



UNIVERSITY of  
TASMANIA

# ***Academics, Emotions and Innovation in an Ever-evolving Change Environment***

Innovative Learning Environments and Teacher Change  
Transitions 2018

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# Academics, Emotions and Innovation in an Ever-evolving Change Environment

## **Aim:**

The aim of the research is to explore if traditional change management models are appropriate in implementing new technologies within higher education or whether there is a need for the acknowledgment of other, more human, transition factors within organisational change.

## **Intended Contribution:**

This research intends to contribute to change management theory and, in practice, contribute to technological implementation projects in the education sector.

## **Theories:**

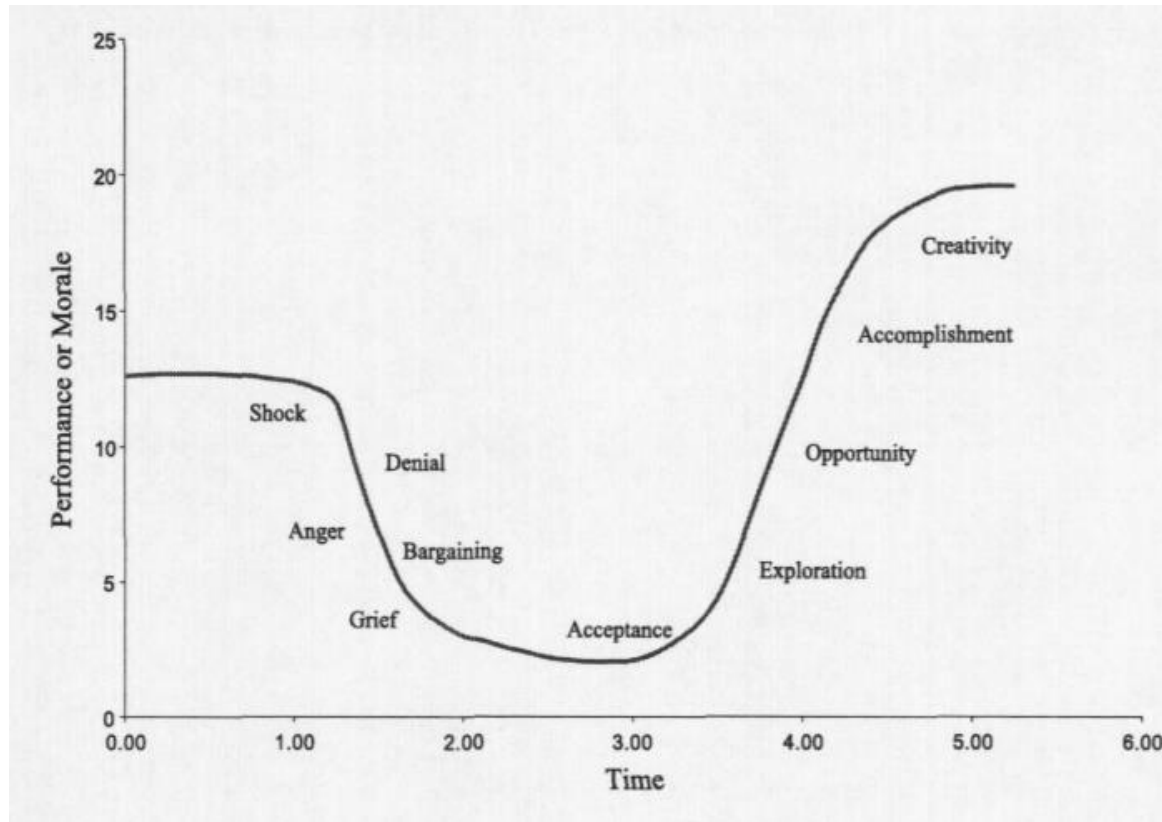
This research discusses two theories, the Kubler Ross Model on the five stages of grief and Kotter's Theory in change management

## **Relevance:**

This research is relevant to education institutions and perhaps those seeking to influence HE participation and success where potential change within the context of technology transitions, development and deployment in higher education learning environments has specific implications for those implementing changes within higher education (HE).

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## Emotional Responses to Change



(Elrodd and Tipped 2002)

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## Kotter's Change Management Model



(Adapted from Kotter 1996)

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## Emotional Intelligence

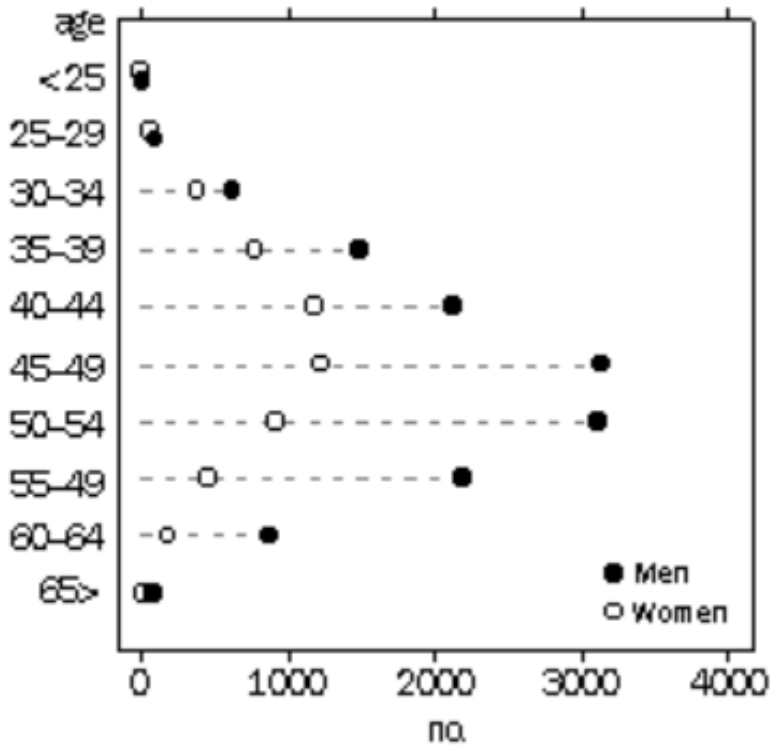


Image 1. Age-sex Profile of Academics by Current Duties Term, 1995 (ABS, 1997)

Female Emotional Intelligence Traits	Male Emotional Intelligence Traits
Empathy	Self-confident
Emotional Awareness	Optimistic
Interpersonally Adept	Adaptable

(Ahmad, Bangash and Khan. 2009)

## Innovation in Higher Education

A process of  
institutional  
adaptation

Culture  
within the  
institution

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