Academic Leadership for Fieldwork Coordinators:
A guide to facilitation and coordination

http://academicleadership.curtin.edu.au/ALFCP/

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http://www.csu.edu.au/division/landt/efp/

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<tr>
<td>2 &amp; 3</td>
<td>Workbook Folder Front and Inside Covers</td>
<td>23</td>
</tr>
</tbody>
</table>
# List of Abbreviations and Acronyms

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<thead>
<tr>
<th>Abbreviation / Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACEN</td>
<td>Australian Collaborative Education Network</td>
</tr>
<tr>
<td>ALTC</td>
<td>Australian Teaching and Learning Council</td>
</tr>
<tr>
<td>ALFCP</td>
<td>Academic Leadership for Fieldwork Coordinators Program</td>
</tr>
<tr>
<td>Curtin</td>
<td>Curtin University</td>
</tr>
<tr>
<td>CSU</td>
<td>Charles Sturt University</td>
</tr>
<tr>
<td>ERG</td>
<td>External Reference Group</td>
</tr>
<tr>
<td>FC/FCs</td>
<td>Fieldwork Coordinator/Fieldwork Coordinators</td>
</tr>
<tr>
<td>FW</td>
<td>Fieldwork</td>
</tr>
<tr>
<td>ICVF</td>
<td>Integrated Competing Values Framework</td>
</tr>
<tr>
<td>WIL</td>
<td>Work-integrated-learning</td>
</tr>
</tbody>
</table>
A Note on Terminology

Due to the varying nomenclature used to describe the same or similar roles within the university, it is necessary to define what is meant by fieldwork and fieldwork coordinator in the leadership development program. Fieldwork, described here, allows students to learn through direct implementation of their professional roles in real workplace settings. Workplaces, in this definition of fieldwork, are on or off-campus facilities. Fieldwork learning, a form of work-integrated-learning (WIL), involves supervision to provide safeguards to ensure duty of care for clients and students. Fieldwork is also known as practicum, professional experience, internships, extra-mural placements, field education, sandwich course, service learning or clinical placements. A fieldwork coordinator, therefore, is an academic staff member who is responsible for the management and coordination of a fieldwork learning program which supports high quality student learning experiences. An important element of fieldwork coordination is fostering productive and reciprocal partnerships between fieldwork learning partners, the university and students.
1. Background to the Project

The Academic Leadership for Fieldwork Coordinators Program (ALFCP) was developed with the support of the Australian Learning and Teaching Council (ALTC). Funded by a Leadership for Excellence in Learning and Teaching Grant, the Program was piloted in 2011 at Curtin and Charles Sturt Universities, the two partner institutions involved in the associated ALTC Project. The resources made available for dissemination have undergone minor modifications based on feedback from the pilot participants. Feedback from the pilots was excellent hence the minor changes to the Program package. The experience of several of the Project Team in a previous ALTC academic leadership development project, which also applied a distributed leadership model to explore the leadership capabilities, required for a specific role, in that case Course Coordination, made a substantial contribution to the smooth running of this Project.

The ALFCP was designed following an online survey of fieldwork coordinators (FCs) at the two partner Universities involved and with input from the Project’s External Reference Group. The final report for this Project, Leading Fieldwork: Academic Leadership for Fieldwork Coordinators, published in conjunction with this guide provides further background information on the instrument used to survey FCs, the survey results, the Project and the methodology behind the ALFCP’s development.

*This guide to facilitation should be read in conjunction with the associated final report: Leading Fieldwork: Academic leadership for fieldwork coordinators*

1.1 Structure and Purpose of this Guide

This Guide provides information to enable the successful implementation of the ALFCP. Like all professional development programs designed for academic staff it is important to ensure all the materials are adapted to the local university context and, of course, to any recent policy developments that affect higher education.

Prior to implementing such a program it is suggested that relevant policies and systems are in place to support fieldwork coordinators. Without addressing system change initiatives (such as workload allocation for coordination duties and a ensuring there is a clear role statement) the potential gains from implementing such a program may be undermined.

As the facilitator and/or coordinator of the ALFCP it is recommended that you familiarise yourself with this guide and the materials for the program well in advance. It is then best to sit down with the team involved in the delivery and explore any issues specific to your particular university which relate to the guidelines made here.

---

1 Leading Courses: Academic Leadership for Course Coordinators
The guide has been divided into six main sections:

1. “Pre-program Planning” covers all the essential information needed to organise the program.
2. “Module Content” gives detailed information on each Module (including the resources required).
3. “Evaluation” deals with exploring the success and reception of the Program from the participant’s perspective.
4. Section five briefly discusses the possible formation of a Community of Practice for fieldwork coordinators at your institution, building from their participation in the ALFCP.
5. Section six lists the guide’s “References.”
6. “Program Resources” lists all the supplementary documents required before, during and after the program.

1.2 Structure and Learning Philosophy of the Program

The diagram on page 10 illustrates the overall Program structure and its aims and objectives. Program components include the workbook, the seminars, a graduation lunch/function, evaluation and this guide. The Program has been designed to be delivered in a two-day block (modules 1-6, each module two hours in length) followed by a four-week break where participants complete the 360° leadership survey administered by Leaderskill Pty Ltd. The Integrated Competing Values Framework (ICVF) is the leadership framework that underpins the 360° survey used in the program, which has been contextualised to reflect the fieldwork coordinator role and is widely used within Australian universities for leadership development. Following the leadership survey, reports are made available for participants and interpreted in the final module (7) which is four hours in length. In this module, which has to be facilitated by someone trained to interpret the ICVF survey reports, participants develop an action learning topic which addresses a gap identified through the ICVF 360° survey. More detailed information on the module content and module learning outcomes is provided in Section 3: Module Content (page 25). After module seven, participants were invited to meet approximately every six weeks to discuss how their action learning projects were going progressing and to receive feedback from both facilitators and fellow participants. This model worked well to support the development of a community of practice and was well received by participants. More information on pilot participant feedback is available in the project final report: Leading Fieldwork: Academic Leadership for Fieldwork Coordinators.
| **Workbook/Folder** | • Provide a flexible repository for program materials  
• Provide a clearly organised resource for ongoing use (external resources can be added as required). |
| **1-7 Modules**  
**_(face-to-face delivery)_** | • Provide a “tool-kit” of resources for Fieldwork Coordinators to manage their role.  
• Provide a supportive environment in which Fieldwork Coordinators can explore their role, plan their development and share resources.  
• Help support and encourage the forming of a COP for Fieldwork Coordinators. |
| **360° Leadership Survey**  
**_(on-line)_** | • Provide feedback on current leadership of fieldwork program and development needs  
• To enable Fieldwork Coordinators an opportunity to put into practice the learning outcomes from the program (informed by the 360° leadership survey) |
| **Graduation Lunch/Function** | • Acknowledge participation and achievement  
• Recognise the contribution Fieldwork Coordinators make to the University and teaching and learning  
• Distribute completion certificates  
• Help support and encourage the CoP of Fieldwork Coordinators |
| **Evaluation** | • To assess the success/reception of the Program and to enable appropriate responses as the Program runs (formative)  
• To gather information about the program’s success/reception |
| **Facilitator’s Guide** | • Provide clear guidelines on the delivery of the program  
• Enable the adaption of the resources to the local university context, where the program is being delivered |

