

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management
with effect from Semester B 2017 /18**

Part I Course Overview

Course Title:	Social Innovation and Entrepreneurial Venture Exploration (SIEVE)
Course Code:	GE2247
Course Duration:	One Semester
Credit Units:	3
Level:	B2
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input checked="" type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	None
Precursors: <i>(Course Code and Title)</i>	None
Equivalent Courses: <i>(Course Code and Title)</i>	None
Exclusive Courses: <i>(Course Code and Title)</i>	None

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to stimulate inspirations of students, equip them with theories and techniques to create social innovation and enable students to model their innovation with prudent business principles and competitive strategies. With a cross-disciplinary approach, students will appreciate the social, economic and business perspectives of innovation and social entrepreneurship. Students will also understand the challenges in the process of social needs identification, solution discovery, scaling choices and diffusion approaches for implementing the social innovations. The learning outcomes of this course will be demonstrated through the quality of the student's individual contribution in classworks, class discussion, essay and group project. The quality of these works will be manifested by student's competence in correctly identifying and analyzing the social needs and creating innovative solutions in addressing these needs with concepts and tools learnt from the course.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Understand the notions and of social innovations, its origins and development.		✓		
2.	Develop the ability to situate the place entrepreneurs take in the larger world of business and management while with due consideration to social impacts of their acts.			✓	
3.	Apprehend different sectors of social innovations and their impacts on creation of new social practices and policies.			✓	
4.	Apply tools and techniques used in the field of business and social science disciplines and the use of visuals to make sense of the environment and discover social business opportunities and means to capitalise on them.			✓	
5.	Refine ideas with reference of trends, practises and emerging concepts of social innovation.				✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
Lectures	Theories, concepts and principles of innovation and entrepreneurship in a social context, idea evaluation and building blocks of business model and from business and economic perspectives will be lectured with an aim to educate students to be sensitized to the issues of humanity, social, economic and business in generating their innovation and subsequently business model building.	✓	✓	✓	✓			
Class Discussion	Guest speaker presented cases and student's self-developed cases will be discussed to enable students to apply theories into practices. Students will be challenged by the instructors and other students on how well they have addressed the objectives of the lectures through which their critical and analytical thinking can be strengthened.			✓	✓	✓		
Essential readings	To enhance student's theoretical and research abilities, relevant literature will be introduced by individual instructor and students are required to review them for class discussion and assignment preparations. Through literature review, not only it will enhance student's knowledge on the related theories and concepts, it also helps them to develop an active learning approach and to get rid of chasing for 'model answers' mentality.	✓	✓	✓	✓			
Guest lectures	Entrepreneurs, executives from social enterprises will be invited to speak to the students with an aim to broaden their 'real world' perspective so that they can understand in a greater depth about the possible challenges and risks involved when launching their projects. Colleagues from other Departments and College who are the members of this course development team and Project Flame will also be invited to speak to our students.	✓	✓	✓	✓			
Self-discovery essay	A research essay assignment aims to sharpen student's self-directed learning, critical thinking and research skills. Students in writing a	✓	✓	✓	✓	✓		

	chosen topic will have to demonstrate how much they have learned from the lectures, discussions and their own literature review, and they also have to present their thoughts and arguments in logical and organised manners, thereby it will strengthen their academic research and writing skills.							
Group project presentation	Students grouped into teams will work together to develop a social innovation project from idealisation to commercialisation. Through the project development process, the students have to apply what they have learned from the lectures, discussion and literature reviewed; they are also required to apply basic social research skills such as data collection, interpret information and numerical data, and organise them in a well-structured and coherent manner. They will be required to effectively present them to the class justify their investment and social impacts in front of a panel of judges composing instructors, social entrepreneurs and social enterprise executives. The entire project process shall offer students a good opportunity to develop their teamwork, communication and project management skills.			✓	✓	✓		
Individual contribution & weekly in-class exercise / quiz	Students will apply what they have learned through Individual contribution & weekly in-class exercise / quiz. They will be required to write short paragraphs of their comments, opinions and questions about the topic, and/or sample multiple choice and quiz questions. Students are given opportunity to reflect what they have learned before they leave the class.	✓				✓		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5			
Continuous Assessment: 100%								
Individual contribution and weekly in-class exercise / quizzes	✓	✓	✓	✓	✓		30%	In-class exercise /quizzes & reflections designed to help develop student's basic

