that works to educate local fishermen about the harmful effects of dynamite fishing. They do this by installing artificial reef units off the coast of Fisherman's Island for fishermen to fish in, and sell at local markets to support their families.

With up to 85 per cent of the coastal population living directly off subsistence fishing and gathering, Maisy says good reef health is critical to the sustainability of local reefs and communities.

"These concrete artificial reef units will act as new homes for marine life, creating alternative fishing areas to ease pressure from natural coral reef systems and sustain the livelihoods of coastal and island communities," Maisy says.

She credits the support of KTF and the Archer program in helping her to be able to address environmental issues in PNG.

"Coupled with my love for my country, passion for the environment, technical knowledge, and leadership training through the Archer program, I had a great foundation to kick-start the work that I do," she says.





“The program trained me to write and apply for grants, work in a team to develop projects, and network effectively. But it was during the annual Reignite Conference that I learned the most. In the early stages of developing my NGO, these conferences acted as an incubator that developed my vision, mission, and goals for my organisation.

“Because of this exposure, I’m able to represent PNG on an international stage, and provide scalable and fundable solutions both locally and internationally.”

Alongside her work with the Fish Reef Project, Maisy is involved in a number of other community projects working to mitigate the effects of climate change on coastal and island communities.

“I’m currently working with coastal communities to develop coastline care projects in Port Moresby and Manus Province, with plans to reach all 15 maritime provinces in PNG. My latest project called the Coastline Care Project involves developing a new shoreline

protective system for communities living along the coast to help mitigate the impacts of rising sea levels and coastal erosion,” she explains.

The idea for the project came about after the 2021 Archer Reignite Conference, and has been successfully awarded the 2022 Reignite Grant.

“I have a lot of hope for PNG,” Maisy says emphatically. “PNG has great potential - we have a wealth of traditional knowledge and we are some of the most creative and innovative people in the world. I do not doubt that some of the solutions to the problems we see concerning climate change can be found in PNG.

“I’m hoping to see more women leading initiatives in the environmental and conservation space in PNG in the future. I want to see more women out there leading community projects and leading change here in the country, and I believe it’s possible.”



**“Coupled with my love for my country, passion for the environment, technical knowledge, and leadership training through the Archer program, I had a great foundation to kick-start the work that I do.”**



## What they told us

“It influenced the direction of my life in the sense that the program inspires and points me back to the village where the bulk of the population of my people in PNG are. I now see the need to go back home and work with my people to bring about the local solutions to the local problems and find a way to connect them to the outside world where they too can contribute meaningfully to the economic and social development of Papua New Guinea.”

“My biggest takeaway was the enhanced perspective that we gain from the program. Understanding that there are societies that have faced similar issues to PNG in their infancy yet persevered to overcome them leaves me with a sense that my contribution can help even though I may not see the fruits of my labour immediately. The struggle for social and economic advancement of PNG is a long one. But thanks to the Archer program, I don’t have to do it alone. I have at my disposal, highly educated, highly capable leaders who share the same passion and vision for PNG. We contribute ideas to projects, give honest feedback, but most importantly we all want to see PNG succeed and that encourages me to stick with this for the long haul.”

**100%**

of survey respondents said they feel more confident in their capacity to make change or impact since they’ve been an Archer Scholar

