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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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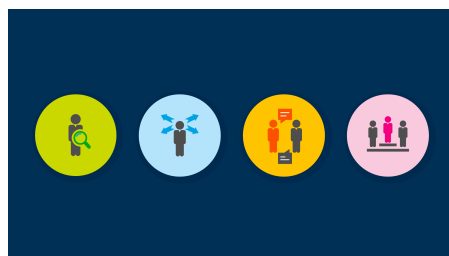
关于我的学习收获，概括了有三点。

首先是知识层面。通过一系列的学习和交流，学到了学术领导力的相关理论知识和实践经验，对青年教师发展学术领导能力的关键问题有了更深刻的认识。青年学术领导力的提升是一个丰富多元的命题，需要多个方面多个角度去实践，在工作中不断发展自己的学术水平，找到适合自己适合工作的学术领导力风格。

There are three main points about my learning gains from the YAL program.

The first is the knowledge level. Through a series of learning and exchanges, I have learned the relevant theoretical knowledge and practical experience of academic leadership, and have a deeper understanding of the key issues in the development of academic leadership of young academic staff. The improvement of youth academic leadership is a rich and diverse proposition, which requires practice from multiple aspects and perspectives, and constantly develops one's academic level in practices, and finds an academic leadership style that suits oneself and suits

the specific job.



其次是个个人能力发展的层面。提升了自我沟通交流能力。小组交流和汇报是很好的学习锻炼机会。在一次次的小组交流汇报中，担心自己讲的不到位，说的不准确，但一次次即兴表达之后，自己感觉在内容组织，表达逻辑及信心都有所提升。

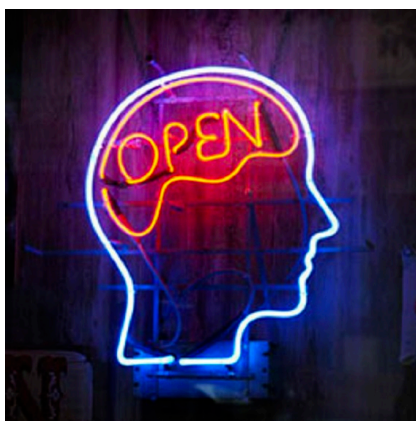
The second is the level of personal ability development. Through the training program, I've Improved my self-communication skills. Group communication and reporting is a good opportunity to learn and practice. In the group communication and reporting, I was worried that what I reported was not good enough and maybe not accurate enough, but after each reporting session, I feel that I have improved a lot in content organization, expressing logic and communication confidence.



第三是学习心态的转变。课程中卢卡斯教授指出，青年学术领导能力的培养有两个很重要的要求，开放的心态积极学习，鼓励交流的氛围。关于开放心态学习，大家能参与项目，本身就是一种开放心态的表现；鼓励交流发言的氛围，在这个点上我们组做了一个很好的示范，包括一组内的同济大学和云南师范大学的

所有成员们。在讨论时总会给出很多与众不同的意见，虽然未必和我们讨论的主题相关，但都是言之有物，言之有理。大家都是相互鼓励，认真倾听，这也是我在组内积极参与的原因之一。各位学习的伙伴们在行动上实践了这两个重要品质。

The third is the change in the learning attitude. In one of the lectures in the training program, Dr. Lucas pointed out that there are two very important requirements for the cultivation of youth academic leadership, an open mind and active learning, and an atmosphere that encourages exchanges and communication. Regarding open-minded learning, everyone participating in the YAL program has demonstrated an expression of an open mind. As for the team atmosphere that encourages exchanges and communication, our group has made a good example, including all group members of Group 1 from Tongji University, Yunnan Normal University, etc.. During the discussions, many different opinions have always emerged. Although the ideas may not be directly related to the topic we were discussing, the discussions have been very relevant and reasonable. Everyone encourages each other and listens carefully to others, which has been one of the reasons why I actively participated in the group discussions. All the group members have actually practiced and demonstrated these two important qualities in their actions.



