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

Innovative Learning Environments and Teacher Change Transitions 2018
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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).
Emotional Responses to Change

(Elrodd and Tipped 2002)
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Kotter’s Change Management Model

1. Increase Urgency
2. Build Guiding Team
3. Develop the Vision
4. Communicate for Buy-in
5. Empower Action
6. Create Short Term Wins
7. Don’t Let Up
8. Make Change Stick

(Adapted from Kotter 1996)
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Emotional Intelligence

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

<table>
<thead>
<tr>
<th>Female Emotional Intelligence Traits</th>
<th>Male Emotional Intelligence Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathy</td>
<td>Self-confident</td>
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<tr>
<td>Emotional Awareness</td>
<td>Optimistic</td>
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<tr>
<td>Interpersonally Adept</td>
<td>Adaptable</td>
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</tbody>
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(Ahmad, Bangash and Khan. 2009)
Innovation in Higher Education

A process of institutional adaptation

Culture within the institution
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Who wants change?

Who wants to change?
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