

CLA5010: SOCIAL ENTREPRENEURSHIP

Effective Term

Semester A 2026/27

Part I Course Overview

Course Title

Social Entrepreneurship

Subject Code

CLA - College of Liberal Arts and Social Sciences

Course Number

5010

Academic Unit

College of Liberal Arts and Social Sciences (CH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

Chinese

Medium of Assessment

Chinese

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course is an elective within the Master of Social Sciences in Cross-Sectoral Leadership (MSSCSL) program that aims to equip future leaders with the strategic frameworks and execution capabilities to design, launch, and scale high-impact social ventures.

Students will learn various theories, frameworks and best practices to **diagnose complex social problems** and **drive social innovation** through design thinking, fostering solutions that create sustainable value. The curriculum focuses on **orchestrating organizational success** by developing robust governance structures, designing **financially sustainable business models**, and implementing effective management principles.

Students will cultivate essential skills in **measuring and maximizing social ROI**, enabling data-driven decision-making to demonstrate tangible impact. Crucially, the course empowers executives to **influence systemic change** through strategic policy engagement and advocacy, positioning them to champion sustainable solutions and navigate cross-sectoral challenges.

The overarching aim is to equip graduates with strategic acumen to lead transformative social enterprises, optimize resource allocation, cultivate talent, and drive scalable, measurable impact within complex ecosystems.

Course Aims:

This course aims to equip students with the knowledge and skills to understand and critically evaluate the design and launch of social ventures and to allow students to reflect what it means in their future career. Specifically, students will learn to: 1) Diagnose social problems and turning them into opportunities that can be pursued using appropriate forms of social entrepreneurship; 2) Develop solutions to social problems based on best practices from the literature and practice and policy; 3) Evaluate the strengths, limitations, and trade-offs of the different strategies and solutions in tackling social problems; 4) Assess the pathways and outcomes of social ventures to generate impact; and lastly to 5) Develop the skills and knowledge to propose a social business plan that demonstrates rigor, clarity, and relevance as solutions to social problems.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Understand the core principles of social entrepreneurship and its application in cultural, social, and public sectors.	20	x	x	
2	Develop skills in innovative thinking, collaboration, and problem-solving within the context of social impact.	20	x	x	x
3	Analyze and evaluate the impact of social entrepreneurial ventures on cultural development, social inclusion, and public service delivery.	20		x	x
4	Demonstrate proficiency in leveraging technology and innovation to drive sustainable social entrepreneurial practices.	20	x	x	x
5	Cultivate a strategic mindset for identifying opportunities, managing risks, and creating value across diverse sectors.	20	x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will engage in formal lectures that explain fundamentals of the traditional financial system.	1, 2, 3, 4, 5	3-hour seminar per week
2	Case Studies	Analyze and discuss case studies highlighting successful cross-sectoral entrepreneurial initiatives.	1, 2, 3, 4, 5	
3	Guest Lectures	Engage with industry experts and practitioners to gain insights into current trends and best practices.	2, 5	
4	Group Projects	Collaborate on projects that simulate real-world entrepreneurial challenges in cultural, social, and public contexts.	4	
5	Field Visits	Visit cultural institutions, social enterprises, and public organizations to observe Leadership in action.	5	
6	Technology Workshops	Participate in workshops focusing on the integration of technology in entrepreneurial endeavors.	5	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Individual Paper (solving a case)	1, 2, 3, 4, 5	40	-	Yes
2	Group Presentation (developing a social business plan)	1, 2, 3, 4, 5	40	-	Yes
3	Feedback on Group Presentation	1, 2, 3, 4, 5	10	-	Yes
4	Class attendance and participation	1, 2, 3, 4, 5	10	-	No

Continuous Assessment (%)

100

Additional Information for ATs

We will follow the updated guideline for the Use of Generative Artificial Intelligence Tools in Learning and Teaching (For Staff/ Student). According to the part IV of the Guidelines, the use of GenAI tools is **generally permitted in formative assessment tasks** unless otherwise specified by the Course Leaders. The use of GenAI tools is generally NOT permitted for **summative assessment tasks** such as examinations for fairness and academic integrity purposes.