**Short term aims:** Enhance the leadership capability of Fieldwork Coordinators

**Long term aims:** Improve the student learning experience of fieldwork programs

**Figure 1: Structure and Purpose of the Academic Leadership for Fieldwork Coordinators Program**
The approach used in this Program is grounded in leadership development theory and practice (Scott et al., 2008) identified that academic leaders have a preference for practice based learning. In particular, the following were identified in Scott’s survey:

- Learning on the job
- Being involved in informal mentoring/coaching
- Undertaking self-guided reading on leadership
- Participating in higher education leadership seminars
- Participating in leadership development programs which are custom-tailored to their needs
- Participating in annual performance reviews
- Participating in 360° feedback based on known leadership capabilities.

This Program utilises all of these concepts (with the exception of higher education leadership seminars) and provides participants with an opportunity to embed experiential learning principles in their leadership development journey. Throughout the Program, a case-based and problem-based learning approach is used which allows participants to critically reflect on the issues and apply the theory underpinning leadership development. By reflecting on learning experiences, making conclusions and incorporating the learning outcomes into an action learning project (required as part of participation) FCs will hopefully develop a more integrated and sophisticated understanding of the different aspects of their role. As the survey underpinning the design illuminated, FCs have a tendency to spend the majority of their time getting the job done rather than considering the more strategic aspects such as identifying and implementing innovative changes and fostering expanding, productive and reciprocal partnerships with industry. These aspects will become increasingly important with a growing interest in WIL and competition for placements.

**Program benefits and Learning Outcomes:**

Benefits from successful participation in the Program include:

- Access to a leadership development program tailored for fieldwork coordinators
- Development of life-long learning skills to enhance leadership development
- Engagement with the current debates and literature on work-integrated-learning
- Opportunities to enhance career prospects through fieldwork coordination
- Develop strategies and skills to enhance your fieldwork program and student learning experiences
- Network and engage with fellow fieldwork coordinators
- An opportunity to work through an action learning project which can be used for professional portfolio activity as well as a scholarly paper/conference presentation

Program learning outcomes:

- Develop key leadership skills to achieve quality fieldwork experiences grounded in an understanding of contemporary work-integrated-learning pedagogy
- Integrate the six key managerial leadership roles required for work-integrated
learning to progress leadership development

- Demonstrate the ability to self-manage leadership development using the Integrated Competing Values Framework (Vilkinas and Cartan, 2006) (validated academic leadership tool)
- Apply the scholarship of work-integrated-learning to an action learning plan

Significantly, the Academic Leadership for Fieldwork Coordinators Program is structured around six operational roles—Deliverer, Monitor, Developer, Broker, Innovator and Integrator—identified in the Integrated Competing Values Framework (ICVF) (Vilkinas and Cartan, 2006) and each module explores one of these roles in relation to fieldwork coordination, with the addition of an introductory module. The ALFCP, therefore, has the seven modules with associated learning outcomes, and are illustrated in Table 1 on page 14.

The workbook is handed out in the first session. For more information on the workbook see Section 2.4.4 (page 23). Handouts for each module are listed under Section 3: Module Content. Each module has a PowerPoint presentation, module notes and some have additional handouts and worksheets where appropriate. There are also templates for name badges, certificates of completion, and the inserts for the lever arch folder cover that is used for the workbook. Readings for modules are listed at the end of the Module Notes.

Each module has activities designed to enable participants to apply the theory and approaches presented in the content. It is important to schedule appropriate breaks throughout the sessions and a collegial approach, small group work with plenty of time for discussion and sharing ideas will also be appreciated. The provision of good quality food and refreshments and a well-designed training venue assists to engage the participants and allows them to feel as valued academic leaders.
### Table 1: The Academic Leadership for Fieldwork Coordinators Program Seven Modules and Learning Outcomes

<table>
<thead>
<tr>
<th>ICVF Role</th>
<th>Module Title</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| **Introductory module** | Fieldwork Coordinator as Academic Leader          |  • Understand the role of fieldwork coordinator as an academic leader  
• Understand the concept of academic leadership in the context of fieldwork education  
• Recognise the importance of building scholarship of teaching and learning in fieldwork education |
| **Deliverer**      | Delivering an effective fieldwork program         |  • Apply a risk management framework to support WIL programs  
• Identify what structures and processes are needed to deliver an effective WIL program |
| **Monitor**        | The role of quality in fieldwork programs         |  • Develop a quality improvement framework to monitor the performance of the fieldwork program  
• Develop strategies to monitor the effectiveness of internal and external fieldwork communication  
• Identify the key components of assessment and moderation in WIL |
| **Developer**      | Developing fieldwork partners for student learning |  • Identify strategies to address fieldwork development needs for students, academic staff and industry partners  
• Identify strategies for capacity building in fieldwork partner development programs  
• Develop strategies to build fieldwork performance  
• Identify strategies to motivate others to implement a fieldwork program |
| **Broker**         | Creating and sustaining fieldwork partnerships    |  • Identify and manage key fieldwork partnership relationships  
• Evaluate your own personal strategies for managing key fieldwork relationships  
• Develop a networking approach and strategy for their role as a Fieldwork Coordinator  
• Evaluate a range of influence building strategies which facilitate strong industry partnerships |
| **Innovator**      | Innovation in fieldwork and managing change       |  • Identify the need for and goals for change in WIL  
• Explore creative models of WIL underpinned by scholarship  
• Apply a range of problem solving models to support the change process |
| **Integrator**     | Personal leadership capabilities and their development |  • Review and understand personal leadership results using the Integrated Competing Values Framework (ICVF)  
• Begin to formulate a personal leadership development plan  
• Strengthen peer coaching relationships  
• Explore an action plan for building scholarship and leadership development in WIL |
1.2.1 Adapting the Program Materials

The Program allows the materials to be adapted to local university contexts; in fact, the Program is very flexible in how it can be delivered. The Program provides a basic structure and core materials that can be modified and reproduced in different formats and combinations for delivery.

