

FUNG SCHOLARS & FELLOWS

Nurturing Future Leaders



*Fung Scholars Network Newsletter*

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經緯慈善基金有限公司  
VICTOR AND WILLIAM FUNG FOUNDATION LTD

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# Foundation Updates

## *Establishment of Local Chapter – Fung Scholars (Singapore Chapter)*

*Jamie KO, Singapore Management University, FS2010-11*

Jamie was awarded the Li & Fung Scholarship in 2009-10 from SMU. She went to Germany for exchange during spring 2010. She is now working with two other Singapore-based Fung Scholars, namely Jeremy POH (FS2010-11) and Yvonne CHIA (FS2010-11), to establish the Fung Scholars (Singapore Chapter).



Taking the lead from the establishment of the Fung Scholars (Hong Kong Chapter), a group of Singapore-based Fung Scholars has come together to pioneer the setting up of a local Chapter for Fung Scholars in Singapore. The Victor and William Fung Foundation (“the Foundation”) has funded the Li & Fung Scholarship programme at Singapore Management University, where scholarships have been awarded to 68 Fung Scholars since 2006. The Foundation has also recently extended a grant to set up the Li & Fung scholarship programme at another Singapore university – National University of Singapore.

The Singapore Chapter intends to build upon the Foundation’s, as well as the Fung Scholars Program’s mission to provide greater room for Fung Scholars to build up and leverage the Fung Scholars network for opportunities to continue learning, growing and contributing back to the community after the scholarship is awarded. Focusing on the key themes of network, leadership and community as areas for development and growth, the Singapore Chapter hopes to engage the growing family of Singapore-based Fung Scholars in a meaningful manner.

The Singapore Chapter is still in its infancy and therefore welcomes any ideas and suggestions.

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## *Migrant Youth Project (Beijing)*

The Migrant Youth Project is an initiative of the Youth Foundation (YF), a Hong Kong registered charitable trust aims to promote the holistic development of young people through media, training programs, exchange programs, and interpersonal and community relationships. Since mid-2007, YF has been engaging in the Project in Beijing to improve the education and career opportunities of migrant youths in China, where hukou barriers prevent middle school migrant students from eventually entering high school and college. YF is putting effort in expanding their volunteer network and developing the “Train-the-Trainers (TTT)”, a component of the Project, for local sustainability. The Victor and William Fung Foundation has been supporting the initiative since 2010 and strongly encourages interested Fung Scholars to take part in it.

Fung Scholars can volunteer as a “School Trainer” for the resilience (RES, Oct – Dec 2010) and path-finding (PAF, Jan – May 2011) programs. As part of the program requirement, they will attend a series of “Train-the-Trainers” activities. They will then join a team of YF program staff and other volunteers to provide training for migrant students from various migrant primary and secondary schools in Beijing.

It is believed that volunteers are most effective in bringing about life changes among the migrant students if the volunteers themselves firstly experience in-depth personal growth. Thus, all volunteers will be provided with well planned trainings by expert trainers and experienced volunteers from both Hong Kong and Beijing. Please contact The Victor and William Fung Foundation if there are any inquiries.

# Fung Scholars Community

## Fung Scholars Leadership Forum

### LEADERSHIP IN THE SERVICE AGE

24<sup>th</sup> September, 2011 Hong Kong

The Forum is organized by Victor and William Fung Foundation on 24th September 2011 at the Auditorium of LiFung Tower in Lai Chi Kok, Hong Kong. There are around 70 participants attending the event.

Leadership in the Service Age is one of the most forefront concepts in business leadership and management.



**Mr. Po CHUNG**

Mr. Po CHUNG, Co-Founder and Chairman Emeritus of DHL International Limited, believes that the Post-Industrial Service Age leadership model is distinctively different from the Industrial/Manufacturing Age. In the Post-Industrial Service Age, developing character and cultivating care in a leader are as important as acquiring skills in the Industrial Age. In Mr. CHUNG's presentation, he introduces a new analogy of Service Leadership and Management in the Post-Industrial Age (SLAMPIA), exploring the significant conflict of paradigms in service management from manufacturing, highlighting the why, what and how for the participants to fully understand the background of the shift and optimize our superior advantage to compete in the global race of Service.



**Ms. Joanne HO**

Ms. Joanne HO, Program Director – Program for Management Development (PMD), Li & Fung (1937) Management Ltd, is the other speaker in the Forum. She shares her experience of career planning, the career planning process, factors critical for successful career planning, with particular reference to the business environment in the Service Age.

Apart from Mr. CHUNG and Ms. HO, three Hong Kong- and mainland China-based Fung Scholars are also invited to share their career experience. They are Manfred WONG (FS2007-08) and Polly FUNG (FS2010-11) who come from the business sector and Cindy ZHENG (FS2008-09) who comes from the academia.

Two Fung Scholars, Angel LAW (FS2009-10) and Catherine CHAW (FS2010-11) are the masters of the ceremony.



Dr. Victor FUNG giving the welcoming speech to guests and Fung Scholars.



Ms. Joan HO sharing her insights on successful career planning.



Mr. KM WONG giving closing remarks to conclude the Forum.



The three Fung Scholars – (left to right) Manfred WONG (FS2007-08), Polly FUNG (FS2010-11) and Cindy ZHENG (FS2008-09) – sharing their career experiences.



Angel LAW (FS2009-10) and Catherine CHAW (FS2010-11) are the MCs.



Mr. Po CHUNG speaking on Leadership in the Service Age.



# LLIC 2011 Closing Ceremony

23<sup>rd</sup> August, 2011 Hong Kong

Learn, Live and Intern in China (LLIC) is a summer internship programme organized by The University of Hong Kong (HKU) for HKU and overseas students. Launched in June 2008, the programme aims to provide students with opportunities to experience working in Asia, increase their understanding of Chinese culture and to extend their professional and personal networks in Hong Kong and mainland China. Not only will participants' gain experience through studying and internships in different industries, but also through cultural exchange between local and overseas participants from universities worldwide. The overseas participants are supported by HKU and funded by the Victor and William Fung Foundation.

The program includes 2-week course offered by HKU's Faculty of Social Science and 7-week Internship Placement with a company in Hong Kong or Shanghai, accommodation during Internship Placement and Social Programs and Orientation Activities.

