

# **Chinese Research Collections**

at Top Education Institute

**Volume 1, 2016**

Editor: Professor Brian Gibson, Dr Xin YI



# Preface

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**Emeritus Professor  
Brian Stoddart**

Chair, TOP Education Institute  
Council

It has long been argued that the twenty first century would be an “Asian” and that has been proven correct. The ongoing rise to global significance of China is now augmented by that of India during a period when the previously dominant Japan has slipped back in economic significance. Add to that the role of Singapore that is well in advance of its size, that of Malaysia and its significance in the Islamic world, and the continued rise of Vietnam, and it is easy to recognise that a focus on the Asian region is of increasing importance to nations and organisations around the world.

TOP Education Institute has recognised this for some time. Indeed, that recognition has been there from the start of TOP’s operations, given its strong connections with leading Chinese universities and officials, and the increasing numbers of students from China who are performing so well in TOP’s degree programs.

For that reason, as TOP follows its own strategic development goals and moves towards the realisation of university status, the role of research in the Institute has become more prominent. In developing a research culture, TOP has therefore deliberately focused on the targeted development of expertise in Chinese affairs, and will continue to do so. A dedicated Chinese Studies Centre is being established to host and encourage all such research, joint research projects are being developed with Chinese institutions and scholars, and this research at TOP is being funded substantially so as to guarantee that the work is both of high quality and of significance.

As this initial collection of research studies demonstrates, the range of work being done at TOP is already substantial and covers a wide range of fields in business, law, economics, finance, international affairs and more. The collection also demonstrates that the teaching being done in the degree programs at TOP has a strong foundation and location in a meaningful body of research, the hallmark of excellent university teaching.

TOP will continue to develop that research-teaching nexus in order to ensure that its students enjoy the best possible learning and teaching environment. That will be supported by the funding of targeted research projects, encouragement of staff to undertake research in critical areas of the Chinese story, by the creation of more joint research projects, and the facilitation of research publications and other forms of dissemination.

In all that, the focus will continue to be on China and all the facets of its development and impact on global affairs. It is envisaged that this work will not only feed back into teaching but also into TOP's interactions with business, policy, trade and engagement from an Australian perspective.

These research initiatives mark out TOP, again, as amongst the most progressive of private higher education providers in Australia and as one of the most committed to providing comprehensive and high quality services to both its students and to its public audiences in Australia and elsewhere.

We look forward to the appearance of further publications like this, but for now celebrate the appearance of this first effort.

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**Professor Sam Blay**

## **Biography**

Professor Sam Blay is Deputy Principal and Professor of Law at TOP Education Institute. He is a member of the South China International Economic Arbitration Commission (SCIA). He was the Director of the China Program at the UTS Faculty of Law and has served as a Visiting Professor at the China University of Politics and Law and the Beijing Management College of Politics and Law. He has served as a consultant for the Australian Human Rights Commission for the Beijing Zhicheng Public Interest Law firm.

## **Presentations & Speeches**

- “Current Issues in International Law: Neighboring Conflicts in the South China Sea” Paper Presented at the Faculty of Law of Universitas Airlangga, Surabaya Indonesia 25th August 2015
- “Developing Countries and Skilled Migration Outflows: The Case for Equitable Dividends and the Role of China”, State Administration of Foreign Experts Affairs (SAFEA) International Symposium of Skilled Migration, Beijing, June 2014.

## **Publications**

### **Articles**

- “Adventures in Pedagogy: The Trials and Tribulations of Teaching Common Law in China”, Legal Education Review Vol. 15 (2005) 137 (With Young and Li,)
- “Party Autonomy in Chinese International Commercial Arbitration: A Comment on Recent Developments”, Vol. 8 (1997/98) The American Review of International Arbitration 331-339
- “Admissibility and Jurisdiction in Commercial Arbitration: The Case of CIETAC” (1997/98) Canberra Law Review 247-255 (With Yanming Huang)

### **Reports**

- “An overview of the role of civil society organisations in Australia: Lessons for China” Report Prepared for the Beijing Zhicheng Public Interest Law Group, Zhicheng Public Interest Law, No 198, Fengtailukou Dongli, Fengtai District, Beijing, China June 2013
- “Reforms in the United Nations and the Changing Role of Civil Society: Implications for China”. Report Prepared for the Beijing Zhicheng Public Interest Law Group, Zhicheng Public Interest Law, No 198 Fengtailukou Dongli, Fengtai District, Beijing, China June 2013.





**Professor Eugene Clark**

## **Biography**

Professor Clark has been involved with teaching and research in and about China for two decades. He holds post graduate qualifications from both Australia and the US in Law and in Education. He has authored, co-authored or edited over 20 books and a hundred plus articles. He is a Fellow, Australia Academy of Law and Emeritus Professor at the University of Canberra where he was formerly Pro Vice-Chancellor (External Relations). He is on the board of 3 international journals and member of the Legal Education Committee of the Law Council of Australia.

## **Adjunct Appointments**

- Honorary Professor, Ningbo University (2002-2005)
- Global 1000 Talents Scholar, Distinguished Professor and Senior Foreign Expert, China University of Political Science and Law: 2012-2015.
- Visiting Professor of Law, China University of Political Science and Law: 2015-2018.

## **Research and Other Grants**

- China Linkages Grant led by Prof Roman Tomasic (in charge of Consumer Law Group) with team from University of Canberra, 1996 - 1998. \$250,000.

## **Presentations & Speeches**

Numerous conference presentations and presentations to various groups. Most recent included:

- ‘Australia, the Trans-Pacific Partnership Agreement, and China’, presented at Forum and Seminar on Governance of Enterprises and TPP, Sino-Canadian Legal Research Center, June 18-19, Beijing.
- ‘Comparative Law Research and Teaching in Australia and New Zealand’, paper presented at Soochow University Law School, Taiwan, January 2016.

## **Publications**

### **Research Monograph**

- “Reflections on 21st Century China”, China University of Political Science and Law Press, 385 pgs, 2015

## **Articles and Published Conference Papers**

- “An Overview of China’s Progress in E-commerce and E-Government”, Published proceedings of the Third International Conference on Comparative Law, Asia Academy of Law and College of Comparative Law, China University of Political Science and Law, 25-26 September, 2015
- “Preventing the Technology Wolf of Wall Street from Blowing Down the Share Market Door”, Soochow University Law Review, 2015 (with Prof CHE Hu)

- Online Dispute Resolution: Searching for Transborder Solutions in a Jurisdictionally Bound World, 2013
- “The Challenge of Regulating High Frequency Trading as Markets Open Up to a Global Economy and the Latest Technological Advances in Share Trading”, Book chapter, in Exchange and Integration of the Contemporary Legal Systems: The First International Conference on Comparative Law and Global Common Law, China University of Political Science and Law , China Press, pp 312-336, 2011 (with Prof CHE, Hu)
- “Foreign Investment in Russia and China: A Long Way to Go, but Reason for Optimism”, Thunderbird International Business Review, vol 45(3), May-June, pp 367-75, John Wiley & Sons, ISSN: 1096-4762, 2003; Online ISSN 1520-6874
- “Vocational Relevance and Global Functionalism: Challenges for Practitioners and Legal Educators in the Twenty-first Century”, pp 141-162 (English version); pp163-168 (Chinese version), Published Proceedings of International law Schools Deans’ Conference on Legal Education for the 21st Century, Beijing, China, 25 -27 May, 1999. (With Prof Sam Blay)
- “Consumer Law and Economic Development in the PRC: Overview and Commentary”, Canberra Law Review 4(1, 2). pp. 125-150, 1997-98.

#### **Blog/Opinion Columnist:**

- Taipei Conference on International and Comparative Law <http://www.top.edu.au/blog/school-of-law/taipei-conference-on-international-and-comparative-law>
- Opinion Columnist (October 2012-present), China.org.cn [http://www.china.org.cn/opinion/node\\_7074948.htm](http://www.china.org.cn/opinion/node_7074948.htm) (mostly American and European readership). Commentary on legal, cultural, educational, business, technology and general interest topics. (October 2012-Present) Publishing one 700-1000 word article every two weeks with over 150 articles published to date.
- Blawgs on China and BREXIT, China and the TPP (with Prof Sam Blay)

#### **Other Involvements**

- Organizing Committee, Asia Academy of Comparative Law
- Represented Society of Public Law, UNCITRAL Expert Committee on E-commerce

#### **Work in Progress**

- Second edition of China Reflections book, to be translated into Mandarin as well as English and published by China University of Political Science and Law Press.
- Various articles on E-commerce and Technology Law developments in China

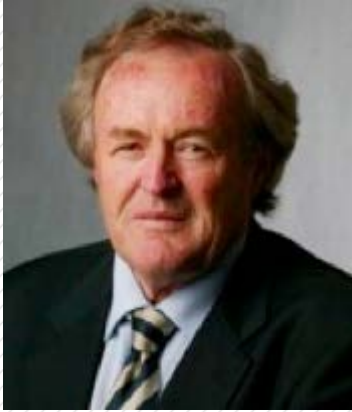


# **Reflections of 21st Century China**



Prof Eugene Clark





**Professor Peter Flood**

## **Biography**

Peter Flood is an internationally recognised earth scientist who has supervised Chinese students undertaking PhD studies at the University of New England. The research topics covered the tectonics and mineral deposits of China.

