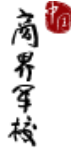




PHBS
北京大学汇丰商学院



Global Innovation 3rd Module, 2019-2020

Course Information

Instructor: ZHANG Kun

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Office Hour: TBD

Teaching Assistant: TBD

Phone: TBD

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Classes: Tuesdays and Fridays

Sessions: 1:30pm-3:20pm

Venue: Online

Course Website:

Please access the course via the *DingTalk* App.

1. Course Description

1.1 Context

Course overview: This course deals with major streams of management research in technology strategy and global innovation. We will focus on both classical topics such as incumbents' management of technological change and industry evolution, and new emergent topics such as ecosystems and platforms. The emphasis will be on understanding the link between technologies and firms in terms of both strategy choices and performance outcomes.

The course is designed to target a broad audience, as it integrates across a wide range of innovation related topics, taking a strategic decision-making perspective. The obvious application would be for those interested in entrepreneurship or investment careers, either for founding a startup or becoming a potential project investor. Many of the cases and decisions that you will evaluate will be the types of projects with the types of analyses that entrepreneurs, incubators, accelerators, VCs, and PEs might

employ. Another obvious application would be for those interested in strategic consulting opportunities, either for a consulting firm or as an internal consultant for a large firm. We will assess the rationales behind the key strategic decisions that firms make and how likely they are to be successful. Finally, this course is helpful for all students with aspirations of taking on general or functional management roles specifically in the R&D sectors. We will work on learning how to do good research on the decisions of firms based on publicly available information.

Prerequisites: This course is an elective course for students in the management program, and students outside the program are welcome to join. There are no prerequisites, but ideally students should have taken an introductory management course in previous modules.

1.2 Textbooks and Reading Materials

Reference Articles:

The readings for the course are mainly coming from articles in *Harvard Business Review*, *Sloan Management Review*, *McKinsey Quarterly*, and *Strategic Management Journal*, among other professional and academic journals. They are chosen to cover fundamental knowledge of related strategy topics, and they are helpful for your understanding of how theories and practice can be combined in daily business operations. I hope you will avail yourself of all the course readings so that you, as a leader, a manager, and an entrepreneur, may be able to capture more advanced management skills in the future when you face complex real world problems.

2. Learning Outcomes

2.1 Intended Learning Outcomes

Learning Goals	Objectives	Assessment
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	YES
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	YES
2. Our graduates will be skilled in teamwork and leadership.	2.1. Students will be able to lead and participate in group for projects, discussion, and presentation.	YES
	2.2. Students will be able to apply leadership theories and related skills.	YES
3. Our graduates will	3.1. In a case setting, students will use	YES

be trained in ethics.	appropriate techniques to analyze business problems and identify the ethical aspects, provide a solution and defend it.	
	3.2. Our students will practice ethics in the duration of the program.	NO
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	YES
5. Our graduates will be skilled in problem-solving and critical thinking.	5.1. Our students will have a good understanding of fundamental theories in their fields.	YES
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	YES
	5.3. Our students will demonstrate competency in critical thinking.	YES

2.2 Course specific objectives

The course is designed to meet the needs of future managers, entrepreneurs, consultants and investors who must analyze and develop business strategies in technology-based industries. The emphasis is on learning conceptual models and frameworks to help navigate the complexity and dynamism in such industries. We will take a perspective of both established and emerging firms competing through technological innovations, and study the key strategic drivers of value creation and appropriation in the context of business ecosystems. Such a perspective will help answer the following questions:

- What are the theoretical models of industry, technology, and market evolution, and what are the implications for strategy?
- Why do established firms struggle to compete in a changing technology landscape, and what can they do to increase the odds of success?
- How can start-ups disrupt mature industries?
- How to create value in a platform-based ecosystem, and manage the shift from a product focused to a platform focused strategy?
- What are the different types of business models that firms can use to innovate and appropriate value from their technology IP, and how should firms choose which business model to use?

The course uses a combination of interactive lectures, case analyses and online tools. It draws on the rich and emerging stream of research in technology management and strategy that moves beyond the “one size fits all” approach to technology firms and instead focuses on the choices that managers and entrepreneurs face in a specific strategic situation. Cases offer an opportunity to integrate and apply the theories and frameworks in a practical way, and are drawn from a diverse range of technology-based industries.

2.3 Assessment/Grading Details

Grading:

Participation	20%
Case Reports (Group)	15%
Article Reviews (Individual)	15%
Group presentation	20%
Final Exam	30%

Participation (20%) reflects both your attendance as well as your contribution to the learning environment. The grades take into account of three parts: (1) the frequency of your responses in class, (2) their quality (e.g., relevance to course materials; insights that differ from others’ points of view; elaboration or clarification of others’ opinions), and (3) the professionalism of your conduct (i.e., attendance, punctuality, preparedness, and respect to your colleagues and their contributions). Please note: As this is an online class, both a webcam and a microphone are **required** as part of the attendance because you should treat the online class just as if you were in a physical classroom. Failure to turn on your webcam or microphone would result in a **5-point deduction** from your participation grade.

