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LEAD2 Young Academic Leadership Training

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Personal Experience and achievements

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LEAD2 青年学术领导力培训学习体会

上海第二工业大学

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很感谢 LEAD2 培训项目给了我这个学习机会，现在我已经完整参加并成功结业。其实我并不是第一次接触 LEAD 项目，而是与该项目早有渊源。作为一个曾经在布鲁塞尔自由大学（VUB）学习的留学生，同时也是该项目主导人朱畅教授的学生，我很荣幸地参加过 2016 年 LEAD 项目启动大会、2017 年 LEAD 项目在同济大学举办的学术领导力研讨会的组织，之后又有幸参加了今年这次培训，可以说我对 LEAD 项目的感情十分深厚。我特别欣喜地看到，LEAD 项目从一开始的高端层面的学术领导力研究发展到现在，拥有了专门针对于青年教师层面的学术领导力培训。这不仅是 LEAD2 项目自身的发展与成长，对于青年教师来说更是个很好的成长机会。因为青年教师处于一个忙于科研积累和教学磨练的职业阶段，重心更多地放在核心业务能力的研究上，学术领导力方面恰恰是一个最容易被大多数人忽略的。而事实却是，真正有理论基础、有系统主题的专门研讨和学习是最能提醒青年教师注重培育自身未来学术领导者身份的场合，也能提供最多的成长基点和资源。

I am very grateful to the LEAD2 YAL training program for giving me this learning opportunity, and now I have fully participated and successfully graduated. In fact, it is not the first time I came into contact with the LEAD project, but I have a long history connection with the project. As an international student who used to study at VUB and also a student of the project leader, Professor

Zhu, I was honored to participate in the 2016 LEAD project launch conference and the 2017 LEAD project held in Tongji University for academic leadership I was fortunate to participate in this year's training, and I can say that I have a very deep affection for the LEAD project. I am particularly pleased to see that the LEAD program has developed from the high-end academic leadership research at the beginning to the present, and has developed academic leadership training specifically for young instructors. This is not only the development and growth of the LEAD2 project itself, but also a good growth opportunity for young instructors. Because young instructors are in a career stage that is busy with scientific research accumulation and teaching training, the focus is more on the research of core business capabilities, and academic leadership is precisely one of the most easily overlooked by most people. However, the fact is that special seminars and studies with real theoretical basis and systematic themes are the occasions that can best remind young instructors to focus on cultivating their own future academic leaders, and can also provide the most basis and resources for growth.



在这个培训班的学习过程中我学习和收获了很多。一方面借由培训班认识了很多国内各地高校的青年教师，与他们的思想交换和交流让我深深感到了自己在青年学术领导力问题上的认识不足和浅显。尤其是关于学术领导者身份的认知和认同，在培训班期间很多同行、尤其是同济大学的几位优秀青年教师的经验分享和观点交流给了我很多提示：青年学术领导者的有意识培养是必需的，因为只有有意识地进行培养，才有可能从一开始就有的放矢地使领导力素养有所增长，而不只是一种偶然的个体能力发展现象。另一方面，LEAD2 培训班中多样化的学习模式和多元素的学习模块也让我有了增长见识的渠道。培训中，班长、发言人、记录人轮值担任的制度让每个人在无形中担当了一次学术领导者的职位，这样的学习场景不是学生时代读书研讨的同类反复，而是一种同行沟通的半正式研讨。抛开研讨内容本身，

角色担当本身就是对学术领导力培训主题的最好诠释了。

I have learned and gained a lot during this YAL training program. On the one hand, I got to know many young lecturers from colleges and universities all over the country through the training course, and the exchange of ideas and exchanges with them made me deeply feel that I have insufficient and shallow understanding on the issue of youth academic leadership. Especially with regard to the cognition and recognition of the identity of academic leaders, the experience sharing and exchange of opinions of many colleagues, especially several outstanding young lecturers of Tongji University, gave me a lot of tips during the training class: The conscious training of young academic leaders is a Necessary, because only consciously cultivated, it is possible to develop leadership literacy in a targeted manner from the beginning, not just an accidental phenomenon of individual ability development. On the other hand, the diverse learning modes and multi-element learning modules in the LEAD2 training course also gave me a channel to increase my knowledge. During the training, the rotation system of monitor, spokesperson, and recorder makes everyone take on the position of academic leader invisibly. This kind of learning scene is not the same kind of repetition of reading and discussion in the student days, but a half of peer communication. Formal discussion. Aside from the content of the seminar itself, the role itself is the best interpretation of the theme of academic leadership training.