Potential for an Online Version

There is potential to run the Program wholly online or in a blended form; resources could easily be adapted to a Learning Management System. However, both pilot participants at Curtin and CSU appeared to value the face-to-face interaction with peers and the initial two-day block and follow up sessions (including the final module and regular meetings to discuss progress on the action learning projects) helped to cement relationships in the group with positive outcomes. If a decision to run the Program online is made it should be created and facilitated by someone experienced with online leadership development.

The table below illustrates some of the possible combinations and/or adaption that could be made if desired. It is important that there is a four-week break between the first six modules and the final one (Personal leadership capabilities and their development) to enable the 360° leadership survey to be completed and the reports generated.

Table 2: Possible Modifications to the ALFCP

<table>
<thead>
<tr>
<th>Component</th>
<th>Current Application</th>
<th>Possible Adaption</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule of modules</td>
<td>2 day block (of six modules each 2 hours long) followed by a final four hour session</td>
<td>Could be extended in duration or spread out over a semester</td>
<td></td>
</tr>
<tr>
<td>Lever-arch workbook/folder</td>
<td>Materials can be added as required (e.g. additional readings)</td>
<td>A bound workbook could be produced using the Module Notes, worksheets and readings</td>
<td>All materials could be provided online</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A break of four weeks is required following the first 6 modules and the 7th to allow completion of the 360° leadership survey.</td>
</tr>
<tr>
<td>Module order</td>
<td>1-7 in current order (see section 3 in this guide)</td>
<td>After the introductory session (which must come first) and the final session (7) the module order could be adapted to manage the availability of suitable facilitators</td>
<td></td>
</tr>
<tr>
<td>Regular meetings to discuss Action Learning Projects</td>
<td>Six weekly</td>
<td>More frequently and/or alternative formats (online/teleconferencing)</td>
<td></td>
</tr>
<tr>
<td>Delivery mode</td>
<td>Face-to-face</td>
<td>Online</td>
<td>Recommend design and delivery by an experienced online</td>
</tr>
</tbody>
</table>
1.2.2 Cost of Running the Program

The cost of running the Program will vary subject to your university’s existing resources, policies regarding internal charges and, in particular, whether there are staff in place that can carry out the facilitation. This estimation assumes that there will be limited modification to the Program structure and materials. It also works on the assumption that the Program will run face-to-face in a two-day block, with a four-week break, before the final session is run. It is also assumed that the Program will run on campus with no room hire charges; the table below lists the basic resources required for delivery as a guide to the associated cost and has been calculated based on a group of 20 (see Table 3, page 16).

The Integrated Competing Values Framework (ICVF) online leadership 360° survey tool is managed through Leaderskill Pty Ltd; for more information on the ICVF contact:

Prof. Tricia Vilkinas (Developer and copyright holder of instrument)
Foundation Professor School of Management,
University of South Australia
(08) 8302 0800
Tricia.Vilkinas@unisa.edu.au
### Table 3: Cost of Running the Program

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost GST exclusive</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Files for the Workbook</td>
<td>2.93</td>
<td>See recommended item.</td>
</tr>
<tr>
<td>File Dividers</td>
<td>3.50</td>
<td>See recommended item.</td>
</tr>
<tr>
<td>Pens</td>
<td>.30</td>
<td>See recommended item.</td>
</tr>
<tr>
<td>Colour Printing (including file cover inserts, and session materials)</td>
<td>~18.75</td>
<td>Calculated on 0.1151 per (single sided colour) and 0.2226 (double sided colour).</td>
</tr>
<tr>
<td>Black and white Printing</td>
<td>~15.00</td>
<td>Calculated on .10 per sheet.</td>
</tr>
<tr>
<td>Butcher’s paper—Post It Easel Pad 3M</td>
<td>2.50</td>
<td>Based on a pack of 2 (more cost efficient alternatives are available i.e. not with the sticky back or purchasing larger quantities).</td>
</tr>
<tr>
<td>5 x packs of coloured marker pens</td>
<td>.50</td>
<td>This is based on a 4 pack of assorted markers.</td>
</tr>
<tr>
<td>Name badges (based on a pack 50)</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>ICVF 360° Survey Tool</td>
<td>~ 150.00</td>
<td>Available through Leaderskill</td>
</tr>
<tr>
<td><strong>Catering</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminars</td>
<td>120.00</td>
<td>Calculated at $40 per head (tea and coffee, lunch morning and afternoon teas)</td>
</tr>
<tr>
<td>Graduation Function</td>
<td>30.00</td>
<td>Calculated at $30 per head.</td>
</tr>
<tr>
<td><strong>Staff Costs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitation (requires specialised knowledge leadership content—ICVF)</td>
<td>~215.00</td>
<td>Calculated at $200 per hour x 12 hours (plus 2 hours preparation time) for 6 modules. $300 per hour x 4 (ICVF specialist) (plus 1 hour preparation)</td>
</tr>
<tr>
<td>TOTAL (average cost per participant based on 20 in a group):</td>
<td>$559.48</td>
<td></td>
</tr>
</tbody>
</table>
2. Pre-Program Planning

2.1 Scheduling the Program

The main issue to consider is the academic calendar—as obvious as it sounds—as this will impact greatly on participation. Determining the dates early and advertising them as soon as possible will allow participants to start to modify their teaching timetable and other commitments to allow attendance. Attrition and attendance will likely be an issue regardless and it is suggested that you should enrol to account for a 10-15% attrition rate from registration of interest to actual participation. Reminder emails closer to the date are also highly recommended.

2.2 Selecting and Preparing Participants

2.2.1 Registration

It is recommended that the system for registering participants for the Program involves personal contact given that it is leadership development and not simply a training session. The personal contact is appreciated and is best handled by one team member hopefully enabling some rapport to develop and support the development of a community of practice. Simply registering through an online system makes it easier to take the commitment to complete the Program lightly. It also goes some way to dealing with any issues that may arise later in the Program if participants have developed a connection to one person who can assist with their queries and concerns and redirect them as appropriate. This can be of particular relevance for queries regarding the 360° survey where feedback can be potentially challenging.