Peter Flood was a visiting Professor at the University of Hong Kong (HKU) for more than a decade delivering second and third year courses in Marine Geology and Fossil Fuels. During those times he researched with the staff there the record of Holocene Higher Sea Levels and how this is recorded in the Fixed Biological Indicators along the shoreline of Hong Kong Island. He served as an external examiner of research theses from HKU for almost two decades.

He transferred the knowledge obtained from HKU and the abilities of Chinese students to the academic management of students at TOP. This was achieved by his role of Foundation Provost, 2009 to 2015. He continues to provide academic expertise by his membership of TOP's Academic Board. These academic activities have been supplemented by his studies in Educational Matters at the Harvard Institute Educational Management and his earlier responsibilities as Head of Department, Head of School, Dean, Pro-Vice Chancellor, Deputy Vice Chancellor Research, acting Deputy Vice Chancellor International, and acting Vice Chancellor.

## **Adjunct Appointments**

- Visiting Professor at The University of Hong Kong 1992-2010 and delivered Geosciences Units of study in Geosciences

## **Publications**

- Zhou, J., Flood, P., Li, W., (2000), "Gold Grade and Tonnage Models of the Gold Deposits, China" Resource of Geology, Volume 50, Issue 1, pages 53-64
- Davis, A., Aitchison, J., Flood, P., Morton, B., Baker, R., Haworth, R., (2000), Late Holocene higher sea-level indicators from the South China Coast, Marine Geology, page 1-5.

# Gold Grade and Tonnage Models of the Gold Deposits, China

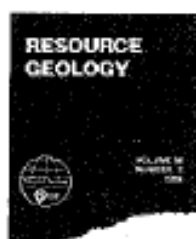
1. Jun ZHOU<sup>1</sup>,
2. Peter G. FLOOD<sup>2</sup> and
3. Wei LI<sup>1</sup>

Article first published online: 5 NOV 2008

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<https://www.altmetric.com/details.php?domain=onlinelibrary.wiley.com&doi=10.1111/j.1751-3928.2000.tb00055.x>

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# Comment on "Mid-Holocene higher sea level indicators from the south China coast" by W.W.-S. Yim and G. Huang [Mar. Geol. 182 (2002) 225–230]: a regional perspective

Article in *Marine Geology* · April 2003

Impact Factor: 2.71 · DOI: 10.1016/S0025-3227(02)00615-1

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**Professor Brian Gibson**

## **Biography**

Professor Gibson has been associated with Top for over ten years and has been the senior academic responsible for research matters at Top since December 2010. During his career he has worked at the University of Newcastle, Murdoch University and the University of New England and has in excess of 150 research based publications. Involvement in China is limited to the inclusion of China cases studies in his co-authored Entrepreneurship book and presentations in Taiwan through his Presidency term with the International Council for Small Business.

## **Presentations & Speeches**

- Key note presentation at ICSB-ROC Conference, Benefits of International SME Support Networks, Taipei, 18 Feb 2000.
- Invited Symposium Presentation at SME Support Networks, Small & Medium Enterprise Administration (SMEA), Ministry of Economic Affairs, Taipei, January 1999.

## **Publications**

- Schaper, M., Volery, T., Weber, P. and Gibson, B (2014), Entrepreneurship and Small Business, 4th Asia Pacific Edition, John Wiley and Sons, Brisbane.
- Gibson, B, D Wingham (2001), Local Differences Influencing Outcome Satisfaction with Strategic Alliances In Australian Regional Firms, Proceedings of the 46th ICSB World Conference, Taipei, PROC, June 2001.





**Emeritus Professor Stan Glaser**

## **Biography**

Professor Stan Glaser is a formerly Professor of Management, College of Business, University of Western Sydney, Research Director, Sydney Graduate School of Management, Professor of Management and Director of International Programs, Macquarie Graduate School of Management. He has been on the boards of Macquarie Graduate School of Management Pty. Ltd. and an Israeli start-up company, Rooster Notification Technology Ltd. He is currently on the international advisory board of UK based Emerald Group Publishing and is an active consultant to business and government.

## **Publications**

- “An Analysis of the Inefficient Consumer Surplus of Chinese Domestically Produced Cars”, *China-USA Business Review*, 3, pp. 43-48, 2004 (with H. Deng & H. Yu) available at: <http://www.davidpublishing.org/show.html?11500>
- “Ideology in Organisations - A Comparison of East and West”, *The Learning Organisation*, 6, pp. 101-106, 1999 (with M. Halliday) Available at <http://emeraldinsight.com/doi/full/10.1108/09696479910270425>





**Professor Philip Griffith**

## **Biography**

Professor Philip Barrington Clark Griffith has been a legal academic since 1972 and is currently Professor of Law at the Sydney City School of Law of TOP Education Institute. Philip has held appointments at the Chinese University of Science and Technology (USTC), Hong Kong University, the International Intellectual Property Training Institute in South Korea, Monash University and the University of Technology Sydney (UTS). The appointment at UTS required ongoing engagement with law faculties in universities in the Peoples Republic of China (PRC)

Philip has been involved in contributing to the development of intellectual property education in Asia and has particular interests in Hong Kong, Korea, Indonesia, Thailand, Vietnam, Pakistan and most recently in PRC. Philip has carried out work in the PRC on aspects of Intellectual Property development. This includes leading a 2005 WIPO Mission investigating education in Intellectual Property in China at differing levels including Primary, Middle, High School, Technical School, Undergraduate University courses and Post Graduate courses. A major Report was delivered to WIPO and to various Ministries of the PRC.

## **Adjunct Appointments**

Philip has been a frequent visitor to the State Intellectual Property Office (SIPO) of China and participated in various discussions, presentations and discussions.

- A Distinguished Foreign Expert at USTC and involved with many of its faculties in Oct-Dec 2011. As a Program Professor in the Faculty Philip delivered a course of lectures in International Intellectual Property, and delivered seminars and presentations.
- Philip has ongoing relationships with several faculties at the Chinese University of Law and Politics in Beijing where he has delivered seminars and papers. Philip has less close but still valuable contacts, with the Eastern Chinese University of Law and Politics in Shanghai and the Western Chinese University of Law and Politics in Chongqing
- External Examiner in Intellectual Property, University of Hong Kong, 2007-2010
- Expert Consultant to National Intellectual Property Strategy Organisation PRC, 2006

## **Presentations & Speeches**

- Attended and delivered a paper at the celebrations for the 60th Anniversary of the Founding of the Law faculty at Renmin University Beijing
- Invited to present papers and participate in the National Intellectual Property Strategy Organisation Inaugural Conference Beijing, 27 & 28 Feb 2006, delivered several papers and Chaired sessions.
- “Soft Power and Intellectual Property in the City of Sydney: The Harbour and the Bridge”, 9th Shanghai International Intellectual Property Forum, Shanghai Intellectual Property Agency, (SIPA and SIPO) Shanghai, 8 November 2012
- “The Challenges to Intellectual Property Orthodoxies Posed by Traditional Knowledge and Folklore”. Centre for the Study of Intellectual Property, Chinese University of Law and Politics, Beijing, September 2008
- “Weeds in the Constant Garden - Issues in Patent Law for Pharmaceuticals and Methods of Treatment of the Human Body” University of Hong Kong, Hong Kong SAR 10 January 2002
- “The TRIPS Agreement and Current Issues in Intellectual Property” Council Chamber Meng Wah Complex University of Hong Kong, Hong Kong SAR 14 January 2002

## **Publications**

- “Critical Issues in Contemporary China: Unity, Stability and Development”, (London, Routledge) Chapter 4. Xiong Ping and Philip Griffith, ‘Legal Reforms’, 2016
- “Protecting Trade Secrets in China: History and Context”, Queen Mary Journal of Intellectual Property, Vol 4 , No 1, pp 30 – 56, 2014
- “New Regulations in China for the Registration of Patent Licences” (with Dr Xiong Ping ), Intellectual Property Forum, Vol 89, June 2012, pp.35-38, 2012
- “Management of Intellectual Property in an Enterprise” (In Chinese), Journal of Science and Technology Law, Vol 90, No 2 pp 37 – 43, 2011
- “Enforcement of Intellectual Property Rights- the Role of Government” WIPO Asian Regional Workshop on Intellectual Property and Public Administration Hong Kong SAR, December 12 - 14, 2001, WIPO/IP/HKG/01/4 (i) (a)
- “Developing Web-Based Resources for Public Sector Intellectual Property Training” WIPO Asian Regional Workshop on Intellectual Property and Public Administration. Hong Kong SAR, December 12 - 14, 2001, WIPO/IP/HKG/01/7b
- Needs Assessment Mission in the Field of Intellectual Property Education in the Peoples’ Republic of China”, Report to the WIPO, United Nations, and the State Intellectual Property Office Government of the Peoples Republic of China, 2005

## **Other Involvements**

Philip designed, and delivered in conjunction with WIPO, SIPO, and other Ministries, the National High Level Seminar in Intellectual Property Education Programs held in Foshan, 15 – 17 November 2005, to reflect upon the nature, characteristics and features of differing education programs in Intellectual Property in China to, recognise common themes and issues and to identify strengths and weaknesses, opportunities and possibilities, needs and constraints and possible directions and strategies for intellectual property education and training.





