The Lee Kong Chian School of Business
Academic Year 2013 /14
Term I

MGMT304 ENTREPRENEURIAL LEADERSHIP IN ETHNIC CHINESE BUSINESS
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COURSE DESCRIPTION
Since the mid-1980s intra-regional trade and investment links in East and Southeast Asia have expanded rapidly with the shift of production by firms from Japan and newly industrializing countries to lower-cost, neighboring countries. Ethnic Chinese from Hong Kong, Taiwan, Singapore, Malaysia or Indonesia are actively involved in these massive transformation and integration processes. The course will scrutinize their role as well as some of the (culturally biased) misperceptions about their business leadership conduct. The degree, to which their extensive business networks succeed because of ethnic characteristics, or simply because of the sound application of good business practice, is a key issue that will be discussed throughout the course. Based on various corporate case studies and a multi-disciplinary explanatory framework, we will assess the role, characteristics and challenges of Chinese entrepreneurial leadership and business networks in the People’s Republic of China, Vietnam, Malaysia, Singapore and Indonesia in an era of global market expansion.

LEARNING OBJECTIVES
By the end of this course, students will be able to:
• Explain what makes ethnic Chinese business in Asia tick;
• Appreciate both structure and functions of Chinese business organizations, networks and their global reach;
• Challenge some of the culturally biased misperceptions about the business conduct of ethnic Chinese entrepreneurial leaders in Asia such as their homogeneity, tribal image and socio-economic exclusivity;
• Critically discuss the challenges, which the rapidly progressing integration of East and Southeast Asia’s market cultures into the global market system pose, for ethnic Chinese entrepreneurs, their family businesses, conglomerates and network ties.

PRE-REQUISITE/ CO-REQUISITE/ MUTUALLY EXCLUSIVE COURSE(S)
Please refer to the Course Catalogue on OASIS for the most updated list of pre-requisites / co-requisites for this particular course.

Do note that if this course has a co-requisite, it means that the course has to be taken together with another course. Dropping one course during BOSS bidding would result in both courses being dropped at the same time.

ASSESSMENT METHOD
There is no final examination in this course.

Cumulative assessment (CA) constitutes 100% of the final grade, consisting of:
- 15% for completion of a group-based critical review assignment (journal article, chapter or book; presentation only)

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- 20% for completion of an individual writing assignment (story writing\(^6\); no presentation),
- 30% for participation in a creative mobile learning group project (research, documentation and media works only; no presentation\(^6\)),
- 15% for participation in further developing the course wiki “Hall of Fame of Chinese Scholars” (research and documentation work only; no presentation\(^6\)) and
- 20% for participation in discussions.

* further details will be announced in class.

**Academic Integrity**

All acts of academic dishonesty (including, but not limited to, plagiarism, cheating, fabrication, facilitation of acts of academic dishonesty by others, unauthorized possession of exam questions, or tampering with the academic work of other students) are serious offences.

All work presented in class must be the student’s own work. Any student caught violating this policy may result in the student receiving zero marks for the component assessment or a fail grade for the course. This policy applies to all works (whether oral or written) submitted for purposes of assessment.

Where in doubt, students are encouraged to consult the instructors of the course. Details on the SMU Code of Academic Integrity may be accessed at [http://www.smuscd.org/resources.html](http://www.smuscd.org/resources.html).

**INSTRUCTIONAL METHODS AND EXPECTATIONS**

The course approach is based on both analytical rigor and utilisation of concepts. During the course, a variety of teaching and learning techniques will be employed to enable students to think critically and imaginatively about the various implications of the topic. To realize the goal of a shared learning experience between students and instructor, the course is aimed at integrating actual issues faced by the course subjects, practical experiences of participants, problem-based interaction with experts, individual/group projects, and critical reflection on the various course materials.

**Internet / Web Resources**

Students are encouraged to make use of the resources provided by the websites listed at the end of the outline (see below).

