

Title: **Should Education Managers become Management Educators?**

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Recognise the role of Staff & Educational Developer as change agent;
- Examine the role within the context of academic sub-cultures and transformational learning;
- Discuss the need to embrace new roles in relation to enabling others to identify their professional development needs;

Session Outline

This paper examines change management at a new university, against the two organisational dimensions of leadership (in particular the role of the change agent) and culture. Using a personal case study experience, while on secondment as a Staff and Educational Developer, of implementing a Staff Development Strategy at Faculty level, the paper reviews a change process, critically evaluating the effectiveness of the process from the perspective of the two dimensions. The review confirms that change agents can have a role to play in transformational learning, but can be severely limited by organisational cultural norms particularly where poor morale and a lack of trust is rooted in academic sub-cultures. Case findings also highlight the need for recognising context dependence in understanding any change process. In examining the tensions between managerial control and academic autonomy, the paper also explores issues in relation to academics' perceptions of their professional development needs and whether they should embrace new roles in relation to leadership and management.

Session Activities and Approximate Timings

Please provide an indication of how the session will be structured and how activities and discussion will be facilitated. For discussion papers please include a few indicative questions which will focus the discussion element.

Presentation of key issues from paper, focussing on:

- context dependence in understanding change process
- the role of the change agent (staff & educational developer)
- academic sub-cultures and professional identity

(15 mins)

Facilitated discussion on examining delegates own professional values and identification of where these derive from:

- Is there a 'profession' or subject area or discipline you identify with?
- What barriers have you experienced when trying to implement change?

- Would you call yourself a 'leader'; do others within your organisation consider themselves 'leaders'; do other academics recognise this 'leadership'?
- Where does/should leadership derive from?

(15 mins)

Concluding points (to be recorded) on personal lessons that delegates can transfer to their own practice in managing transformational learning. (15 mins)

A copy of the full paper will be available for delegates to refer to.

References

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