To celebrate the successful conclusion of the programme, a closing ceremony was organized by HKU on 23rd August 2011 at the Council Chambers in HKU. The Fung Scholars shared their learning experiences at the closing ceremony. Mr. Henry WAI, Registrar of The University of Hong Kong, Mr. KM WONG, Director of Victor and William Fung Foundation, and two colleagues from the Foundation, Ms. JennyAnn CHAN and Ms. Tracy WONG joined this occasion.



Fung Scholars of LLIC 2011 gather to share their learning experiences.

# *Pre-Departure Gathering 2011*

*30<sup>th</sup> June 2011 Hong Kong*

*Zephy LEUNG, The Chinese University of Hong Kong, FS2011-12*

Zephy was awarded the Li & Fung Scholarship in 2011-12 from the Chinese University of Hong Kong. He will head to University of California, Berkeley for exchange in spring 2012.



Mr. KM WONG is giving an introduction to Fung Scholars Program.



HK-based Fung Scholars of 2011-12 gathering before they depart for exchange.

Thank you to the Victor and William Fung Foundation, a meaningful and joyful event – the Pre-departure Gathering for Fung Scholars was held on 30th June 2011.

The event started at 2:30pm in LiFung Tower, Hong Kong. When I arrived, I was warmly welcomed by the receptionist.

The Gathering started with a speech by Mr. KM WONG, Director of Victor and William Fung Foundation, introducing the Fung Scholars Program to all the newly selected Fung Scholars. I was amazed by the extensive network of Fung Scholars. There are Fung Scholars in Hong Kong and the mainland China, as well as overseas countries like Singapore, the U. S. and the U. K.! When I knew this, I started to look forward for chances to meet those overseas Fung Scholars and exchange experiences and ideas with them.



Then Ms. Tracy WONG, Assistant Programme Officer of Victor & William Fung Foundation, introduced the upcoming activities of the Fung Scholars community. I found that the linkage among Fung Scholars was so strong. For instance, Tracy mentioned that there were committees called Local Chapters which helped to strengthen the bonding of Fung Scholars in different cities.



Alex CHAN (FS2009-10) sharing his exchange experience in the UK.



Around 100 HK-based Fung Scholars joining the Pre-Departure Gathering.

The linkage between Fung Scholars was then concretely demonstrated. Four Fung Scholars who were awarded the Scholarships in Year 2010-11 shared their exchange experiences with the newly selected Fung Scholars. All of them, with the support from Li & Fung Scholarships, had spent a certain period of time in overseas countries such as the U.S. and Denmark. They gave us some valuable tips about living in overseas countries. Thanks to the four Fung Scholars, I felt like being more prepared for the coming exchange!

The last activity, the discussion session, was more interactive. We were divided into different groups according to the host country we would go to. I joined one of the groups of the U.S. because I would go to the University of California, Berkeley for exchange next year. In the group, I met many new friends, and some of them would even go to the same University as me! I started to look forward to my exchange study in the State which would be in the coming September!

After discussing for over one hour, we exchanged our email addresses and phone numbers before leaving. I am still keeping in touch with some of them today!

The Pre-departure Gathering was really a great event. I had learnt so much from the sharing of the returning Fung Scholars, and had met some new friends who are congenial to me. I am really looking forward to the next Fung Scholars event!



Annie KWOK (FS2010-11) (Left first) sharing her exchange experience in the US during the group discussion.



# *Fung Scholars Leadership Conference 2011*

## *How Real is the East and West Divide in Leadership: Asian Perspectives on Leadership Development*

*29<sup>th</sup> April – 1<sup>st</sup> May, 2011 Cambridge, MA, USA*



The 4th Fung Scholars Leadership Conference was held on 30 April 2011 in Cambridge, MA. There were pre-conference and post-conference activities, including a tour of MIT and Harvard University, dinner with participants of Asia Vision 21 Annual Conference organized by Asia Centre of Harvard University, career consultation with Harvard Alumni, and American historical explorations in Concord and Lexington.

48 Fung Scholars attending the Conference.



Prof. Anthony MAYO, Director of Leadership Initiative, Harvard Business School, gave a lecture on “Leadership Style and Impact”. The Conference was attended by 48 Fung Scholars and Fellows who travelled from Hong Kong, Mainland China, Singapore, Denmark, England, Canada and the United States.

Prof. Anthony MAYO giving the lecture.



Fung Scholars participating in outings around Boston.



Two Fung Scholars, Mr. Norman HO (FS2006-07) and Mr. Daniel MEZTEL (FS2010-11), both from Harvard University, were the Masters of the Ceremony during the Conference.



Norman HO (FS2006-07)



Daniel MEZTEL (FS2010-11)

The afternoon session saw three Fung Scholars presented their views on “How Real is the East and West Divide in Leadership”, with reference to their cultural backgrounds. The three Fung Scholars were Jeremy POH (FS2010-11) from Singapore, Miss Jane YEE (FS2009-10) from Hong Kong and Miss Chenyu ZHENG (FS2009-10) from United States. Their thoughts are conveyed in the following pages.



Speakers are ready for the career consultation session.



(From left to right) Jane YEE (FS2009-10), Chenyu ZHENG (FS2009-10), Jeremy POH (FS2010-11) and Daniel MEZTEL (FS2010-11) standing for Q&A session.



Fung Scholars are listening to Prof. Anthony MAYO's lecture on Leadership.



Ms. Sabrina FUNG, Director of Victor and William Fung Foundation, giving the Closing Remarks.



Reunion - a group photo of Fung Scholars from Zhejiang University.



# *How Real is the East and West Divide in Leadership – Asian Perspectives on Leadership*

*Jeremy POH, Singapore Management University, FS2010-11*



"Leadership and learning are  
indispensible from each other."  
- John F. Kennedy

I strongly believe that leadership differs across different human organizations. And here, I do not contend that some leaders do not foster change, but leadership differs because the actions, the processes and the abilities of how leaders bring about such changes in their own niche differ. Leadership styles differ and consequently the connotation of leadership differs in different "specifications" of each organization.

Following which, I do believe that differences in social norms and cultural values do exist between the East and the West. Thus, I choose to believe that there exist a divide between leadership in the East, characterized by Asian countries such as China, Korea and Japan, and the West, characterized by the United States of America and European countries such as Germany and the United Kingdom. However, there are two points which I would like my readers to be mindful of: (1) to conclude that a divide exists between the East and the West in leadership is not to imply that leadership is wholly different between these two major divisions as similarities still exist and (2) that the division is wholly relative between the East and the West.