下面谈一下参加学习的感受，以及学习后给带我一些思考。

第一，回顾学习过程，其实我们很多工作和学术领导力无直接关系，为什么要发展学术领导力？我觉得需要先回答领导力的本质是什么这个问题。抛开理论知识，我认为领导力的本质是影响力，个人之于团队的影响力，带动能力。储祖

望教授曾提出领导力发展的本质是个人综合能力的提升，除了学术领域，也适用于各个岗位，各个层面的工作和生活之中。这就论证了青年教师发展学术领导力的必要性。学院的主要工作是培训教育系统内的干部教师，青年教师作为培训组织实施者，我们的学术水平和学术视角直接影响着学员的学习体验，在一定程度上我们的学术水平和领导力代表着学院的学术水平和领导力。从上边两个角度来说，青年教师学术领导能力培养是十分有必要的。

Let me talk more about the feelings and reflections after participating in the YAL programs, and share some thoughts that this training program has brought for me.

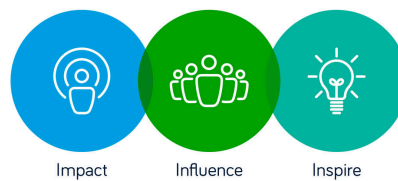
First, thinking back of the learning process in this training program, in fact at the beginning we think that many of our jobs are not directly related to academic leadership. Why should we develop academic leadership? I realize that we need to first answer the question of what is the nature of leadership. Putting aside the theoretical knowledge, I believe that the essence of leadership is influence, the influence of an individual on the team, and the ability to drive a team. Professor Chu Zuwang from CUG once pointed out that the essence of leadership development is the improvement of personal comprehensive ability. In addition to academic fields, it is also applicable to various positions and all levels of work and life. This demonstrates the necessity for young academic members to develop academic leadership. The main job of my institution is to train leaders and teachers from different levels in education. Young academic staff members are the organizers and implementers of the trainings. Our academic level and academic perspectives directly affect the learning experience of the training participants. To a certain extent, our academic capacity and leadership competencies represent the academic capacity and leadership competencies of the institution. From the above two perspectives, it is very necessary to cultivate the academic leadership ability of young academic staff members.



第二，作为培训行业的从业者参训感受。这次的以线上为主的学习交流和我们之前参与的网络培训有很多相似的地方，比如组织形式比较松散，没有强制性要求学习，更多的是依赖学员的自觉性和个人兴趣，但我个人感觉此次的学习成效比之前的网络培训效果要好。原因在哪呢，在于培训组织的精心设计和良好的组织管理。每一次的学习主题，小组讨论的问题设计，虽然严重超时但仍然坚持的小组汇报，组织者的用心和投入可以带给学员很多影响与感染。这也给了我们一些启发，怎么提升网络培训的成效，简单的做好教学设计做好课程是不够的，积极在培训中融入实时交流互动环节，对设计的教学环节给出明确的反馈，这些都是在向学员传达积极正向的影响力。关于这个点，还可以展开讨论一下，这里不在赘述。

Second, the experience of participating in the YAL training as a training practitioner. This blended training with mainly online-based learning and exchange has many similarities to the online training we participated in before. For example, the organization of online lectures is relatively loose, as these are not mandatory courses, and the training is more dependent on the self-willingness and personal interests of the training participants. But I personally feel that the learning effect of the YAL program is better than the previous online training I experienced. Why the YAL program has a better effect? The reason lies in the well-designed and well-organized management of the training program. Each learning theme and content, the design of the group discussion topics, and the consistence of the organization have brought the effectiveness. Sometimes despite the serious overtime of the sessions, the organizers persisted the group reporting after the discussions. The organizers' care and dedication have brought a lot of positive influence and effect for all training participants. This experience also gave us some enlightenment and insights on how to improve the effectiveness of online training. It is not enough

to simply do a good job in the design of teaching and training, Integrating actively real-time communication and interactions in the training, and give clear feedback on the teaching and training content is very important. These elements are conveying positive influence to the training participants. Regarding this point, we can discuss more about it, but I won't repeat it here.



LEAD2 YAL 项目为我们提供了一个很好的学习交流平台，开拓了眼界，我们的学习交流对象是跨文化跨学科的，小组交流给了我们很多不一样的视角。

The LEAD2 YAL program has provided us with a good platform for learning and exchanges; it has broadened our vision and horizons. Our peers in this training program are from different cultures and various disciplines, and the group exchanges have given us many different perspectives.

