

THE UNIVERSITY OF HONG KONG
HKU BUSINESS SCHOOL

IIMT2628 Innovation and Entrepreneurship Internship
2020/2021

GENERAL INFORMATION

Instructor: Mr. Joseph CHAN

Email: jphc@hku.hk

Office: 1320 K.K. Leung Building

Pre-requisites: N/A

Remarks: This course is open to all FBE students, or non-FBE students who has taken any FBE course

Credits: 6

Evaluation: Non-graded, Pass/Fail only

Course Website: HKU Moodle

Other important details:

This course is for students who have obtained full-time/part-time* employment in a relevant industrial or industrial research & development activity to enhance their innovation and entrepreneurship experience, at a company scaled from start-up (in operation with business registration) to enterprise – for a minimum of 4 months' span at the same organization. Students must first apply and be approved by the course instructor of this course before enrolling (info as above).

For application evaluation and approval purpose, the students need to have received the job offer and submit a one-page written proposition outlining their role, responsibilities, knowledge and experience that the students are expecting to gain upon completion of the internship.

Pre-Approval criteria: with necessary communication skills; demonstrating the dedication and strong interest in working and learning at the innovation and entrepreneurship environment; self-initiative and commitment with a good learning plan.

*Full-time employment preferred. For part-time employment, students need to prove their significant engagement in the works and company for approval.

COURSE DESCRIPTION

The most effective entrepreneurship learning is from the combination of theory, case studies and practical experience. This course aims to let students learn from industrial practical experience that complements the lecture learning and class activities. It aims at building up students' own mindset and value through real life experience and mentored by the participating companies. It aims at developing students' understanding of the challenge and solution in the entrepreneurial process, the practices of innovation, the strategic inter-relationship among Hong Kong and other cities in Greater Bay Area, and the global vision in the current economic atmosphere.

This course combines lectures, discussions, case studies, reporting and sharing. Students will be exposed to the entrepreneurship and industry ecosystem, and are expected to observe, or involve in, the aspects like financing and business model, branding and marketing, product market adoption, the ever-changing circumstances, the related strategic planning and evaluation.

COURSE OBJECTIVES		
<ol style="list-style-type: none"> 1. To develop individual's entrepreneurship mindset. 2. To develop and establish individual's understanding of business and social value 3. To establish awareness and understanding of the process of innovation from the perspective of entrepreneurs and managers 4. To acquire knowledge, strategies and key skillsets about innovation and entrepreneurship 5. To learn about good practices in the industry. 6. To develop local and global view of innovation and entrepreneurship 7. To acquire the practical experience in innovation and entrepreneurship 		
FACULTY LEARNING GOALS		
<p>FLG 1: Acquisition and internalization of knowledge of the programme discipline</p> <p>FLG 2: Application and integration of knowledge</p> <p>FLG 3: Inculcating professionalism</p> <p>FLG 4: Developing global outlook</p> <p>FLG 5: Mastering communication skills</p> <p>FLG 6: Cultivating leadership</p>		
COURSE LEARNING OUTCOMES		
Course Learning Outcomes	Aligned Faculty Learning Goals	
Through learning by practice, on completion of this course, students are able to:		
CLO1. Build up their practical experience, mentality under the working culture and environment through hands-on learning by practice.	FLG 1, 2, 3, 6	
CLO2. Acquire the knowledge and able to apply the strategies and skillsets of innovation and entrepreneurship	FLG 1, 2, 3, 5, 6	
CLO3. Integrate the experience into leadership, designing business and management strategies in the future	FLG 2, 3, 5, 6	
CLO4. Develop network with the entrepreneurs, innovators and potential collaborators in the business, industry and social community	FLG 2, 3, 4, 5, 6	
CLO5. Develop local and global view of innovation and be able to integrate it into entrepreneurial practices	FLG 2, 4, 5	
CLO6. Demonstrate effective written skills, communication skills, and team-work skills	FLG 3, 5, 6	
COURSE TEACHING AND LEARNING ACTIVITIES		
Course Teaching and Learning Activities	Expected Study Hours	Study Load (% of study, excl working experience)
T&L1. Pre-training lectures w/ class discussion	3	10
T&L2. Reading, case-based study and analysis (submission)	9	30
T&L3. Monthly internship report (x4) in multi-media format, including but not limited to self-reflection	8	27
T&L4. Internship working experience (<i>minimum working hours</i>)	150 (across at least 4 months)	-