2.2.2 Selecting Participants

Identifying Fieldwork Coordinators is not always easy as nomenclature varies for the same role even within individual universities (for example, clinical coordinator, practice based education coordinator, WIL coordinator). As a result, the specifics of the institution where the Program is being offered must be considered in advertising the Program and explaining the process for enrolment (and required attendance for graduation). It is advantageous to be clear at the start of your audience, outlining the aim of the Program at your university, and advertise it appropriately. The availability of other academic leadership development will determine the response. For example, if no other academic leadership programs are available you may find staff from other roles attempting to take part.

Many leadership programs both inside and outside universities involve a selection process as leadership development is expensive and, therefore, to maximise return, institutions encourage participation by staff that have demonstrated leadership capacity. The ALFCP is aimed to enhance the leadership skills of academics responsible for fieldwork coordination. Consequently, no selection process is required as the Program—although addressing generic leadership competencies and capabilities—is designed to improve student learning through the provision of excellent fieldwork experiences. However, the Program resources do include a pre-participant survey which has been developed to assist with forming the group (by pre-
determining their approaches to leadership) and to help set the scene by indicating the level of commitment required. Although the survey has not been designed to exclude potential participants it does provide facilitators with an understanding of the cohort and their needs. It is not recommended that participants are conscripted as the Program requires personal commitment and is, in fact, largely focussed on personal development. It is preferable then that FCs self-nominate to gain maximum benefits from participation (Parish and Lefoe, 2009).

2.2.3 The Pre-Participant Survey
The survey can be found in the attachments section of this guide for adaption and application to different contexts. For the pilots at Curtin and CSU the survey was delivered electronically through Survey Monkey and the link emailed to participants. If timed correctly\(^2\) the survey enables the Program coordinator to manage attrition as well as provide information on the group, their expectations and understanding of leadership. Results from the survey are collated and presented to the group in the first session and used to further explore their expectation of the Program. In that first session this information is incorporated into the PowerPoint as three individual slides:

1. The group’s demographics are summarised, including their experience as a FC, whether they coordinate undergraduate or postgraduate courses, time spent on fieldwork coordination and years of experience.
2. Represented as a bar graph the data on academic leadership is summarised.
3. Finally, a summary of what they hope to gain from participation.

For an example of this in action please see the PowerPoint from Module 1: Fieldwork Coordinator as Academic Leader (slides 7-10).

The relevant aspects of the pre-participant data can be productively revisited at the half-way point of the Program where it is useful to carry out a “stop, start and continue” exercise (or something comparable). As part of this half-way formative evaluative process you may wish to ask them whether their perception of academic leadership and their role has shifted, and whether the Program is meeting their expectations. This is extremely important in the first offering of the Program. For more information on the process of reflecting on the Program at this point see section 4, which deals with evaluation. By incorporating these strategies (or something similar) facilitators can model good teaching and learning practice by ensuring that the exchange of information is not purely didactic.

2.2.4 Working Productively with Participants
Generally speaking, academics enjoy critical reflection and the opportunity to interrogate the theories and concepts presented to them. Providing opportunities to do so are well received as are minimising “lectures” and providing many opportunities for small group discussion and the exploration of theories and concepts. The fundamentals of good group facilitation are essential to the successful delivery of the ALFCP including: ensuring all group members are accountable, designating roles, mixing group members, taking time to form the overall group and being responsive to group needs including changing direction as

\(^2\) Send approximately two weeks prior to the start of the Program and avoid sending it during any non-contact weeks.
needed. Facilitators need to remove themselves from the role of expert and allow participants to help each other. Past participants at Curtin and CSU constantly commented on the benefits of learning from other participants. It is particularly important to also leverage the experience of those FCs who have considerable experience compared to those that are new to the role. More experienced participants may wish to attend to affirm their leadership. They can add great value to the discussion and provide good support in community of practice initiatives. However, you have to ensure they don’t dominate sessions.

As this is an inter-disciplinary Program, the diversity of the academic discipline approaches in the group presents benefits and challenges at the same time. The challenges include managing and responding to the different dynamics and approaches to the same job in different schools and faculties. This can present problems when activities or content may not necessarily reflect all the participants’ individual experiences as a FC. The benefits of a cross-institutional cohort, however, are substantial as it enables staff to meet, network and share good practice for common issues. It also removes individuals from local cultures and provides fresh perspectives on how to achieve goals.

**Forming the Group**

If the Program is set up with an initial two-day block as it was delivered at Curtin and CSU it is likely that forming the group will work well. If the Program is going to be delivered in another format, attention to facilitating the group to work well together is advised given that they will be sharing personal information related to their leadership development and performance. The presentation of information from the Pre-participant survey in the first module also helps to create group cohesion as participants develop a shared understanding of each other’s experiences, background in fieldwork, understanding of leadership, and expectations of the Program. Similarly, group work and plenty of opportunities to get to know each other is advantageous.

### 2.3 Preparing for Facilitation

#### 2.3.1 Selecting a Facilitator: Face-to-Face Seminars

A facilitating team is best for the ALFCP workshops although it would be possible for one very skilful individual to facilitate all modules. This facilitator would need to have relevant knowledge and experience in fieldwork coordination and WIL. Most importantly the facilitators need to understand (and preferably have experience in) fieldwork coordination. Regardless of whether one person or several facilitate, it is advantageous to have support staff to move around the room to assist in answering questions raised in group work. These can be staff within the teaching and learning unit with knowledge of academic leadership and the Program content. A team of facilitators is recommended as this structure supports effective group work and enables individual responses. If a team of people is available they must work well together and be able to provide support and differing approaches to suit the varying discipline backgrounds of participants.

Typically, of course, the key facilitators of the Program should possess a sound understanding of the barriers to effective fieldwork leadership and above and beyond that
they must have a high level of emotional intelligence and the general qualities of a good facilitator, including:

- Good listening skills
- Good presenting skills, including humour
- Be able to work effectively with the facilitation team
- Confidence without arrogance
- Ability to create an atmosphere of confidence and collegiality among participants
- Respect for the opinions of others (not imposing ideas)
- Ability to respond to the group’s needs by changing approaches and content order as necessary
- Knowledge of group process, including the ability to sense the group’s mood at any time and respond appropriately
- Organisational skills.

