THE UNIVERSITY OF HONG KONG  
FACULTY OF BUSINESS AND ECONOMICS  

FBEC2003 Creativity, Innovation & Entrepreneurship in China I

**GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Mr. Joseph CHAN</th>
<th>Email:</th>
<th><a href="mailto:jphc@hku.hk">jphc@hku.hk</a></th>
<th>Office:</th>
<th>1320 K.K. Leung Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Dr. Jing LI</td>
<td>Email:</td>
<td><a href="mailto:jingli7@hku.hk">jingli7@hku.hk</a></td>
<td>Office:</td>
<td>938 K.K. Leung Building</td>
</tr>
</tbody>
</table>

Pre-requisites: NA  
Co-requisites: Creativity, Innovation & Entrepreneurship in China II  
Mutually exclusive: NA  

Course Website: HKU Moodle  
Other important details: NA

**COURSE DESCRIPTION**

This course is to provide students with a comprehensive study of economics, innovation, and entrepreneurship in the context of business practices in the Greater Bay Area in China (Guangdong Province, Hong Kong and Macau). It aims to build up students’ understanding of basic knowledge about innovation and entrepreneurship, the importance of innovation in promoting economic development in China, as well as the economic rationales of entrepreneurial activities related to innovation. Specific focus is given to (1) general concepts of innovation, entrepreneurship and economy in China; (2) the economics behind innovation, entrepreneurial activities, as well as the interrelationship in between; (3) the environment and culture for effectively promoting the innovation for the firms.

This course combines lectures, discussions, case studies, group projects and presentations. Students will be exposed to various opportunities to apply the concept and principles of economics in analysing the issues in the innovation economy, exploring the business opportunities and searching for best business strategies from the perspective of entrepreneurs and managers.

*This is part of the summer programme (CIEC) where students will spend time in HK, and China (incl. 2 weeks in Shenzhen, Guangzhou and Macau) for workshops, visits, and interactive sessions with guest speakers.

**COURSE OBJECTIVES**

1. To provide detailed understanding of creativity, innovation and entrepreneurship  
2. To gain in-depth understanding of the development, challenges and opportunities of the innovation economy in China  
3. Understand the economics behind the innovation and entrepreneurship  
4. To practice integrating economic principles and learned experience into the professional aspirations  
5. To prepare students for a successful career in or related to China

**FACULTY GOALS**
Goal 1: Acquisition and internalization of knowledge of the programme discipline
Goal 2: Application and integration of knowledge
Goal 3: Inculcating professionalism and leadership
Goal 4: Developing global outlook
Goal 5: Mastering communication skills

COURSE LEARNING OUTCOMES

On completion of this course, students are able to:

CLO1 Be familiar with the innovation-related business and economy in China, especially the Greater Bay Area
CLO2 Acquire the economics concepts and principles of innovation and entrepreneurship
CLO3 Acquire various experience and business practice related to innovation in China and be able to integrate it into solving issues related to innovation economy
CLO4 Demonstrate ability of applying economic principles and analytical skills in problem solving in innovation-related business
CLO5 Develop global view of innovation and be able to integrate it into understanding of entrepreneurial practices when doing business
CLO6 Demonstrate effective written skills, communication skills, and team work skills through discussion, presentations, and paper writing.

COURSE TEACHING AND LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>Course Teaching and Learning Activities</th>
<th>Expected contact hour</th>
<th>Study Load (% of study)</th>
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<tbody>
<tr>
<td>T&amp;L1. Lectures with in-class discussion and class work</td>
<td>18</td>
<td>15%</td>
</tr>
<tr>
<td>T&amp;L2. Group-based project and presentation</td>
<td>36</td>
<td>30%</td>
</tr>
<tr>
<td>T&amp;L3. Term essay</td>
<td>30</td>
<td>25%</td>
</tr>
<tr>
<td>T&amp;L4. Self-study</td>
<td>36</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100%</strong></td>
</tr>
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Assessment Methods