								abilities in comprehension, application and synthesis of the key theories and concepts.
Self-discovery essay	✓	✓	✓	✓	✓		30%	Each student is required to write an essay to develop a prototype of imaginary social entrepreneur ¹ ; his/her behaviour and spirits as distinguished from managers in social enterprises and entrepreneurs in profit-making enterprises and the potential social impacts.
Project Presentation	✓	✓	✓	✓	✓		15%	Students – in groups are required to present on innovation idealisation. The articulating abstract concepts and systematic delineation of complicated business plans will be assessed.
Group Report	✓	✓	✓	✓	✓		25%	Students have to submit a group report which documents the process of social innovation development and the translation between the innovative idea and entrepreneurial venture. It will examine student's abilities in interpreting considerable amount of market and product information, applying the techniques and methodologies to drive the idea generation and commercialisation process, working effectively as a team to present their ideas succinctly and systematically. Grace marks will be given to

								students who have conducted quality fieldwork in Hong Kong.
Examination: 0% (duration: _____, if applicable)								

* *The weightings should add up to 100%.*

100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Individual contribution and weekly in-class exercise / quizzes		<p>Demonstrating very positive and proactive attitudes in class discussions; showing superior preparation of the Essential readings before coming to class; and very active interaction in class with unique ideas and insightful questions.</p> <p>Student is always punctual and attends full-time with no missing attendance. Student demonstrates excellent understanding in grasping content knowledge (and sometimes more than required) with good explanations and elaboration. Students are able to follow instructions and completes the in-class exercise / quizzes all of the time.</p>	<p>Demonstrating good & positive attitudes in class discussions; showing good preparation of the Essential readings before coming to class; and active interaction in class with some stimulating ideas and insightful questions.</p> <p>Student is always punctual and attends full-time with only a few days late and/or missing attendance (less than 70%). Student demonstrates good understanding in grasping most of the content knowledge. Student is at ease with the content but occasionally missing explanations and elaboration. Students are able to follow most of the instructions and completes the in-class exercise / quizzes most of the time.</p>	<p>Demonstrating good attitudes in class discussions; showing adequate preparation of the Essential readings before coming to class; and some interaction in class but no stimulating ideas and little insightful questions.</p> <p>Student shows difficulty in arriving class on time and with some missing attendance. Student demonstrates fair understanding and able to grasp some of the content knowledge. Student is uncomfortable with information and is able to answer only rudimentary question. Students are able to follow some of the instructions only and completes the in-class exercise / quizzes some of the time.</p>	<p>Demonstrating non-positive attitudes class discussions; showing inadequate preparation of the Essential readings before coming to class; and little interaction in class with no stimulating ideas or insightful questions.</p> <p>Student is always late in arriving class on time and with numerous missing attendance. Student shows difficulty in understanding and does not have a grasp of information. Student cannot answer a majority of questions about subject. Student has great difficulty in following instructions and unable to complete the in-class exercise / quizzes most of the time.</p>	<p>Demonstrating negative attitude in class discussions; showing poor preparation of the Essential readings before coming to class; and no interaction in class at all.</p> <p>Student fails to attend the majority of classes and fails to submit the works.</p>
2. Self-Discovery Essay		The work demonstrates in-depth theoretical /	The work demonstrates some in-depth theoretical / conceptual analysis with	The work demonstrates some theoretical /	The work demonstrates minimal theoretical /	The work has no theoretical / conceptual