**Facilitating the ICVF**

With regard to the ICVF, the online 360° survey tool used in this Program, the facilitator must not have line management authority over any of the participants and must also familiarise themselves with the ICVF tool. Program administrators may elect to have an individual with leadership and management development experience administer the 360° survey as they would have more knowledge. The references at the back of this document should be read to ensure program administrators also understand the psychometrics of the instrument so they can interpret the results correctly. The administrator of the instrument at Leaderskills Pty Ltd. is also very knowledgeable and supportive and will assist in the set-up of the survey and in the generation and dissemination of reports. Several other ALTC projects have used the ICVF in their academic leadership development programs and further information on understanding the instrument and this leadership framework can be found in their project reports.

Of particular note, you must make sure that participants in the ICVF have support to debrief their survey results. There are different approaches that are suitable in different contexts, yet it is recommended that you err on the side of caution. Written comments are of particular concern as they tend—if they are negative—to dominate the person’s thinking and may detract them from the overall outcome of the survey, including the positive elements. Hard working FCs, who most likely have received little or no leadership development opportunities, need appropriate and timely support to understand and interpret their survey reports. For more advice on this aspect, contact Professor Richard Ladyshewsky or Professor Tricia Vilkinas.

Providing sample instructions for participants to forward to their respondents for the ICVF can help reduce the questions that might later arise around how to respond to the questions in the survey. A sample email communication for this purpose is provided in the Program Resources. Ideally this should be made available electronically to participants. Walking through a sample 360° result is also helpful to demystify the report so individuals will see what they will receive; a sample report is also available in the Program Resources.
2.3.2 Selecting a Facilitator: Online Facilitation

If the Program is to be delivered online the facilitator needs to possess the skills listed above. In addition, they also need to be familiar and experienced with e-learning and have knowledge of the Learning Management System being used.

2.3.3 Working with the Facilitation Team to Maximise Effectiveness

Not surprisingly the same learning methods advocated for engaging with higher education students are relevant to academic leadership development (Scott et al. 2008). The experience of running the Program confirms research undertaken in Learning Leaders (Scott et al. 2008). That is, academics want leadership development that employs the following methodology:

- Flexibility
- Responsiveness
- Specific to the role
- Practice orientated
- Just-in-time
- Just-for-me

The flexibility and style of delivery undertaken in the Program mirrors the preferred approach to learning identified by academics in the Scott et al. (2008) report. However, considerable self-awareness, reflexivity, and attention to modifying the Program content to meet your participants’ needs and your university context is essential for the Program to be successful.

The facilitating team dynamics are thus very important. Team members need to demonstrate strong co-operation, supportiveness, mutual trust and an acceptance of strengths and weaknesses plus an ability to create an atmosphere conducive to reciprocal learning.

The evaluation form, distributed at the end of each session, is the formal source of feedback but it is worth seeking informal feedback through conversations with participants. Similarly, the atmosphere and comments made in each session will give some indication of how well the Program is travelling. A standard evaluation form for each face-to-face session is available, as well as a more lengthy evaluation for the final session. To evaluate a potential online version of the Program the evaluation forms can be adapted (the evaluation forms are available in the Program Resources under Pre-program Resources, see Section 7).

2.3.4 Working Inclusively

Consideration should be given to the cultural and religious diversity of the group including being sensitive to special dietary requirements in offering refreshments (this also extends to vegetarians, vegans and those with food allergies). As a facilitator it is important to be respectful and work with the values of participants from different backgrounds. For example, it is recommended that an appropriate Acknowledgement of the Traditional Owners is undertaken at the first seminar. Being sensitive to language barriers and reflecting on whether your approach to all participants is even handed is also essential for effective facilitation. For people where English is an additional language reading is helpful over oral communication, so the inclusion of PowerPoints is suggested (and are included for each
module as part of the Program resources). Again, the use of group work helps overcome issues of participation for staff with language barriers by reducing the audience and giving everyone more opportunities to speak. Speaking clearly to ensure all participants can hear is central to facilitating well (and inclusive of hearing impaired members of staff).

2.3.5 During the Face-to-Face Seminars
The facilitation team must work together to create the optimum conditions for the success of the Program. Responsiveness is the key, some kind of “stop, start and continue” exercise to ascertain what the participants are valuing, and would like you to stop, is recommended at the half-way point of the Program (which will vary depending on the delivery mode employed). Responding to the feedback by letting them know what action you are taking is essential and mirrors good teaching practice. Hopefully you won’t have many challenges if you’ve followed the advice of this guide. Regardless of your preparation it is likely that there may be some issues specific to your university.

A Note on Attendance
Flexibility is the key to managing attendance. If the Program is run over a semester staff will miss the occasional session due to conference, teaching and family responsibilities or they may just be ill. If a collegial communication style is established with one person early, staff are likely to let them know if they are unable to attend. This will enable catering to be changed if necessary.

2.4 Room Structure, Equipment and Materials

2.4.1 Venue Choice and Room Structure
In the context of running this Program it appears that FCs enjoy a prestige venue, or a venue that gives them a sense of worth thereby providing a symbolic acknowledgement of their contribution to the university. As suggested earlier, FCs have traditionally been overlooked for leadership training and are rarely provided any recognition for their work in overseeing fieldwork quality.

If the space also has audio visual facilities, serving area and kitchen for refreshments this is also advantageous.

2.4.2 Catering Requirements
If your budget allows for it, it is highly recommended that you provide the participants with good refreshments. Surprisingly, the inclusion of good food and drink was extremely well received. Providing a fresh healthy option to biscuits or cake is worth considering. Most importantly, good catering does reaffirm the value of FCs, makes them take the Program more seriously and provides an incentive to come along when competing demands threaten to distract them from participating.

2.4.3 Equipment and Materials
For delivery of the content in its current format a data projector is required. The general equipment and materials required include:

- Data projector
- White board
• White board markers
• Coloured markers for presenting group work on butcher’s paper
• Butcher’s paper (Post-it easel pads are a good choice as you can display the work around the room when completed).

**A Note on Adding Materials**
If you want to add readings or other resources to the Program it is recommended that you select readings that reflect the higher educational context. Some inclusion of “business” leadership papers is necessary given academic leadership is relatively under researched, however, an overabundance of literature from non-higher educational sources may be negatively received.

**2.4.4 Workbooks**
The recommended workbook format is an A4 two ring file with dividers to accommodate the seven modules. This system has worked well as it allows flexibility in modifying the materials to suit Program changes, allows the insertion of new materials/resources as they become available, and also provides a repository for staff to add any other leadership or fieldwork resources. Alternative formats for the Program content are possible as suggested in Adapting the Program Materials (page 14).

Figures 2 and 3: Workbook Folder Front and Inside Covers
The documents and artwork provided in the Program Resources are designed to fit the stationery products that are recommended.