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Brief Description (Optional)</th>
<th>Weight</th>
<th>Aligned Course Learning Outcomes</th>
</tr>
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<tbody>
<tr>
<td>A1. Class Participation</td>
<td></td>
<td>30%</td>
<td>CLO1, CLO2, CLO3</td>
</tr>
<tr>
<td>A2. Group Project and Presentation</td>
<td></td>
<td>30%</td>
<td>CLO1, CLO2, CLO3, CLO4, CLO5, CLO6</td>
</tr>
<tr>
<td>A3. Term Essay</td>
<td></td>
<td>40%</td>
<td>CLO1, CLO2, CLO3, CLO4, CLO5, CLO6</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
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STANDARDS FOR ASSESSMENT
### Course Grade Descriptors

<table>
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<tr>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A+, A, A-</td>
<td>Strong evidence of superb ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate, and synthesis.</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>Strong evidence of the ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate, and synthesis.</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>Evidence of adequate ability to fulfill the intended learning outcomes of the course at low levels of learning such as describe and apply but not at high levels of learning such as evaluate and synthesis.</td>
</tr>
<tr>
<td>D+, D</td>
<td>Evidence of basic familiarity with the subject.</td>
</tr>
<tr>
<td>F</td>
<td>Little evidence of basic familiarity with the subject.</td>
</tr>
</tbody>
</table>

### Assessment Rubrics for Each Assessment

(Please provide us the details in a separate file if the space here is not enough)

1. **Class Participation: 30%**

   Effective participation is very important to guarantee the quality of the learning outcome. Basically, students’ participation is evaluated through two aspects:

   a. **Attendance and punctuality:** This is the basic requirement of participation. Students are required to attend all the classes on time. Excused absence is allowed but has to notify the instructor at least one day ahead. Sick leave can be requested on the day of class.

   b. **Contribution of the discussion:** Discussion is a very important part of the learning process of this class. During the process of lectures and presentations, you are encouraged to ask questions, give comments that could lead the discussion to a new direction. Please be less concerned about the “right” or “wrong”. The main purpose of discussion is to help students develop ability of systematic thinking and skills of effective communication. All of your contribution are valuable and will be tracked during the discussion.

   c. **Note:** If you are not comfortable of discussing in the class, please come to talk with the instructor during the consultation time. We can work together to get it solved.

2. **Group Project and Presentation: 30%**

   Information of the project and assessment method will be provided based on the handout.

3. **Term Essay: 40%**

   The last assessment of this course is the individual term essay. Based on the lectures, handouts and all other reading materials covered in this class, each student should choose one specific topic and finish writing a short essay. The purpose of this essay is to encourage students to develop ability of critical thinking and learn to apply basic theory and principles to analyze economic issues related to innovation and entrepreneurship.

   **Requirements:**
   - Students will be notified of the deadline of this essay in due course.
   - The topic of essay should be specific and related to the materials covered in class. Students will be notified of the deadline of submitting the topic of their essay in due course.
   - Format: (1) a cover page indicating the title of paper, name, student ID (if available), department (if available); (2) double space with no more than 10 pages in total (including tables, graph, reference, etc.); (3) Font: Times New Roman; size: 12.
Guideline of content:

The topic of the essay should be related to the innovation and entrepreneurship in China, for example, can be a case study, solving a question in business practice, or comparing the innovation economy between China and other countries.

Students can choose to follow the logic of what—why—how to construct the paper (up to student’s preference). That means you are suggested to introduce the background and propose your research question/topic (what) in the first part of your paper. Then you should analyze the reason (why) and how this issue is solved (how). Both quantitative and qualitative method can be used in your paper (up to your specialization).

**COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE**

The modules of this course are group into two major parts. The first part focuses on the general introduction of innovation and entrepreneurship, growth of innovation economy in China, as well as a comparison of innovation-driven economy between China and US. The second part will further discuss the economics behind the innovation and entrepreneurship. Topics covered in this section includes the relationship between innovation, entrepreneurship and economy, the economic reasons of innovation, and how it guide the entrepreneurs’ choice of business strategy. The last part of this section is to discuss role of government and public policy implications relating to innovation and entrepreneurship.