另外学习内容中也有很多学习模块的主题让我很感兴趣。在其中我不仅能找到适合自己职业现状的切入点进行发言讨论，更好的地方在于还可以在培训中得到其他更有经验的青年教师的指导。因为我本身还没有任何领导职位，而同一个培训班当中有很多青年教师已经是院系层面的学术领导者或行政领导。这样的机会对我来说特别难能可贵。令我印象深刻的是，有一次的讨论主题是“对于不同层面的高校来说，市场化压力的不同在何处以及如何

应对”，这个问题之下我聆听了来自于部属高校、一般市属高校、民办高校等不同层次高校的不同职位类型的青年学术领导者的十分有建设性的见解，也第一次感受到这个问题与一个普通青年教师息息相关，也是我们应该着手思考的问题，着实让我很受启发。

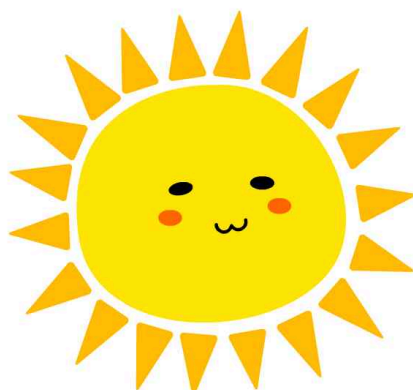
In addition, there are many topics in the learning module that interest me. In it, I can not only find an entry point suitable for my own professional situation to speak and discuss, but the better part is that I can also get the guidance of other more experienced young instructors in the training. Because I don't have any leadership positions myself, and many young instructors in the same training class are already academic leaders or administrative leaders at the department level. Opportunities like this are very rare for me. What impressed me was that the topic of one discussion was "Where are the different pressures of marketization for colleges and universities at different levels and how to deal with them?" The very constructive opinions of young academic leaders of different positions and types in colleges and universities, private colleges and universities at different levels, and it is the first time that I feel that this issue is closely related to an ordinary young teacher, and it is also a problem that we should start thinking about. I am very inspired.



另外，在学习过程中，我尤其对于学习主题、也就是“青年学术领导力”所需要的核心能力与素养有了清晰的界定。毕竟，概念的模糊是最初不能有意识地、自发地进行学术领导力成长的主要原因。清楚地界定了这样的问题之后，我对于自我成长的核心成长点以及必要素质有了十足的认知，今后的成长和发展也更有目标了。这在我的认知上也提升了一个层面，我原来总是忙碌于科研与教学层面的具体发展目标，而“学术领导者”这个目标则给了我跳脱出一般青年教师视角的机会，让我上升到一个更高的层面来思考自己的整个职业发展路径。

In addition, during the learning process, I especially have a clear definition of the core

competence and literacy required by the learning theme, that is, "Youth Academic Leadership". After all, conceptual ambiguity is the main reason why academic leadership growth cannot be consciously and spontaneously undertaken in the first place. After clearly defining such a problem, I have a full understanding of the core growth points and necessary qualities of self-growth, and my future growth and development will be more targeted. This has also raised a level in my cognition. I used to be busy with specific development goals at the scientific research and teaching level, and the goal of "academic leader" gave me the opportunity to jump out of the perspective of ordinary young instructors and let me I took it to a higher level to think about my entire career path.



最后，我必须衷心感谢 LEAD2 青年学术领导力培训班的所有工作人员的倾情付出，为我们的这次学习提供了精彩的学习资源和条件。特别感谢我读博期间联合培养的博士生导师朱畅教授，感谢她一直关心我的职业发展，在我回国之后也一直给我保持联系的渠道，每次在中国的研讨和学习都从没忘记带上我，这份师恩让我的内心特别感激和难忘。朱畅老师，一日为师、终身为师。也感谢 LEAD2 合作单位同济大学的张向荣老师在我报名和结业时，尽职尽责地提供了很多帮助。成功结业了，我收获丰厚而且内心喜悦。LEAD2 项目，我们有缘再见！

Finally, I must sincerely thank all the staff of the LEAD2 Youth Academic Leadership Training program for their dedication, providing us with wonderful learning resources and conditions for this study. Special thanks to Professor Zhu, the doctoral supervisor I jointly trained during my Ph.D. She has always cared about my career development, and she has always given me a channel to keep in touch after I returned to China. Her kindness makes my heart especially grateful and unforgettable. Prof. Zhu was a teacher of me and a teacher of me for life. I would also like to thank Mr. Zhang from Tongji University, a partner of LEAD2, for his dutiful assistance during my

registration and graduation of the program. Successfully graduated, I have gained a lot and I am very grateful. LEAD2 project, we are committed to see you again!