Workbook Documents/Artwork:
1. Cover insert
2. Spine insert
3. Inserts for the divider system

**Table 4: Stationery Requirements for the Workbook**

<table>
<thead>
<tr>
<th>Item</th>
<th>Suggested</th>
</tr>
</thead>
<tbody>
<tr>
<td>A4 lever arch display file</td>
<td>Bantex A4 2 ring (38 mm capacity) display file (white)</td>
</tr>
<tr>
<td>File dividers</td>
<td>Marbig ViewTab 10 tab per page divider A4</td>
</tr>
<tr>
<td>Rexel Convention Card Holders (Box of 50)</td>
<td>Rexel “Twice-as-Quick” Convention Card Holders (Box of 50) Reference number 90048</td>
</tr>
<tr>
<td>Pens</td>
<td>Ballpoint Pen Papermate Kilometrico (12 per box)</td>
</tr>
<tr>
<td>Butchers’ paper</td>
<td>Post It Easel Pad 3M</td>
</tr>
<tr>
<td>Coloured markers</td>
<td>Pack of 12 Textas</td>
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3. Module Content

3.1 Module 1: Fieldwork Coordinator as Academic Leader

The goals of this first module of the Fieldwork Coordinator as Academic Leader Program is to familiarise participants with the program and broad learning outcomes, introduce them to the leadership development strategy and more specifically the experiential learning model, which includes: peer coaching, reflection on their leadership based on a 360° survey and the development and completion of an action learning project. Most importantly, however, participants will have the opportunity to engage in a critical discussion on their perceptions of academic leadership within the changing university context and how this fits with broader leadership theory. Furthermore, participants will be able to discuss the leadership of WIL within the context of the changing tertiary environment and the relevance of building the Scholarship of Teaching and Learning in fieldwork education. In the first module of the Academic Leadership for Fieldwork Coordinators Program participants will have an opportunity to meet other participants as well as the Program Facilitators and the sharing of the pre-participant survey data should work to help create the beginnings of group cohesion.

Module Learning Outcomes:

- Understand the role of the fieldwork coordinator as an academic leader
- Understand the concept of academic leadership in the context of fieldwork education
- Recognise the importance of building the scholarship of teaching and learning in fieldwork education.

Table 5: “Fieldwork Coordinator as Academic Leader” Resources and Activities Checklist

<table>
<thead>
<tr>
<th>Resources Required</th>
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<tbody>
<tr>
<td>Catering</td>
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<td>Attendance sheet</td>
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<tr>
<td>Workbook lever arch files</td>
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<tr>
<td>Name badges</td>
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<tr>
<td>Registration table</td>
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<tr>
<td>PowerPoint file for this module</td>
</tr>
<tr>
<td>Data projector</td>
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<tr>
<td>Audio visual support (if required)</td>
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</tbody>
</table>

Handouts:
- FC as academic leader_Module Notes
- FC as academic leader_PowerPoint presentation
Spare pens and white board markers

**Engaging Leadership Framework** Leadership picture cards

Large Post It poster size notes

**Activities**

1. **A.** (Ice breaker activity). Work in groups of 4 to discuss things that are great about fieldwork coordination and things that grate. As small groups to report back to whole group at the end of the activity and record on the relevant PowerPoint slide.

2. **B.** (Alternative ice-breaker activity). Using the **Engaging Leadership Framework** leadership picture cards ask participants (in small groups) to discuss what the image means to them in relation to their leadership of fieldwork.

2. Break into groups of 5. Allocate one of the five ICVF roles to each person in the group (leaving out the Integrator role) and ask them to:
   - List the variety of tasks which relate to this role as a FC on butchers’ paper
   - Share with each other and discuss the proportion of time spent on each role. Using the ICVF model – break participants into six groups and ask them to write some words or phrases to describe what a FC would be doing when operating in each role (on butchers’ paper).

3. **When the Program has been run for the first time at your university it is worthwhile to invite a past participant to discuss the benefits of participation in the first session for subsequent offerings.**
3.2 Module 2: Delivering an Effective Fieldwork Program

In this module participants will explore some leadership principles and tools to assist them in their role as fieldwork coordinator. In particular, the tools provided here will support them to develop effective structures to get the job done. By looking critically at these functions through an academic leadership lens participants will be provided with opportunities to enhance their abilities as deliverers of fieldwork education, both to improve the quality of delivery as it relates to the goal of student learning and potentially create space to build other more strategic functions.

Module Learning Outcomes:

- Apply a risk management framework to support workplace-learning programs
- Identify what structures and processes are needed to deliver an effective workplace learning program.

Table 6: “Delivering an Effective Fieldwork Program” Resources and Activities Checklist

<table>
<thead>
<tr>
<th>Resources Required</th>
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<td>Catering</td>
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<td>Attendance sheet</td>
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<tr>
<td>Data projector</td>
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<tr>
<td>PowerPoint file for this module</td>
</tr>
</tbody>
</table>

Handouts:

- Delivering an effective FW program_Mod Notes
- Delivering an effective FW program_PowerPoint presentation
- Delivering an effective FW program_Worksheet 1
- Delivering an effective FW program_Worksheet 2
- Delivering an effective FW program_Worksheet 3
- Delivering an effective FW program_Worksheet 4
- Delivering an effective FW program_case study handout

Spare pens and white board markers

Activities

1. Using the case study provided, participants work through the 4 worksheets in groups:

- The table provided gives an analysis of this case as it relates to the concepts of transactional and transformational leadership. Map how you would respond to the scenario using the scale in the column “My response”
- Answer the first set of key stimulus questions in relation to the case study
- Answer the second set of key stimulus questions in relation to the case study
- Use the Ishikawa Diagram to analyse the issues raised by the case study.
3.3 Module 3: The Role of Quality in Fieldwork Programs

In this module participants will explore quality issues as part of their leadership capabilities in fieldwork education. Quality is a crucial part of effective fieldwork coordination and is closely aligned with developing processes for capturing information to monitor the fieldwork program, developing effective communication channels, ensuring good assessment and moderation practices, and ensuring adequate review mechanisms.

Module Learning Outcomes:

- Develop a quality improvement framework to monitor the performance of the fieldwork program
- Develop strategies to monitor the effectiveness of internal and external fieldwork communication
- Identify the key components of assessment and moderation in WIL.