In the following subparts, I shall highlight differences which I observed in the general social norms and cultural values between the East and the West. Following which, I will relate these differences to what I perceive as the different connotations of leadership between the East and the West, highlighting the divide.

Throughout my discussions, I would like to remind my readers that differences between the East and the West are in relative but not absolute terms. On top of this, I would like to bring my readers' attention to the historical developments of the world where many countries in the East, such as Singapore, Hong Kong, Korea and Japan had been previously occupied by countries in the West. This will inevitably result in observed practices and norms that resembles those of the West and appear to be in contradictions to what I am about to discuss. I urge my readers to set aside such contradictions, for the time being, as offspring to western influence. Such contradictions are irrelevant and prevents readers from comprehending the differences that I am about to discuss.

## LONG-TERMISM

The Easterners, especially the Chinese and the Japanese, emphasize much more in establishing long term relationships as they see greater value in such relationships than shorter ones. Incorporating this into business, Easterners tend to and want to create relationships with stakeholders and potential stakeholders as early as possible and as long as they can last in order to achieve their organizational goal. In this sense, Easterners can be said to have a stronger cultural value of long-termism than Westerners. This is evident from a comment made by a Danish undergraduate whom I met at my current exchange programme with Copenhagen Business School: "I am surprised at how much effort the Chinese company which I did my internship last year put into sustaining the relationship with a client who had rejected the company's proposal. If this was to happen in Europe, I would be tasked to prepare another proposal for another client instead of continuing my liaison with the previous client!"

The repercussion of long-termism is to make leadership in the East more supportive than in the West. Because of long-termism, leaders in the East tend to see their relationships with their followers (employees or coworkers) as long-term and sustainable ones. Leadership in the East is thus characterized by patience and engagement that is believed to nurture and inculcate the right values in followers. These are believed to consequently allow organizations to be better in achieving their goals. As a result, more often in the East than in the West are leadership seen as facilitative and supportive. More importantly, followers perceive leaders as individuals who are genuine, both in guiding followers in personal development and in building any personal relationships that is not work-related. Leaders are "teachers" in the East.



## SENIORITY AND MENTORSHIP

More so than Westerners, Easterners respect age and seniority. This is, again, especially so amongst the Chinese and the Japanese. As Easterners appreciate what they enjoy today more as a result of the doings and accomplishments of their predecessors, the older and more senior individuals in the organizations, than anything else, Easterners come to value age and seniority. Individuals of age and seniority are thus deemed to be assets for their tacit knowledge and as “mascots” for attracting talents to their respective organizations.

Closely associated to seniority is mentorship. And it can be said that leadership in the East is characterized by such mentorship. Seniors get retained in organizations for the reasons stated above and more often than not, these seniors would be in leadership positions. Seniors are then charged with the duty of mentoring the juniors. Characterizing leadership in the East, mentorship is “more personal, more continuous, more tailored to the needs of an individual, and far more encompassing in what is impacted” (Ming-Jer & Danny, 2010), with the final referring to tacit knowledge. Compare this to leadership in the West which is characterized by leadership education and training programmes, the view that leaders in the East are more of “teachers” is once again evidenced.

To add on to this divide, of seeing leaders as “teachers” in the East, leadership in the East can be set apart with a connotation of tacitness inherited from mentorship, from leadership in the West which carries a greater connotation of explicitness from the “hard” education and training programmes.

## MISTRUST AND SECRECY

Compared to the West, the East exhibits more mistrust and secrecy. Easterners have a greater inclination to have an initial mistrust to strangers. Even in dealing with individuals whom they have built long-term relationships, there still exists at least a pinch of mistrust. Westerners however, find themselves trusting others more easily. Though the following example may sound trivial, I think it clearly shows the difference in trust levels between Easterners and Westerners. A casual conversation during my exchange programme with a few Taiwanese and Hong Kongers revealed that even though they appear friendly and casual in front of their roommates, they are still apprehensive to them. And this is shown through trivial actions such as locking their personal documents and money in a drawer. Comparatively, their counterparts, usually individuals from European countries or the United States of America, trust their roommates.

Easterners also tend to be more secretive, especially so in the business context. Due to mistrust, they find it harder to put absolute trust in others, be it employees or superiors. As such, they tend to hold something back for use as a last resort. The West, however, sees trust being built up through openness and a culture of mutual understanding.

Putting these into the context of leadership, leadership in the East thus carries a stronger flavor of “opportunism”. With mistrust and secrecy, leaders in the East are more prone to keeping something to themselves. These can be knowledge of certain facts or suggestions. At the end of the day, leaders might appear to be opportunists who rose to the occasion with their “secret” knowledge. Though this may not be true, it painted “opportunism” onto the banner of leadership in the East. Effectively, relating back to the previous subparts, mistrust and secrecy might to a certain extent nullify the “positive” connotations that long-termism and seniority and mentorship bring about.

## PERSPECTIVE OF LEADERSHIP DEVELOPMENT IN ASIA

Leadership development in Asia, in my opinion, is influenced by the social norms and cultural values existing in the East. The three discussed above are just few examples of such factors. In this part, I shall share my perspective of how current leadership development in Asia is influenced by these factors. I outline the following process of leadership development based on what I observed in Singapore:

- 1) Detailed selection, where the qualifications and personal traits are brought to scrutiny;
- 2) Mentorship, where training is tailor-made to suit both individual and organization needs;
- 3) Exposure, where knowledge, in terms of width and depth, is imparted to the leaders.

One of the main disparities that leadership development in Asia has from the rest of the world is the speed of the entire process. Throughout the world, business executives understand the importance of quality leadership to organizational success. In Asia, where economic growth is the fastest in the world and

competition is one of the strongest, Asian companies recognize the need to develop leaders fast. The very first step of selection sees candidates being rejected when their qualifications and personality traits are not in congruence to the organizations. Rarely are “chances” given to the rejects and in this way, precious organizational resources are used only on the selected few who are deemed to have the potential. In comparison to the West, it appears to me that business executives are less particular about the process speed. This is inferred from the leadership education and training programmes that are widely available. It appears that should one be initially evaluated to be not of a “leader-caliber” leadership programmes can be employed to turn the situation. This is less seen in Asia.

