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LEAD2 Young Academic Leadership Training

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Personal Experience and achievements

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LEAD2 青年学术领导力项目培训

——学习总结和心得

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我很荣幸能够参加本次培训，在这个过程中不仅学习了大学治理和学术领导力的理论知识，也收获了很多在开展学术研究以及申请课题方面的经验技能。感谢 LEAD2 项目组为我们提供宝贵的线上学习平台与线下交流机会。

It was a great honour for me to participate in this training, where I learnt not only the theoretical knowledge of university governance and academic leadership, but also gained a lot of experience and skills in conducting academic research and applying for projects. Many thanks to the LEAD2 project team for providing us with a valuable online learning platform and offline networking opportunities.



我总结主要收获有以下三点：

I would like to summarise three main achievements:

一是增加了对大学治理和学术领导力知识的储备。就我自身情况而言，听取北京师范大学刘宝存教授关于“新时代中国大学治理：体系·问题·改革走向”的报告，使我在宏观上把握了自身所处环境的结构特点，清晰地认识到大学治理体系和治理能力的核心问题在于高等学校的领导体制、机构设置、管理权限及其相互关系问题。使我也意识到，作为青年学者，我可能对环境的影响是比较有限的，因为它是属于不可控的范畴，应将更多的时间与精力投入在对自我的领导与管理上。学习学术领导力理论知识，培养相关的素质和能力尤为重要。

Firstly, I have increased my knowledge of university governance and academic leadership. In my own case, listening to Professor Liu Baocun's lecture on "University governance in the new era: system, problems and reform directions" from Beijing Normal University has enabled me to grasp the structural characteristics of my own environment on a macro level, and to clearly understand that the core issues of university governance system and governance capacity lie in the leadership system, institutional set-up, management authority and their interrelationship in higher education institutions. It made me also realise that, as a young academic, I may have a more limited influence on my environment, as it is in the realm of the uncontrollable, and should devote more time and energy to the leadership and management of my self. It is essential to learn about academic leadership theory and to develop the relevant qualities and competencies.



二是加深了在理论与方法层面对领导力理论与风格和学术领导力素质与能力的理解。通过学习多种不同理论与风格的优势和局限性，使我对领导力有了更充分全面的把握。由于思维与感官的限制，往往我对事物和现象的理解会处于偏执的一端。在博士的训练当中，我也经历过由对某个特定理论或方法的执着转向了对多个理论或方法的贯通。因此，参加此次 LEAD2 培训课程的另外一个收获就是对自己知识体系的延展与拓宽，也是对自己培养成长型思维模式的拓展。

Secondly, it has deepened my understanding of leadership theories and styles and academic leadership qualities and competencies at the theoretical and methodological levels. By studying the strengths and limitations of many different theories and styles, I have gained a fuller and more comprehensive grasp of leadership. Often my understanding of things and phenomena can be at the paranoid end of the spectrum due to the limitations of my mind and senses. During my Ph.D. training, I have also experienced a shift from an obsession with a particular theory or methodology to a coherent approach to multiple theories or methodologies. Therefore, one of the other rewards of attending this LEAD2 Young Academic Leadership (YAL) Training program was the extension and broadening of my knowledge system and the development of a growth mindset.



三是收获了有关青年学术领导力的国内外经验分享，为自己接下来开展实践提供了有益的参考。记得一位伦敦商学院的教授曾跟我分享，关于“时间管理”（time

management)，他更倾向于使用“时间领导”（time leadership），这两者的主要区别在于：管理是致力于把事情做对（do things right），而领导则是选择做对的事情（do the right thing）。我想，回顾这两个月以来的 LEAD2 培训课程，每次课上都会有资深的学者分享他们的宝贵经验，这为我们青年学者如何更合理有效地协调与平衡生活工作以及应对来自环境的其它方面挑战及发展学术领导力的行动指南。

Thirdly, I have gained the sharing of national and international experiences on youth academic leadership, which has provided me with valuable references for my next practice. I remember a professor from London Business School sharing with me that he preferred the term "time leadership" to "time management". The main difference between the two is that management is about doing things right, whereas leadership is about choosing to do the right thing. Looking back at the two months of LEAD2 YAL training, each session was filled with senior academics sharing their valuable experiences, which provided the young scholars with a guide on how to better coordinate and balance life and work with other challenges from the environment and develop academic leadership.