**70%**

of respondents surveyed are involved in community work

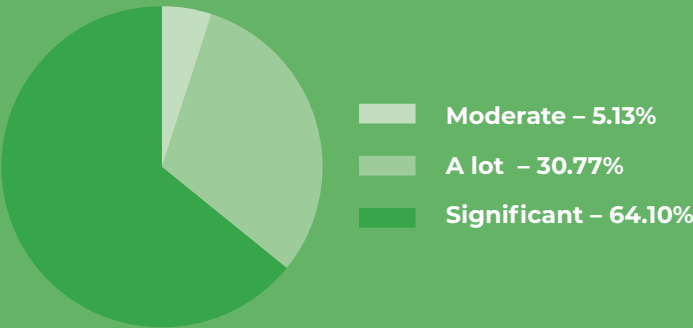
**Almost 32%**

of respondents surveyed work in the NGO or development sectors

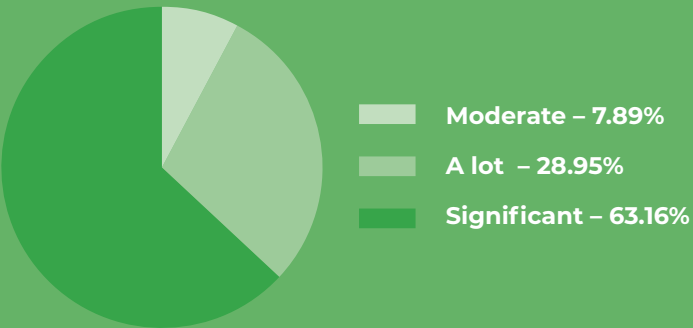
**97%**

of respondents said they have gained the skills to address an organisational or social issue important to them

How much do you believe the Archer program has impacted your commitment to change the future of PNG?



How much do you believe the Archer program has impacted your understanding of social issues affecting your community?



Archer alumni deliver a digital education project to communities in East New Britain Province as part of their Archer Reignite Grant.

## 5.0 EVALUATION ANALYSIS

### 5.1 Bringing the evaluation themes together

For the purpose of this evaluation, the three main themes of personal development, leadership and adaptive leadership, and “next generation” of community leaders are categorised separately. However, due to the qualitative nature of the report and its emphasis on storytelling, it should be acknowledged that the themes are not mutually exclusive. After conducting individual interviews, it is clear that each value is related to the other. For example, participants expressed that their personal self-development (in one example, their newly developed confidence and interpersonal communication skills) helped them become better leaders, which then helped them feel better equipped to address adaptive challenges and make an impact in their communities.

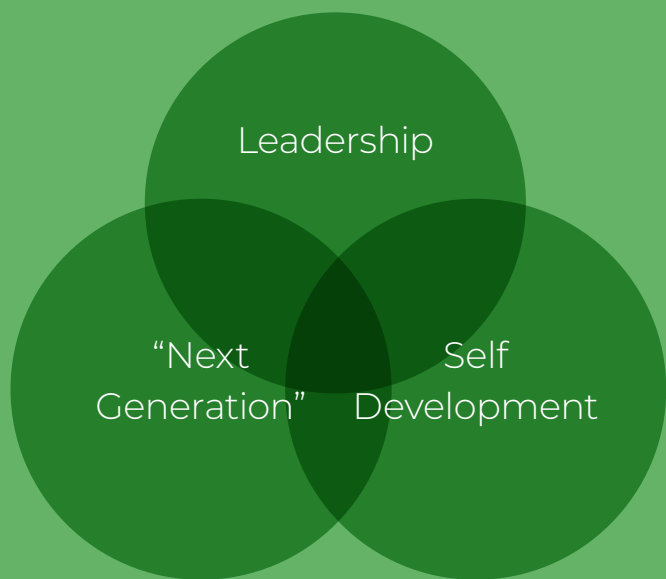


Figure 1: The evaluation themes are interconnected. All three topics contribute to, and strengthen, one another.