Leadership development in Asia is also characterized by mentorship. Mentorship, in Singapore, sees every junior employee being “attached” to a senior employee. This is based on the belief that this will be the fastest way a new employee, either new to a position or new to the organization, can adapt to one’s organizational role. This can be said to be consequent of the



belief that seniors within a organization holds tacit knowledge and are the best personnel to “educate” new potentials or send them to leadership training programmes. Furthermore, the need for speed in the entire leadership development process makes mentorship the best method as juniors learn more in a shorter period of time. A wide spectrum of knowledge, both technical and interpersonal, is gained simultaneously with practical experience, greatly shortening the training period.

Portfolio exposure is also very common in Asia where potential executives rotate through different job portfolios to gain exposure to the general working of the organization. This can be the indirect result of the belief in long-termism. As employees are expected to stay in within the organization for a long time period, it is thus beneficial for the organization to expose and prepare them for future leadership.

As mentioned, differences between the East and the West are relative, and the above should not be misinterpreted as an absolute division between both. Leadership is comprehended by both East and West as precursor to organizational success, and thus both sides see the need to constantly discover new insights to leadership. Looking back at the new economic crisis, one may question if it is the result of leadership issues. If leadership is one of the contributing factors, apart from the fact that “innovative” and unsustainable financial tools are created, then one should start questioning the leadership development that produces such leaders. Perhaps the difference between the East and the West leadership could explain why such crisis originated from the West and not the East. More needs to be look into so as to gather more perspectives on leadership and for us to better grasp leadership.

### **Reference:**

Ming-Jer, C., & Danny, M. (2010). West Meets East: Toward an Ambicultural Approach to Management. *Academy of Management Perspective*, 24 (4), 17–24.

# *China and the U.S.'s Leadership Divide in Climate Change*

*Chenyu ZHENG, Princeton University, FS2010-11*



Instead of a divide,  
we need to tap into  
the leadership of both  
China and the U.S. in  
forming an international  
agreement to solve  
climate change.



As an economics major and environmental studies minor, climate change is an issue close to my heart. Therefore, I would like to take this opportunity to reflect on the East and West divide in Leadership on the issue of climate change using China and the U.S as examples.

In 2010, China has surpassed Japan as the world's second largest economy after the U.S. As a fast growing economy, China has also become the largest carbon dioxide emitter in the world and thus has received a lot of attention on its role to lead the efforts to mitigate the level of Greenhouse gas in the atmosphere. China and India together emit 47% of the world's carbon dioxide today. On the other hand, United States has historically been the largest carbon dioxide emitter and has contributed more to climate change since industrial revolution. Therefore, the leadership role and dynamics play of both China and the U.S. in combating climate change become especially interesting.



## LEADERSHIP ROLE AND DYNAMICS PLAY

In the issue of climate change, China has taken more of a leader role than the U.S., partially due to the different political system. China is a one-party country and therefore, as soon as the leaders of the Communist party realize the importance of combating climate change and developing clean technology, Chinese leaders take actions by making commitments and incorporating renewable energy goals into the Five Year plans. China has become the leading builder of more efficient and cleaner coal-powered plants in the last two years. Moreover, the wind energy in China has doubled in the last four years and Chinese leaders aim to double the use of renewable energy by 2020. In other words, China is gradually changing from the factory of the world to the clean technology laboratory of the world. All these breakthroughs would not happen without the commitment from the Chinese leadership. Moreover, more and more key decision-makers – Chinese mayors and SOEs have committed to green technology and smart grids to build energy smart China. For example, Yang Zhou city has officially agreed to become the first Smart Grid City in April 2010.

In the U.S., although President Obama has committed to mitigate climate change and advocated the Climate Bill, which would require a 17-percent reduction in global warming emissions by 2020 and some 80 percent by 2050, relative to 2005 levels. Obama said “it is good for our economy, it’s good for our national security, and, ultimately, it’s good for our environment.” However, the leadership alone cannot decide the fate of the Climate Bill. In the U.S., every major bill has to pass both Senator and the House and there is too much politics involved to delay the bill. In the end, Climate Bill has failed to get passed to have any real effect, such as setting up a Cap and Trade system in the U.S. Therefore, compared to the U.S., China seems to be taking a more effective and tangible leadership role in combating climate change.

Another factor that affects leadership’s commitment to climate change is the difference of leaders’ academic background. In China, most leaders have engineering or science degree, but in the U.S., the majority of leaders have law or politics degree. To form the right policy around climate change, it is crucial to first understand the science behind global warming. In this sense, Chinese leaders are in a better position to address climate change than the U.S. leaders.

Instead of a divide, we need to tap into the leadership of both China and the U.S. in forming an international agreement to solve climate change. Only if China and the U.S. get on board would the rest of the world make convincing commitments. To design an effective and durable future international agreement on climate change, it is important to understand the positions taken by major emitters on emissions reduction at the moment. The developing world’s position has consistently been resisting binding commitments to reduce greenhouse gas emissions. G-77 countries emphasize on developed world’s historical responsibility of greenhouse gas emissions as well as the big difference between capita emissions between the two worlds. As the largest developing-country emitter, China still puts economic development as its top priority and fears that targets could restrict their economic growth. On the other hand, the U.S. currently rejects binding commitment in Kyoto Protocol partially due to its fear of unfair trade leakage to developing countries. Developing countries would not budge until developed countries, such as the U.S. make bold and convincing steps to reduce emissions.

## COLLABORATION IN CLIMATE CHANGE

After comparing China and U.S. leadership style in climate change, it is important to understand that China and the U.S. alone cannot solve climate change. We need leaders from the East and the West, from developing as well as developed world to fight climate change together. We cannot rely on one leader in the combat against climate change, but rather we need several leaders to lead the rest of the world. That leads to my next topic on the merge of leadership between the East and the West – in other words, collaboration between China and the U.S. on climate change.

There are a number ways to take leadership in climate change, such as improving energy efficiency and developing clean technology. As the two largest energy consumers, China and the U.S. have a shared interest in energy efficiency. Energy-saving technologies implemented in one country will reduce energy costs for the other and benefit both economies. Moreover, China and the U.S. are the world's largest automobile markets and oil consumers. Working together to accelerate the adoption of electric vehicles will improve both countries' energy security and save Chinese and American consumers money at gas station.

