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Abstract

The paper draws on interviews with 'manager-academics' (Pro-Vice Chancellors, Deputy Vice Chancellors and Heads of Department) in UK universities to examine their views on their preparation, training and support for their roles. Following a brief description of the ESRC-funded study, the paper describes manager-academics' reported career trajectories,

motivations and initial experiences, and the training they received: their views both of training and of less formal learning are ambivalent and often hesitant. However, the interviews reveal processes and contexts that manager-academics consider beneficial to their own learning and development, and this analysis suggests both theoretical understanding and practical guidelines. Manager-academics' learning occurs through engagement in practice and through social interaction, and is context-specific. Institutions can foster learning and good management by acknowledging these characteristics and promoting opportunities for self-critical reflection, peer feedback and collective articulation and

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sharing of experience. (HRK / Abstract übernommen)