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LEAD2 Young Academic Leadership Training

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Personal Experience and achievements

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Shanghai Shanda College

中欧 LEAD2 青年学术领导力培训学习体会

上海杉达学院 李丽

2021 年 10-12 月我很荣幸参加了中欧 LEAD2 青年学术领导力 2021 年秋季培训班,非常感谢同济大学给予我这样宝贵的学习机会。在两个多月的培训中,我们从讨论为什么青年学术领导者需要提升领导力及学习大学治理入手,学习了领导力理论,领导力风格,大学治理及高等教育的发展结构模式和变革,领导者特质与大学背景下的领导力风格、团队协作及赋权他人,青年学术领导力的挑战与创新性策略等知识,并聆听了多位青年学术领导者分享他们的个人成长经历。

本次培训班采用了线上线下相结合的方式,除了每周 ZOOM 线上会议中专家教授的讲解外,课前课后我们还要在 Canvas 平台上预习和复习“青年学术领导力”慕课的相关内容。课堂上,我们每个小组围绕相关问题,结合当天所学的知识,进行分组讨论和集中汇报。我认为培训班的管理模式是本次培训的第一大特点,给我留下了深刻的

印象。培训班共分为六组，每组除固定的班级助理（**facilitator**）外，还设置了班组长（**group leader**）、记录员（**reporter**）、发言人（**presenter**）三种身份。三种身份的主要职责分别为：班组长通过民主选举或提名任命课程记录员及发言人；在课程讨论环节，记录员通过班级助理发在群里的在线文件链接，记录讨论中出现的重要内容；在讨论结束后，由发言人根据记录员记录的要点，在规定时间内汇报本组讨论内容。其中班组长每两次课程后可以连任，亦可更换。如需更换，则需由上一任组长组织下一任组长竞选或任命。记录员和发言人可根据本小组实际报名情况，由组长决定是一周一任，还是两周一任。通过设置这三种身份，可以充分调动大家的积极性，能够把学习到的知识融入到实践中，提升领导力。我们第五组成员包括了同济大学、北京师范大学、广西师范大学、云南师范大学、华南理工大学、中国地质大学、国家教育行政学院、第二工业大学、上海杉达学院、云南工贸职业技术学院等 10 所高校 22 位老师。我很荣幸担任了本组第一任组长，在提名任命课程记录员及发言人的过程中，面对初次在微信群里结识的组员们，在不了解彼此的沟通风格和可接受的领导力风格的情况下，我只能小心谨慎的把握好说话分寸，忐忑不安的完成了任务。在这过程中，幸好得到了同济大学黄立鹤老师和国家教育行政学院徐宏伟老师的鼎力支持，我们三人互相配合顺利完成了第一周的班级管理任务。

我认为每次课堂上的分组讨论是本次培训的第二个特点。我们在讨论中会针对当天学习的理论相互答疑解惑，多角度分析问题阐述观点，并分享学习心得和实践经验，这种学习方式既有趣又有效，大家拓展了思路，每个人都乐于贡献自己的想法。在讨论过程中，我也看到了不同组员的特点，有人善于把控总体进程，有人善于切中主题阐

述观点，有人善于发散思路，有人善于把发散的思路拉回到主题上，有人善于归纳总结，有人善于快速记录，有人善于提炼汇报。作为一个团队的领导者，我们要学会如何根据每个人的特点赋权，扬长避短，充分发挥每个人的特长。培训中我们既在学习领导力，又在践行领导力，知行合一，学习效果好。

在培训班结业仪式上，我有幸被选中做题为“作为学术人和作为职业人的平衡”的主题发言，这个主题也是青年领导者的一大挑战，培训中引起大家的热烈讨论。在发言中，我先从分享我的个人经历开始，最后给出了几个建议。作为学术人的身份，我还只是新手。在读博士之前，虽然我也从事教学和研究工作，但工作的重心是管理，主要负责学校的教学管理和国际交流合作。很长一段时间我过着在教学、研究、管理之间不断分配和平衡时间与精力的煎熬日子。在工作了 14 年后，我有了一个由学校派遣赴美国读博士的机会，但同时我又面临年幼的双胞胎儿女需要照顾的挑战，但在家人的理解和支持下，我顺利开启了博士学习之旅，并顺利毕业。我庆幸自己当初坚定的选择了读博这条路，它让我具备了继续奋斗的勇气、信心、能力。虽然在学术人和职业人之间取得平衡很难，但作为一名高校工作者，我们还是要坚持做研究，这是我们赖以生存的基础，是我们继续前进的资本。最后，在如何平衡好学术人和职业人方面，我建议：要合理定位职业方向并坚定目标，保持对自己研究领域的浓厚兴趣，教学、研究、管理工作要紧紧密结合，严格自律、做好时间管理，获得家人、领导、同事的支持。

最后，我要再次感谢同济大学给予我这次珍贵的学习机会。通过参加这次培训班，我不仅学习了领导力的相关理论，聆听了成功的学术领导者个人成长经历，反思了自己的成长路径及需要继续努力的方向。

向，而且开阔了眼界，结识了中外兄弟院校的朋友们，未来在工作研究中将继续加强交流与合作。



上海杉达学院 李丽

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I was honored to participate in the LEAD2 Young Academic Leadership Training Fall 2021 in October-December 2021. I am very grateful to Tongji University for giving me such a valuable learning opportunity. During the two-month training, we started from discussing why young academic leaders need to improve their leadership and learning about university governance, learning about leadership theories, leadership styles, structural models and changes in the development of university governance and higher education, leadership traits and leadership styles in the university context, teamwork and empowerment of others, challenges and innovative strategies for young academic leadership, and listened to a number of young academic leaders share their personal growth experiences.