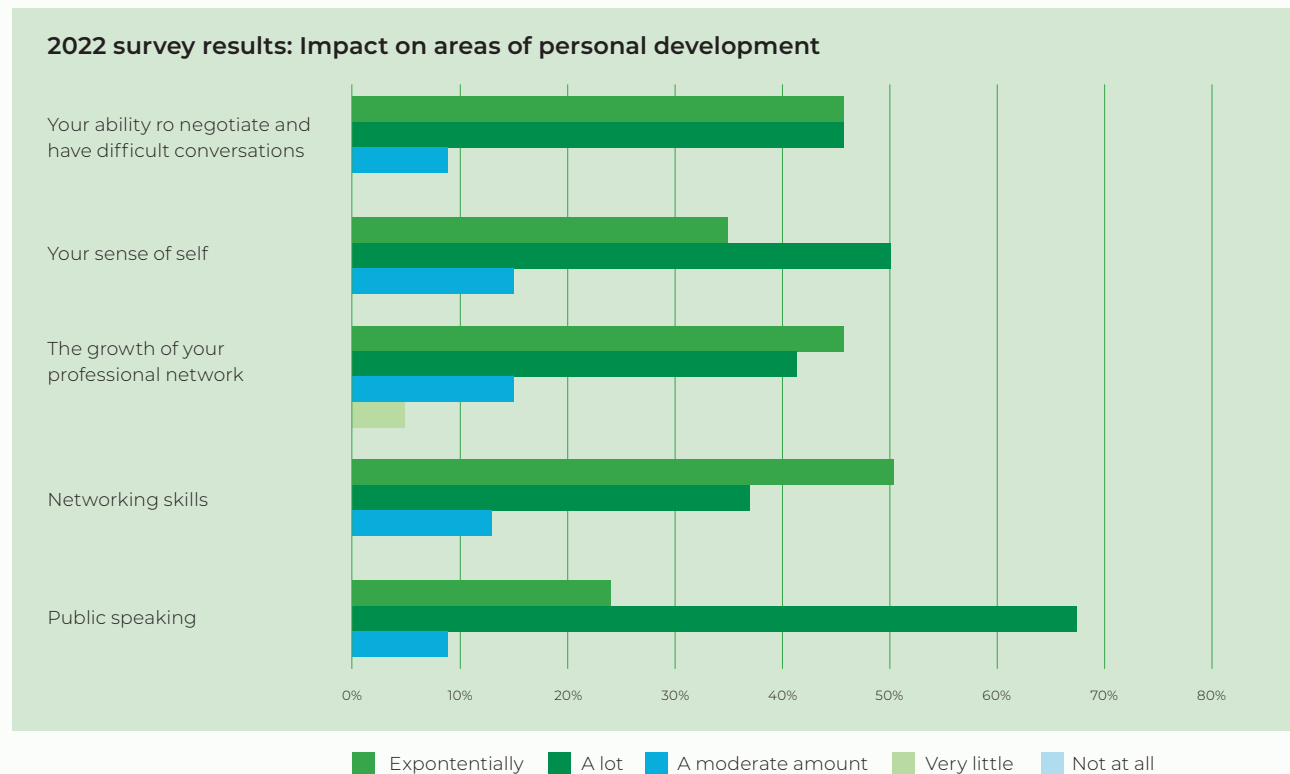
“One of my biggest takeaways is that one does not become a leader overnight. It is a process of growth and change. For me, the Archer program helped me identify parts of myself that I could improve and gave me tools to work on these things. I believe I’ve become a better person because of my increased self awareness and my continuous pursuit of self-improvement... I’ve always believed that to be a good leader, you need to be a good person.”



### Personal development: Developing a sense of self and activating potential

Results show that the program has had a considerable impact on participants' personal development, particularly their self-confidence, sense of self, and professional aspirations. 100 per cent of respondents to the survey indicated that the program had an impact on their self-confidence, with about 98 per cent indicating the impact was either "strong" or "significant". Moreover, 56 per cent of respondents believe the program has "greatly improved" their sense of self. About 80 per cent of respondents believe the program has changed their professional aspirations.

More than 90 per cent of survey respondents felt the program positively impacted their ability to negotiate and have difficult conversations, while about 46 per cent believe the program helped them "a lot" and another 46 per cent believe the program helped them "exponentially".



In sum, research implies that the program increases self-confidence, understanding of self, and motivation to develop professionally. To demonstrate, about 91 per cent of respondents believe that the program influenced the direction of life after graduation.

Results show that public speaking was considered by survey respondents as the most impacted by the program, with about 91 per cent indicating the program developed their public speaking skills "exponentially" or "a lot." Next to public speaking, the ability to negotiate and have difficult conversations was also positively impacted by the program, with about 91 per cent of respondents indicating the program developed the skill either "exponentially" or "a lot."

Those who participated in interviews expressed a sense of transformation as an individual after being an Archer scholar. Many mentioned that the softs skills they developed as part of the program were implemented in different areas of their life, both professionally and personally.





Archer alumni deliver an education project to remote communities in East New Britain Province.