Assessment Rubrics (AR)

Assessment Task

1. Individual Paper

Criterion

Demonstration of a deep understanding of Social Entrepreneurship principles.
Critical analysis of the impact and success factors of the chosen entrepreneurial initiative.
Clarity and coherence in presenting arguments and insights.
Integration of relevant theoretical concepts to support the analysis.

Excellent (A+, A, A-)

Outstanding

Good (B+, B, B-)

High

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not reaching marginal level

Assessment Task

2. Group Presentation

Criterion

Innovation and creativity demonstrated in the proposed entrepreneurial solution.
Effective collaboration within the group to integrate diverse perspectives and expertise.
Clarity and persuasiveness in presenting the proposed solution.
Ability to engage the audience and address questions effectively.

Excellent (A+, A, A-)

Outstanding

Good (B+, B, B-)

High

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not reaching marginal level

Assessment Task

3. Feedback on Group Presentation

Criterion

Constructive feedback provided with specific examples and actionable suggestions.
 Consideration of both the content and delivery of the presentation in the feedback.
 Encouragement of strengths and positive aspects of the presentation.
 Professionalism and respect in delivering feedback to peers.

Excellent (A+, A, A-)

Outstanding

Good (B+, B, B-)

High

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not reaching marginal level

Part III Other Information

Keyword Syllabus

- Interdisciplinary Innovation - Encourages thinking across traditional industry boundaries.
- Collaborative Ecosystems - Focuses on building networks and partnerships across sectors.
- Regulatory Landscapes - Discusses how different regulations impact cross-sectoral ventures.
- Technology Transfer - Explores moving technologies from one sector to another.
- Sustainability Practices - Incorporates sustainable approaches that are effective across multiple sectors.
- Social Impact Leadership - Emphasizes creating positive social change through cross-sector initiatives.
- Funding Strategies - Covers unique funding opportunities and challenges for cross-sector projects.
- Case Studies - Real-world examples of successful cross-sectoral ventures.
- Design Thinking - Utilizes creative problem-solving techniques applicable in diverse sectors.

Reading List

Compulsory Readings

Title	
1	Chandra, Y., & Wong, L. (2016). Social Entrepreneurship in the Greater China Region: Policy and Cases. Routledge, UK
2	Kickul, J., & Lyons, T. S. (2020). Understanding Social Entrepreneurship: The Relentless Pursuit of Mission in an Ever-Changing World. Routledge, New York (USA).

3	Ebrahim, A. (2020). <i>Measuring social change: Performance and Accountability in a Complex World</i> . Stanford University Press: Stanford, MA (USA).
4	Then, V., Schober, C., Rausher, O., & Kehl, K. (2017). <i>Social Return on Investment Analysis: Measuring the Impact of Social Investment</i> . Palgrave MacMillan: Cham (Switzerland)
5	Lechterman, T. M., & Mair, J. (2024). Social Enterprises as Agents of Social Justice: A Rawlsian perspective on institutional capacity. <i>Organization Studies</i> , 45(9), 1301-1323.
6	Chandra, Y., & Teasdale, S. (2024). Social enterprise as political work: perspectives from the global south. <i>Public Management Review</i> , 1-40.
7	Palacios-Marqués, D., García, M. G., Sánchez, M. M., & Mari, M. P. A. (2019). Social entrepreneurship and organizational performance: A study of the mediating role of distinctive competencies in marketing. <i>Journal of Business Research</i> , 101, 426-432.

Additional Readings

Title	
1	Tse, K.K., Choi, R.Y., Chandra, Y., & Lee, G. (2023). Social Enterprises and Certified B Corporations in Hong Kong: Development, Key Lessons Learnt and Ways Forward. In Peter, H., Vasserot, C.V., Silva, J.A. (Eds.) <i>International Handbook of Social Enterprises Law: Benefit Corporation and Other Purpose Driven Companies</i> , Springer, Cham.
2	Glasbeek, L., Wickert, C., & Schad, J. (2024). Evaluating definitions of social entrepreneurship: A rulebook from the philosophy of science. <i>International Journal of Management Reviews</i> , 26(3), 384-409.
3	Glasbeek, L. (2024). Bricolage and its Strategic Connotations: A Study of Greek Social Entrepreneurs in Times of Crisis. <i>British Journal of Management</i> . https://doi.org/10.1111/1467-8551.12880