Table 7: “The Role of Quality in Fieldwork Programs” Resources and Activities Checklist

<table>
<thead>
<tr>
<th>Resources Required</th>
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<td>PowerPoint file for this module</td>
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<tr>
<td>Handouts:</td>
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<tr>
<td>• Role of quality in FW programs_Module Notes</td>
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<tr>
<td>• Role of quality in FW programs_PowerPoint presentation</td>
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<tr>
<td>• Role of quality in FW programs_worksheet 1</td>
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<td>• Role of quality in FW programs_worksheet 2</td>
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<tr>
<td>Spare pens and white board markers</td>
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<tr>
<td>Coloured textas—4 packets of 12</td>
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<tr>
<td>Large Post It poster size notes(butchers’ paper)</td>
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<table>
<thead>
<tr>
<th>Activities</th>
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<tbody>
<tr>
<td><strong>1.1.</strong> Using Worksheet 1 addressing communication processes, participants answer the questions.</td>
</tr>
<tr>
<td><strong>1.2.</strong> Working in groups participants make a ‘mind map’ of all the people and groups fieldwork coordinators are required to communicate with during the course of their duties, including documenting how they currently monitor communication. If they don't do this now, ask them to make a list of possible ways this could be done.</td>
</tr>
<tr>
<td><strong>2.</strong> Break the group into smaller groups of 3 or 4 people. Ask them to spend a few minutes answering the questions outlined in the second worksheet (2) on their own. After that time each member can provide the rest of the group with their answers. Ask them to consider ways to improve the quality of the assessment of their fieldwork programs.</td>
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</tbody>
</table>
3.4 Module 4: Developing Fieldwork Partners for Student Learning

In this module participants will explore developing and caring for the team responsible for delivering their fieldwork program, as part of their leadership capabilities in fieldwork education. This is an important aspect of being a fieldwork coordinator as in this role the FC is supporting their team to deliver the best teaching and learning experience. Also, when performing this role FCs will be assisting and supporting students to achieve their best, and to maximise the benefits from their participation in WIL.

Module Learning Outcomes:

- Identify strategies to address fieldwork development needs for students, academic staff and industry partners
- Identify strategies for capacity building in fieldwork partner development programs
- Develop strategies to build fieldwork performance
- Identify strategies to motivate others to implement a fieldwork program.

Table 8: “Developing Fieldwork Partners for Student Learning” Resources and Activities Checklist

<table>
<thead>
<tr>
<th>Resources Required</th>
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<td>Catering</td>
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<td>Attendance sheet</td>
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<tr>
<td>Data projector</td>
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<tr>
<td>PowerPoint file for this module</td>
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</tbody>
</table>

Handouts:
- Dev FW Partners_Module Notes
- Dev FW Partners_PowerPoint presentation
- Dev FW Partners_Performance Improvement Discussion Template
- Dev FW Partners_Scenarios

Spare pens and white board markers

Activities

In groups of 4:
2. As them to consider their stakeholders – students, academics, and industry partners and identify an issue which they have with each group. Use the Performance Conditions Checklist (in Module Notes) to identify the source of the problem.
3. Use the Development Framework adapted from Cooper et al. (2010) to review their fieldwork program. Identify current practices and areas which require further development and discuss potential strategies for development with their group.
3.5 Module 5: Creating and Sustaining Fieldwork Partnerships

In this module participants will explore relationships, their development and sustainability, within the context of delivering a fieldwork program as part of their leadership capabilities in fieldwork education.

Module Learning Outcomes:

- Identify and manage key fieldwork partnership relationships
- Evaluate your own personal strategies for managing key fieldwork relationships
- Develop a networking approach and strategy for their role as a Fieldwork Coordinator
- Evaluate a range of influence building strategies which facilitate strong industry partnerships.

Table 9: “Creating and Sustaining Fieldwork Partnerships” Resources and Activities Checklist

<table>
<thead>
<tr>
<th>Resources Required</th>
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<tbody>
<tr>
<td>Catering</td>
</tr>
<tr>
<td>Attendance sheet</td>
</tr>
<tr>
<td>Data projector</td>
</tr>
<tr>
<td>PowerPoint file for this module</td>
</tr>
</tbody>
</table>

Handouts:

- Creating and sustaining FW partnerships_Mod Notes
- Creating and sustaining FW partnerships_PowerPoint presentation
- Creating and sustaining FW partnerships_worksheet 1
- Creating and sustaining FW partnerships_worksheet 2
- Creating and sustaining FW partnerships_worksheet 3
- Creating and sustaining FW partnerships_Engaging your community

Spare pens and white board markers

Activities

1. Break into groups of 4. Each group addresses one engagement strategy from Table 2 of the Module Notes (handout: Engaging Your Community).
2.1 Participants are asked to work through the case study and answer the following questions:
   - Who might be the key stakeholders with a specific interest in building a stronger partnership between the University and the WIL agencies
   - What level of engagement might be appropriate for these various stakeholders? How could this engagement be structured/implemented?
   - What information might be needed to support this community engagement?
   - What protocols, systems and processes might need to be put in to place to support this community engagement?
• What are some possible ways in which this community engagement model could be resourced?

2.2 In answering the questions, participants are asked to think about which brokering strategies (discussed in the module) could be used to build and strengthen community engagement and bring the Head of School on board with the initiative.

2.3 Finally, ask them to articulate what kind of community engagement model would enable the FC to successfully broker their fieldwork program.

3. There are also 3 self-directed learning activities (and associated worksheets) listed in the Module Notes.
3.6 Module 6: Innovation in Fieldwork and Managing Change

In this module participants will explore innovation as part of their leadership capabilities in fieldwork education. Innovation and change cannot occur in isolation. Change usually affects others and in order to successfully orchestrate change, fieldwork coordinators need to have a sound understanding of its meanings, the needs for innovation, goals, and roles. This module explores the drivers for innovation and change, creative models for change processes and their application.

Module Learning Outcomes:

- Identify the need for and goals for change in WIL
- Explore creative models of WIL underpinned by scholarship
- Apply a range of problem solving models to support the change process.