Case reports (15%) are your analysis of the cases in written format. There are four cases in total, all of which are **team-based**. Each case report is up to three pages in length. Your grade will be the same as your teammates. Each case report constitutes 5% of your total grade. I will automatically exclude the write-up with the lowest grade, and thus your case report grade will encompass 15% of your total grades. Note that your grade for the case reports will be the same as that of your teammates.

Article reviews grades (15%) are my appraisal of your ability to synthesize the main ideas of the assigned articles in written format. There are four articles in total, all of which are **individually based**. Each student should write his/her own article reviews and copying from others will be considered as a serious academic offense. Each article review should be no more than two pages in length. Each article review constitutes 5% of your total grade. I will automatically exclude the review with the worst grade, and thus your article review grade will encompass 15% of your total grades.

Group presentation (20%). This is the part where students should exercise their

creativity to identify a research question related to strategy and gain insights by analyzing the key issues using strategy tools they learn from the class. Students are expected to form groups early on, so they can start thinking about the project ideas as soon as possible. Note that collecting real data from a specific company or an industry is highly encouraged as it is key to making evidence-based inference to the focal question you choose to answer. Details about the group project presentations will be given in class.

Final exam grades (30%) are my assessment of your understanding of the course materials. The final exam covers all topics from the class, including lectures, in-class discussions, case studies, as well as relevant readings.

Note: Details of the grading guidelines will also be explained during the first day of class, and will be announced repeatedly before the assignment due dates. Failure to comply with the above requirements will result in overall grade deductions, and late submissions will NOT be accepted in general.

2.4 Academic Honesty and Plagiarism

It is important for a student's effort and credit to be recognized through class assessment. Credits earned for a student work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconducts, which include plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

All assessments are subject to academic misconduct check. Misconduct check may include reproducing the assessment, providing a copy to another member of faculty, and/or communicate a copy of this assignment to the PHBS Discipline Committee. A suspected plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purpose.

Where violation is suspected, penalties will be implemented. The penalties for academic misconduct may include: deduction of honor points, a mark of zero on the assessment, a fail grade for the whole course, and reference of the matter to the Peking University Registrar.

For more information of plagiarism, please refer to *PHBS Student Handbook*.

3. Topics, Teaching and Assessment Schedule

2020 Module 3. Global Innovation (Mgmt Elective)			
Session	Date	Topic	Cases
1.1	2/18	"DISS"	
1.2	2/21	Industry Evolution & Types of Innovation	
2.1	2/25	Innovation & Culture	
2.2	2/28	Innovation & Teams	
3.1	3/3	Case Study 1	Keeping Google Googley
3.2	3/6	BM and Product Launch	
4.1	3/10	Positioning & Blue Oceans	
4.2	3/13	Case Study 2	Intel Corp.
5.1	3/17	Measuring Innovation	
5.2	3/20	Markets for Innovation & Technology	
6.1	3/24	Innovation & Market Failures	
6.2	3/27	Case Study 3	Intellectual Ventures
7.1	3/31	Platforms: Two-sided Markets	
7.2	4/3	Diversification, Spinoffs, and Ecosystems	
8.1	4/7	Globalization and Global Strategy	
8.2	4/10	Case Study 4	Huawei & the Furious Five
9.1	4/14	Overflow	
9.2	4/17	Presentations	
Note: Each week, articles will be assigned in class or online at least a week before the discussion day.			

4. Miscellaneous

Please note that the class will be held online via *DingTalk* for the time being. Students are required to be able to use the *DingTalk* App adeptly in order to actively participate in class discussions as well as submit written assignments online. *The use of webcams and microphones are required* for this class in order to maximize the class experience.

Professional conduct is built upon the idea of mutual respect. In addition to that indicated in the *PHBS Student Handbook*, such conduct includes:

Arriving on time. Late arrivals are disruptive to both lectures and class discussion, and show disrespect to colleagues who are on time, even when the class is held online.

Attention In-class. During class time, students should focus on class related activities and avoid all non-academic activities. Communications such as live comments are strictly restricted to class related purposes.

Being prepared for class. Be ready to discuss any assigned readings and cases, and frame ideas and thoughts using the concepts and frameworks in the class.

You can expect the following from me:

- Being available to students;
- Treating students with respect;
- Getting feedback from students;
- Providing timely feedback to students;
- Informing students of grading scale and approach.

In the meantime, please free feel to let me know if you have any ideas for further enhancing the learning environment in the class.

About Your Instructor:

ZHANG Kun is a tenure-track professor of strategy & entrepreneurship at PHBS. His research interests revolve around technology innovation, startup value appropriation, and digitization strategies. Specifically, his most recent research project looks at the patent examination at the CNIPA and its implications for research policy and innovation scholars. Specifically, his current work concerns IP regulations and the determinants of the duration and outcomes of patent examination using a novel CNIPA data set. In terms of empirical research, he is specialized in innovation economics, transaction cost economics, advanced microeconomics, as well as applied econometrics.

Prior to joining PHBS, Zhang Kun obtained his doctorate in strategy and entrepreneurship from University of Colorado Boulder, and he also holds a master degree in management science from the London School of Economics in the U.K., where he focused on optimization and decision sciences for management. Additionally, Kun is a member of Academy of Management and Strategic Management Society. He is also an angel investor in high-tech and bio-pharmaceutical industries.