T&L5. Class presentations (incl. preparation works)		10	33
(Across at least 4mths internship) Total		180	100%
Assessment Methods			
Brief Description (Optional)		Weight	Aligned Course Learning Outcomes
A1. Research, Case studies and Analysis	All 4 assessments are part of the learning and sharing of the students work experience and learning by practicing on innovation and entrepreneurship. Despite being an external internship programme, the students are expected to learn from the interactive class discussions.	15%	CLO 1, 3, 5
A2. Internship Report		50%	CLO 1, 2, 3, 5
A3. Complete the internship with acknowledgement and evaluation from the participating company (An employer-signed package of the 4 Monthly reports together with employer's letter on students' satisfactory completion of the internship.)		15%	CLO 1, 4, 6
A4. Presentation and Class sharing and Engagement		20%	CLO1-6
Total		100%	
STANDARDS FOR ASSESSMENT			
Course Grade Descriptors			
Pass	Candidate has consistently demonstrated the learning through the internship programme and a thorough understanding of the subject matter as evidenced by analysis and synthesis in the report, which is shared with the class. His/Her performance at the workplace is also of a satisfactory level.		
Fail-	Little evidence of the learning through the internship programme, nor could share with a comprehensive report of his achievement; or, his/her performance at the workplace is not of a satisfactory level.		
Assessment Rubrics for Each Assessment			
A1. Research, Case studies and Analysis: 15%			
This is the learning and analysis done outside the internship scope – but is important as a self-initiative research that would help the internship role and the students' own development in parallel.			
A2. Internship Report: 50%			
The internship (monthly) report could be seen as a professional log-book which record the task the students has performed and learned. It should also be a document that includes the students' own reflection of the internship experience, as well as any other observations. This will show how and where the students has developed during the internship period – a learning not just for him/herself, but also for the students in the entrepreneurship classes.			
A3. Complete the internship with acknowledgement and evaluation from the participating company: 15%			

This is to mimic in the professional world of a professional development evaluation – which is mainly in 2 parts, the performance of the students as part of the team on performing the tasks he is responsible and accountable for; and where he could improve or need support.

A4. Presentation and Class sharing and Engagement: 20%

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:** Sharing and discussion are very important in 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 your contribution is valuable and will be tracked during the discussion.

The students are to build up their own authentic learning journey through the internship, with the support by the course instructor (tutorial could be arranged by appointment if needed). The above list is not a checklist, where ‘box-ticking’ alone will not be sufficient.

COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

This course combines lectures, discussions, case studies, reporting and sharing. The modules are in 3 parts:

- Pre internship lecture to prepare the students the basic that includes but not limited to Business ethics, business etiquette, and interpersonal communication,
- Internship period in the office
- Possible tutorials, arranged by appointment if support required
- Presentation and sharing by the end of the semester

Subject to COVID-19 situation, this course might be conducted offline or online (Zoom/Microsoft Teams). Please refer to university policy closer to date.

A Facebook group will be used for sharing of market news and insight, as well as discussion, supported by whatsapp and wechat group. Please contact course instructor for info to add yourselves in.

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

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

Books:

- Robert D. Hisrich, Michael P. Peters, and Dean A. Shepherd, “Entrepreneurship”, McGraw-Hill, 2012.
- John Bessant and Joe Tidd, “Innovation and Entrepreneurship”, Wiley, 2016.
- Duening, Thomas N., Robert D. Hisrich and Michael A. Lechter. “Technology Entrepreneurship: Taking Innovation to the Marketplace.” Academic Press, 2014.
- Chan, Kim, and Renee Mauborgne. “Blue Ocean Strategy: How to Create Uncontested Market Space and Make Competition Irrelevant.” Harvard Business Review Press, 2005.
- Drucker, Peter. “Innovation and Entrepreneurship” Harper Business, 2006.

Papers and articles:

- Romer, Paul M. 1990. “Endogenous Technological Change.” *Journal of Political Economy* 98(5): S71-S102.
- Gans, Joshua S., and Scott Stern. 2003. “The Product Market and the Market for Ideas: Commercialization Strategies for Technology Entrepreneurs.” *Research Policy* 32: 333-350.

- Kortum, Samuel, and Joshua Lerner. 2000. "Assessing the Contribution of Venture Capital to Innovation." *RAND Journal of Economics* 31(4): 674-692.
- Hellmann, Thomas, and Manju Puri. 2000. "The Interaction between Product Market and Financing Strategy: The Role of Venture Capital." *Review of Financial Studies* 13(4): 959-984.
- Hellmann, Thomas, and Enrico Perotti. 2011. "The Circulation of Ideas in Firms and Markets." *Management Science* 57(10): 1813-1826.

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

- ✓ 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/>

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.

Code of Conduct: Students are expected to behave and follow the company policy and their code of conduct. Students are advised not to disclose any company information which may be of confidentiality.

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

*Reference: Other university offering similar credit-bearing courses (for University and Faculty approval evaluation purpose): MIT (US), Stanford University (US), Chinese University of Hong Kong (HK), City University of Hong Kong (HK)