**Section 1 An Overview: Economy, Innovation, and Value-creating Entrepreneurship**

1.1 Understanding the Key Elements: Creativity, Innovation, and Entrepreneurship
1.2 Innovation Economy in China: Incentives, Transition and Growth
1.3 Value-Generated Innovation Strategy, Social Environment and Culture in the Bay Area: United States vs China

**Section 2 Economics of Innovation and Entrepreneurship**

2.1 Innovation, Entrepreneurship and Economic Growth Pattern
2.2 Drivers of Innovation: Research & Development, Patent, and Foreign Direct Investment
2.3 Optimal Choice of Entrepreneurs in Developing Innovations
2.4 Economics of Entrepreneurial Strategy: Product, Competition and Market Structures
2.5 Innovation Environment and Entrepreneurial Activities: Government, Policies and Institution

**REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS** (e.g. journals, textbooks, website addresses etc.)

The recommended readings are draw from the field of economics, innovation and entrepreneurship:

**Books:**


**Papers and articles:**

The Student Evaluation of Teaching and Learning (SETL) questionnaire conducted by the University of Hong Kong
✓ Online response via Moodle site
✓ Others: ______ Students are welcome to pass their suggestions and comments to the office of the Faculty of Business and Economics in the University of Hong Kong ______ (please specify)

**COURSE POLICY (e.g. plagiarism, academic honesty, attendance, etc.)**

The Regulations of the University of Hong Kong on academic dishonesty will be strictly enforced! Please check the University Statement on plagiarism on the web: [http://www.hku.hk/plagiarism/](http://www.hku.hk/plagiarism/)

Academic dishonesty is the behavior in which a deliberately fraudulent misrepresentation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another. Any type of academic dishonesty will not be tolerated, such as plagiarism, cheating, or unauthorized collaboration.

**ADDITIONAL COURSE INFORMATION (e.g. e-learning platforms & materials, penalty for late assignments, etc.)**

Please note that the syllabus and schedules may be changed at the instructor’s discretion.
THE UNIVERSITY OF HONG KONG
FACULTY OF BUSINESS AND ECONOMICS

FBEC2004 Creativity, Innovation & Entrepreneurship in China II

GENERAL INFORMATION

Instructor:   Mr. Joseph CHAN
Email:       jphc@hku.hk
Office:      1320 K.K. Leung Building

Instructor:   Dr. Jing LI
Email:       jingli7@hku.hk
Office:      938 K.K. Leung Building

Pre-requisites:   NA
Co-requisites:   Creativity, Innovation & Entrepreneurship in China I
Mutually exclusive:   NA

Course Website:   HKU Moodle
Other important details:   NA

COURSE DESCRIPTION

This course is to provide students with a comprehensive study of economics, innovation, and entrepreneurship in the context of business practices in the Greater Bay Area in China (Guangdong Province, Hong Kong and Macau). It aims at developing students’ understanding of the strategy and challenge of the entrepreneurial process in innovation, the practices of innovation and strategic inter-relationship among Hong Kong and other cities in Greater Bay Area, as well as the global vision for the future of technological economics. Specific focus is given to (1) the strategies and key skillsets of entrepreneurship in promoting and managing innovation for successful business; (2) Real-life experience and business practices of innovation in China according to different forms of entrepreneurship, such as start-ups and corporates; (3) Pioneering technologies, global innovation and the sustainability which will shed light to the future of technological economy in the world.

This course combines lectures, discussions, case studies, group projects and presentations. Students will be exposed to various opportunities to apply the principles of strategy and management to solve the issues in the innovation-related business, exploring the business opportunities and designing best business strategies from the perspective of entrepreneurs and managers.

*This is part of the summer programme (CIEC) where students will spend time in HK, and China (incl. 2 weeks in Shenzhen, Guangzhou and Macau) for workshops, visits, and interactive sessions with guest speakers.

