



创新实践与领导力

Innovation Practice and Entrepreneurship





#1. 课程背景及简介



创新和企业家精神，是一个非常重要的话题，包括在老牌公司内创建新的企业。它需要个人、经理和高级管理人员以及风险投资家和政府官员理解。企业的增长和竞争力主要来自创新和新的风险创造。

本课程的目的是为对组织和公司内部战略创新过程感兴趣的学生以及企业家和其他创新者在创建新企业时提供坚实的基础。在课程中，学生将学习战略创新和新风险材料的关键理论、经验和案例证据，以及会展示一些实际案例和个人应用。该课程主要关注宏观层面（技术演变和影响）、中观或中间层面（行业和公司层面，特别是战略问题、新产品、新产品特征）和微观层面的创新战略管理（创新组织和企业家精神）。该课程通常针对企业家在新产品方面需要了解的项目以及市场通常如何开始和发展，以及他们如何最好地利用新产品或新产品功能来应对这些新兴市场。

#2. 学习目标



本课程将解决许多挑战，如：

- ★ 了解创新对企业和经济的重要性
- ★ 如何更好地理解创新，尤其是创新的类型区分
- ★ 扩展我们对创新的理解与分析，并分析运用于新产品市场中的案例
- ★ 通过了解客户和消费者在选购趋向中对产品的创新带来的问题
- ★ 确定市场资源和企业创新流程，并了解创新市场导向的价值观
- ★ 分析创新领域的经典案例，并了解领导力在市场和公司内部的重要性

#3. 任课教师信息



Prof. D A

老师目前是香港中文大学商学院终身教授，香港中文大学商学院管理系主任，老师研究范围包括亚洲商业管理、创新与创业，在多个国际商业研究、管理类研究和商业风险类期刊及杂志中发表了百余篇研究性文章与评论性文章。从2004年起，担任多个亚太经济管理杂志的资深编辑和咨询顾问。多次受邀在同济大学、厦门大学、上海交通大学等国内知名学府分享学术，连续三年被选录为全球最广泛征引研究人员（选录率仅为0.1%）



4. 课程设置



周期	时间	课程设置内容	课时
第一周 学习指南 教授及助教辅导	1 月 28 日 周六	什么是 PBL 教学方法	1
		PBL 教学的常见形式	1
	1 月 29 日 周日	教授课-1 交叉学科 PBL 课程设计及知识点学习 学习目标：介绍创新的背景知识与了解商业机会和新产品的重要性 描述：通过本模块，学生将学习企业经济增长中，创新的重要性。并简要概述企业竞争战略中的价值链和微笑曲线。	3
	1 月 30 日 周一	助教课-1 知识点查漏补缺	2
	1 月 31 日 周二	教授课-2 制定项目方向 学习目标：了解产品市场模式的演变过程 描述：颠覆性创新理论和主要创新类型，解析创新对公司和企业家的的重要性，重点分析和了解新产品开发和发布。	3
	2 月 1 日 周三	助教课-2 知识点查漏补缺	2
	2 月 2 日 周四	教授课-3 交叉学科课程知识点学习 学习目标：评估企业家对研发新产品模式和新企业创建及分析方法。 本课程将介绍石蕊测试方法，分析两种颠覆性创新的潜在增长模式。创业家和创新者是如何确定未来新产品发布类型，和展示新产品在市场定位和展示。企业家们如何预先避免研发新产品的常见错误，和他们避免产品创新时的定位。	3

第二周 教授及助教辅导	2月3日 周五	助教课-3 知识点查漏补缺& 跟进项目调研进度	2
	2月4日 周六	教授课-4 互动与项目设计跟进答疑	1.5
	2月6日 周一	助教课-4 跟进项目调研进度	2
	2月7日 周二	教授课-5 交叉学科课程知识点学习 学习目标：为创新产品寻找合适的 描述：本课程将详细介绍企业家是如何了解客户的实际需求，以及根据客户需要从而改善新产品设计和以前产品的更新迭代。并根据行业的基本情况做出工作模	2
第三周 教授及助教辅导 未来展望	2月8日 周三	助教课-5 跟进项目调研进度	2
	2月9日 周四	教授课-6 交叉学科课程知识点学习 学习目标：企业家和领导力在创新中的重要作用 描述：本课程将详细介绍怎样有效的创业和在创业中企业所具备的领导力和前瞻性。介绍 RPV 模型，分别对资源，组织流程和利润相结合，识别和利用领导者的自身资源和组织流程，达到利润最大化的目的。	2
	2月10日 周五	助教课-6 知识点查漏补缺& 指导项目成果展示	2
	2月11日 周六	教授课-7 教授点评项目成果	1.5
	2月12日 周日	升学与就业方向展望	1
		个人规划及发展建议	1
	总课时	32	