**Professor Stephen Nicholas**

## **Biography**

Professor Nicholas became a member of TOP Education Institute's Council and Academic Board in 2014 and Chair of Academic Board in 2015. He also serves on the Risk Management Committee.

Professor Nicholas was elected as a Fellow to the Academy of Social Sciences in 1997.

Since 2011, Professor Nicholas has held a range of senior appointments in China, including Tianjin 1000 Talent Expert, Tianjin Normal University (2016-2019); High-end Foreign Expert for Chinese State Administration of Foreign Expert Affairs Tianjin Normal University (2015-2018); Yunshan Chair Professor Guangdong University of Foreign Studies (2011-14). In 2016 he was awarded the Mayor of Tianjin, Haihe Peace and Friendship Prize.

Professor Nicholas was formerly the Pro-Vice-Chancellor, Business and Law (2006-2011) and is currently Emeritus Professor of International Business at the University of Newcastle. Between 2003 and 2006, he held the Sesqui Chair of International Business and Head, School of Economics and Political Science at the University of Sydney. From 1998 to 2002, Professor Nicholas was the co-Director of the Australian Centre for International Business, a joint Melbourne-UNSW research centre, and Head of Corporate History and Business Development 1993-1998 at the University of Melbourne.

Professor Nicholas has extensive consulting and management experience. He has consulted for the Department of Treasury, Department of Foreign Affairs and Trade, Department of Industry and Department of Immigration for the Australian Government; for the Victorian and Queensland State Governments; and for international firms, such as Rio Tinto, Ford, Telstra, IBM and Siemens. He has also submitted reports on the restructuring of Chinese and foreign firms to the Guangdong Government.

Professor Nicholas is an 'Expert' for the Tertiary Education Quality and Standards Agency, Australia; Member, Quality Assurance Counselling Panel, Chinese Service Centre for Scholarly Exchange (CSCSE) and Study Abroad Training Centres; and a Member, Board of Trustees, Guangdong University of Foreign Studies.

## **Appointments and Honours**

- Tianjin 1000 Talent Expert, Tianjin Normal University 2016-2019
- Mayor of Tianjin, Haihe Peace and Friendship Prize 2016-2017
- High-end Foreign Expert for Chinese State Administration of Foreign Expert Affairs Tianjin Normal University 2015-2018
- Lecture Program for Famous Foreign Experts' Administration of Foreign Experts of Guangdong Province, 2013
- Visiting Professor, Guangdong University of Foreign Studies 2015
- Yunshan Chair Professor, Guangdong University of Foreign Studies, 2011-2014
- Member Board of Trustees, Guangdong University of Foreign Studies 2011+
- Guest Professor, Beijing Normal University, 2011-2014
- Guest Professor, Nanjing University of Finance and Economics 2007-2012
- Visiting Professor, Beijing Foreign Studies University 2007+

- Member, Quality Assurance Counselling Panel, Chinese Service Centre for Scholarly Exchange (CSCSE) and Study Abroad Training Centres (SATC) 2012+

### **Major Presentations & Speeches**

- Keynote Speaker, 1st International Think Tank Forum of 21st Century Maritime Silk Road, “Economics of the Silk Road”, Guangdong University of Foreign Studies, May 10, 2016
- Speaker, “Restructuring Enterprises In Guangdong Province” Tianjin Party School, October 21, 2015
- Guest Speaker, 1st (2010) and 2nd (2011) Conference “Information Disclosure Index of Listed Company”, Beijing Normal University
- MBA Guest Lecturer Nanjing Business School, Beijing Normal University, Guangdong University of Foreign Studies, Nanjing University of Finance and Economics 2010+
- Guest Lectures Guangdong University of Foreign Studies, Beijing University of Foreign Studies, Central University of Finance and Economics, Sun Yat-Sen University, Shandong University, University of International Business and Economics, South West University of Finance and Economics, Jilin University, South China University of Technology, Nanjing University of Finance and Economics, Guanxi University of Finance and Economics 2006+

### **Publications**

#### **Books**

- Zhao Shuming, Stephen Nicholas (eds), Research on the Impact of Global Economic Integration and Information Networking on Sustainable Corporate Development, University of Nanjing Press, 2014
- Maitland E, Cheng J, Nicholas S (eds), “Managing Subsidiary Dynamics: Headquarters Role, Capability Development, and China Strategy”, Emerald, 2009

#### **Journal Articles and Contributions to Books**

- Rebecca Mitchell, Brendan Boyle, Stephen Nicholas, Elizabeth Maitland and Zhao Shuming, “Boundary Conditions of a Curvilinear Relationship between Decision, Comprehensiveness and Performance: The Role of Functional and National Diversity”, Journal of Business Research”, forthcoming 2016
- Li Yuwei, Wangen Knut, Wang Jian, Maitland E and Nicholas Stephen “Hepatitis B Discrimination in Everyday Life by Rural Migrant Workers in Beijing”, Human Vaccines and Immunotherapeutics, forthcoming 2016



- Chen Rouhan, Li Youwei, Wangen Knut, Wang Jian, Maitland E and Nicholas Stephen, “Hepatitis B birth dose vaccination rates among children in Beijing: a comparison of local residents and first and second generation migrants”, *Human Vaccines and Immunotherapeutics*, Vol 12 Issue 6, 2016
- Liu Rugang, Wang Jian, Elizabeth Maitland, Stephen Nicholas, “Analysis of Hepatitis B Vaccination Behavior and Vaccination Willingness among Migrant Workers from Rural China based on Protection Motivation Theory”, *Human Vaccines & Immunotherapeutics*, 12 (6), 2015
- Wang Wenhua, Leiyu Shi, Aitian Yin, Zongfu Mao, Elizabeth Maitland, Stephen Nicholas and Xiaoyun Liu, “Primary care quality between Traditional Tibetan Medicine and Western Medicine Hospitals: a pilot assessment in Tibet”, *International Journal for Equity in Health*, 14: 45-51, 14 May 2015.
- Wang Wenhua, Leiyu Shi, Aitian Yin, Elizabeth Maitland, Stephen Nicholas, Xiaoyun Liu and Zongfu Mao, “Primary Care Quality among Different Health Care Structures in Tibet, China”, *BioMed Research International*, vol. 2015, Article ID 206709, 8 pages, 2015. doi:10.1155/2015/206709
- Wang Wenhua, Leiyu Shi, Aitian Yin, Zongfu Mao, Elizabeth Maitland, Stephen Nicholas and Xiaoyun Liu, “Contribution of primary care to health: an individual level analysis from Tibet, China”, *International Journal for Equity in Health*, 14:107, 14 December, 2015
- Jason McGovern, Stephen Nicholas and Brendan Boyle, “The Decision-making Process in Multinational Enterprises: How Headquarters Make Strategic Change Decisions for Their Chinese Subsidiaries”, in Zhao Shuming, Stephen Nicholas (eds) *Research on the Impact of Global Economic Integration and Information Networking on Sustainable Corporate Development*, University of Nanjing Press, pp175-185, 2014
- Wang Wenhua, Leiyu Shi, Aitian Yin, Youwen Lai, Elizabeth Maitland, and Stephen Nicholas “Development and Validation of the Tibetan Primary Care Assessment Tool”, *BioMed Research International*, 1-7, 2014
- Yang Wang, Jian Wang, Elizabeth Maitland, Yaohui Zhao, Stephen Nicholas and Mingshan Lu. “Growing Old Before Growing Rich: Inequality in health service utilization among the mid-aged and elderly in Gansu and Zhejiang Provinces, China”, *BMC Health Services Research*, 12, 302-17, 2012
- Wang Yue and Nicholas S, “New Institutional Economics and Contracting Theory: Operationalising Safeguards in Non-standard Subsidiaries in China”, in Maitland E, Cheng J and Nicholas, S (eds), *Managing Subsidiary Dynamics: Headquarters Role, Capability Development, and China Strategy*, Emerald, 2009
- Maitland, E and Nicholas, S. “Liability of Foreignness: role of formal and informal Institutions in India and China”, in Thakur, R, Sahay, B.S., Ranjan Jayanthi and Nicholas, Stephen (eds) *Innovation in Management Practices*, pp. 273-298, MacMillan, 2008
- Liang Fan and Nicholas S. “Exploring Subsidiary Strategic Roles in a Transitional Economy: Evidence from China”, *Journal of Global Business Issues*, 1 (2), 101-115, 2007
- Wang Yue and Nicholas, S, “The Formation and Evolution of Non-equity Strategic Alliances in China”, *Asia Pacific Journal of Management* 24 (2), 131-50, 2007

- Liang Fan and Nicholas, S. “Knowledge Transfer through Appropriate Location Selection: An Empirical Investigation in China”, *Journal of Asian Business Studies*, 1, 45-54, 2007
- Wang Yue and Nicholas, S. “Transferring Knowledge: How Managers Make Credible Commitments, Relational Safeguards and Dispute Resolution in Non-Equity Alliances”, *Nanjing University Business Studies Review*, 8, 125-38, 2006
- Wang Yue and Nicholas, S. “Knowledge Transfer, Replication and Learning in Non-Equity Alliances: Operating Joint ventures in China”, *Management International Review*, 99-118, 2005