**Reading Assignments**

To master classroom discussions and group activities, the timely completion of assigned readings / reviews (references in bold –below- represent essential materials) is necessary. Students are expected to come to each session well prepared to facilitate individual and group learning. This will result in successful course performance.

**4 MAJOR ASSIGNMENTS**

**Assignment 1: Group-based Critical Review Assignment**

Alternative 1: Groups of max. 6 students will have to prepare a critical summary review of one reference (journal article, book chapter or an entire book) and to present the findings in class (max: 5 slides, time limit: max. 20 mins). No write-up is required! My TA will finalise the list of students per group and schedule by week 2. Altogether there will be 8 groups who will present their reviews in line with the thematic thrusts of the various sessions (please refer to outline below) as per the following allocation:

| Group 1 (Focus: Ethnic Chinese as Minorities) on … | Session 3 |
| Group 2 (Focus: Chinese Guanxi) on … | Session 5 |
| Group 3 (Focus: Dialect / RegionalAssociations) on … | Session 5 |
| Group 4 (Focus: Qiaoxiang Ties) on … | Session 6 |
| Group 5 (Focus: What Makes Chinese BusinessFirms Tick?) on … | Session 7 |
| Group 6 (Focus: Coping with Change) on … | Session 9 |
| Group 7 (Focus: Worldwide Web of Chinese Business) on … | Session 10 |
| Group 8 (Focus: New Chinese Transnational Enterprise) on … | Session 11 |
During the presentations, students should introduce both author and his/her background, key hypotheses, research methods, findings, main conclusions and critical assessment. The verbal review should critically analyze and assess the theoretical-conceptual / empirical value added of the work. To prepare for these assignments, please consult the Book Review section of leading journals such as China Quarterly or Asia Pacific J of Mgt to see how scholars critique each other’s work. No write-up is required. Only the presentations will be graded.

Assignment 2: Individual Story Writing Assignment

This assignment allows you to follow-up and reflect individually about the various course components (the choice is yours) in form of a thematic story of max. 750 words. There are two options here: 1. a story involving real people and 2. a story about an artifact such as a dress, a picture or a decorative item which symbolizes important elements of Chinese culture broadly speaking.

Option 1: This could be a kind of creative write-up about your own identity formation as an ethnic Chinese (non-Chinese are included as well) person and how it changed depending upon place, time, situations and encounters with others (e.g. during an overseas study stint) or it could feature a criminal breach of trust story which took place in the local or regional business scene, involving real business people. Please submit your story together with a photograph of yourself and other actors who might be featured in it. The deadline will be announced in class. **No presentation is required!** The quality of the story write-up will be graded.

What makes a good story? Check out: [http://www.aaronshep.com/youngauthor/elements.html](http://www.aaronshep.com/youngauthor/elements.html) and the website of Singapore’s National Heritage Board (NHB) which has initiated several story writing contests ([http://mystory.sg/content/1328/Storywriting_Contests.html](http://mystory.sg/content/1328/Storywriting_Contests.html)).

Option 2: Alternatively, you can write a story about an artifact which you might have seen in one of Singapore’s museums such as ethnic garments, jade figures or even Chinese food items. If not, go and explore. Start working! An example of a very interesting place is Singapore’s Peranakan Museum near SMU ([http://www.peranakanmuseum.sg/chemuseum/galleries.asp](http://www.peranakanmuseum.sg/chemuseum/galleries.asp)) or The Katong Antique House. Both have great collections of Peranakan artefacts. Another treasure box is the Asian Civilisations Museum ([http://www.acm.org.sg/the_museum/artefact_snapshot.asp](http://www.acm.org.sg/the_museum/artefact_snapshot.asp)). Whatever artifact you choose, please ensure that it has deep meaning in Chinese culture.

The **10 winning stories** will be published in the course wiki. For infos about NHB’s winning stories in the artifact category check out: [http://mystory.sg/content/1275](http://mystory.sg/content/1275).