		<p>conceptual analysis with appropriate and effective application of the concepts, theories and tools learnt in the course. The work demonstrates outstanding originality comprehensiveness, quality and soundness (feasibility) of arguments. The work shows extensive well researched up-to-date relevant materials from an extensive range of both additional business and academic sources. The paper is well-structured piece of work that included all required items with the use of proper terminologies required in professional report writing. The majority of work is student's own work with sentences are grammatically correct, well punctuated and without syntax errors. Documentation of reference materials are conducted adequately and correctly (in required referencing style) throughout the main content and in the form of reference list.</p>	<p>appropriate application of the concepts, theories and tools learnt in the course. The work demonstrates good originality comprehensiveness, quality and soundness (feasibility) of arguments. The work shows some good researched up-to-date relevant materials from an extensive range of both additional business and academic sources. The paper is well-structured piece of work that included most of the required items with some use of proper terminologies required in professional report writing. The majority of work is student's own work with most sentences are grammatically correct, well punctuated and without syntax errors. Documentation of reference materials are mostly conducted correctly (in required referencing style) throughout the main content and in the form of reference list.</p>	<p>conceptual analysis with fair application of the concepts, theories and tools learnt in the course. The work demonstrates fair originality comprehensiveness, quality and soundness (feasibility) of arguments. The work shows a few researched up-to-date relevant materials from a narrow range of both additional business and academic sources. The paper is not well-structured piece of work and some items are missing in the work with few proper terminologies used in professional report writing. The content of student's own work is limited. Numerous sentences are not grammatically correct, with punctuated and syntax errors found. Documentation of reference materials are mostly conducted incorrectly (in required referencing style) throughout the main content and in the form of reference list.</p>	<p>conceptual analysis with few applications of the concepts, theories and tools learnt in the course. The work demonstrates minimum originality comprehensiveness, quality and soundness (feasibility) of arguments. The work shows bare minimum efforts spent in researching up-to-date relevant materials from very limited range of both additional business and academic sources. The paper is not well-structured piece of work and major items are missing in the work with few proper terminologies used in professional report writing. The content of student's own work is very limited. Numerous sentences are not grammatically correct, with lots of punctuated and syntax errors found. Documentation of reference materials are conducted incorrectly (in required referencing style) throughout the main content and in the form of reference list.</p>	<p>analysis with few applications of the concepts, theories and tools learnt in the course. The work does not show originality, comprehensiveness, quality and soundness (feasibility) of arguments. The work shows no efforts spent in researching up-to-date relevant materials from additional business and academic sources. The paper is not well-structured piece of work and most items are missing in the work. The paper is seriously lack of proper terminologies required in professional report writing. The content of student's own work is very limited or not able to meet the minimum requirement of word count. Numerous sentences are not grammatically correct, with lots of punctuated and syntax errors found. Documentation of reference materials are conducted incorrectly (in required referencing style) throughout the main content and in the form of reference list. Or, the author does not meet</p>
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						the minimum writing requirements of the essay.
3. Project Presentation		<p>The presentation shows outstanding articulation of the process between idealisation and commercialisation of social innovative idea. The presentation shows outstanding breadth and depth of application of concepts & tools learnt from this course. There is professional outlook of presentation materials with grammatical and syntax error free content. Presenters show excellent presenting and teamwork skills (including language proficiency eye-contact with audience, verbal delivery). The presenting group is able to engage audience effectively most of the time. The presentation is delivered with excellent use of effective visual aids and time management. The presentation overall demonstrates high level of originality and feasibility of ideas.</p>	<p>The presentation shows good articulation of the process between idealisation and commercialisation of social innovative idea. The presentation shows good breadth and depth of application of concepts & tools learnt from this course. There is good outlook of presentation materials with few grammatical and syntax errors found in the content. Presenters show good presenting and teamwork skills (including language proficiency eye-contact with audience, verbal delivery). The presenting group is able to engage audience some of the time. The presentation is delivered with good use of effective visual aids and time management. The presentation overall demonstrates good level of originality and feasibility of ideas.</p>	<p>The presentation shows fair articulation of the process between idealisation and commercialisation of social innovative idea. The presentation shows fair breadth and depth of application of concepts & tools learnt from this course. There is fair outlook of presentation materials with some grammatical and syntax errors found in the content. Presenters show fair presenting and teamwork skills (including language proficiency eye-contact with audience, verbal delivery). The presenting group is only able to engage audience for limited moments. The presentation is delivered with fair use of effective visual aids and time management. The presentation overall demonstrates fair level of originality and feasibility of ideas</p>	<p>The presentation shows few articulation of the process between idealisation and commercialisation of social innovative idea. The presentation shows minimal breadth and depth of application of concepts & tools learnt from this course. There is acceptable outlook of presentation materials with numerous grammatical and syntax errors found in the content. Some presenters show problematic presenting and teamwork skills (including language proficiency eye-contact with audience, verbal delivery). The presenting group is not able to engage audience for most of the time. The presentation is delivered with minimum effective visual aids and time management. The presentation overall demonstrates barely acceptable level of originality and feasibility of ideas</p>	<ul style="list-style-type: none"> • The presentation shows poor articulation of the process between idealisation and commercialisation of social innovative idea. The presentation does not show breadth and depth of application of concepts & tools learnt from this course. There is problematic outlook of presentation materials with numerous grammatical and syntax errors found in the content. Presenters show poor presenting and teamwork skills (including language proficiency eye-contact with audience, verbal delivery). The presenting group is not able to engage audience. The presentation is delivered with problematic visual aids and poor time management. The presentation overall demonstrates unacceptable level of originality and feasibility of ideas