## **Other Involvement**

### **China Research Grants**

- Jiangsu Ministry of Education 2012 RMB90000 Technology Transfer by Foreign Firms in Jiangsu Province
- TEI Group-GDUFS 2011-14 RMB9000000 Subsidiary Strategic Changes in Guangdong Province

### **Training Programmes 2002-2003**

- Guizhou Group Training Programme; Gansu Group Training Programme; Ministry of Finance Programme for the Strategic Analysis of Australian Budgets; Shichuan Group Securities Training; Yunnan Group Programme on Australian Agricultural Policy





赵曙明 Stephen NICHOLAS 刘 洪 刘春林 Edit

# RESEARCH ON THE IMPACT OF GLOBAL ECONOMIC INTEGRATION AND INFORMATION NETWORKING ON SUSTAINABLE CORPORATE DEVELOPMENT

企业可持续发展研究：  
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 南京大学出版社

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Journal of Business Research xxx (2015) xxx–xxx



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Journal of Business Research



## Boundary conditions of a curvilinear relationship between decision comprehensiveness and performance: The role of functional and national diversity

Rebecca Mitchell<sup>a,\*</sup>, Brendan Boyle<sup>a</sup>, Stephen Nicholas<sup>d,e,f,g</sup>, Elizabeth Maitland<sup>b</sup>, Shuming Zhao<sup>c</sup>

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### ABSTRACT

This research examines top management team (TMT) functional and national diversity as moderators of a curvilinear relationship between decision comprehensiveness and organizational performance. Drawing on resource allocation theory, we argue that, despite the information-related benefits associated with decision comprehensiveness, the misallocation of limited TMT cognitive resources can generate an inverted U-shaped effect on performance. We hypothesize that functional and national diversity moderate this non-linear relationship, such that the impact of decision comprehensiveness in diverse teams will be significantly weaker than in the homogeneous counterparts. Results from a sample of subsidiary TMTs of multinational companies ( $N = 107$ ) in China support the study hypotheses. We find evidence that decision comprehensiveness has no significant effect on performance for diverse TMTs. However, as hypothesized, we find support for a positive effect of decision comprehensiveness on organizational performance in relatively homogeneous TMTs up to an inflection point, beyond which the relationship becomes negative.

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### 1. Introduction

The problems and issues that confront managers are complex and unstructured, and it is difficult to predict the impact of proposed solutions with certainty. The breadth of alternatives that should be explored prior to making a reasoned decision is also unclear (Posavac, Kardes, & Joško Brakus, 2010). These decision-making challenges exist to a greater extent for top management teams (TMTs), defined as the group of individuals constituting an organization's top executive tier, who undertake critical strategy-making decisions (Carpenter, Geletkanycz, & Sanders, 2004). Organizational performance is decided by the fit between the information-processing capability of the TMT and the requirements demanded by the organization's environment (Daft & Weick, 1984; Galbraith, 1973). Particularly in dynamic environments, effective decision-making requires the utilization and integration of unique, relevant and broad-ranging information (Eisenhardt, 1989; McCarthy, Lawrence, Wixted, & Gordon, 2010; Mesmer-Magnus & DeChurch, 2009). In such environments, TMTs are charged with making high-impact decisions that require the

capacity to understand complex and ambiguous cause-effect relationships underlying possible solutions (Kozlowski, Gully, Nason, & Smith, 1999; Randall, Resick, & DeChurch, 2011).

Despite the importance of effective information-processing for TMT decision-making, previous studies into the performance effects of a range of associated strategies have generated surprisingly ambiguous results (Furnham, 2000; Isaksen, 1998; Schwenk, 1990). This points to the importance of understanding how and when TMT information-processing strategies lead to enhanced performance through better decisions. Building on the concept of groups as information processors in decision-making, we investigate the role of TMT decision comprehensiveness in organizational performance.

Decision comprehensiveness is defined as the extent to which the TMT engages in a formal, rational decision process that aims to be exhaustive or inclusive (Fredrickson, 1984; Simons, Pelled, & Smith, 1999). It reflects synoptic processes in strategic decision making in contrast to 'best-guess' and incremental decision making approaches (Forbes, 2007; Fredrickson, 1984). It can occur at any of four decision stages: diagnosis of a situation or problem; development of alternative approaches and solutions; evaluation of different options; and integration of a final decision (Fredrickson & Mitchell, 1984). Decision comprehensiveness correspondingly reflects the degree to which an organization's TMT systematically analyzes and assesses information about the internal

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## The Value of International Assignees' Knowledge of Interpersonal Networks: Knowledge of People, Networks and Politics and Knowledge Flows in Multinational Enterprises

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Rebecca Mitchell<sup>4</sup>

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**Abstract** This paper explores the role of international assignments in sharing knowledge across multinational enterprises (MNEs) by examining how international assignees share knowledge of interpersonal networks and, in turn, the impact on knowledge flow in MNEs. We go beyond the extant membership of interpersonal networks metaphor by studying a category of intra-organisational knowledge that facilitates knowledge flows. In doing so, this paper contributes not only to our understanding of the significance of specific kinds of relationships in MNEs but, uniquely, to our understanding of the utility of knowledge of interpersonal networks as a category of intra-organisational knowledge; knowledge of people, networks and politics as well as respective idiosyncrasies and behaviours. The value of international assignees' knowledge of interpersonal networks is demonstrated with an explanation of how advantages related to time and access to knowledge facilitates a more efficient and effective flow of knowledge across the MNE.

**Keywords** International assignments · Multinational enterprises · Knowledge of interpersonal networks · Knowledge sharing

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**Professor Steven Schwartz**

## **Biography**

Professor Schwartz was Vice-Chancellor of Murdoch University in Perth, Vice-Chancellor of Brunel University in London and Vice-Chancellor of Macquarie University in Sydney. He is currently the Chair, Board of the Australian Curriculum Assessment and Reporting Authority (ACARA), Executive Director, Council for the Humanities, Arts and Social Sciences (CHASS) and Hon Senior Fellow, University of Melbourne.

## **Presentations & Speeches**

- “The Student Experience”, Shanghai World Expo Universities Forum, 31 May 2010



## The Student Experience

*Talk given at the Shanghai World Expo Universities Forum 31 May 2010*

Professor Steven Schwartz  
Vice-Chancellor, Macquarie University, Sydney

It is a great honour for me to participate in this forum and to speak to you today about the student experience.

There are two important parts to the student experience.

To explain them I would go back in time, 400 years, to the Chinese philosopher, Gu YanWu.

Gu YanWu was born in 1613, during the last years of the Ming dynasty and died in 1682 during the Qing Dynasty.

This was a time of great upheaval and considerable change in politics but also in education and philosophy.

When Gu YanWu was born, the Confucian scholarly tradition was entirely dependent on book learning.

Philosophers debated abstract metaphysical questions relying on rhetorical arguments rather than evidence to make their points.

Gu believed that this scholarship was too inwardly directed and sterile.

To him, this type of learning was a closed system in which philosophers merely argued the same points over and over and never collected any empirical evidence to prove or disprove their propositions.

To spread his ideas, Gu wrote a book called “Daily Accumulation of Learning”.

Gu argued that book learning alone could not make a student wise.

Students also needed to learn every day by observing and interacting with the world in which we all live.

Gu believed that studying the empirical world, the world that exists outside of books, is necessary in order to test philosophical propositions.

If we want to understand ourselves, and our place in the universe, we need more than book learning, we need real life learning as well.

Gu’s home in Kunshan, west of Shanghai, is open to the public.

His house contains examples of his thought including his most famous proverb: “Walk 10000 miles. Read 10000 books”.

This proverb reminds us that becoming wise is a long and arduous journey, one that never finishes.

The proverb also makes it clear that book learning is not sufficient by itself.

To become wise, a student needs both book learning and experience with the world outside the classroom.

Students must not only read many books, they must also walk the talk.

Gu lived 400 years ago, yet his thoughts remain relevant today.

Like Gu, we who work in Australian universities know that we must provide the best possible book learning but we know that book learning will not be enough.

We must also help students on their 10000-mile walk.

This is where the student experience comes in.

Take a student from China coming to study in Australia.

Learning English is the first stage in the student's 10000-mile journey.

The next stage comes when they decide to study abroad.

It is not easy to leave home and family to study in a foreign country.

It takes courage and an adventurous nature.

They can help themselves to learn about Australian universities by studying books and web sites and brochures; in the same way they can also learn about Australia.

Again, this kind of book learning is only one part of the student experience.

The other part comes when they arrive in Australia and immerse themselves in society.

This is how they will learn new customs, sample new foods, and play new sports.

Universities provide orientations for international students, so that they will be prepared for study and for life in Australia.

Universities also want their students to have experiences outside of the classroom.

Our universities host clubs, sporting teams, orchestras, choirs, and political and religious societies.

It is not unusual for a university to have 50 or 60 or even 100 different student clubs.

Universities also provide opportunities for work experience and for volunteering and, of course, for study in different countries.