Assignment 3: Creative Mobile Learning Group Project

We will work with a new and innovative way of learning in this course: **blended mobile learning with mobile devices on location**. Suitable locations for site visits / projects include:

1. Chinese Heritage Centre at NTU
2. Singapore’s Chinatown
3. Asian Civilisations Museum (e.g. Singapore River Gallery)
4. Peranakan Museum (near SMU)
5. Sun Yat Sen Villa
6. Katong Antique House
7. Singapore Chinese Chamber of Commerce & Industry
9. Geomancy Consulting Firms

This assignment allows students to tackle interesting and unique assignments which they have proposed and fine-tuned in close consultation with the instructor on location rather than in the classroom, at home or elsewhere by using mobile learning devices. Students may be asked to listen to a podcast lecture by the instructor either prior to a field trip or on location, e.g. in a museum, followed by a group discussion about the assignment at hand which will have to be tackled by preparing/writing/sending commentaries/informative texts/SMS, photos/images/short video clips based on the particular topic onto a central portfolio (our course wiki) via hand phones (and/or other mobile devices if available/suitable). The project will be handled as a group project. All students will receive the same grade marks. Upon completion, all students will have enhanced their learning curve virtually so to speak by sharing their peer learning outcomes online.

Example I of a Mobile Learning Group Project
Students may want to leverage on the planned visit of the permanent Chinese identity exhibition at the Chinese Heritage Centre at NTU (http://chc.ntu.edu.sg/Exhibition/Pages/Exhibition.aspx). Based on a short (approved) proposal paper which outlines the mobile learning objectives, approach, tools and expected outcomes of the assignment (in close consultation with the instructor), they could focus on reflecting on their own identity formation patterns with the help of videotaped commentaries, photos, statements, short messages etc. All this will have to be archived on the central portfolio (wiki) in line with the respective pedagogical goals. Practically, students might want to sms each other about their observations in the museum and send related, evaluative text messages plus meaningful images to 1-2 other students ‘back in the virtual office’ tasked with organizing/archiving/uploading the material. These ‘wiki masters’ would have to ensure that important insights, experiences and lessons learnt are properly edited and available on the same platform with short albeit meaningful debriefs (just like what museum folks do with exhibits/artefacts) so that their peers can benefit from students’ cumulated learning insights.

Example II of a Mobile Learning Group Project
Another group may opt for exploring Lee Kong Chian’s connection to Dr Sun Yat Sen, the prominent Chinese nationalist, based on a visit of the former Sun Yat Sen Villa named after him and thematically embedded in “Session 6: The Moral Economy”.

As stated in the website of the Sun Yat Sen Memorial Hall, this villa became “a focal point of anti-Manchu activities outside of China. Sun Yat Sen stayed at the villa on three occasions. It is now known as the Sun Yat Sen Nanyang Memorial Hall. Originally called Bin Chang House and built around the 1880s by Boey Chuan Poh for his mistress called Bin Chang. It was renamed Wan Qing Yuan by the new owner, Mr Teo Eng Hock who bought it in 1905 for his mother to enjoy her later years in peace and tranquility. Mr. Teo was a keen supporter of the Nationalist cause in China and offered the place to Dr. Sun Yat Sen, as the Southeast Asian Headquarters of his revolutionary movement, Tong Meng Hui from February 1906. Sadly the owner’s fortunes suffered during the depression and the house was bought over by 6 Chinese businessmen - Lee Kong Chian, Tan Ean Kiam, Chew Hean Swee, Lee Chor Seng, Yeo Kiat Tiow and Lee Chin Tian - who then donated it to the Singapore Chinese Chamber of Commerce and Industry (SCCCI) to be preserved. After the war, SCCCI converted the villa into a museum called Sun Yat Sen Nanyang Memorial Hall, exhibiting artefacts belonging to Dr. Sun and victims of war.”