### **Leadership:**

#### **Learning to adapt and tackle complex challenges**

The evaluation survey indicates that about 77 per cent of respondents have assumed a leadership role since participating in the program. Roles include team leads, project managers, senior managers, and community leaders. While it is fair to conclude that a majority of program participants will take on leadership positions due to their attraction to the program and the nature of being selected due to their potential leadership capabilities, the qualitative interviews demonstrated that participants feel better equipped with the skills needed to be a leader thanks to the program. A majority of survey respondents indicated the program significantly impacted skills necessary for successful adaptive leadership, such as the ability to negotiate and navigate difficult conversations.

#### **‘Next Generation’ of community leaders:**

#### **Inspiring change and the ability to create a ripple effect**

Developing “Next Generation” leaders aligns with the program’s overall goal to create social change and ultimately facilitate long-term intergenerational change and transformation in PNG.

The program’s effectiveness in creating a space for these leaders to develop and access resources is helping to contribute to sustainable change in PNG. Within the logic of the Theory of Change, the program has the potential to extend its impact to other parts of society through adaptive leadership training, raising awareness of social issues, and inspiring role models to lead change.

Beyond improving access to education through financial aid, the program provides the opportunity to change perspective and mindset, which is needed to create change. As one participant said:

“From my personal observation, university and college students, though they may graduate with degrees or diplomas, without the right mindset to set the course in the right direction, there will never be any change happening in this country. Most of the current educated elites have a technical mindset and lack adaptive ways to solve problems which is why the same problem is repeated again and again. We need adaptive leaders who can be able to flow with the situation with changing attitudes.”

Survey results show that the program has created supported participants to develop into community leaders who seek to make a positive contribution:

# 100%

of respondents feel more confident in their capacity to make change or impact

# About 98%

of respondents feel that they have gained the skills to address an important organisational or social issue

# About 95%

of respondents believe that “leaders can be made”

# 100%

of respondents feel confident that they can lead by example

# 70%

of respondents are involved in community work



### 5.2 Mentorship program

Considering the program's objective to provide Archers with the resources, abilities and network to develop their leadership potential, the establishment of the mentorship relationship is a significant element. By partnering Archers with a mentor, the program aims to give them the opportunity to gain insight and support in developing their career, navigate the transition from university to the workplace, and undergo general personal growth.

According to qualitative interviews conducted with mentors and the Mentor Information Pack 2022, the general outline of the current mentorship program is as follows:

- **Selection process:**

- o Mentors are generally selected via KTF's networks, partners, and board member networks based on skill set, background and qualifications. They are matched based on a range of criteria

including: background, field of study, gender, personality, "fit" and skill set.

- o Mentors sign up only if they have the required commitment and ability to give sufficient effort to the program.
- o Once selected, a pre-briefing is conducted. This includes a phone conversation or meeting with the KTF Chief Executive Officer followed by an introduction to the mentees with the guidelines. After that, an introduction to the other mentors and mentees is conducted. Finally, an introduction to the chief mentor is organised.
- **Duration:** Mentors and Archers are matched at the beginning of the year, and the mentorship program runs from April to December. A continuation of the relationship outside of this period is up to the discretion of the mentor and mentee and is informal in nature.



Archer Leader Josh Kamilo (left) with his mentor Dr Tim Siegenbeek van Heukelom.

"The other most important x-factor throughout my journey with the archer program is my mentor... She was my everything; a support system through education and life in general. She advises me like she would her own daughters, someone who believed in me when I couldn't stand up to face another day.... Over the last two years she [has] helped edit my essay applications and I am sure will keep on supporting and believing in me to reach my life goals..."