<p>4. Group Project Report</p>		<p>The work demonstrates in-depth theoretical / conceptual analysis with appropriate and effective application of the concepts, theories and tools learnt in the course. Arguments are well supported with sufficient statistics, expert opinions, primary and/or secondary data from reputable source. The work demonstrates outstanding originality comprehensiveness, quality and soundness (feasibility) of arguments. The work shows extensive well researched up-to-date relevant materials from an extensive range of both additional business and academic sources. The paper is well-structured piece of work that included all required items with the use of proper terminologies required in professional report writing. The majority of work is student's own work with sentences are grammatically correct, well punctuated and</p>	<p>The work demonstrates some in-depth theoretical / conceptual analysis with appropriate application of the concepts, theories and tools learnt in the course. Some arguments are supported with statistics, expert opinions, primary and/or secondary data from reputable source. The work demonstrates good originality comprehensiveness, quality and soundness (feasibility) of arguments. The work shows some good researched up-to-date relevant materials from an extensive range of both additional business and academic sources. The paper is well-structured piece of work that included most of the required items with some use of proper terminologies required in professional report writing. The majority of work is student's own work with most sentences are grammatically correct, well punctuated and without syntax errors. Documentation of</p>	<p>The work demonstrates some theoretical / conceptual analysis with fair application of the concepts, theories and tools learnt in the course. A few arguments are supported with statistics, expert opinions, primary and/or secondary data from reputable source. The work demonstrates fair originality comprehensiveness, quality and soundness (feasibility) of arguments. The work shows a few researched up-to-date relevant materials from a narrow range of both additional business and academic sources. The paper is not well-structured piece of work and some items are missing in the work with few proper terminologies used in professional report writing. The content of student's own work is limited. Numerous sentences are not grammatically correct, with punctuated and syntax errors found. Documentation of reference materials are</p>	<p>The work demonstrates minimal theoretical / conceptual analysis with few applications of the concepts, theories and tools learnt in the course. Arguments are not supported with relevant statistics, expert opinions, primary and/or secondary data from reputable source. The work demonstrates minimum originality comprehensiveness, quality and soundness (feasibility) of arguments. The work shows bare minimum efforts spent in researching up-to-date relevant materials from very limited range of both additional business and academic sources. The paper is not well-structured piece of work and major items are missing in the work with few proper terminologies used in professional report writing. The content of student's own work is very limited. Numerous sentences are not grammatically correct, with lots of punctuated and syntax errors found. Documentation of reference materials are</p>	<p>The work has no theoretical / conceptual analysis with few applications of the concepts, theories and tools learnt in the course. Arguments are not supported with relevant statistics, expert opinions, primary and/or secondary data at all. The work does not show originality, comprehensiveness, quality and soundness (feasibility) of arguments. The work shows no efforts spent in researching up-to-date relevant materials from additional business and academic sources. The paper is not well-structured piece of work and most items are missing in the work. The paper is seriously lack of proper terminologies required in professional report writing. The content of student's own work is very limited or not able to meet the minimum requirement of word count. Numerous sentences are not grammatically correct, with lots of punctuated</p>
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		without syntax errors. Documentation of reference materials are conducted adequately and correctly (in required referencing style) throughout the main content and in the form of reference list.	reference materials are mostly conducted correctly (in required referencing style) throughout the main content and in the form of reference list.	mostly conducted incorrectly (in required referencing style) throughout the main content and in the form of reference list.	conducted incorrectly (in required referencing style) throughout the main content and in the form of reference list.	and syntax errors found. Documentation of reference materials are conducted incorrectly (in required referencing style) throughout the main content and in the form of reference list.
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Social innovation, social entrepreneurship, social enterprise business models, social innovation diffusion and adoption, social innovation sustainability

