

26.5.2026

**Author**

JOHNSON, Rachel

**Title**

Learning to manage the university : tales of training and experience

**Publication year**

2002

**Source/Footnote**

In: Higher education quarterly. - 56 (2002) 1, S. 33 - 51

**Inventory number**

15166

**Keywords**

Ausland : Großbritannien : Hochschulwesen allgemein ; Hochschule : Verwaltung allgemein ; Hochschulreform : allgemein

**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

**26.5.2026**

sharing of experience. (HRK / Abstract übernommen)