COURSE OBJECTIVES

1. To develop an awareness and understanding of the process of innovation from the perspective of entrepreneurs and managers
2. To acquire different strategies and key skillsets about innovation and entrepreneurship
3. To be able to explore and design different business strategy according to different form of entrepreneurship
4. To develop global view of innovation and entrepreneurship
5. To acquire the practical experience in doing business in China

FACULTY GOALS
Goal 1: Acquisition and internalization of knowledge of the programme discipline
Goal 2: Application and integration of knowledge
Goal 3: Inculcating professionalism and leadership
Goal 4: Developing global outlook
Goal 5: Mastering communication skills

COURSE LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Aligned Faculty Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>On completion of this course, students are able to:</td>
<td></td>
</tr>
<tr>
<td>CLO1 Be familiar with the innovation-related business and economy in China, especially the Greater Bay Area</td>
<td>Faculty Goal 1, 2</td>
</tr>
<tr>
<td>CLO2 Acquire the knowledge of strategies and skillsets of innovation and entrepreneurship</td>
<td>Faculty Goal 1, 2, 3</td>
</tr>
<tr>
<td>CLO3 Acquire various experience and business practice related to innovation in China and be able to integrate it into designing business strategies in the future</td>
<td>Faculty Goal 1,2,4,5</td>
</tr>
<tr>
<td>CLO4 Demonstrate ability of applying principles of strategy and management in problem solving in innovation-related business</td>
<td>Faculty Goal 1,2,3,4,5</td>
</tr>
<tr>
<td>CLO5 Develop global view of innovation and be able to integrate it into understanding of entrepreneurial practices when doing business</td>
<td>Faculty Goal 1,2,3,4,5</td>
</tr>
<tr>
<td>CLO6 Demonstrate effective written skills, communication skills, and team work skills through discussion, presentations, and paper writing.</td>
<td>Faculty Goal 3,5</td>
</tr>
</tbody>
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COURSE TEACHING AND LEARNING ACTIVITIES

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<th>Study Load (% of study)</th>
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<tr>
<td>T&amp;L1. Lectures w/ interactive presentation (incl. ext guest speakers)</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>T&amp;L2. Reading, Case-based study and analysis</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>T&amp;L3. Tutorial and In-class interactive discussion</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>T&amp;L4. Business Model proposal and Project Planning</td>
<td>45</td>
<td>38</td>
</tr>
<tr>
<td>T&amp;L5. Presentations and Pitching</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100%</td>
</tr>
</tbody>
</table>

Assessment Methods

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<th>Brief Description (Optional)</th>
<th>Weight</th>
<th>Aligned Course Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Research and Analysis</td>
<td>Project-based assignments will include research and analysis, on innovation and entrepreneurship topics. The students will present their full project at the end of the course. Class participation and visits are expected where students are to take part in the interactive discussions.</td>
<td>15%</td>
<td>CLO1, CLO2, CLO3, CLO5</td>
</tr>
<tr>
<td>A2. Project and Presentation</td>
<td></td>
<td>50%</td>
<td>CLO2, CLO3, CLO4, CLO6</td>
</tr>
<tr>
<td>A3. Class Engagement and Practice in Group Discussion</td>
<td></td>
<td>35%</td>
<td>CLO1, CLO2, CLO3, CLO4, CLO5, CLO6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
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### Standards for Assessment

<table>
<thead>
<tr>
<th>Grade Descriptors</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A+, A, A-</strong></td>
<td>Excellent (A) - Candidate has consistently demonstrated a thorough understanding and original view of the subject as evidenced by exceptionally astute analysis and synthesis. Authentic style has been established and shown in the project development.</td>
</tr>
<tr>
<td><strong>B+, B, B-</strong></td>
<td>Good (B) - Candidate frequently demonstrated a substantial understanding of the subject and has demonstrated his/her effort in achieving the project brief and requirement.</td>
</tr>
<tr>
<td><strong>C+, C, C-</strong></td>
<td>Fair (C) - Some of the responses are well organized, clear but with insufficient elaboration – there is significant room for improvement to achieve a more satisfactory level to the project course or project requirement.</td>
</tr>
<tr>
<td><strong>D+, D</strong></td>
<td>Pass (D)/Review - Solutions to questions and problems containing unstructured but relevant observations. Candidate has shown marginally interest in the subject and evidence of basic familiarity with the subject.</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>Fail - Little evidence of basic familiarity with the subject, nor demonstration of sufficient effort to basic project and course requirement.</td>
</tr>
</tbody>
</table>