Here the challenge might be to find out how pragmatic businessmen like Lee Kong Chian, Tan Ean Kiam, Chew Hean Swee, Lee Chor Seng, Yeo Kiat Tiow and Lee Chin Tian were socially and economically connected, their involvement and leadership roles in SCCCI and the business world, what they thought about the Chinese revolution etc. Just like above, the challenge will be to develop interesting materials inspired by/on location (e.g. a short video featuring a board member of the Hall discussing the legacy of Sun Yat Sen) and to upload the results onto the course wiki to enhance shared peer learning.

Be creative! Other suitable locations for mobile learning group projects include Chinese Heritage Centre at NTU; Singapore’s Chinatown; Asian Civilisations Museum (e.g. Singapore River Gallery); Peranakan Museum (near SMU); Sun Yat Sen Villa; Katong Antique House; Singapore Chinese Chamber of Commerce & Industry; Singapore Federation of Chinese Clan Associations (http://www.sfcca.org.sg/) etc. A prominent example of a Geomancy consulting firm is Way OnNet Group Pte Ltd (149 Rochor Road #02-11, Fu Lu Shou Complex, Singapore 188425) with their retail outlets at Orchard Central (181 Orchard Road #04-26/27) and Fu Lu Shou Complex (149 Rochor Road #02-10).
As you might sense you will have a lot of space for creative activities – some of you may not be comfortable with this but I strongly feel that it is something we should try out, and I am confident that all of you will succeed in doing so. Experts predict that this form of mobile learning will become very dominant in the near future. In this sense, we are all pioneers who are pushing the boundaries of learning at SMU. **No presentation is required for this assignment!**

As indicated above, groups have to develop a one page draft outline paper (assignment roadmap) of their proposed mobile learning project (the why, what, where, how etc of your mobile project work) to be submitted as softcopy to my TA (details to be added soon). The instructor will meet each group and discuss the proposal in greater depth. It is expected that the final outcome will draw from class readings, primary (empirical) research on location and other relevant secondary sources (accepted in consultation with the instructor). **The use of mobile devices is strongly recommended!**

The grades for these mobile learning assignments will be based on the quality and creativity of the draft proposal (10%), breadth, depth and innovativeness of the location-centric mobile learning implementation approach (50%) and the quality of the final outcome documented on the wiki (40%). Specific criteria will be clarified in class.

Videos should be professional in nature (length: 15 mins max.). Grades for video productions will be largely based on sound/audio, presentation and technical (e.g. cutting) quality (40%) as well as the quality of the ‘script’. Essential is a good storyline which students need to develop prior to recordings.

Potential alternative topics for these projects are listed at the end of this course outline. Should you have other ideas, please feel free to discuss them with the instructor.

**Assignment 4: Further Development of Course Wiki “Hall of Fame of Chinese Scholars”**

The main objective of this wiki assignment is to further develop an existing collaborative knowledge website (= wiki) on Chinese business whose creation started in AY 08-09 ([https://wiki.smu.edu.sg/MGMT304/Main_Page](https://wiki.smu.edu.sg/MGMT304/Main_Page)). So far, we have collated materials on Mayfair Yang Mei Hui; Wang Gungwu; Tan Chin Tiong; Claire Chiang; Tan Chee-Beng; Gary Hamilton and M Backman.

**Your task** is to continue to expand this “Hall of Fame of Chinese Business Researchers” featured in the wiki above by doing a bit of research on Chinese scholars such as Ang See, Teresita; Baker, Hugh D.R.; Chan Kwok Bun; Douw, Leo M; Gomez, Edmund Terence; Haley, George T; Hsin-Huang Michael Hsia; Huang Cen; Jacobsen, Michael; Kiah, Khun Eng; Lever-Tracy, Constance; Li, Peter S; Liu Hong; Luo Yadong; Mackie, Jamie; Nonini, Donald; Ong Aiwa; Tong Chee Kiong; Pan, Lynn; Redding, Gordon; Schlevogt, Kai-Alexander; Sinn, Elizabeth; Suryadinata, Leo; Tan Chee-Beng; Tracy, Noel; Tsui-Auch, Lai Si; Tu Weiming; Wertheim, W.F.; Wong Siu-Lun; Yao Souchou; Yeung, Henry Wai-Chung and to document your findings in form of a wiki.