Why do we do these things?

Because we know, that classroom and book learning is only part of a full education.

Participation in student life, living with other students, joining clubs and societies, working in industry and government, volunteering to help others and playing on sporting teams is also part of student learning.

What do students learn from these activities?

They learn to work with others.

They learn communication skills.

They learn to keep their promises, be dependable and meet deadlines.

They learn tolerance and justice and fair play.

These lessons are just as important as the lessons learned from books.



By undertaking experiences outside of the classroom students also get the opportunity to learn about their own capabilities.

Learning about your self is vital to success in any field.

In ancient Greece, the Temple of Apollo in Delphi welcomed visitors with the words “know thyself”.

Lao Tzu, the famous Chinese philosopher, said that mastering the self is necessary for true power.

Self-mastery is also part of the motto of Tsinghua University in Beijing.

As stated by Master Liang, quoting the I Ching, Tsinghua’s motto is “self-discipline and social commitment”.

How do students come to know and master themselves?

They do this by testing themselves in difficult situations.

This is also part of the student experience.

As I have said, testing for international students begins long before students leave China to study in Australia.

It begins while students are still in school, learning English.

Learning another language is hard work. It requires considerable study.

Most important of all, it cannot be done entirely from books.

Learning a language requires talking and listening to others and understanding how people from different cultures describe the world.

Most of all it requires a strong commitment to study, even when you don’t feel like it and even when you would rather be doing something else.

Thus, even before they start university, these students are already learning to master themselves.

The next steps in the student experience take place when students make contact with universities.

Universities know that it takes a lot of nerve to leave home, travel to a foreign country and study in a foreign language.

Universities try to make this transition as easy as possible with orientation courses.

We encourage our students to reach beyond the library and the classroom and the book to companies, communities and families.

In this way, we help students build a bridge of knowledge between classroom and book learning and the world outside the classroom.

We know that world is a fast changing place—Polaroid cameras, in which you tore out some film backing and waited for the picture to develop was once the height of technology.

Today, Polaroid cameras are in museums and we take our pictures digitally.

The same thing has happened with records, cassette tapes, analogue telephones and many other inventions.

To keep up our students will need to keep learning and keep doing; they will need to walk 10000 miles and read 10000 books.

By providing a rich student experience, we give our students the skills and the self-confidence to continue their personal 10000-mile journey. Thank you.



**Professor E W (Ted) Wright**

## **Biography**

Emeritus Professor Wright was the Dean of Law (Head, School of Law) at the University of Newcastle since January 2002, Deputy Dean of the Faculty of Law and The Acting Dean (Nov - Dec 2001), Acting Pro Vice-Chancellor of the Faculty of Business & Law between 1 Dec 2005 and 15 Mar 2006. He was also appointed Law Reform Commissioner of Victoria in 1991 and 1992, as a member of the Commonwealth Access to Justice Advisory Committee in 1993 and 1994. He has undertaken research on behalf of the Law Council of Australia, the Attorney-General's departments of the Commonwealth, NSW, Queensland and Victoria, the Legal Aid Commission of NSW, the Queensland Criminal Justice Commission (now the Crime and Misconduct Commission), Queensland Legal Services Commissioner, Motor Accidents Authority of NSW, County Court of Victoria, and NRMA Insurance (now IAG).

## **Adjunct Appointments**

- Visiting Professor of Law, Beihang Law School, Beihang University, Beijing PRC, 2013, 2014.
- LLM seminar series – 3 x 2hr lectures “Towards a Global Law of Contract”
- LLB and LLM lectures – “Are Chinese and Australian Contract Law the Same?”
- Keynote address: Legal Education in a New Industrialization Era – 15th Anniversary Celebration of Beihang University Law School (“An Australian Perspective on Legal Education in a New Industrialization Era”) (2013)

## **Publications**

- Sun Xinqiang, M P Ellinghaus and E W Wright, “Contract Law of the People's Republic of China with the Judicial Interpretations of the Supreme People's Court” (Bilingual Version), Tsinghua University Press, China, 2013

## **Other involvements**

- Research collaboration with Professor Sun Xinqiang and Associate Professor Li Hao “Are Chinese and Australian Contract Law the Same?”









**Dr Xin YI**

## **Biography**

Dr Xin YI is currently a senior lecturer at TOP Education Institution (TOP). Dr YI has worked as the academic director of TOP-UNE program for two years (2009-2011) and is in charge of the daily operation of academic management. Dr YI gained his PhD in Economics at University of New South Wales (UNSW) in 2008, prior to that, he obtained a Master in Applied Economics and Finance from the University of Waikato, New Zealand (2001) and a Master in Management Study from Tianjin University, one of the top 15 universities in China (1993). During past ten years Dr YI have been teaching in several prestigious schools of economics and finance at UNSW, University of Newcastle, University of Western Sydney (UWS), Jiangxi University of Economics and Finance (JXUEF), China, and TOP. His teaching interests include Microeconomics, Macroeconomics, Statistics and Econometrics for both undergraduate and postgraduate students.

Dr YI's current research interests are cultural economics and cultural industries in China. Professor Throsby and Dr YI are undertaking a research project on the cultural industries in China. This research uses Computable General Equilibrium (CGE) model to investigate the relationship between cultural industries and economy growth in China; in particular the impacts of cultural industries to the economic growth in China.

## **Adjunct Appointments**

- Guest Professor at Nanchang University of Technology, China, 2010
- Visiting Professor at Jiangxi University of Finance and Economics, China, 2009--2011

## **Presentations & Speeches**

- Fourth Annual Conference of World Cultural Forum, Macao, China, June 2016
- 2nd UNESCO Creative Cities Beijing Summit, Beijing, China, June 2016
- “Alternative Pension Paradigm in China’s Economic Development: Efficient and Equity Issue”, the 24st Annual Conference of the Association for Chinese Economic Studies Australia, University of Queensland, July 2013
- “Sustaining Pension Reform in China”, the Australian Social Policy Conference Chinese Policy Workshop, UNSW, July 2009
- “Computable Overlapping Generation Model of the Chinese Pension Reform” in All China Economics Conference, City University of Hong Kong, Dec. 2008
- “Computable OLG Model of the Chinese Pension Reform” (in Chinese) the 8th National Conference of China Economics, Shenzhen University, China, Dec. 2007
- “Modelling the Chinese Pension Reform: An Overlapping Generation Framework” in the 4th Biennial Conference, the Chinese University of Hong Kong, Dec. 2006
- “Australian Economy and China Boom”, for Chinese Mayors Class Study Mission in Australia, Nanyang Technological University, Singapore, 2007, 2008 & 2010.



