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LEAD2 Young Academic Leadership Training

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Personal Experience and achievements

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中欧 LEAD2 青年学术领导力培训项目小结

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作为一名外事工作者与高校工作人员,我很荣幸参加到本次中欧 LEAD2 青年学术领导力培训项目。自 2012 年留校工作以来,我积累了一定的高校工作经验,同时深切地感受到高校工作是任重而道远的,深刻感到要不断提升自我,扩散自己的正能量,为真正做到教书育人而不懈奋斗。本次培训内容丰富,注重实效。国内外高校的专家学者为我们全面而详尽介绍了大学治理与学术领导力、领导力理论及应用、青年学术领导力与在中外合作中的角色定位及优化等青年学术领导力的各方面内容,,让我受益良多,开拓了我的知识面与视野,了解了更多有关高等教育、管理与学术领导力的知识。

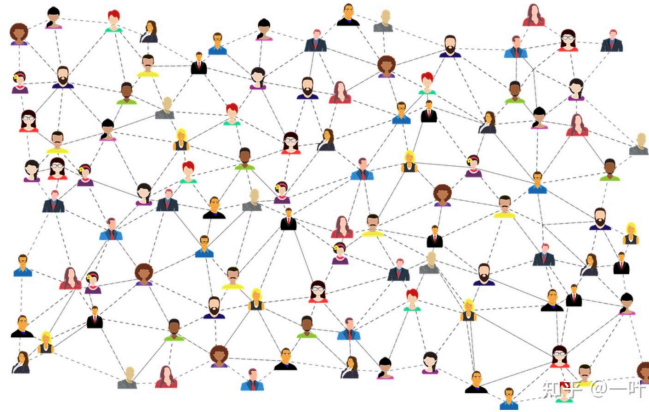
As a foreign affairs and university staff, I am honored to participate in this LEAD2 youth academic leadership training program. Since I started my job at Tongji University in 2012, I have accumulated a certain amount of work experience in

colleges and universities. At the same time, I deeply feel that the work of colleges and universities is a long way to go, and I deeply feel that I must constantly improve myself, spread my positive energy, and truly teach. Educating and striving unremittingly. The training content is rich and practical. Experts and scholars from domestic and foreign universities gave us a comprehensive and detailed introduction to various aspects of youth academic leadership, such as university governance and academic leadership, leadership theory and application, young academic leadership and role orientation and optimization in EU-China cooperation. I have learned a lot, broadened my knowledge and horizons, and learned more about higher education, management and academic leadership.

以下围具体谈谈我的一些感触和想法：

1、中外合作机构应结合自身情况不断优化领导力中心化机制与领导力去中心化机制的运用。据我的了解，同济大学中德学部在宏观方面主要运用的是中心化机制，特别是人员、财务等方面，有非常具体的组织框架和章程。中外双方在一些战略框架、人事任免、资金保障等方面需要中心化应对机制来决定，可以保证在宏观与重要的事务能有章法可依。而去中心化机制在细节和落实方面更加有效，如人与人的交流、具体项目事务的执行、校外企业的赞助、专家邀请、伙伴关系的维护等方面。但中心化应对机制与去中心化应对机制也不应该一成不变，而应该与时俱进。两种机制需要前期进行学科的调研与设置，随后经过长期磨合，定期优化升级，在中外双方充分磋商沟通之后才能达到具体的合作方案，但在具体开展过程中，比如双方是校友等，可能人的情感会使得合作的开展更加顺利。当然，采用何种方式也应考虑机构的实际情况，如仅为小体量或小型的机构往往采用去中心化机制的程度会更高，运行起来也更为便捷高效，但也会面临一定的

局限。



Chinese and foreign cooperative institutions should continuously optimize the application of the leadership centralized mechanism and the leadership decentralized mechanism based on their own conditions. As far as I know, the Department of Chinese and German Studies of Tongji University mainly uses a centralized mechanism in macro aspects, especially in terms of personnel and finance, and has a very specific organizational framework and articles of association. Chinese and foreign parties need a centralized response mechanism to decide on some strategic frameworks, personnel appointments and removals, and financial guarantees, which can ensure that there are rules and regulations to follow in macro and important affairs. The decentralized mechanism is more effective in terms of details and implementation, such as people-to-people communication, implementation of specific project affairs, sponsorship of off-campus companies, invitation of experts, maintenance of partnerships, etc. However, the centralized response mechanism and the decentralized response mechanism should not be static, but should keep pace with the times. The two mechanisms require preliminary research and setup of disciplines, and then after a long period of running-in, regular optimization and upgrading, and a specific cooperation plan can only be reached after full consultation and communication between the Chinese and foreign parties. The connections will make the cooperation more smoothly. Of course, the actual situation of the institution should also be considered in which method is adopted.

For example, only small-scale or small institutions tend to adopt a decentralized mechanism to a higher degree, and it will be more convenient and efficient to operate, but it will also face certain challenges. limited.

2、青年高校工作者应在中外合作机构中发挥好枢纽人与摆渡人的作用。中外合作办学中往往要面临不同文化的差异与教育制度的差异。例如，在中国很多专业名称是需要到教育部报备且专业名称是很难更改的，而外方高校的专业名称是更容易更改的。这时就可能会出现外方高校设置的专业名称无法在中方高校设立的情况。例如，我国博士生是需要交学费，而德国高校的博士生是可以领取工资的。作为枢纽人与摆渡人，青年工作人员首先要不断扩充自己的知识储备量，不断了解中外方的国情与高校体系，从而更好地了解双方存在的差异，更好地帮助双方了解对方的差异，从而化解不必要的误解。然后通过调和、沟通、寻找支持与帮助，将双方的需求及想法解释、传达给对方，最后共同找到问题的解决方案与办法。



Young university staff members should play the role of hub person and go-between person in Sino-foreign cooperative institutions. Chinese-foreign cooperative education often faces differences in different cultures and educational systems. For example, in China, many subjects or discipline titles need to be reported to the

Ministry of Education and it is difficult to change the subjects or discipline titles, while the subjects or discipline titles of foreign universities are relatively easy to change. At this time, it may happen that the subjects or discipline titles set by the foreign university cannot be established in the Chinese university. For example, Chinese doctoral students need to pay tuition fees, while doctoral students in German universities can receive wages. As a hub person and a go-between person, young staff must first continue to expand their knowledge reserves, and constantly understand the national conditions and university systems of China and foreign countries, so as to better understand the differences between the two sides, and better help the two sides understand each other's differences. So as to resolve unnecessary misunderstandings. Then, through reconciliation, communication, and finding support and help, the needs and ideas of both parties are explained and communicated to each other, and finally solutions and solutions to the problem are found together.

最后，通过担任小组组长与后期的小组互动，我感到高校青年教师队伍是一支充满活力的精英队伍。在培训期间，主讲人与小组成员提出了很多一些创新的做法和技巧，给我的启发是相当大的。在未来的工作中，我一定会学以致用，不断创新，在工作中继续提升自己，更好地开展高校外事工作，进行一定的高校教育研究。

Finally, by serving as the group leader and interacting with the group in the later period, I feel that the team of young lecturers in colleges and universities is a dynamic and elite team. During the training, the instructors and the participants put forward many innovative practices and techniques, which inspired me a lot. In the future work, I will definitely apply what I have learned, continue to innovate, continue to improve myself in my work, better carry out foreign affairs work in colleges and universities, and conduct certain higher education research.