#5. 阅读材料

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★Innovation and growth: How business contributes to society. Academy of

management perspectives, 24(3), 11–24. Ahlstrom, D. (2010)

★The Thought Leader Clayton Christensen Interview Strategy+Business, 2001

★Christensen, Johnson & Rigby - Foundations for growth (Litmus tests), MIT Sloan Spring 2002

★Scott Anthony (Innosight note) Cramming Vs. Enabling

★Christensen et al., Finding the right job for your product, Sloan Management Review, 2007)

★Rumelt - Perils of bad strategy, McKinsey Quarterly, 2011

#6.项目主题

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本课程使用 PBL 教学法，PBL 即项目式学习，是一种以学生为中心的教学方法，教师提供关键素材构建学习环境，学生通过在此环境里解决一个开放式项目的经历来学习。以下为本课程可选的项目主题：

- 从社会经济的角度了解创新创业的重要性
- 通过了解产品市场是如何演变，从而了解时代变化给市场带来的商业机会
- 在开辟新市场和新产品中，如何发现评估创新的风险和创造新的机会
- 应用基本分析方法从成熟的公司和领导层的角度评估新的产品机会。可以增加创业的成功率，更好的避免创业中的常见错误问题。
- 了解已有客户的未来需求和潜在客户的选择信息，制定未来创新产品的研发计划
- 确立已有商机后，创业者或者领导者的规划，如何制定有效地创业目标，决定在新商机中投入的花费

英文版教学大纲

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Course Title	Innovation Practice and Entrepreneurship
Credit Hours	32 (one credit hour is 45 minutes)
Course Objectives	<p>★How innovation and new venture creation matter so much to economies and firms</p> <p>★ How to better understand innovation, and particularly the generic types of innovation?</p> <p>★Expanding our understanding of innovation analytically and applying it to famous innovation and new product—markets, both successful and unsuccessful.</p> <p>★ How to understand what customers and clients may want to buy through understanding</p>

	<p>the problems they need to solve in buying.</p> <p>★What entrepreneurs actually do. Bringing the recognized opportunity to the market and the business plan</p> <p>★Understanding the classic innovation and new venture cases in this field that everyone needs to know</p>
Course Description	<p>What can make innovation more predictable for firms and for entrepreneurs? It is not about learning to predict what individuals and firms might do. Instead, it comes from understanding the common forces that act upon product—markets and the individual players (in the industry and in markets) involved in building businesses. These forces tell us (and help us to predict) how product—markets evolve, what consumers and businesses want to buy, and how to supply them with these products. This is something that individuals, investors, consumers, decision—makers in firms, engineers, all the way to top management and government need to know. If they do not understand these things, major mistakes are more common, such as investors losing US\$100 million on the Segway transporter. An understanding of the materials in this course may have prevented a financial disaster such as Segway and many other new venture mistakes. Of course, no set of tools can eliminate all mistakes, as the general business area is essentially an experimental science (we try things, pull them back, modify them, and try again, all the while the market is evolving and the external environments are changing). But the material in this course on innovation and new ventures, understanding and defining innovation, and examining what entrepreneurs need to know to help them to be more successful.</p> <p>The material in this course also help students</p>



	<p>understand the forces that powerfully impact what managers and consumers may choose, hence suggesting certain routes for innovation and new ventures.</p> <p>Ideas for a new—growth product or business very seldom emerge fully formed on the engineer's or entrepreneur's drawing board. No matter how well articulated a product—market concept might be, it must be shaped and modified, often significantly, as it is developed into a business plan that can seek funding from the firm or investors. Yet also, along the way, the new product and its sponsors will meet a number of predictable forces amongst the competition, technological change, and the market—segments. This course is about understanding these forces and using them to help direct the development and featuring of new and upgraded products.</p>
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The topic in the global context

Innovation and entrepreneurship, including new venture creation within established firms, is a very important topic. It needs to be understood by individuals, managers and senior managers, as well as venture capitalists and government officials. Firm growth and competitiveness come largely from innovation and new venture creation.

Brief introduction of the course

The aim of this course is to provide a solid grounding to students interested in the strategic innovation process within organizations and for entrepreneurs and other innovators in the creation of the new ventures. In the course the student will learn key theories, the empirical and case evidence, and some practical case and personal application of strategic innovation and new venture material. The course is concerned primarily with the strategic management of innovation at the macro level (technology evolution and implications), the meso or middle level (industry and firm level, particularly strategic issues, new products, new product—features) and the micro level (entrepreneurship). The class generally addresses items that entrepreneurs need to understand in terms of new products and how markets typically start and develop and thus how they can identify opportunities and implement them as new products



and services (many of these principles hold for established firms also, pursuing new venture creation in the firm).

