**Syllabus of Fudan University**

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| **Department: School of Management Date: January 11, 2024** | | | | | | | | |
| **Course Code** | MANA130152.01 | | | | | | | |
| **Course Title** | **Business Environment of Different Countries** | | | | | | | |
| **Credit** | 3 | **Practice Credit** | | 0.8 | | **Experiment(including computer) Credit** | |  |
| **Credit Hours/Week** | 3 | **Practice Credit Hours** | |  | | **Experiment(including computer) Credit Hours** | |  |
| **Course Nature** | □Specific General Education Courses □Core Courses □General Education Elective Courses □Basic Courses in General Discipline □**√Professional Compulsory Courses** □Professional Elective Courses □Others | | | | | | | |
| **Course Objectives** | The overall aim of this subject is to understand the micro business environment of multiple countries through the lens of managing innovation and entrepreneurship. Students will acquire a broad overview of principles, theories, and practice of innovation and entrepreneurship in global environment, together with an understanding of key tools, skills, and attitudes required to operate in different countries. On successful completion of this subject students should be able to:   * Explain the range, scope and complexity of the business environment related to the strategic management of technology, innovation and entrepreneurship * Analyze and evaluate various approaches to managing innovation and entrepreneurship in different countries * Apply major theories and management tools to the analysis of case studies | | | | | | | |
| **Course Description** | The subject is systematically organized around the creation of new value, processes of innovation management, and operation of new and emerging ventures in global environments. The subject covers major aspects of innovation and entrepreneurship strategy in countries such as U.S., Europe, Israel, Australia, China, and India. | | | | | | | |
| **Course Requirements:**  Students are expected to attend classes on time. The course will be using case studies in our lectures. Students are expected to read assigned case studies and readings prior to the class, and actively participate in case discussions and team projects. | | | | | | | | |
| **Teaching Methods:**  Teaching methods include lectures, case studies, classroom discussions, group projects, presentations, and analytical essays. | | | | | | | | |
| **Instructor's Academic Background:**  Jiamin Zhang, assistant professor from the School of Management in Fudan University. She has rich experience in studying and teaching innovation and entrepreneurship. She has published papers about entrepreneurship and venture capital in academic journals such as Journal of Business Venturing and Journal of Management. Before joining Fudan University, she has studied and worked in various leading universities such as Tsinghua University, Massachusetts Institute of Technology (MIT), and the University of Melbourne. | | | | | | | | |
| **Members of Teaching Team** | | | | | | | | |
| **Name** | **Gender** | | **Professional Title** | | **Department** | | **Responsibility** | |
| Jiamim Zhang | Female | | Assistant Professor | | School of Management | | Course instructor | |
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| **Course Schedule (Please supply the details about each lesson):**   |  |  |  | | --- | --- | --- | | Week | Topic | Case | | 1 | Introduction |  | | 2 | Global innovation |  | | 3 | Entrepreneurial opportunity in global markets |  | | 4 | Business model canvas and value proposition | Rent the runway | | 5 | Ambidextrous organization | USA today | | 6 | Business innovation in U.S. companies | Apple | | 7 | Design thinking in U.S. companies | IDEO | | 8 | Fund Raising and scaling-up (Israel) |  | | 9 | Open innovation (Australia) | Threadless | | 10 | Crowdsourcing (Australia) | Shoes of prey | | 11 | Intellectual property rights protection (Europe) |  | | 12 | Digital transformation (China) |  | | 13 | Emerging economy and reverse innovation (India) | HCCI | | 14 | Course review |  | | 15 | Presentations |  | | 16 | Presentations |  |   The schedule might adapt based on teaching plans. | | | | | | | | |
| **The design of class discussion or exercise, practice, experience and so on:**  During the semester, students will analyze case studies and participate in-class discussions. At the end of the semester, students will do team projects, including submitting essays and doing group presentations. | | | | | | | | |
| **If you need a TA, please indicate the assignment of assistant:**  The teaching assistant will be responsible for recording student attendance and class participation, daily communication, and certain assignments grading**.** | | | | | | | | |
| **Grading & Evaluation (Provide a final grade that reflects the formative evaluation process):**   |  |  | | --- | --- | | Items | Assignment Tasks | | Class attendance & reflections（20%） | ·Reasonable insight: Bonus of 1 score；A-ha! Bonus of 2 scores  · Voluntary before-class reflections: Bonus of 3-5 scores each time (each student maximum 2 reflections) | | Case study analysis（50%） | · Written assignments that require the students to provide short answers to 1-2 questions based on careful reading of the case  · The case assignments will be due at the beginning of the class in which the case studies will be discussed  · Student are expected to provide 5 case study assignments. If a student submits more than 5 case assignments over the semester, the 5 assignments with the best marks will be considered for final course mark | | Team project report （20%） | · Students are to form a group of 3-5, no later than week 4. Students should choose a country and analyze its innovation and entrepreneurial opportunity. | | Team project presentation（10%） | Please note: it is imperative that your presentation relates to team project report. | | | | | | | | | |
| **Teaching Materials & References (Including Author, Title, Publisher and** **Publishing time):**  There is no required textbook for the course. Slides are the main teaching materials. Students need to read certain cases before specific sessions, which will be indicated in class. | | | | | | | | |