Therefore, collaboration between China and the U.S. in leading the efforts to mitigate climate change will benefit all countries. As scientists have pointed out, climate change is irreversible and can lead to potentially catastrophic disasters, such as the shutdown of conveyor belt and the meltdown of Greenland iceberg, which require serious attention from leadership. The combined research expertise and market size of China and the U.S. will provide an unprecedented opportunity to develop clean technology solutions that will reduce carbon dioxide emission and improve energy security while enhancing economic growth globally.

## CONCLUSION

In conclusion, China and the U.S. are the two leaders who can make a difference in combating climate change. Indeed, Chinese leadership differs from the U.S. leadership due to the political system, the academic background of leaders, as well as the difference between developing and developed society. However, the best outcome for both China and the U.S. would require collaboration among the leaders of China and the U.S. to lead by examples and to make convincing commitments to reduce carbon dioxide emissions, which China's leadership has been making a lot of progress.

Only when we unite the leadership of China and the U.S. to collaborate on clean energy development and carbon dioxide reduction can the rest of the world be motivated to take action in combating climate change, which is the central environmental challenge of the 21st century.



# *How Real is the East and West Divide in Leadership – Asian Perspectives on Leadership*

*Jane YEE, The University of Hong Kong, FS2009-10*



“Leadership”, is as simple as a word. But when asked to pinpoint just exactly what it meant, the notion is far more relevant and universal than many might have imagined. Great leadership is not an exclusive phenomenon across the continents.

Perhaps a fitting question would be why some people succeed to become a leader amongst their own people, and do so accordingly in the East and in the West. Let's take a comparative lens to attempt to appreciate the similarities and differences in leadership from Asian and Western societies.

The focus of this essay will be a personal interpretation of the issue of how the East and the West seek to influence each other, particularly with three premises. First, one admits that the "divide" does exist. Second, however, the "divide" is eroding away as the East and the West are drawn closer together with a multitude of factors such as the largely generalized phenomenon called globalization. At last, the momentum or speed at which this change has been, is, and will be experienced.

## DEFINING THE THEME

Before we move onto the gist of the arguments, it is first necessary to set the scope of my study, without which solid anchor points for the analysis cannot be found. For the purpose of the study, the term "leadership" shall be applied to encompass different societal settings – leadership in nation state settings (political leadership), economic settings (business leadership) and in the younger generation settings (developing leadership).

So what exactly is "being real"? Taking a second look and thought for the theme for the 2011 Fung Scholars Leadership Conference, one thought that it would be really fairly tough to give a simple definite answer. This is because one believes that there is no black and white division that spells out the differences between leadership of the Asian camp and that of the Western camp. The significance is to learn to appreciate the complex configuration of merits and demerits in leadership styles which make both the East and the West thrive in their own glory.



For the purpose of this study, it would be essential to be acquainted with the following grounded assumptions – the economic, socio, historical and geographical differences between countries of the West and those of its Eastern counterparts are inherent. They are in fact built-in with the environment in which people become so habituated. These four factors, one presumes, are four pillars supporting the notion that there is a divide and explain this belief.

According to the conventional consensus of sociologists, Westerners and Western leaders are socially trained to be individualistic, while Easterners and Eastern leader are socially influenced by the concept of community, which emphasizes collectivity. Stemming from this, one recalls the Chinese word “guanxi”. It is largely used to describe the way business decisions are run. “Guanxi” is a unique term that glorifies the importance of relational ties and bonds. It is influencing decisions like who to cooperate with and who to follow, etc. Hence, this concept is a significant guiding principle for Eastern leaders in decision making, while it remains less affective in the West.

Similarly, another asymmetry between the East and the West is their economic backgrounds. If we generalize the countries, it is very likely that the majority of Western countries we refer to today are “developed countries”. Instead, the pace of economic development in Eastern countries varies widely even in geographically proximate cities like Burma, Thailand, the Philippines, Singapore, Japan, Mainland, Hong Kong, etc. Given the economic structural differences, it indirectly affects the infrastructure of that region. With a prosperous and resourceful city, talented leaders are more likely to be educated, spotted and developed. Yet, some people may that in less developed places, potential leaders may find themselves more incline to adapt meanwhile target to the un-tread opportunities that no one else has identified. To share a little, there is a saying “Necessity is the Mother of Invention”, which one has found, is very true. Hence, perhaps that is why the focus has shift to the East in this century. Eastern countries may have a lot of new opportunities lie hidden and yet to be discovered by daring leaders.

Historically, the colonial legacy and political regimes of the many Eastern countries, including Southeast Asia, is another building block to support the existence of the East and West divide in leadership. Political leaders played and continue to play an important role in the East, the personal charisma factor is seen to be stronger in this part of the world than in the liberal democratic West. One extreme example is the authoritarian regimes which place emphasis on developing leaders who embody ideology that almost transcends the physical being like Mao Ze Dong. However, the validity of this perspective is questionable as it is an old one. We experience a shift of both the East and the West, which converged slowly in the last few decades more rapidly than ever.

Another divide of leadership lies in the geographical difference of the East and the West. The motives behind leaders of the East and those of the West may be directed by their mere geographical location. Allow me to share a personal experience during my exchange to McGill University in 2010. During my exchange study, I was enrolled in a course called the Asia-Pacific Foreign Policy. Having taken other political science courses at my home University, I noticed a distinct difference in the approach that foreign policy was referred to. In Hong Kong, we use the term “East Asia” while in North America, the terms “Asia-Pacific” or “Pacific Basin” were being used. This may sound normal and insignificant. However, it actually carried an implication for the leaders of

different countries. Look carefully, one will realize that “Asia-Pacific” was and is always used by the presidents of the United States, because this term subconsciously included the United States as the member of that region. As American leaders wanted to delve into the fastest growing region in the new millennium, Eastern leaders only want to develop solidarity by strengthening their collective bargaining power. The ASEAN+3 structure organized by ten Southeast Asian countries and China, Korea and Japan is one of the examples. About a year ago, the Japanese Prime Minister proposed the Chinese President with a plan to form a socio-economic alliance amongst its political leaders so as to capture synergy and chances for mutual cooperation.