- Frequency of interactions: Mentors and Archers are expected to connect at least once a fortnight.
  - Internationally-based mentors correspond with mentees via phone, skype, email or social media; they have the opportunity to meet in person when the students travel to Australia in the second half of June for their two-week exchange program. While it is highly encouraged that mentors and mentees meet - and KTF will facilitate this when possible - sometimes circumstances do not allow this to happen.
  - PNG-based mentors correspond through the same means listed above, but can organise to meet with mentees in person.
- **Responsibilities of mentees:** It is emphasised that 'mentees are responsible for reaching out and making contact each fortnight. If this does not happen, mentors are asked to make contact and re-emphasise that the relationship is driven by the mentee'.
- **Responsibilities of mentors:** While no specific instructions or training are given to mentors, mentors have the flexibility to organise the structure of the relationship as seen suitable to the mentor and the needs and/or requests of the mentee.
- **Monitoring of progress of mentorship relationships:** KTF's COO and chief mentor are expected to keep in regular contact with both mentors and mentees to track the relationship as it progresses throughout the year. The chief mentor provides feedback, but mentors are welcome to reach out directly to KTF's CEO to provide feedback.



General analysis

To provide a more comprehensive perspective on the program, the evaluation includes insights from individual interviews with mentors who have participated in the program.

All mentors expressed positive sentiments about the program in general and the feeling of reward participating as a mentor. The mentors provided support in helping students navigate transitional moments in their lives, strengthening skills, providing a network for students, and working through personal issues. Based on mentors’ experiences, it appears that mentees who were more proactive in leading the relationship and interactions had more productive relationships, meaning there was sustained two-way communication and development of the relationship.

While mentors believed that their role in the mentorship was overall positive, they expressed the need to receive feedback with their mentees to confirm actual impact.

Summary of mentorship program evaluation:	
<p><b>Positive inputs and outcomes</b></p> <ul style="list-style-type: none"><li>- Sharing career advice</li><li>- Navigation of transitional moments</li><li>- Advice on personal matters</li><li>- Emotional support</li><li>- Introduction to networks</li><li>- Improvement of networking skills</li><li>- Creation of safe space to develop interpersonal skills</li><li>- Development of life goals</li><li>- Increased motivation</li></ul>	<p><b>Challenges</b></p> <ul style="list-style-type: none"><li>- Physical distance between mentors and mentees</li><li>- Mentors’ lack of integration in actual program</li><li>- Lack of communication or control over relationship when mentee is not proactive</li><li>- Potential cultural disconnect (lack of context of mentees’ society and/or community)</li></ul>



Highlight: Mentor feedback

“One thing I have picked up over these years is that the participants get together and they do an intensive leadership workshop with KTF a couple of times a year. I sort of feel like it would be really nice as a mentor if I knew what they had been doing, or I had the opportunity to attend as part of that so that I could have a sense of what they are learning so I could incorporate that into our relationship. Being able to have some involvement (which I know would be hard for some mentors to be involved in - and if not that then maybe just an outline of what they are learning) so that as a mentor I would be able to say - ‘oh I see what you did in social and emotional intelligence. That’s my area of expertise. Tell me more about it so I can kind of zoom in on common ground, or find something to grab onto.’”



### 5.3 Archer Reignite Conference and Grants

#### Annual Archer Reignite Conference

In addition to the Archer program, the Archer Reignite Conference is held annually, where alumni and program partners reconvene to further strengthen leadership skills, discuss relevant issues and projects, and strengthen their networks. Conferences are co-created with alumni and provide an opportunity for them to share their work and experiences.

Several evaluation participants mentioned the importance of the conference in reuniting fellow alumni and the motivation they receive from attending. For example:

*"I really appreciate the Archer annual conference because that's a conference that brings everyone together... And then those who win the Archer Grants program, they share the experience in how they went about doing their projects and that sort of gives me the little boost. I think that right now because I am probably six/seven years since I got the Archer scholarship, one of the major things that keeps me going and keeps me going and the fire burning for Archers is the annual conference."*

*"Apart from the leadership program as an undergraduate, it was during the Annual Archer Reignite Conferences where I learned the most. What I learned helped me navigate through my leadership journey after I graduated. In the early stages of developing my NGO, they helped me to mould my vision, mission and goals for my NGO. The conferences provided a great balance between theory, training, and carrying out practical community work! This is what I love most about these conferences!"*

*"Being around and seeing the work that other Archer leaders and the KTF staff were doing with their knowledge and resources was and continues to be a source of inspiration to do more with my own time and resources."*

One participant described the conference as the "glue" that keeps them together. The conference seems to provide an essential platform for leaders to continuously learn and develop their skills, share knowledge amongst their peers, and build a sense of community, which is arguably essential to create impact.

