Developing WIL leadership capacities and competencies: A distributed approach

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This paper reports on an Australian government funded study to develop, trial and validate a framework and guidelines to support work integrated learning (WIL) leadership capacity-building in university and industry, for national and international contexts. The study collected data from WIL leaders in six Australian universities across three States and from industry partners in seven broad fields of education. The project was premised on leadership being “a distribution of power through the collegial sharing of knowledge, practice and reflection within the social context of the university [and industry organisations]” (Lefoe & Parris, 2008, p. 2).

The resultant WIL Leadership Framework identifies five domains for WIL leadership: Shaping the vision; creating and sustaining WIL relationships; fostering WIL engagement, expertise and students learning; communicating and influencing; and driving organisational and joint industry/university outcomes. Following a validation process, which gathered advice, insights and guidance from university and industry WIL leaders and practitioners, advisory and reference groups, facilitators and evaluators, the Framework was identified to have multiple purposes: It is claimed to have uses as a support tool; a WIL vision tool; a promotional tool; and a leadership map.

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