Students will work in groups. Each group of students will have to focus on one (1) scholar.

Please look through the list and decide on one scholar you’d like to work on within the deadline which will be announced in class. Our TA will finalise the list of students/name of Chinese scholar so that a colleague from SMU’s “Integrated Information Technology Services” section can lock in all names into the wiki system as soon as possible. There will also be a short wiki briefing in class in week 2 or 3.

The kind of work that needs to be produced on your selected scholar should include:

1. Picture and Short Biography.
2. Elaborations on why the respective scholar(s) started writing about ‘Things Chinese’ (if this can not be established via secondary literature, students are requested to find out, e.g. by emailing/asking the respective scholar which should be most rewarding; several of these scholars live and work in Singapore – so it should be relatively easy to meet them face-to-face).
3. Main Publications
4. Latest Publication and Abstract
5. Key Collaborators (if any)
6. Scholarly Legacy in terms of Main Ideas, Key Concepts, Theoretical Advances etc.
The wiki contributions should have a word count of max. 2000-2500.

The wiki page is available through this main link: https://wiki.smu.edu.sg/GMT304/Main_Page.

You would need to log in with your student accounts before being able to access the page.

Grading criteria will be discussed in class. Some general recommendations for writing good wiki contributions can be found at: http://en.wikipedia.org/w/index.php?title=Wikipedia:Your_first_article&oldid=41631731.

Caution: Please ensure that IP laws are followed when uploading material (e.g. photos). The following link (which is also available on the sidebar on the wiki) provides further infos: Intellectual property - https://wiki.smu.edu.sg/ip.pdf.

The presentation schedule and deadlines for the submission of the written reports will be specified in class. Students are expected to adhere to deadlines. Any problems should be discussed with the course instructor as soon as possible.

Class Participation and Contribution
A high level of student participation is required both in the classroom and in the context of group projects. Students are required to read intensively and to participate actively in book reviews, group projects, presentations, discussions etc.

CLASS TIMINGS
The course is taught in one 3-hour session per week.

RECOMMENDED TEXT AND READINGS
Introductory Reading

Main Textbook

Other Readings will be assigned from the following books:

## CLASS SCHEDULE

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<td>The Evolution of Chinese Communities (Cont’d) / Ethnic Chinese and Chineseness Defined</td>
<td>The Moral Economy of Qiaoxiang Ties</td>
<td>Coping with Change – Challenges Ahead for Chinese Business in Asia</td>
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<td>11&lt;sup&gt;th&lt;/sup&gt; Session: What Makes The New Chinese Transnational Enterprise Tick?</td>
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**Schedule of (Group-based Critical Review) Assignment 1 Presentations**

(to be specified)
Course Outline

Session 1: Introduction - The Evolution of Chinese Communities in the Nanyang

- Chinese Migration in Historical Perspective
- Push and Pull Factors
- Labor Immigration, Working Conditions and Social Life
- Societal Responses

Readings:


Books for Reviews:


Session 2: Ethnic Chinese and ‘Chineseness’ Defined

- Ethnic Chinese and Chineseness Defined
- Self-identification of Ethnic Chinese outside China
- Identities on the Move
- ‘The Chinese Global Tribe’ and other Misperceptions

Readings:


Books for Reviews:


Cushman, J. and Hirschman, C., 1988, Changing Identities of the Southeast Asian Chinese Since World War II, Hong Kong: Hong Kong University Press.