## ANALYSIS & PREDICTION

After having elaborated on some of the external factors that could cause the divide in leadership development styles between the East and the West, one would like to bring it a step further to challenge these conventions. When asked “how real” is the divide in Eastern and Western leadership, my stance is this: Despite the solid existence of differences in leadership styles, it would be vital and fair to acknowledge the increasing number of emerging counter examples.

In recent years, we see more leaders from the East are crossing the cultural boundary into the West and vice-versa. Personally, one was fascinated by the world-renowned computer animated series “Shrek”. It is supervised and co-directed by Ramen Hui, a Hong Kong born Chinese. He received his graduation at the Hong Kong Polytechnic University and later moved to the States to work, eventually leading the US-based animation team. Similarly, Director Ang

Lee, Oscars’ Best Director, has led the whole American production team to shoot “Brokeback Mountain”, a famous well-renowned film. These are excellent illustration of how an Eastern leader has risen, regardless of criticisms and speculations among a Western environment. Vice-versa, locally, we witness how the Jewish Dr. Allan Zeman, an ex-patriot, who successfully reinvented Ocean Park, and out-performed the expectations of many locals. Perhaps leaders, regardless of where they originated from, possess a common strength – that is swift adaptability to changes.

## CONCLUSION

One believes that in the future, the East and the West’s divide in leadership development will become less prominent. It is important to note that there is no “real” implication of positivity or negativity if a divide really exists between the East the West. We have much to learn from both sides. It is important to create a synergetic relationship by grasping invaluable distinct features nurtured by their particular historical, economic, socio, geographical constraints. All in all, leadership development carries with it a notion of blooming from what is previously unknown. Even the best uncut diamond in the world is nothing but a rock to the naked eye if it does not find a decent diamond cleaver. Similarly, to uncover the potential in the new generation, we need to give them room to become a righteous leader regardless of where they are from. In the future, the successful leaders are no longer of particular nationality, but are those who have succeeded in learning the best from both worlds.

# Remarkable Moments

## *‘Freshies’ in Australia*

**Annie CHAN, The Hong Kong Institute of Education, FS2010-11 & 2011-12**

Last year, I spent one semester studying at the University of Canberra, Australia (Canberra is the capital of Australia). It was my first time to go to Australia!



Annie was awarded the Li & Fung Scholarship in 2010-11 from The Hong Kong Institute of Education. She is selected as Fung Scholars again this year for exchange at York University, Toronto in fall 2011.



### First impression of Australia

When you think about Australia, you may firstly think of Kangaroos and Koalas. Some Hong Kong people even say there are ‘Australian symbols’ – drinkers, people with pump bottoms, flies; but I experienced another group of symbols, which I entitle as ‘Freshies’ – fresh daily products, fresh air and refreshing learning atmosphere.



### Aussie English

Some English learners may know that Australian people like to make words with suffixes ‘es’ or ‘ies’ (sound /si/) such as Aussie (Australian) and Ressies (Residences). That’s why I make ‘Freshies’ from ‘fresh’, which means that Australia makes me more fresh and refreshed than I am in Hong Kong.

*Photo time!*  
*‘Freshies’ in Aussie*

Chocolate dessert set @  
KOKO BLACK  
(No.1 Aussie Chocolate!)



Mixed berries yoghurt  
(cheaper and fresher than  
that in Hong Kong!)





*Flower Exhibition 2010*

Fabulous painter@  
Flower Exhibition 2010



*Kangaroos outside MY Reside*



Six kangaroos were  
searching another kangaroo  
outside my house.



*Boat trip*



(organized by International  
Exchange team of University  
of Canberra)



It is my honor to be selected as a Fung Scholar and have such unforgettable experience. Not only did I explore Australia, experience fresh life, culture and food, but also, more importantly, learn different teaching and learning styles from the lectures and lecturers of University of Canberra. These new styles inspired me and helped me develop my own teaching style, which is important to my teaching career in the future.

# Exploring “Why is ‘Asia is the global future’?”

*James EVANS, University of Oxford, FS2010-11*

James was awarded the Li & Fung Scholarship in 2010-11 from University of Oxford as part of the United Nations Development Program (UNDP), under the LLIC Programme organized by The University of Hong Kong. He interned at South-South Global Assets and Technology Exchange (SS-GATE) in Shanghai in the past summer.

“Why is ‘Asia is the global future’?” we were asked by our lecturer on the first day of our summer school in The University of Hong Kong during the past summer. That was in fact what I was in Hong Kong to find out, courtesy of the Li & Fung Scholarship. Summer 2011 saw the latest batch of Fung Scholars as part of ‘Live, Learn and Intern in China Program’ organized by The University of Hong Kong; a two week summer school focusing on the political economy of Asia, and a seven week internship experience in either Hong Kong or Shanghai.

With a number of other interns, I was assigned my internship placement in Shanghai working with South-South Global Assets and Technology Exchange (SS-GATE), a joint set up by the Shanghai United Assets Exchange (SH-UAE) and the United Nations Development Program (UNDP). First impressions left us with a nerve-racking experience though, with the first meeting with our boss transforming into a ‘grill a student’ session regarding Economics 101! However it soon transpired this was because our new boss was a part time economics lecturer in Shanghai, and we appeared to have passed the Apprentice boardroom-style grilling. Indeed, our new boss transformed into our mentor, advising us on life choices such as whether to do a post-grad or find a job after university, as well as being a friend. In addition, I was privileged enough to get the opportunity to have dinner with the Vice-President of China Development Bank, our clients for the summer projects.

Living in Shanghai proved both an exciting and challenging experience in one of the world’s most dynamic and fastest growing cities. From metro lines at rush hour to wondering round the peaceful French Concession, the city certainly gave us a lot to offer! Coming originally from a small English village of around 100 people, Shanghai certainly proved an eye-opener, and the scale of the city means I still feel I hardly know the place!

Between the 9 interns working at SS-GATE we came from 5 continents and carried 8 different passports, indicating the highly international feel of the office! Indeed flags of every country greet visitors to SS-GATE, a daily reminder of how varied the world is. Working in the office was a great lesson in cross-cultural communication and patience, with a host of different first languages and working (or studying) backgrounds, it started as a real challenge to work together as a team. Despite this, the talent of the young people I was working with enabled us to produce two full projects – one of investment potential in African electricity, the other in Latin America – which are set to be used in future SS-GATE and China Development Bank projects, a hugely exciting prospect to think our work could help potentially shape huge future investments!

