



Co-funded by the
Erasmus+ Programme
of the European Union

LEAD2 Young Academic Leadership Training

Oct.-Dec.2021

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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很高兴，有这样一个机会参加中欧 LEAD2 青年学术领导力培训项目，他是一个“高格局高视野”学习平台，培训主题包括高等教育机构的治理特征，领导力理论及风格，学术领导力在高等教育体系中的实践，青年学术领导者所面临的挑战和创新策略及成长路径。

I am very pleased to have such an opportunity to participate in the LEAD2 Young Academic Leadership Training Program. It is a "high-profile and high-vision" learning platform. The training topics include the governance characteristics of higher education institutions, leadership theories and styles, and academic leadership practices in higher education institutions, challenges faced by young academic leaders, innovative strategies and growth paths.



自 10 月 4 日起两个月多月来，每周一下午四点的线上课程，共计九讲，是由浅入深、逐渐深入的一个学习过程，学习内容很丰富，也很有层次，从面向高层的大学治理与高等教育发展，到中层学院层面的领导与管理，再到向青年学术领导者的自我提升。在学习期间不止有理论，还有多优秀榜样的案例分享，使我们觉得领导力的提升是离我们没那么遥远的。

Since October 4th 2021, for more than two months, the online courses started at 4 o'clock in the afternoon every Monday, with a total of nine lectures. It has been a deep learning process from shallow to deep and gradually evolved into in-depth knowledge and competences. The learning content is very rich and with a very clear structure, including university governance and higher education development, middle-level university leadership and management, and self-improvement for young academic leaders. During the process, there were not only theories, but also cases sharing of many excellent role models, which have made us feel that the improvement of leadership is not so far away from us.



领导力是一种综合的影响力，一需要特质，二需要能力（一方面是专业能力，比如成为学术大咖，就需要学术上面长久积淀与影响力；二是综合能力，在项目学习中不止一次地提到，作为领导者需要能沟通善协调。）另外领导力的提升，要实践与磨练，培训学习中不同的老师从个案、从小样本的实证研究分享了学术大咖、青年学术领导者成长的轨迹，其中有一个特点是有台阶，兼行政管理的，行政领导与学术领导不是对立的，专业与行政是不冲突的，应该良好的调适好二者。

Leadership is a kind of comprehensive influence. On the one hand it needs leadership qualities, and on the other hand it needs competences (first, academic competences, for example, to become an academic 'famous scholar', you need long-term academic competence accumulation and reputation; the second is comprehensive ability, for example, during the YAL program, it has been mentioned many times that as a leader, it is important to be able to communicate and

coordinate well). In addition, the improvement of leadership requires practices and training. During the training program, different lecturers and professors shared the growth of academic leaders and ‘well-known scholars’ and the development of young academic leaders based on empirical research of individual cases and samples. One of the characteristics of the growth trajectory of the practitioners is that it has steps and they have taken up both academic and administrative roles. Administrative leadership and academic leadership are not opposed to each other, academic functions and administrative functions are not conflicting with each other, and the two should be properly adjusted and aligned with each other.



除了上述在学识上的拓展与收获外，在本次学习项目体验到了一种组织研讨的思路，就是提供框架、角色分配等等，这种形式既能保证参与度，能让研讨始终有清晰地脉络和成果，譬如说（GOAL 目标 Reality 现状 Option 发展途径可行选择 Will 行动意愿与方案；学习小组中角色分配，推动者、协调者、记录员、发言人）。在学习中，我在想能不能在来年的新入职培训中分组研讨借鉴这种组织形式，分组研讨必定更具针对性，参与度也会更高。

In addition to the above-mentioned academic and cognitive expansion and gains, I have also experienced a good way of organizing training discussions based on this YAL program. It is important to provide frameworks, role assignments, etc. This form not only guarantees participation, but also allows the discussions to always be clear and follows a clear structure, and have clear results. For example, the use of the GROW model (Goal, Reality status, Optional development paths, and the Will to take actions), and role assignments in the learning groups, including facilitator, group leader, recorder, and spokesperson. During this training program, I

wondered if I could learn from the organization of the YAL program in group discussions and apply it in the new orientation training of new staff members of NAEA in the coming years. I have learnt that the group discussions must be well targeted and then the degree of participation will be much higher.



此外，借助这个培训项目，我们这些新人也增进了友谊，增强了凝聚力。最后要感谢项目组各位老师，尤其是项目协调人费心费力组织这样的培训项目，尤其每一次的线下学习，前期准备与后期总结都需要投入很大的心力，才能有我们毫无顾虑地线下交流。

In addition, with the help of this YAL training program, we newcomers at NAEA have also strengthened our friendships and enhanced our unity. Finally, I would like to thank all the lecturers, professors and teachers of the YAL program, especially the chief project coordinator, who has dedicated tremendously for organizing such a training program, especially for every offline exchange sessions. For each session, the preparations and the summary work afterwards need to invest a lot of time and efforts. Thanks to all these efforts, we can enjoy each session and the offline exchanges without any worries.