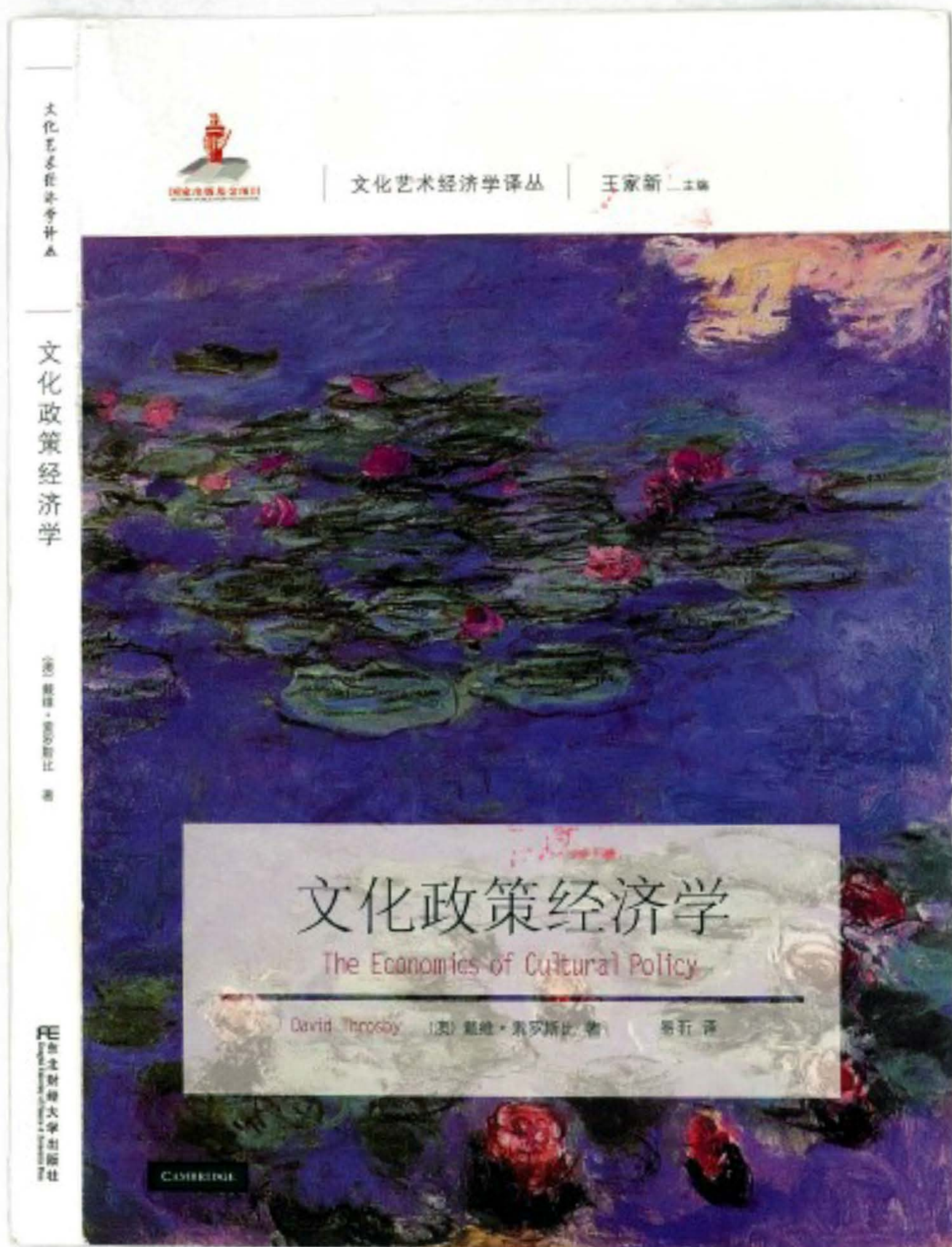
## **Publications**

### **Books**

- X. YI (2015), Chief Editor of Series of Books in Cultural Economics (Translate into Chinese), Commercial Press of China (□□□□□)
- X. YI (2013), “Economics Of Cultural Policy” (Translating into Chinese) Dongbei University of Finance and Economics Press (DUFEP), China
- X. Yi (2011), “Aging Population and Pension System Reform in China- An Analysis Of a Computable Overlapping Generation Model”, LAP LAMBERT Academic Publishing

### **Papers and Articles**

- “Serious Status of Anti-Taiwan Independence Issue and the Historical Task of Chinese Communist Party CCP”, at Chinaelections.org <http://www.chinaelections.org/article/803/240923.html>
- “The political calculation of three parties among Democratic Progressive Party (DDP), Chinese Nationalist Party (KMT) and Chinese Communist Party (CCP) for Xi-Ma Meeting in Singapore”
- <http://www.ftchinese.com/story/001065448#adchannelID=2000>.







**Dr Minshen ZHU**

## Biography

Dr Minshen Zhu has been Principal and CEO at TOP since its inception in 2001 and is currently also appointed by the University of Sydney as the Board Member and Senior Advisor (China Affairs) of its Confucius Institute. Dr Zhu was appointed by the State Government of NSW as a member of NSW-Asia Business Advisory Council (2000-2010) and by the Federal Government as a member of the Ministerial Consultative Committee (2012-2013). Dr Zhu is also currently the Honorable Board Member of Fudan University Alumni, Board Member of China Overseas Exchange Association, and was invited as Representative of Overseas Chinese to attend the Chinese People's Political Consultative Conference (CPPCC) in 2014. Dr Zhu participates in the Council as an ex officio member.

## Presentations & Speeches

- Roundtable at the University of Sydney with Madam Fu Ying (co-organizer), 2015
- Think Tank Roundtable, Boao Forum for Asia (speaker), 2015
- Boao Workshop in Sydney (co-organizer and speaker), 2014
- This was the first dialogue between the Secretary-General of the Boao Forum for Asia and Australian university leaders in Sydney. The VIP speakers attending the Workshop included the Secretary-General and the executives from the University of Sydney, Western Sydney University, the University of Wollongong and the University of Western Australia, the Chief Executive of the Worldwide Universities Network, the CEO of IEAA and TOP's Council Members
- University Presidents Dialogue, Boao Forum for Asia (moderator), 2012-2014  
Boao Forum for Asia is the most influential international event hosted by China in the Asia-Pacific region. Each annual conference is attended by National and Government leaders, economic and business leaders, international leading scholars and experts. The University Presidents Dialogue is a standing session at each annual conference, and its speakers/panelists are invited from prestigious institutions including Yale, MIT, UCLA, University of Sydney, Tsinghua, Peking, Shanghai Jiaotong, Nankai and so on.
- Visitor and gave a Seminar at the Creel Centre for Chinese Paleography, the University of Chicago, 2010
- Visitor at Department of East Asian Languages and Civilizations of Harvard University, meeting with the Chair Prof Wilt Idema, 2010
- "History of Shanghai Youth Paleography Institute", China International Paleography Conference, 2008
- "The Variation Forms of the Shuowen Jiezi", China International Paleography Conference, China, 1981
- "The Ancient Component of 'Zhi'", China International Paleography Conference, China, 1980
- Fudan University 73rd Anniversary Conference, 1978  
I am the only one new undergraduate student speaker

## Biography

## Publications

### Books

- “The University Course of Chinese Calligraphy”, (Editor in Chief), 2nd version, Fudan University Press, Shanghai, 2012  
The 2nd edition has been selected by the Classical China International Publications Project in 2012 under translation process (to English)
- “Peaceful Reunification of China and World Peace – Congress Proceedings”, (Co-Chief Editor), Australian Chinese Times Press, Sydney, 2002
- “Outstanding New Migrants from China”, (Editor in Chief), Australian Chinese Times Press, Sydney, 1999
- “The Dawn of Studies of the Ancient Characters (the Shuowen Jiezi)”, Fudan University Press, Shanghai, 1999

Professor Kwang-chih Chang of Harvard University, a world leading scholar in anthropology and archeology, reviewed this work as a “monumental contribution”. He said that “Mr. Zhu has achieved at least three things, any of which alone would entitle him to enthusiastic recognition as a major scholar in the field.”

- “The Shanghai Dissertations” (3 volumes), (Co-Chief Editor with Prof LI Xueqin and Prof WU Zhongjie), Fudan University Press Shanghai, 1996, Reprinted in 1998, 2000.
- “Calligraphy – Enjoying and Learning”, (Editor in Chief), jointly published by the Commercial Press and Fudan University Press, Hong Kong, 1987
- “The University Course of Chinese Calligraphy”, (Editor in Chief), 1st edition, Fudan University Press, Shanghai, 1985.
- This was first university textbook in Chinese Calligraphy published in China, and have printed 500,000 copies.

### Book Chapters

- “Xu Shen” and “Wu Dacheng” in Pu Zhizhen, (Editor in Chief), The Bibliographies of the Linguists in Chinese History, Fudan University Press, Shanghai, 1992

### Journal Articles

- “Labour Structure vs. Education”, Caijing (财经), Special Edition for Boao Forum, 2013
- “On Non-University Higher Education Institute – a Part of Australian Higher Education Sector”, World Education Information, Vol 7, 2010
- “Re-Moralising the University” (Translation for speech of Professor Steven Schwartz, with Qingqing Hao), World Education Information, Vol 11, 2009
- “A research into the Inscriptions on the Bronzes of Zhongshan”,



Paleography Research Vol 27, 2008

- “How to understand of the New Generation”, China Scholars Abroad, Vol 8, 2008
- “How China Leadership Positions the Scholars Abroad”, China Scholars Abroad, Vol 12, 2003
- “The Signage of ‘New Ancient Script Scholars’”, Postscript to Seeking the Ancient Chinese Civilization, Fudan University Press, Shanghai, 2002
- “Biography of Xu Shen”, Paleography Research, Vol 21, 2001
- “Dr Noel Barnard’s Achievements in Sinology” (with Professor Hua Jueming), Tsinghua Sinology Research, Vol 3, 2000
- “Chinese Traditional Culture, Confucius and Business Management”, the Shanghai Dissertations, Vol 3, 2000
- “We are Writing the History”, Postscript to Outstanding New Migrants from China. 1999
- “A research into issues of ‘Zhou-wen’ in Qin and ‘Ku-wen’ in Six States” – discussion with the view of Wang Guowei, The Shanghai Dissertations, Vol 2, 1998
- Postscript of the Shanghai Dissertations, The Shanghai Dissertations, Vol 1, 1996
- “Female issue – a comparative research between the Decameron and Chinese ancient fictions”, The Shanghai Dissertations, Vol 1, 1996
- “Inscription on Xuyi Pot and the Time when Qi Captured Yan” (with Li Xueqin), Wenwu Chunqi, Vol 12, 1989
- Book Review: Li Xueqin’s Eastern Zhou and Qin Civilizations (Yale University Press), Journal of Oriental Studies, Vol XXVI, No. 1, 1988
- “How to Teach Chinese Calligraphy in Australia”, China’s Scholars Abroad, Vol 9, 1987
- “The features and history of Chinese Paleography”, Shanghai University Journal, Vol 3, 1985
- “Memorial of Professor Guo Shaoyu”, Guangming Daily, 3 April, 1985
- “The Earliest Chinese Characters”, Shenzhen Special Zone Daily, 3 Jan, 1984
- “Biography of Professor Hu Houxuan”, The Figure, Vol 2, 1983
- “Engels’ thought in view of the Model Personalities in literature”, Shanghai Literature, Vol 8, 1981
- “A Complementary Interpretation of the Inscription on a Bronze Xiaoyu Ding”, Paleography, Vol 2, 1979
- “Today’s Chinese Paleography”, Paleography, Vol 1, 1979
- “A question for tonight” – an oracle inscription issue”, University Students, Vol 1, 1979
- “A Research in Shuowen Jiezi and its Author Xu Shen”, Fudan University Journal, (Social Science), Vol 2, 1978