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	For week 1-2: Phills, J. A., Deiglmeier, K., & Miller, D. T. (2008, Fall). Rediscovering social innovation. Stanford Social Innovation Review, 6, 34-43.
2.	Schorr, J. (2009). Defining Social Innovation. Stanford Social Innovation Review, 7(1), 6. Paper presented at the 271-279.
3.	Tepsie.org (2012). Defining social innovation – part 1, pg 15-24
4.	Urama K.C & Acheampong E.N. (2013) Social innovation creates prosperous societies. Stanford Social Innovation Review, 2013. Sponsored supplement to SSIR
5.	For week 3 and onwards: please refer to the latest course documents.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Afuah, A. (2003), <i>Innovation Management – Strategies, Implementation and Profits</i> , 2 nd ed., Oxford: OUP.
2.	Arnould, E.J., and Wallendorf, (1994), “Market-Oriented Ethnography: Interpretation Building and Marketing Strategy Formulation”, <i>Journal of Marketing Research</i> 34: 484-504
3.	Baderman, J. and Law, J. (2006). <i>Everyday Legends: The Ordinary People Changing Our World: The Stories of 20 Great UK Social Entrepreneurs</i> . York : WW Pub.
4.	Baker, T., and Nelson, R.E. (2005), “Creating Something from Nothing: Resource Construction through Entrepreneurial Bricolage”, <i>Administrative Science Quarterly</i> 50(3): 329-366.
5.	Bornstein, D. (2007). <i>How to Change the World: Social Entrepreneurs and the Power of New Ideas</i> . Oxford: OUP.
6.	Chandra, Y. and Yang, S. S-J. (2012), “Managing disruptive innovation: Entrepreneurial strategies and tournaments for corporate longevity. <i>Journal of General Management</i> , 37(2): 23-50.
7.	Cheng, W. and Mohamed, S. (2010). <i>The World that Changes the World: How Philanthropy, Innovation, and Entrepreneurship are Transforming the Social Ecosystem</i> . San Francisco, Calif.: Jossey-Bass.
8.	Chung, P and Ip (2009) <i>The first 10 yards: Five dynamics of entrepreneurship</i> , Singapore: Cengage Learning.
9.	Clarke, J (2011), “Revitalizing Entrepreneurship: How Visual Symbols are Used in Entrepreneurial Performances”, <i>Journal of Management Studies</i> 48(6): 1355-1391.
10.	Cooper, R.G. (1990), Stage-Gate Systems: A New Tool for Managing new products, <i>Business Horizons</i> , 44-53.
11.	Crawford, C.M., Di Benedetto, A.D. (2012). <i>New Products Management</i> , 9 th ed., NY: McGraw-Hill.
12.	Dees J.G. (2001). The meaning of “social entrepreneurship”. Reformatted and revised 30 May.