Table 10: “Innovation in Fieldwork and Managing Change” Resources and Activities Checklist

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<thead>
<tr>
<th>Resources Required</th>
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<tbody>
<tr>
<td>Catering</td>
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<tr>
<td>Attendance sheet</td>
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<tr>
<td>Data projector</td>
</tr>
<tr>
<td>PowerPoint file for this module</td>
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</tbody>
</table>

Handouts:

- Innovation in FW and managing change_Module Notes
- Innovation in FW and managing change_PowerPoint presentation
- Innovation in FW and managing change_worksheet 1

Spare pens and white board markers

Sticky notes

Coloured papers (white, yellow, red, green, blue, black) for the six thinking hat activity and lots of paper for exploring the creative thinking activity

Activities

1. Using the accompanying worksheet (1) “What is your experience with innovation?” ask participants to reflect on and answer the questions. Those who claim they haven’t done anything innovative work on questions from the PowerPoint (what changes would they like to make, what stops them from making changes? Etc.)
2. In a large group ask participants to share key discussion points (forces that drive innovation and change).
3. In a large group, identify their change needs for their fieldwork program. Share ideas and record on a white board. In small groups ask them to pick an innovation to develop strategies for using one of the tools (six thinking hats, nominal card technique, SWOT).
3.7 Module 7: Personal Leadership Capabilities and Their Development

In this module participants will review their personal leadership results from the 360° ICVF survey and in doing so explore the key role identified in the ICVF—the Integrator. As part of this module participants begin to form a development plan for their leadership and an action learning project, which will be informed by the scholarship of teaching and learning.

Module Learning Outcomes:

- Review and understand personal leadership results using the Integrated Competing Values Framework (ICVF)
- Begin to formulate a personal leadership development plan
- Strengthen peer coaching relationships
- Explore an action plan for building scholarship and leadership development in WIL
- Review and understand personal leadership results using the Integrated Competing Values Framework (ICVF)
- Begin to formulate a personal leadership development plan
- Strengthen peer coaching relationships
- Explore an action plan for building scholarship and leadership development in WIL

Table 11: “Personal Leadership Capabilities and Their Development” Resources and Activities Checklist

<table>
<thead>
<tr>
<th>Resources Required</th>
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<tbody>
<tr>
<td>Catering</td>
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Handouts:
- Personal leadership capabilities and their development Module Notes
- Personal leadership capabilities and their development PowerPoint presentation
- Participants’ ICVF reports
- Fundamental Building Blocks_Ladyshewsky & Vilkinas (2011)
- Action Learning Project proposal template
- Action Learning Project summary template

Spare pens and white board markers

Activities

1. Ask participants to explore the outcomes of their ICVF 360 degree review independently, with their peer coach, and participate in larger group discussions.
2. Then ask them to work with their peer coach to discuss potential development plans that
will enable them to structure their Fieldwork Coordinator leadership development experience in the form of an Action Plan.

3. Towards the conclusion of the seminar, selected participants will be asked to share some of their development plan and associated action learning project ideas with the group to help everyone elevate their understanding of this process.

3.8 Graduation Function

As suggested in the section dealing with the adaptation of the program materials (1.2.3), the graduation function can take several forms depending on your needs and the preference of your participants. The purpose of the function is to distribute the certificates of completion, celebrate their achievement, provide another networking opportunity, and further explore any issues raised through participation in the program. For example, this might include further discussions towards developing support initiatives for FCs such as a community of practice. This is an important aspect of the program, which acknowledges their participation and the contribution made by FCs toward fieldwork quality. It is recommended that you invite a senior staff member, such as the Deputy Vice Chancellor (Education), to present the certificates. This function is considered a key element of the face-to-face program delivery.
4. Evaluation

As mentioned earlier in 2.3.3 “Working with the Facilitation Team to Maximise Effectiveness,” an evaluation should be carried out at the end of each seminar/day using the Evaluation form (available in the program resources). This is the primary source of information on the successful reception of the program, however, it may be worth considering some longer term evaluative measures to ascertain whether the program has impacted on practices in the workplace. As discussed in greater depth in the project report, there is a need to explore supporting strategies that can address systemic issues that prevent the uptake of leadership for academics in the FC role. A singular approach is not sufficient.

To complement the individual session evaluation, a more extensive evaluation form for the final session is also available. However, it is suggested that you use both this extended form and the standard evaluation form for the final session as using both gives you information on the overall program reception and the individual session.

It is essential that the facilitation team respond to the evaluative feedback as the program progresses in the appropriate manner (see 2.3.5 During the Face-to-face Seminars). As part of this responsiveness, it is good practice to present the summary of the feedback for the previous day’s sessions at the following one and indicate what changes will be made in response to their feedback.

Feedback on the Program

Comments and suggestions from fieldwork coordinators and facilitators to the Project Team on the ALFCP are most welcome and should be addressed to:

<table>
<thead>
<tr>
<th>A/Professor Sue Jones (Project Leader)</th>
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<tbody>
<tr>
<td>Dean, Teaching and Learning, Faculty of Health Sciences</td>
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<td></td>
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<tr>
<td>Curtin University of Technology</td>
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<tr>
<td>GPO Box U1987, Perth,</td>
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<tr>
<td>Western Australia 6845</td>
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<tr>
<td><a href="mailto:sue.jones@curtin.edu.au">sue.jones@curtin.edu.au</a></td>
</tr>
<tr>
<td>(08) 9266 4094</td>
</tr>
<tr>
<td>Building 400, Room 407</td>
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5. Developing a Community of Practice

If desired, and the resources are available, the program could be used as a means to promote and start working toward establishing a community of practice for FCs. One of the most often commented on—and highly valued aspects of the program—was the opportunity to meet and share issues and solutions with other FCs. The emphasis on a community of practice for FCs is a necessary part of capitalising on the key outcomes of the program and provides a mechanism with which to capture the voices of FCs to work toward addressing the more systemic institutional barriers that undermine effective course leadership. It should be recognised, however, that communities of practice require on-going, substantial support in the initial stages if they are to be successful (Higgins, 2008). As part of the pilots, regular six-weekly meetings were held to discuss progress on participants’ action learning projects. This was well received and helped develop informal networks and mentoring as well as providing participants with ideas and feedback on their action learning projects. It is recommended that something similar be undertaken as part of the program.
6. References


7. List of Program Resources

The ALFCP resources are available from the project dissemination site: 
http://academicleadership.curtin.edu.au/fieldwork_coordinator

At this website you can download the project final report, *Leading Fieldwork: Academic Leadership for Fieldwork, Academic Leadership for Fieldwork Coordinators Program: A guide to coordination and facilitation* and all the resources to enable the adoption and adaption of the ALFCP to your local context.

The program resources are broken to three groups (which are mirrored on the website):
- Pre-Program (for example, advertising and setting up the program)
- Module Resources (each resource under the relevant module heading and include a PowerPoint with facilitator notes and Module Notes, with additional resources as required)
- Post and General Program Resources (for example, final evaluation form, certificate of completion).

Table 12: ALFCP Resources

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