Case studies, both written and video-based, are used extensively to illustrate a range of situations. This course spends a lot of time talking about well-known innovation studies and some on new technologies; how to think strategically about them, how to develop them and how firms apply them (or fail to apply them).

	Topics
Module 1	Objective: Introduction - Innovation and growth slides - How growth occurs and its importance. The role of innovation and new ventures. Description: Understanding the basics of innovation and new product / business opportunities (a brief overview of value chain and the smile curve)
Module 2	Objective: Understanding how product-markets commonly evolve and entrepreneurial opportunity recognition Description: Disruptive innovation theory and main innovation types, and why it matters to firms, and entrepreneurs, especially for new product development and launch.
Module 3	Objective: Analytical methods to assess new product opportunities for entrepreneurs and new venture creation. Description: Two types of potential disruptive innovations that can produce growth (along with two types of sustaining innovations) - the Litmus tests. How can entrepreneurs and innovators can identify what type of new product they might have, or how they can position and feature a product. Cramming (Innosight note). Avoiding a common mistakes that entrepreneurs (and sometimes established firms) make in positioning (and featuring) a new product, when they have a potentially disruptive innovation (and instead mistakenly position a new product as a sustaining innovation).
Module 4	Objective: How does the entrepreneur discovered what the customers want to buy (and what they will pay for)? Description: Finding the right job for your product / the Jobs to be done model.
Module 5	Objective: What do entrepreneurs do? Effectual entrepreneurship; identifying and utilizing your resources and capabilities - the RPV model Description: RPV Model (resources, processes & values / profit models)



Module 6	Objective: The Business Plan Description: What is strategy
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Required Readings

- 1.Ahlstrom, D. (2010). Innovation and growth: How business contributes to society. Academy of management perspectives, 24(3), 11–24.
- 2.The Thought Leader Clayton Christensen Interview Strategy+Business, 2001
- 3.Christensen, Johnson & Rigby – Foundations for growth (Litmus tests), MIT Sloan Spring 2002
- 4.Scott Anthony (Innosight note) Cramming Vs. Enabling
- 5.Christensen et al., Finding the right job for your product, Sloan Management Review, 2007)
- 6.Rumelt – Perils of bad strategy, McKinsey Quarterly, 2011

Suggested list of the topics for the final project

- 1. Understand why innovation and entrepreneurship are important from an industrial and socioeconomic perspective. Classic innovation and entrepreneurship cases.
- 2. Discover and better assess innovation and new venture creation opportunities through the understanding of how product–markets generally evolve and the business opportunities that open up in these common product–markets changes over time, especially the ‘slower’ development of customer demands.
- 3. Apply basic analytical methods to assess new product opportunities from the view point of both established firms and entrepreneurs. This increases the odds of success for an entrepreneur and new venture. In addition, common, repeated mistakes of entrepreneurs and innovations can be better avoided (such as the ‘cramming problem’).
- 4. Understand what potential customers will want to buy through an examination of their problems and needs.
- 5. After identifying opportunities, what do entrepreneurs actually do? How do they decide how much to spend on a new opportunity and how do they pursue an opportunity, once it has been identified (the practice of effectual entrepreneurship)?
- 6. Summarizing the business plan.

Criteria

- 1.Active Class Participation and regular attendance.
- 2. .Answering multiple choice questions
- 3.Case assignments and article handouts. See case information and questions (some

printed cases, some in-class video-cases for discussion – see yellow highlights for readings on the schedule below).

4. Students will be expected to learn some of the major case studies in the field of innovation and entrepreneurship / new venture creation. Many of the classic cases of innovation and new ventures are from the faster moving technological fields such as the disk drive industry and the computer field. Some of the firms are older, but students must learn the class cases. For example, all serious students of business and entrepreneurship should know who developed the first personal computer and what happened to that development (and the innovators involved in that and the allied products). Hint: it was not Apple.

5. There are many other classic cases of new venture creation outside of the technology area. Some of these will be discussed also. Business students are expected to be familiar with the classic business cases, no matter which industry and if older or newer firms.

Class Expectation

The material in this course also help students understand the forces that powerfully impact what managers and consumers may choose, hence suggesting certain routes for innovation and new ventures.

Ideas for a new-growth product or business very seldom emerge fully formed on the engineer's or entrepreneur's drawing board. No matter how well articulated a product-market concept might be, it must be shaped and modified, often significantly, as it is developed into a business plan that can seek funding from the firm or investors. Yet also, along the way, the new product and its sponsors will meet a number of predictable forces amongst the competition, technological change, and the market-segments. This course is about understanding these forces and using them to help direct the development and featuring of new and upgraded products.