Session 3: Ethnic Chinese as Minorities: Issues and Theories

- The Trading Minority Hypothesis and Consequences
- Ethnic Chinese in Southeast Asia between Integration, Assimilation and Multiculturalism
- Prejudices, Stereotypes and Discrimination: Issues and Theories
- The Situation of Ethnic Chinese and other ‘Asian Americans’ in the US

Readings:


Books for Reviews:


Session 4: Mobile Learning / Site Visit

Session 5: Theory and Practice of Chinese Guanxi and Networking through Dialect / Regional Associations

- Guanxi Defined
- A Typology of Guanxi Bases
- Dialect/Regional Associations and Business Networking
- Impact of Globalisation on Traditional Chinese Associations
- Towards a Global Chinese Cyber-Community

Readings:


Books for Reviews:


Session 6: The Moral Economy of Qiaoxiang Ties

- Bonds and Collaborations between Ethnic Chinese and their Ancestral Villages in the PR China
- The Moral Economy of Qiaoxiang Ties
- Insight: How the Chinese Overseas do Business with China
- Investments of Chinese Overseas in China

Readings:


Kuah, K.E., 2000, Rebuilding the Ancestral Village – Singaporeans in China, Aldershot: Ashgate Publishing Ltd, Chapters 4-6 and 8.


Books for Reviews:


Kuah, K.E., 2000, Rebuilding the Ancestral Village – Singaporeans in China, Aldershot: Ashgate Publishing Ltd.


Session 7: What Makes Chinese Business Firms Tick?

- Chinese Business and Family Firms in Southeast Asia
- Corporate Governance Systems in Chinese Family Firms
- Development Challenges of Chinese Family Firms
- Programs to Help Chinese Family Firms grow
- Case studies of Chinese Family Firms

Readings:


Books for Reviews:


Session 8: Mobile Learning / Site Visit

Session 9: Coping with Change – Challenges Ahead for Chinese Business

- Organisational Change Management Matters
- The Difference between Small Business and Entrepreneurial Ventures
- Organisational Change Practices in Local Firms
- Case Studies of Organisational Change Projects in Chinese Business

Readings:


**Book for Review:**
Session 10: The Worldwide Web of Chinese Business: Fact or Fiction?

- Chinese Guanxi Networks and Economic Development
- Guanxi Bases and Guanxi Strategies of Ethnic Chinese Entrepreneurs
- SWOT Analysis of Chinese Business Networks
- Insight: How China does Business with Singapore

Readings:


Hamilton, G. (ed.), 1991, Business Networks and Economic Development in East and Southeast Asia, Hong Kong: University of Hong Kong, Centre of Asian Studies, Chapters 2, 6, 9 and 11.

Books for Reviews:


Session 11: What Makes the New Chinese Transnational Enterprise Tick?

- Globalization, Chinese Network Organizations and Conglomerates
- The Emergence of the New Transnational Chinese Business Elite
- Case studies of Chinese Conglomerates and Transnational Enterprises

Readings:


Books for Reviews:


Session 12: Wrap-Up

• The Future of Chinese Capital in Asia and the World

Readings:


Topics for Mobile Learning Group Projects

• How Chinese is Urban Singapore? Searching for Chinese Symbols in Urban Space

• Mainland China’s Businesses in Singapore: Manifestations, Threats and Opportunities

• Singapore’s New Chinese Ground
• The Business Activities of the Off-Spring of Singapore’s Empire Builders … (e.g. Tan Lark Sye)
• Theory and Practice of Chinese Philanthropy
• The Business Ideology of Chinese-Educated Businessmen and Women, e.g. Hyflux, Breadtalk
• The Socio-Economic Role of Ethnic Chinese in Southeast Asian Nations (Thailand, Malaysia etc)
• Evolution and Performance of the Lee Rubber Group of Companies
• Raffles’ Girlfriend
• What is so Chinese about Chinese Food?
• What is so Chinese about Chinese Leadership?