#### Archers Reignite Grants program

Evolving from KTF's Community Kickstarter grants, the Archers Reignite Grants program encourages groups of Archer alumni from across cohorts to come together and apply their collective learnings and experience. Together, they identify a pressing community issue and develop a viable solution designed to create positive impact and lasting social change.

As well as financial assistance, the grants program also provides mentoring and guidance from concept to design phase, an exchange program to Australia to explore other interventions that are working well that can be applied to the PNG context, and ongoing support for project implementation, management, monitoring and evaluation.

A number of recipients of the grants program who were interviewed expressed a passion to create impact through their projects and motivation to carry out the work. While recipients were grateful for the financial support for their projects, many expressed the desire for more funding to support the development of more projects and community-building initiatives.

## Creating positive social and economic outcomes through the Salamaua Community Market

Growing up in a small village in Morobe Province on the northern coast of Papua New Guinea, Jetta Caleb saw firsthand the hardships of the local women in his community - including some of his own family members - who had to travel long distances to reach a marketplace to be able to sell their goods.

"I watched how they had to travel six hours from inland, climbing a mountain to the coastline and then walk along the coastline to sell their products to be able to support their families," Jetta recalls.

What he witnessed sparked an idea for Jetta, who dreamed of developing a community marketplace in his home village to not only provide a space for local women to sell their goods but also a space which would bring together his local community.



Archer Leader Jetta Caleb (third from left) represents his alumni group at the opening of the Salamaua Community Market.

Collaborating with four other Archers - Raylance Mesa, Joshua Sialis, Len Awinup and Jimmy Kiso - and with financial and project management support from KTF's Archer Reignite Grant, Jetta was able to bring his vision to life. The Salamaua Community Market - which is a purpose-built space providing a safe location out of the tropical weather elements - was launched in early 2021.

Jetta says that the social and economic impact of the marketplace has been far-reaching.

"The facility is built in a communal school area, so it's used as a market in the mornings and afternoons where local women can sell the goods they harvest and make, including fish, produce, clothing, and bilums [traditional, intricately-woven bags, made by women throughout PNG], but the space serves many other purposes," says Jetta.

"The local school uses the space for graduations, events, and meetings, the church gathers there, and the space has even been used for community awareness programs and workshops educating the local community on the impacts of deep sea tailoring, so it really is a multi-purpose facility serving the whole community."



**"The project is the first of its kind in the province, and has helped to improve social, economic, health and education outcomes for the community, which I'm very proud of - especially as I grew up here."**



During a recent visit back to his village, Jetta had the opportunity to speak with some community members about the impact the marketplace has had on their lives.

“A few women spoke to me in our local language and told me the facility has really transformed the community, helping to generate income to be able to support their families, and also bringing the community together,” he says.

“The project is the first of its kind in the province, and has helped to improve social, economic, health and education outcomes for the community, which I’m very proud of - especially as I grew up here.

“I’m really thankful to KTF for the support for the project, it’s been a great opportunity being awarded the grant and being able to implement a project in my own community that has impacted many lives.”



**“I’m really thankful to KTF for the support for the project, it’s been a great opportunity being awarded the grant and being able to implement a project in my own community that has impacted many lives.”**

## 6.0 RECOMMENDATIONS AND DISCUSSION POINTS

The values underpinning these key recommendations for the long term sustainability and increased impact of the program are:

### **sustainable impact, and diversity and inclusion.**

Sustainable impact refers to the assurance that the program's impact goes beyond participants' lives and reaches to their communities and broader PNG, while diversity and inclusion (D&I) refers to the representation and acceptance of different cultures and backgrounds while welcoming and integrating different perspectives, beliefs, and voices. These values can be used as guiding principles to direct further action for effective, comprehensive impact.

The following recommendations focus on two main areas for further development: 1) the mentorship program and 2) Archer Reignite Grants and Conference.

### **Mentorship and coaching: The potential for long-term impact beyond the program**

The mentorship program, according to both qualitative and quantitative data, is considered an essential element of the program impact. Alumni referenced the positive impact of receiving personal and career support from their mentors, while several mentors also indicated

the experience was rewarding, with one mentor indicating that he learned equally as much from his mentee.