	Available at: www.caseatduke.org/documents/dees_sedef.pdf .
13.	Dew, N., Sarasvathy, S.D., and Venkataraman, (2004), “The economic implications of exaptation”, <i>Journal of Evolutionary Economics</i> , 14: 69-84
14.	Drucker, P, (1985) <i>Innovation and Entrepreneurship</i> , NY: Harper & Row
15.	Elkington, J. and Hartigan, P. (2008). <i>The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World</i> , Boston, Mass.: Harvard Business School Press.
16.	Fisher, G. (2012), “Effectuation, Causation, and Bricolage: A Behavioural Comparison of Emerging Theories in Entrepreneurship Research”, <i>Entrepreneurship Theory & Practice</i> , September: 1019-1051
17.	Fletcher, D.E (2006), “Entrepreneurial processes and the social construction of opportunity”, <i>Entrepreneurship & Regional Development</i> 18: 421–440
18.	Fried, K. and Mobley, P. (2012). <i>Everyday Heroes: 50 Americans Changing the World one Non-Profit at a Time</i> . Welcome Enterprises, Inc.
19.	Gilles and Mondejar, R (2009), <i>Guide to Entrepreneurship</i> , Manila: Sinagtala, 2 nd ed.
20.	Gogatz and Mondejar, R (2003), <i>Unleash your Power of Creativity</i> . Manila: Sinaglala
21.	Gogatz and Mondejar, R (2005), <i>Business Creativity</i> , London: Palgrave-Macmillan.
22.	Kee, C.H. and Yeung, K.H.Y. (2010). <i>20 Business Strategies for Social Enterprise</i> . The Government of the Hong Kong Special Administrative Region: Home Affairs Bureau.
23.	Osterwalder, A. and Pigneur, Y. (2010) <i>Business Model Generation</i> , NJ: Wiley.
24.	Petit, P.U. (2011). <i>Creating a New Civilization through Social Entrepreneurship</i> . New Brunswick: Transaction Publishers.
25.	Shane, S. (2000), “Prior knowledge and the discovery of entrepreneurial opportunities. <i>Organization Science</i> , 11(4): 448-469.
26.	Spear, R. (2006). Social entrepreneurship: A different model? <i>International Journal of Social Economics</i> . 33(5): 399 – 410.
27.	Tang, K.L. et al. (2008). <i>Social Enterprises in Hong Kong: Toward a Conceptual Model</i> . Hong Kong: Central Policy Unit.
28.	Thompson, J. and Doherty, B. (2006). The diverse world of social enterprise: A collection of social enterprise stories. <i>International Journal of Social Economics</i> . 33(5): 361 – 375.
29.	Tidd, J. Bessant, J. and Pravitt, K. (2005). <i>Managing Innovation</i> , 3 rd ed. John Wiley & Sons Ltd, UK.
30.	Tse, K.K. (2011). <i>How you Could Change the World: Social Entrepreneurs and the Rise of the Citizen Sector</i> . Hong Kong: Suyuan Books.
31.	Yuen, T.Y.K. (2011). Unleashing social innovation for social economy: Experience of social enterprise development in Hong Kong. <i>China Journal of Social Work</i> , 4 (3): 217-233.
32.	Yunnus, M. (2007). <i>Creating a World Without Poverty: Social Business and the Future of Capitalism</i> . New York: Public Affairs.
33.	Yunnus, M. (2010). <i>Building Social Business: The New Kind of Capitalism that Serves Humanity's most Pressing Needs</i> . New York: Public Affairs.
34.	Online Resources: <ul style="list-style-type: none"> ● Ashoka Innovators for the Public: https://www.ashoka.org/ ● Ashoka U Resources: http://ashokau.org/resources/ ● Changemakers: Open Source Social Solutions: http://www.changemakers.com/ ● Charity Bank (UK): http://www.charitybank.org/ ● Dialogue in the Dark (HK): http://www.dialogue-in-the-dark.hk/ch-index.html ● Fifteen: http://www.fifteen.net/about ● HKCSS-HSBC Social Enterprise Business Centre: http://www.socialenterprise.org.hk/ ● Home of the Elderly (HK): http://hkelderly.net/default.aspx ● Kiva: http://www.kiva.org/ ● Policy Research and Advocacy, the Hong Kong Council of Social Service: http://www.hkcass.org.hk/cb4_e.htm

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| <ul style="list-style-type: none">● Poverty and Social Exclusion: http://www.poverty.ac.uk/● Schwab Foundation for Social Entrepreneurship: http://www.schwabfound.org/sf/index.htm● Senior Citizen Home Safety Association (HK): http://www.schsa.org.hk/eng/home/home.php● Skoll Foundation: http://www.skollfoundation.org/● Social Enterprise Coalition (UK): http://www.socialenterprise.org.uk/● Social Enterprise Directory (HK): http://www.socialenterprise.org.hk/en/sedirectory● Social Enterprise Summit: http://www.social-enterprise.org.hk/zh-hk/home.html● Stanford Social Innovation Review: http://www.ssireview.org/● Support to social enterprise in HK, HKSAR: http://www.social-enterprises.gov.hk/en/support/funds.html● The Social Enterprise Alliance: http://www.se-alliance.org/ |
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