### **Conference Papers**

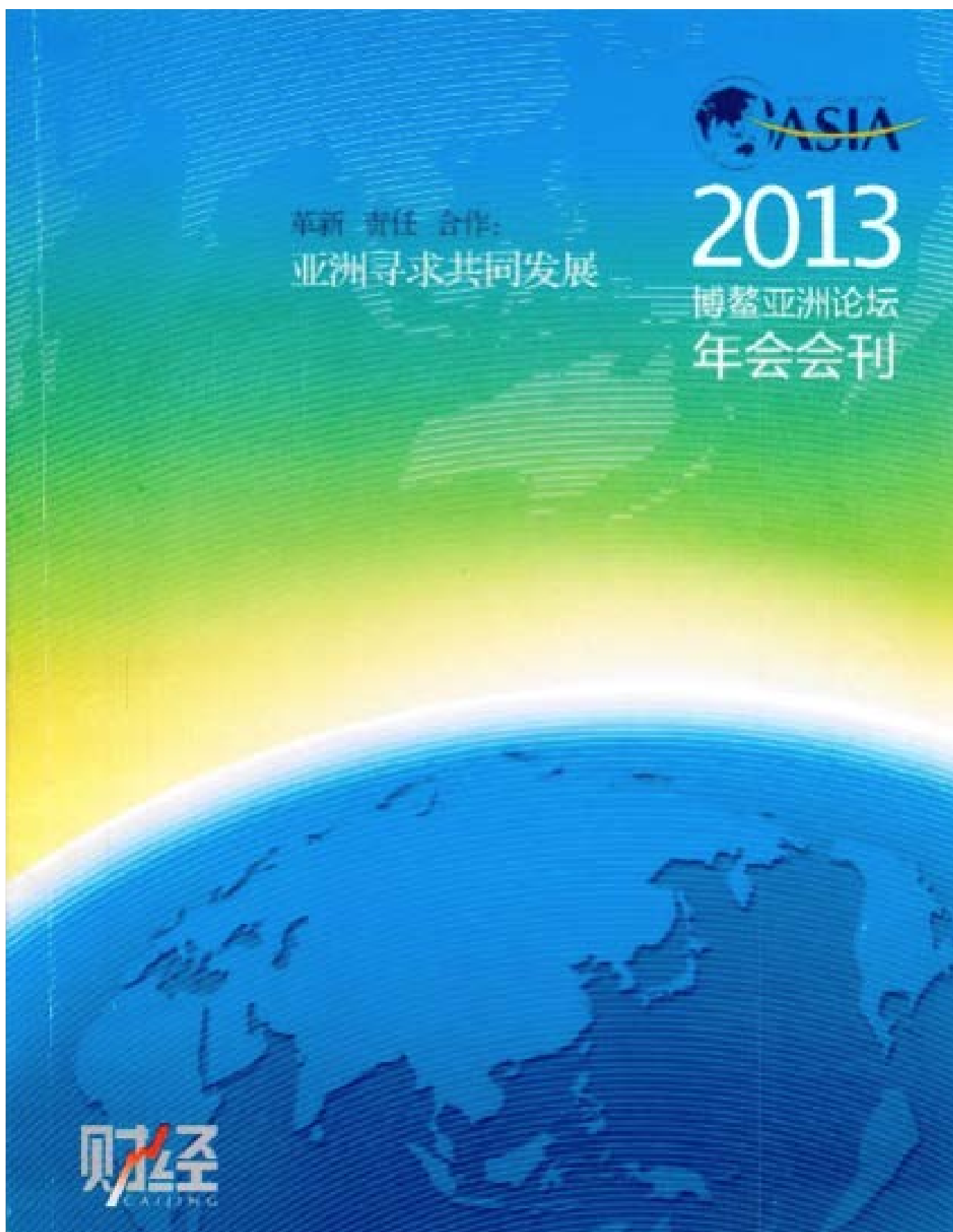
- “History of Shanghai Youth Paleography Institute”, China International Paleography Conference, 2008
- “The Variation Forms of the Shuowen Jiezi”, China International Paleography Conference, 1981
- “The Ancient Component of ‘Zhi’”, China International Paleography Conference, 1980

### **Media Articles on Current Affairs**

More than 50 articles, commentaries, reports in current economic and political affairs were published on Australian newspapers and Journals from 1985 to 2015 including:

- “Hopes in China – report on APEC CEO Summit 2001”, Australian Chinese Daily, 1 November, 2001
- Special series articles regarding the state visit of Chinese President Jiang Zemin to Australia, The Australian, 4-8 Sep, 1999
- “The relations between Australia and China – in view of the visit of Zhu Rongji in Australia”, Focus Australia, Vol 4, 1992
- “Paul Keating’s announcement and how TCF Industries survive”, Australian Chinese Daily, 7 March 1992





## Labor Structure vs. Education

✦ Principal of Top Education Institute, Australia; Member of Ministerial Consultative Committee, Australian Government **Dr. Minshen Zhu**

The discussion on Education sector at Boao 2013 is designated as *Labor Structure vs. Education*, for which I wish to present some points initially for further consideration and discussion by the experts attending the Forum.

First, let me define the concepts of the "Labor Structure" and of "Education," and then observe their interrelationship.

The Labor Structure can be observed from at least two angles. One concerns the division of professional or skilled areas as demonstrated by three industries – Primary, Manufacturing and Service. More specifically, that might be Information Technology, Banking/Finance/ Insurance, Accounting, Teacher, Lawyer, Doctor/Nurse, Engineer and others.

Another angle is the division of levels, like the workers, skilled workers, professionals, researchers, leaders and so on. Those two angles also are overlapping consequently, so our observation would be limited without a comprehensive view of the Labor Structure.

Given the connotation and function of "Education", we can also consider that from at least two angles. One is vocational and professional education. After the completion of basic and primary education up to high school, there are common vocational training and higher professional education forms all over the world in various education systems. The goal of this

structure targets the skilled workers, technicians and professionals in different working areas.

It seems easy to utilize such an education structure to view relations with labor market – whether it is balancing or un-balancing and whether we need certain adjustments of the education structure in terms of the division of disciplines to follow the labor structure in demand.

However, we could not omit another fundamental and significant function for education, that is, the education for "people" in the whole. In many countries, the education system supports Liberal Arts education, as demonstrated it in some famous universities and colleges in the US. Some leading universities in Australia started up Liberal Arts degree programs in the recent years.

Some Australian major universities, even though they do not have Liberal Arts degrees, such as Macquarie University once established Three "P" training for their students in any discipline – "People" for knowledge of humanity, "Planet" for natural sciences and "Participation" for social activities. There are also further research programs at postgraduate level such as Research Masters and PhD. We do not believe those programs being towards any particular jobs. So, are they too far away from the Labor Structure?

It is no wonder that the Education sector has



## Sustainable Development

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different understandings and different voices – whether we should modify our education structure to apply to the demanded labor structure? Or do we need a clearer statement that education is not simply targeting the jobs, with the mission of education to be above the issue of labor market. My thoughts are as follows.

#### Education's Contribution to Labor Structure

No doubt, the premier contribution to the professional labor market comes from higher education in which some specific degree programs are accredited by the professional associations or institutions.

According to the analysis from Graduate Careers Australia, 76.1 percent graduates were in full-time employment within four months of completing their degrees.

#### Percentages of 2012 Australian Graduates in Full-Time Employment

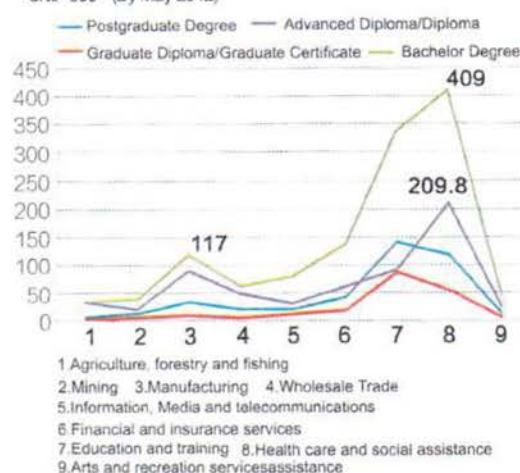


Source: Graduate Careers Australia (GCA)

Note: In the Engineering and Technology section, up to 93.9 percent of Mining Engineering students are in full-time employment; in the Business area, up to 79.9 percent of Accounting students are in full-time employment.