### Assessment Rubrics for Each Assessment (Please provide us the details in a separate file if the space here is not enough)

1. **Research and Analysis:** 15%
2. **Group Project and Presentation:** 50%
   
   1 and 2. Information of the project and assessment method will be provided based on the handout. In general, these will be of equal importance: relevant and thorough analysis, development process, quality of works and presentation. Student to note that relevant trials and engagements are the key of success in this course. Simply submitting the project in the way as checklist ‘box-ticking’ will not be sufficient.
3. **Class Engagement and Practice in Group Discussion:** 35%

   Effective participation is very important to guarantee the quality of the learning outcome. Basically, students’ participation is evaluated through two aspects:

   a. **Attendance and punctuality:** This is the basic requirement of participation. Students are required to attend all the classes on time. Excused absence is allowed but has to notify the instructor at least one day ahead. Sick leave can be requested on the day of class.

   b. **Contribution of the discussion:** Discussion is a very important part of the learning process of this class. During the process of lectures and presentations, you are encouraged to ask questions, give comments that could lead the discussion to a new direction. Please be less concerned about the “right” or “wrong”. The main purpose of discussion is to help students develop ability of systematic thinking and skills of effective communication. All of your contribution are valuable and will be tracked during the discussion.

   c. **Note:** If you are not comfortable of discussing in the class, please come to talk with the instructor during the consultation time. We can work together to get it solved.

### Course Content and Tentative Teaching Schedule

The modules of this course are group into two major parts. The first part focuses on the major strategy and skillsets about innovation and entrepreneurship. Different innovation and business strategy will be discussed under different forms of entrepreneurship. The practice of firms and the strategic inter-relationship between Hong Kong and other cities in the Greater Bay Area in China will also be examined for better understanding the entrepreneurial issues in innovation economy. The second part of this course will focuses on discussing China’s pioneering technology and the driven economy, the global development of innovation economy, as well as the
sustainability in the future.

**Section 1 Strategy and Skillset for Innovation and Entrepreneurship: Experience in China**

1.1 Design Thinking: General Skillsets for Innovation
1.2 Innovation Strategy: Start-up strategies, planning, risk and growth
1.3 Innovation Strategy: Corporate challenges, transformation and growth – from Hong Kong to Great Bay Area
1.4 Financing Strategy: Business model, Funding strategies and Investors/Shareholders’ Value
1.5 Entrepreneurship Strategy: Venture Capital perspective
1.6 Entrepreneurship Strategy: Knowledge and Technology Transfer and Team management

**Section 2 Innovation and the Future of China Economy**

2.1 Pioneering Technology-driven Economy in China: Artificial Intelligence (AI), Quantum Information, Mobile Communications, Internet of Things (IoT) and Blockchain
2.2 Global Innovation and the Development of China
2.3 Sustainability and Smart City

**REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS (e.g. journals, textbooks, website addresses etc.)**

The recommended readings are draw from the field of economics, innovation and entrepreneurship:

**Books:**

- Thiel, Peter. “Zero to One.” Currency, 2014
- Johnson, Kevin D. “The Entrepreneur Mind: 100 Essential Beliefs, Characteristics, and Habits of Elite Entrepreneurs” Johnson Media Inc., 2013

**Papers and articles:**

<table>
<thead>
<tr>
<th>MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE</th>
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<tbody>
<tr>
<td>✓ The Student Evaluation of Teaching and Learning (SETL) questionnaire conducted by the University of Hong Kong</td>
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