Learning about a new environment, culture and working life outside the UK and indeed the western world proved hugely rewarding. The overall experience granted by the Li & Fung Scholarship proved invaluable, not only through what I learnt on the internship, but also through the people I met from around the world, the opportunity to travel and experience another place, and gaining an insider’s perspective on emerging Asia. Through academic, working and life experience this summer – a direct result of the Victor and William Fung Foundation’s generous donation – myself and my colleagues and class mates from the ‘Live Learn and Intern in China’ scheme have had a plethora of new experiences and a fantastic summer.

Shanghai at night



LLIC 2011 Fung Scholars in Hong Kong



# A World So Big But So Close

Frank HE, Zhejiang University, FS2010-11

## A GREAT HOST

The University of Hong Kong is one of the top universities of the world, and it's of great tradition and fame. I really want to experience a new education method as well as its unique culture combination. Besides, its diversity and freedom for students fascinate me.

On the first day when I arrived at HKU, I was given a T-shirt for exchange students, with a sentence on it: the best year of my life. HKU fulfills its promise, as it treats international students as full-time students, nearly allowing us to attend all activities without limitation, and even with some special offers. For example, all international students are permitted to have an alumni mentor if you apply for one, and there's no interview, which is required for full-time students. We are arranged to live in halls with local students. Library resources, distinguished lectures, sports equipment are open for us. You wouldn't face any discrimination, unfairness or embarrassment. I really appreciate such kind of generosity.

In the past exchange year, it's the first time I have a feeling: the world was never close to me before. My friends are from different corners of the world; we were often having nice talks in a global scale. The world is so big, but it's so close. It's also very diverse, making me feel insignificant and separated from the outside when I live in the mainland China. I flew to Boston, met students and fellows from all over the world, but the next day, I was sitting in a lecture room in HKU, attending a final exam. My friends invited me to go to USA, Singapore, Taiwan... The world appears so small to me that I started thinking in a global way.



## SWITCH BETWEEN 3 CIRCLES: WESTERNERS, HONG KONGERS, AND MAINLANDERS

In my eyes, in HKU, there are three different circles based on the above three cultures. It's not that easy to cross the border because of cultural differences. As a newcomer, it's more likely to join the circle of your original culture: westerners with westerners, Hong Kongers with Hong Kongers, mainlanders with mainlanders. It's comfortable, but you should keep an open mind to other circles and seek opportunities to join them, which leads you to an exciting new world. You should keep curious and away from stubbornness. This is really a big challenge; other circles have something against your original thoughts and judgment. But remember to remind yourself of tolerance and patience.

### SMALL TIPS

1. SOMETHING YOU SHOULDN'T MISS
  - a. Mentorship program (October)
  - b. Distinguished lectures
  - c. Professional Preparation Program
  - d. Soft skills workshop by CEDARS
2. FOR MAINLAND STUDENTS: MORE HANGOUT, GET CRAZY

### Fung Scholar Profile

Name:

HE Wenlei, Frank

Home University:

Zhejiang University

Host University:

The University of Hong Kong

Exchange Period:

2010-11



# *The Voyage of Discovery in A Whole New World*

*Christine LAM, The University of Hong Kong, FS2010-11*



Christine was awarded the Li & Fung Scholarship in 2010-11 from The University of Hong Kong. She went to University of London on exchange for a semester in spring 2011.

“The real voyage of discovery consists not in seeking new landscapes but in having new eyes.” A French novelist, Marcel Proust said.

Joining an exchange programme may mean different things to different people. Some see it as a chance for understanding foreign culture; some take this opportunity to give themselves a vacation. For me, it is a voyage, a discovery of the world and myself.

It is a common attitude to believe that the Western world has every best thing in the world. But I did not question my fellow, or myself, what actually was good about the west. Not that I could not see a single good thing during the exchange, it just made me reflect on my own attitudes: have I ever really taken a critical mind when I live each day?

Hong Kong is a small but self-contented place. Walking on a street in a not-so-busy district, one can already get all they need – food, clothes, and even entertainment. Back to home, I am always taken care of by my family and domestic helper. But I have never reflected on my life style. Everything is taken for granted. When I arrived at the UK, I was so surprised: shops close at 4pm, Underground services suspend regularly, trains are not available whenever you want it, and it is even hard to get food when you are hungry.

On the other hand, sometimes, Hong Kong people are overly critical. They reject and criticize most of the government’s plan without considering deeply the underlying intentions. Have we ever appreciated people and things around us? During the exchange experience, both strengths and weaknesses of the host country can sparkle up an appreciation heart. For example, Westerners have a good personality. They are bound to offer help to each other, they respect the environment, and they are very warm. This makes a great contrast with myself, when I realise that I never initiated conversations when I arrived. And apparently, when things seem wrong like those mentioned above, we know that we should not take things for granted back in Hong Kong.

So, what have I discovered of the world and of myself? I would not tell you here. See it with your own eyes: open up the world, and let the world open your eyes. Travel and experience itself is a kind of education. Going on an exchange study means a lot more than visiting a foreign country and making new friends. It is an invaluable opportunity to widen your horizons, and to change the way you perceive the world.



# *A Life Inspiring Experience in Asia*

*Danniel METZEL, Harvard University, FS2010-11*



Dan was awarded the Li & Fung Scholarship in 2010-11 from Harvard University. He interned at Law Offices of Greg Pilarowski in Shanghai, China in last summer.



The summer in 2010, due to the generosity of the Office of International Programs, the Asia Center, Harvard University and the Victor and William Fung Foundation, I had the incredible opportunity to work as an intern with the Law Offices of Greg Pilarowski in Shanghai, China. The grant also enabled me to attend and organize the Harvard Project for Asian and International Relations' (HPAIR) 2010 Asia Conference in Singapore.

The most profound impact of my time abroad in last summer is probably the effect that seeing how things were done in another country had had on the way I think about life in the United States.

I have held certain opinions all my life on life in the U.S. and how the U.S. political, economic, and social systems are structured. With nothing to compare them to, my ideas about what makes the U.S. strong and what areas need improvement went untested. Now, having experienced daily life in China and having taken an in-depth look at the Chinese legal system, my assumptions about how a country should be run have been challenged and I think that my ideas about the direction of future U.S. policy have emerged stronger for it.