Considering the impact of mentors on Archer leaders' lives both during the program and after, further development of the mentorship program could include:

#### **1. Enhancement of resources and relevant material:**

To elevate the experience of both mentors and mentees, KTF could consider providing more resources and training to enhance mentors' ability to guide the relationship. For example, training materials of mentorship versus coaching (and allowing participants to choose which is more suitable for them) could allow them to adapt for a more effective experience. Access to templates for practical 'action plans' for a more structured approach can be useful to ensure commitment and consistent communication.

#### **2. Integration and inclusivity as a value:**

- To allow for better integration, prioritising the selection of mentors who have PNG-based experience to suit the needs of Archers and help alleviate the challenge of distance could be useful. For those mentors who are not based in PNG, allowing opportunities for visits to where Archers are based (Covid-19

restrictions permitting) would be helpful. While mentees have the opportunity to meet Australia-based mentors, it would be useful for mentors to better understand the PNG context. To ensure diversity of mentor candidates, KTF could conduct a robust analysis and assessment of the mentor pool. Based on those results, KTF may consider other recruitment methods. Parallel to that, it is recommended that selected Archer alumni have the opportunity to participate as mentors, which could improve knowledge-sharing, transfer of experiences, and provide inspiration for mentees.

- KTF could reconsider the requirement in which mentees are responsible for reaching out and making contact. Cultural beliefs of hierarchical relationships, personality differences, or maturity level can potentially hinder a successful, effective experience.

#### **3. Continuous improvement:**

To ensure that the program is consistently developing and improving based on the needs of all participants in the program, it is recommended that KTF conducts regular and more structured feedback regarding the mentorship program. For example, sending out regular surveys to mentors and mentees and analysing results as input for adapting the mentorship program.

## Conference and Grants programs: Building a more connected Alumni community and maximising influence

The Archer Reignite Conference and Grants programs are an opportunity for leaders to stay connected to their communities, share knowledge, and develop solidarity to create further impact. Feedback from this evaluation indicates that both the annual conference and the grants program are important for alumni to feel connected and stay motivated to make a difference in their communities. To maximise the impact of both, the following actions are recommended:

### 1. Further analysis and assessment of grants program projects and potential funding opportunities:

Considering that many interviewees of the evaluation discussed the motivating factor of the grants program and its potential to create further impact in their communities, it is recommended that KTF conducts further analysis and evaluation on the amount of funds invested, the quantity of projects funded

across different issues, and the impact and (potential) outcomes of the projects. It would be useful to note that this evaluation's online survey results include the various social issues as perceived by survey respondents. Further analysis to understand key social issues and incorporate findings into improvement of this program would be useful. Parallel to this, it is also advisable to seek increased funding to be able to support more projects through the diversification of the funding portfolio.

### 2. Improvement of knowledge-sharing, Archers' community, and solidarity:

Implementation of an impact analysis and evaluation of funded projects and creation of a platform to share with alumni and networks. This will allow for accountability, understanding of long-term impact, and a basis from which to seek further funding from partners. If not already implemented, KTF could create regular communications (in the form of a dedicated alumni Facebook group or email, whichever platform is seen fitting) to send to alumni and the network to provide updates on funded projects, resources, and opportunities to connect.

### Opportunities for reflection:

How are we ensuring that we are amplifying and welcoming all voices and perspectives of candidates?

Can we integrate the mentorship and alumni network better to empower leadership of Papua New Guineans?

What actions can we take to refine and improve the mentorship program?

How can we allow for better understanding of candidates' "worlds" for effective impact?

To ensure sustainable impact, how can we continuously monitor and improve essential elements of our program?

"I believe it would be great if the Archer leaders were exposed to the work that KTF is involved in, in PNG. E.g. A trip to Balimo/Kokoda to actually see KTF's impact on the ground would challenge us to think how we can contribute to the development of our nation and make a difference in the lives of our people."





Archer Reignite Conference with the Hon. Gary Juffa, Governor of Oro Province.





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