

**City University of Hong Kong
Course Syllabus**

**offered by Department of PUBLIC POLICY
with effect from Semester A 2017/18**

Part I Course Overview

Course Title: Social Entrepreneurship and Innovation

Course Code: GE 1218

Course Duration: 1 semester

Credit Units: 3

Level: B1
 Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations
(for GE courses only) Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: None
(Course Code and Title)

Precursors: None
(Course Code and Title)

Equivalent Courses: None
(Course Code and Title)

Exclusive Courses: None
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

Have you thought about how to ‘Make a Difference’ in life by ‘Doing Well and Doing Good’? Embrace this imagination; it’s not an impossible dream. The forces of globalization and the acceleration of change in our social ecosystem require citizens today to have the vision and adopt the mission of ‘social innovation’ to drive change. In the past two decades, interest in the ideas of ‘social entrepreneurship’ and ‘social enterprise’ has risen sharply both in Hong Kong and worldwide. Social enterprise, put simply, is a business with a social objective. It is like starting a business but, unlike commercial business, it is about innovative solutions to social problems and needs. Rather than leaving the problems to the government or business, social entrepreneurs are change agents who take up the responsibility to drive for a better world. The study of ‘social entrepreneurship’ adopts a multi-disciplinary approach: combining humanities, social sciences, public sector management, business practices, creative communications and technology. It is a fast-growing discipline taken up in many world universities.

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.	Identify the differences between business enterprise and social enterprise, the meaning of social entrepreneurship and innovation, the key features and different types of social enterprises and social entrepreneurship opportunities in Hong Kong and worldwide	20%	✓	✓	✓
2.	Discover <i>why</i> and <i>what</i> innovative solutions have been created by social entrepreneurs and innovators both at home and abroad to solve social problems via a dynamic citizen sector	20%		✓	✓
3.	Explore <i>how</i> social entrepreneurs and innovators draw on business models and market-based mechanisms to create positive and innovative change in the social sector	20%		✓	✓
4.	Analyse some of the best practices, business strategies and resources management, successes and failures, opportunities and pitfalls in the field of social entrepreneurship and innovation.	20%		✓	✓
5.	Appraise the leadership, attitude and qualities of successful social entrepreneurs and innovators, and the challenges they face	10%	✓		
6.	Relate the spirit of social entrepreneurship to community building and develop a sense of civic responsibility.	10%	✓		
		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	6	
Lectures: lay out the main ideas of social entrepreneurship and innovation, key concepts, characteristic features, different types of social enterprises and social innovation, and opportunities and constraints faced by social entrepreneurs and innovators in Hong Kong and different parts of the globe.		✓	✓	✓	✓	✓		
Readings: facilitate students to have in-depth understanding of the key concepts, ideas, models, and practices of social entrepreneurship and social innovation in the local and international settings.		✓	✓	✓	✓	✓		
Guest lectures by practitioners: provide with real life examples of best practices, business strategies and resources management, successes and failures in the field of social entrepreneurship and innovation.			✓	✓	✓			
Case-studies & Class Discussion: equip students to analyse the challenges and best practices of social entrepreneurs and innovators at home and abroad with the aid of a simple framework: 'Identification, Innovation, Action and Reflection'.			✓	✓	✓	✓	✓	
Site visit: enable students to experience the spirit of social entrepreneurship and innovation by seeing real life practices of successful social enterprises in town.			✓	✓	✓		✓	

<p>Individual Reflective Journal: encourage students to think creatively, make a difference by doing simple things or adjustments in real life issues that really concern us, and reflect – by writing a journal – on how small acts can help make a better society.</p>			✓	✓			✓	
<p>Final Test: design to examine student’s grasp of the basic concept of social entrepreneurship and innovation, key ideas and types of social enterprises and social innovation in theory and in practice.</p>		✓	✓	✓	✓	✓		
<p>Project Poster Presentation & Project Executive Summary: Students are expected to apply the knowledge learned in the course to real-life problems in Hong Kong, China or other parts of the globe. Students -- in groups of 5 to 6 each -- conduct an in-depth project about social entrepreneurship and innovation as innovative and sustainable means to address social problems and needs. They are required to make a power point presentation in class and then write up the paper based on the tutor’s comments and classmates’ feedback.</p>				✓	✓	✓		