Ever since high school, I have toyed with the idea of attending law school, but my internship this summer was the first opportunity I have had to actually work closely with a lawyer and participate in the day-to-day work of a law firm. By the end of the summer, I had been exposed to both the positive and negative aspects of life as a lawyer.

Overall, the experience reveals to me that practicing law is both interesting and tedious, simultaneously, and confirmed that law school would be a good option for post-graduation, but that it would be best to take some time to work "in the real world" first.

My experience has also made it easier for me to consider seeking employment outside the U.S. after graduation. I discovered that living in another country and speaking another language most of the time is not as easy as I might have hoped, but also not impossible. After living in Shanghai for two months, I have concluded that to me the city is livable and presents many exciting opportunities, but it would also be difficult for me to live there for more than a few years at a time.

Having returned from Shanghai and Singapore, I still feel the impact of my trip. Since I have then charted a plan for my time after graduation – to work for a few years and then attend law school – I have some much-needed focus for choosing classes this year. This summer has also focused my time outside of classroom, allowing me to pursue full-time job opportunities with less hesitation that I would have otherwise.

Finally, being abroad has made me realize how little of U.S. I have seen, so I may take some time in the coming year or immediately after graduation to go to some of the American cities and natural wonders that I have never visited.



# News from Hong Kong Chapter

## *Explore the World through Participating in the Universiade*

### *Ming Hong WONG, Volunteering Director of Hong Kong Chapter, FS2010-11*

Shenzhen Universiade 2011, held from 12<sup>th</sup> – 23<sup>rd</sup> August, is an international event. I am pleased to be one of the representatives of undergraduate students and Hong Kong volunteers to participate in this “mini-Olympic”.

During the Universiade, I worked in Spectator Service Section in Yuanping Gymnasium, Shenzhen University. We wore a pin of mascot UU and served the spectators with big smiles. The smile on the UU reminded us of the importance of service quality in serving the guests. We felt happy seeing all the spectators enjoyed the athletic matches.



Ming Hong was awarded the Li & Fung Scholarship in 2010-11 from Lingnan University. He organized a team of Hong Kong-based Fung Scholars to volunteer in the Shenzhen University 2011. He is also an active participant in the Hong Kong Volunteers Association.

From 2008 up to now, I have already participated in Beijing Olympic Games, Hong Kong East Asian Games, Guangzhou Asian Games, Guangzhou Para Asian Games and Shenzhen Universiade. I gained Gold Award for volunteer service in these three years and I received dozens of badges from all around the world and this is the reason why I was nicknamed as, “Huizhang ge” or “Man of Badge”. I am used to exchanging these badges with volunteers during the serving periods. Now I have collected more than 50 pins from different countries. The pins represent different stories of my voluntary service experiences. Through exchanging the badges, I share my voluntary work experience with athletes, staff and other volunteers. For me, this is a very unique and treasured opportunity to exchange ideas with people of different cultural backgrounds.

Time flies, half month of training and service of Shenzhen University voluntary service has passed. On 21st August, we finished our last day service in Yuanping Venue. That means it is again the time to say goodbye to leaders, teachers, students as well as other volunteers in the Shenzhen University. However, our team will never forget the motto for volunteers of Shenzhen Universiade- “I’m here”, to spread the helpful spirit of voluntary service to whole Shenzhen, China and even to all universities of the world”.

# 30 Hour Famine 2011

*Vanessa MOK, Finance Secretary of Hong Kong Chapter, FS2009-10*

The Hong Kong 30 Hour Famine 2011, an annual fundraising event of World Vision, Hong Kong, was held on 16 – 17 April at Aberdeen Sports Ground. With the support from Victor and William Fung Foundation, 3 Fung Scholars, together with three thousand other participants, joined this meaningful and enlightening event.

In the 30 hours, they experienced hunger in order to feed and care for kids suffering from famine in different corners of the world. Not only did the Fung Scholars raise funds to help children suffering from hunger in far-away countries, but also gained personal insights in the process. Through role-play game and sharing session by guest speakers, Fung Scholars learnt the common physical needs and felt the psychological dilemma faced by people of developing countries.

Though the event has ended, the spirit of 30 Hour Famine will continue. With the seed of love and contribution sowed in the participants' hearts, one should never under-estimate the impact of this event!



Vanessa was awarded the Li & Fung Scholarship in 2009-10 from The Chinese University of Hong Kong. She has graduated in this summer and is working at PricewaterhouseCoopers (PWC) as an Assurance Associate starting from October 2011.

## Reflections from Participating Fung Scholars



Ross CHEUNG, Development Director of Hong Kong Chapter, FS2008-09

"As a Sociology student, I get refreshing ideas from Famine30. Poverty is sometimes deemed as society's mechanism to discourage people from neglecting their social duties. I deny that saying. Famine30 can show you how poverty keeps people suffering and what cruel reality can be to the underprivileged. It is a great weekend activity to both helping others and nourishing to our minds and lives too."



Vanessa MOK, Finance Secretary of Hong Kong Chapter, FS2009-10

"I am very glad that I met such a good team in 30 Hour Famine. Under the team leader's leadership together with everyone's involvement, our team built a good team spirit that enabled all of us to get the most out of the event. Without teamwork, this essential element, my experience in 30 Hour Famine could be a whole lot different. This event also triggered me to think deeper on the issue of voluntary service and monetary donation: What is the message behind 30 Hour Famine? Do voluntary services do more harm than good to the people in developing countries? What else could we do other than pure monetary donation? I am glad that through observation and group discussion, I have found the answers to the questions in my mind."



Hugh TONG, Hong Kong Polytechnic University, FS2009-10

"This Famine 30 Hour is very meaningful to me because I never thought I could gain so much in this event. The most valuable memory I got was friendship, although my teammate and me even did not know each other before this event. My teammates and I really supported each other to finish famine 30 hour with caring, encouragement and lovely smile. It was hardly to imagine that I could finish it without them. In many activities during those two days, I could see that we had a good teamwork because everyone was trying to help other teammates to finish the tasks and activities. Therefore, I could say that Famine 30 Hour could let me learn that being hungry is nothing if you can get support from others. On the other hand, we should support the poor from now on."

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