In addition to the weekly ZOOM meetings with experts and professors, we had to preview and review the content of the Young Academic Leadership training on the Canvas platform before and after class. During the class, each group had a group discussion and focused presentation on the relevant issues and the knowledge they had learned that day. I think the management of the course was the first feature of the training, and I was impressed by it. The training class was divided into six groups, and each group had three role players: group leader, reporter, and presenter, in addition to the fixed class assistant (facilitator). The main responsibilities of the three roles are: the group leader appoints the course recorder and the presenter through democratic election or nomination; in the course discussion session, the recorder records the key points of the discussion through the online document link sent by the class assistant in the group; at the end of the discussion, the presenter reports on the group's discussion within the specified time according to the key points recorded by the recorder. The group leader can be reappointed or replaced after every two sessions. In case of replacement, the previous group leader should organize the election or appointment of the next group leader. Recorders and speakers can be appointed on a weekly or biweekly basis at the discretion of the group leader, depending on the actual enrollment of the group. By setting up these three identities, we can fully mobilize everyone's enthusiasm and be able to integrate the knowledge learned into practice and enhance leadership. Our fifth group included 22 teachers from 10 universities, including Tongji University, Beijing Normal University, Guangxi Normal University,

Yunnan Normal University, South China University of Technology, China University of Geosciences, NAEA, Second Institute of Technology, Shanghai Sanda College, and Yunnan Institute of Technology and Industry. I was honored to serve as the first leader of this group. In the process of nominating and appointing course recorders and speakers, I had to be careful to grasp the right amount of words and completed the task with apprehension in the face of the group members whom I had met for the first time in the WeChat group, without knowing each other's communication style and acceptable leadership style. During the process, I was fortunate to have the support of Mr. Huang Lihe from Tongji University and Mr. Xu Hongwei from NAEA. The three of us cooperated with each other to successfully complete the first week of group management tasks.

I think the group discussion in each class was the second feature of this training. We would answer each other's questions about the theories we learned that day, analyze the problems from multiple perspectives to elaborate our views, and share our learning experiences and practical experiences. This way of learning was both interesting and effective, and we expanded our ideas, and everyone was happy to contribute their own ideas. During the discussion process, I also saw the characteristics of different group members, some were good at controlling the overall process, some were good at elaborating their views on the topic, some were good at dispersing ideas, some were good at pulling the dispersed ideas back to the topic, some were good at summarizing, some were good at taking quick notes, and some were good at refining and reporting. As a team leader, we need to learn how to empower each person according to their characteristics, build on their strengths and avoid their weaknesses, and give full play to each person's strengths. In the training, we are learning leadership and practicing leadership at the same time, knowing and doing in unison, with good learning effect.

At the closing ceremony of the training course, I was honored to be selected to give a speech on the topic of "Balance between being an academic and a professional", which is also a major challenge for young leaders and was the subject of lively discussion during the training. In my presentation, I began by sharing my personal experience and ended with a few suggestions. As an academic, I am still only new to

the field. Before my PhD, although I was also engaged in teaching and research, the focus of my work was on administration, mainly responsible for teaching management and international exchange and cooperation in the university. For a long time I lived a torturous life of constantly dividing and balancing my time and energy between teaching, research, and management. After 14 years of work, I was given the opportunity to be sent by the university to study for a PhD in the United States, but at the same time I was faced with the challenge of taking care of my young twin children, but with the understanding and support of my family, I successfully started my PhD journey and graduated. I am glad that I firmly chose the path of doctoral study, which gave me the courage, confidence, and ability to continue my struggle. Although it is difficult to strike a balance between academic people and professional people, as a university worker, we still have to insist on doing research, which is the basis for our survival and the capital for us to continue to move forward. Finally, in terms of how to strike a good balance between academic and professional people, I suggest: to position your career direction reasonably and firmly, to maintain a strong interest in your research field, to closely integrate teaching, research and management, to be strictly self-disciplined, to manage your time well, and to get the support from your family, leaders and colleagues.

Finally, I would like to thank Tongji University once again for giving me this precious learning opportunity. Through participating in this training course, I not only learned the theories related to leadership, listened to the personal growth experiences of successful academic leaders, reflected on my own growth path and the direction I need to continue to work on, but also broadened my horizons and met friends from sister institutions in China and abroad. This has supported me to continue to strengthen exchanges and cooperation in my future work and research.