#### The Level of Highest Qualification in Different Industries in Australia

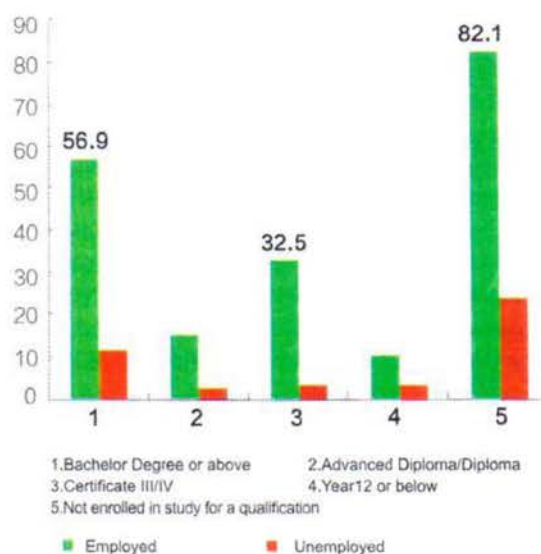
Unit: '000 (By May 2012)



Source: Australian Bureau of Statistics

#### School Leavers Aged 15–24 Years by Labor Force Status

Unit: '000 (by May 2012)



Source: Australian Bureau of Statistics

The above data demonstrates a direct linkage between some universities' degrees and professional workers such as Doctors, Engineers, and Accountants. While the data also clearly states that even in Australia, a developed country, the employment number for that part of the labor force that has not completed the qualification of high school Year 12 is still quite high. It suggests that the different levels in the education sector, from primary education, vocational education, higher education and continuing education all contribute to the labor market.

Regarding some disciplines where the employment rate, within four months after graduation, is a bit lower such as Humanity and Social Science the question is whether students should not enroll in those disciplines; or that universities should reduce the size of intakes to those disciplines? The following data is interesting.

Based on The University of Sydney's Annual Report 2011, the total enrolments including full-time and part-time in 2011 was 49020.

That means Arts and Social Science record a good number of students in comparison with some popular

Partial Enrollments by Faculty of Course Registration Number and Percentage of the Total Enrollment

| Major                                    | Number of Enrollment | Percentage of the Total Enrollment |
|--|----------------------|------------------------------------|
| Agriculture and related area             | 612                  | 1.2%                               |
| Architecture, Design and Planning        | 1228                 | 2.5%                               |
| Engineering and Information Technologies | 4645                 | 9.5%                               |
| Art and Social Science                   | 9159                 | 18.9%                              |
| Education and Social Work                | 3046                 | 6.2%                               |
| Business                                 | 7166                 | 14.6%                              |
| Medicine                                 | 3281                 | 6.7%                               |

Source: The University Of Sydney's Annual Report 2011

and highly employable disciplines such as Engineering, Business and Medicine. One argument could be that it is because the University of Sydney is a comprehensive and research-oriented institution.

The total equivalent full-time student load of Macquarie University, a newly developed university known for areas like Business Studies, in 2011 was 27,084. Macquarie also remains a reasonably good size enrolment in Social, Cultural and Humanity studies.

An unbalanced situation between student enrolment structure and labor structure comes from, in

Macquarie University's Student Load by Discipline in 2011

| Major  | Student Number | Percentage of the Total Enrollment |
|--|----------------|------------------------------------|
| Agriculture, environmental and related studies | 356            | 1.3%                               |
| Architecture and building                      | 19             | 0.1%                               |
| Engineering and related technologies           | 804            | 2.9%                               |
| Creative arts                                  | 1288           | 4.8%                               |
| Education                                      | 1993           | 7.4%                               |
| Management and commerce                        | 10462          | 38.6%                              |
| Society and Culture                            | 8701           | 32.1%                              |

my view, the following grounds:

a) With the concept of Liberal Arts education, more and more students in recent time are seeking of the goal of comprehensive knowledge and how to manage knowledge, rather than a specific skill for employment.

b) With the current education framework, students undertake further study in double degrees, in higher Master degrees, even in continuing education for a better employment.



## Sustainable Development

### 可持续发展

c) Due to the unstable employment market, students need a more broad knowledge basis rather than a skill in single area.

While the university education structure seems difficult to mechanically match with the labor structure, higher education still clearly contributes to the labor market in a very broad sense. Given another instance, internationalization is a trend of today's education. Students enhance their international vision, their communication abilities and their skill in the international workplace through many international exchange programs like study abroad, visiting and student exchange programs. In a globalize economy environment today, such contribution from education to the labor market is not limited in certainly particular areas but is for the today's labor market as a whole.

#### *Interaction between Labor Structure and Education*

The demand from the labor structure leads to the development of education along with a direction involving multiple levels and multiple functions.

The earliest Western universities were founded about 800 years ago and grounded in Christianity. Up to the 19th century, the mission of the universities was clearly as an education of people's character, rather than job skill. The traditional higher education in China mainly comprised Jing Xue (经学) – Confucianism. If we could find any purpose for the seeking of a job then the only job from this educational system was the member of Shidafu class (士大夫).

That was changed by the Western Industrial Revolution and China's reform in the 19th century. Education in the modern sense was tremendously catalyzed by the emerging new labor structure at that time, and then there were the universities developing divisions of the disciplines as well as the research-oriented universities, the applied science universities, universities of technology, vocational schools, and continuing education function closer to the change of labor market, and so on.

Copied from traditional universities in the UK, the "Sandstone" universities in Australia are research oriented. However, just from 1987 to 1994, just 7 years, Australian established 18 new universities, focusing

on applied sciences and technology, representing 45 percent of total number of Australian universities.

The influence of the labor structure on the change of Education is still going on. For instance, today's universities have built up degree programs like Multimedia, Gaming, Internet Security and others in this digital century. In relation to the service industry, apart from traditional Management Studies, such frontier disciplines like Actuarial Study are highly regarded; and Events Management is getting popular. Without the contemporary labor structure, we would not have the contemporary education system.

However, the change of the labor structure and the change of education cannot be synchronous. They might have balance in the short term, but the unbalance will emerge on the following grounds.

Firstly, there is always a timing gap between the change of the labor structure and change of the education one. For instance, demand in the labor structure could be altered annually, while building a degree program requires several years and a whole discipline even longer. Education, unlike a shop, cannot reallocate its goods every day.

As an indication in the area of Skilled Migration, the Australian Government publishes a Skill and Occupation List (SOL). It could be regarded as a good idea as a mechanism in coordinating the labor structure and demand. Indeed some Australian universities followed the SOL closely to recruit a very high proportion of students in disciplines directly linked with the SOL list.

However, the big problem for any university is that the Government reviews and changes the SOL annually. That is, an annual change is of no use to universities having to plan a teaching force and a budget allocation over several years.

Aside from the economy, the Government policy might also impact the employment market. The following data shows the employment from 2006 to 2011 in the telecommunications services area, as an example:

Employment in telecommunications services has decreased consistently from 2007 to 2009, until the lowest point in 2009 as the global economy followed

Employment in the  
Telecommunications Services  
Unit: '000

|      |      |
|------|------|
| 2006 | 92.9 |
| 2007 | 90   |
| 2008 | 89.2 |
| 2009 | 82.2 |
| 2010 | 88.1 |
| 2011 | 94.2 |

the crisis of 2008, IBSA (Innovation & Business Skill Australia) pointed out that the global financial crisis noticeably impacted upon the Australian economy around September 2008 in ICT. 2009 was the most challenging year. The ICT environment is impacted by the Australian and global economy and is challenged by other related areas, in terms of both the depth and duration of the impact. Thousands of financial institutes are suffering following the global economy crisis and bankruptcy. The contracts with telecommunications services have been terminated. Many Australian ICT businesses are facing the difficulties of finding customers, and telecommunications businesses lay off employees consequently.

In 2009, the Australian government promoted the NBN (National Broadband Network) and announced the National Digital Economy Strategy. The Australian government is investing A\$27.5 billion to build a national open access data network and super fast broadband services with optical fiber in the following decade.

The high-speed network environment will be another factor to stimulate Australian economy. For example, more people will benefit from the popularity of using eWallet, cloud storage, or mobile TV services. In 2010 and 2011, the number of employment in telecommunications services increased and the employment number reached 94,200.

Secondly, as I mentioned before, in line with the mission of universities, we could not regard the provision of future specific jobs as the only desired

direction. Universities will survey and forecast the demand of the labor market through some mechanism as a reference for developing their strategy. Indeed no one likes to establish any program without some sort of student demand and it is a good reason for students to get a job through a university degree.

However, the fundamental purpose of universities is still for "people" development. Either the morality and attributes of education in Western universities, or the "comprehensive development in morality, intelligence and physique" and "Red and Professional" in China's universities, we are talking about an identical meaning.

For instance, the provision of Humanity and Social Science programs, even though they are not directly linked to specific jobs, benefit society by enhancing the comprehensive knowledge and character of the students. Eventually the people with a higher morality and ability base will contribute to society at a more significant level – notwithstanding that they might not get a job in the 4 months period after their graduations. Regarding this point, please allow me strongly recommend a speech of Professor Steven Schwartz as *Re-Moralizing the University* (28 August 2009 at Macquarie University).

Thirdly and more importantly, sometime education development does not passively follow the labor structure. Education, in particular higher education, contains the training function and developing function of human's intelligence. Education significantly conserves, enhances and promotes the fruits of human intelligence, thereby creating and leading some new industrial structure and labor structure. This is important given the global rise of new industries like information and digital technology, optics industry and bio-tech since the last century. Education can also drive change in the labor structure.

As a short conclusion, I believe fundamentally that the labor structure and the education one have an interaction, but their changes cannot always be synchronous. Each is developing in a way that is balancing and unbalancing with the other.

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# 《说文解字》与中国古文字学

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