4. Assessment Tasks/Activities (ATs)

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

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: ____%								
Participation in Class discussion: Student's general participation includes coming to class on time, paying attention in class, raising questions if s/he disagrees with the views from teachers and fellow classmates, and actively engaging in the class discussion.	✓	✓	✓	✓	✓		10%	No more than 2-hrs lecture and a minimum of 45 minutes for class discussion, with feedback from the tutor in each of the 3-hrs sessions
Individual Reflective Journal: Each student is required to submit one piece of reflective journal about how s/he can make a difference – through small acts or adjustments – in real-life issues that really concern us, and how the spirit of social entrepreneurship helps make a better community.		✓	✓			✓	25%	Submission of reflective journal in Wk 6.
Final Test: A short test which includes short questions will be given. The aim of the test is to ensure students can grasp the basic concepts before working on an in-depth project of a real-life problem, and the contribution of social business and entrepreneurial strategies as innovative and sustainable means to address social problems and needs.	✓	✓	✓	✓	✓		25%	Formative discussion with students (in separate groups) to help them identify the focus and approach of their group project.
Project Presentation: Students -- in groups of 4 to 5 each -- are required to conduct an in-depth project about social business and entrepreneurship as innovative and sustainable means to address social needs in Hong Kong, China or other parts of the world. Students in groups are expected to give a class presentation of their research materials using powerpoint slides or poster that summarizes their study and findings (and be prepared to show additional analysis if asked by the audience) and answer questions from fellow classmates who will play the role of commentators.	✓	✓	✓	✓	✓	✓	25%	Instructor's constructive comments on students' class presentation and suggestions for improvement in the write-up report.

Project Executive Summary: Students have to submit an executive summary of around 2-3 pages, and response to lecturers' comments on their presentation on their research project one week after their class presentation.	✓	✓	✓	✓	✓	✓	15%	Instructor's written comments on students' work –with remarks on both the strengths and weaknesses and suggestions for improvement
Examination: ____% (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. Participation in Class Discussion		Demonstrating very positive and proactive attitudes in class discussions; showing superior preparation of the readings before coming to class; and very active interaction in class with unique ideas and insightful questions	Demonstrating good & positive attitudes in class discussions; showing good preparation of the readings before coming to class; and active interaction in class with some stimulating ideas and insightful questions.	Demonstrating good attitudes in class discussions; showing adequate preparation of the readings before coming to class; and some interaction in class but no stimulating ideas and little insightful questions.	Demonstrating non-positive attitudes in class discussions; showing inadequate preparation of the readings before coming to class; and little interaction in class with no stimulating ideas or insightful questions.	Demonstrating negative attitude in class discussions; showing poor preparation of the readings before coming to class; and no interaction in class at all.
2. Individual Reflective Journal		Demonstrating outstanding ideas and very innovative suggestions to make a difference in real-life issues that concern us; and strong evidence that the suggested actions would make a better society.	Demonstrating good ideas and fairly innovative suggestions to make a difference in real-life issues that concern us; and substantial evidence that the suggested actions would make a better society.	Demonstrating some original ideas and sensible suggestions to make a difference in real-life issues that concern us; and reasonable evidence that the suggested actions would help make a better society.	Demonstrating limited ideas or relevant suggestions to make a difference in real-life issues that concern us; and limited evidence that the suggested actions would help make a better society.	Poor and underperformed demonstration of ideas and no relevant suggestions to make a difference in real-life issues that concern us; and no evidence that the suggested actions would help make a better society.
3. Project Presentation in Class		Demonstration of outstanding ability in collating relevant materials independently and systematically to tackle the presentation topic; creative and stimulating	Demonstration of good ability in collating relevant materials independently and systematically to tackle the presentation topic; competent application of	Demonstration of adequate ability in collating relevant materials independently and systematically to tackle the presentation topic; adequate application of materials to establish	Demonstration of limited ability in collating relevant materials independently and systematically to tackle the presentation topic; limited application of materials to establish a case for the presentation; barely	Poor collation of relevant materials to tackle the presentation topic; inability to apply relevant materials to establish a case for the presentation; ineffective in conducting class discussion and defending the group's

		application of materials to establish a very convincing case for the presentation; clear evidence of good team work; highly effective in conducting class discussion and defending the group's position after presentation; clear evidence of superior critical analysis and synthesis; excellent grasp of the subject matter	materials to establish a good case for the presentation; evidence of good team work; effective in conducting class discussion and defending the group's position after presentation; evidence of good critical analysis and synthesis; good grasp of the subject matter	a reasonable case for the presentation; evidence of team work; somewhat effective in conducting class discussion and defending the group's position after presentation; evidence of some critical analysis and synthesis; adequate grasp of the subject matter	effective in conducting class discussion and defending the group's position after presentation; evidence of some critical analysis and synthesis; some grasp of the subject matter	position after presentation; little evidence of critical analysis and synthesis; little grasp of the subject matter
4. Project Executive Summary		Demonstration of outstanding analysis and writing-up of an executive summary of the project about social entrepreneurship; outstanding performance in identifying the social problem or issue with original ideas and interesting perspectives; excellent understanding and application of concepts to real-life issues; high level of independent and critical thinking, rigorous analysis of	Demonstration of good analysis and writing-up of an executive summary of the project about social entrepreneurship; good performance in identifying the social problem or issue with new ideas or interesting perspectives; good understanding and application of concepts to real-life issues; some independent and critical thinking; well above average performance in analysis of materials	Demonstration of adequate analysis and writing-up of an executive summary of the project about social entrepreneurship; average performance in identifying the social problem or issue with some new ideas or interesting perspectives; fair understanding and application of concepts to real-life issues; little independent and critical thinking; average performance in analysis of materials and	Marginal analysis and writing-up of an executive summary of the project about social entrepreneurship; weak performance in identifying the social problem or issue with no new ideas or interesting perspectives; little understanding and application of concepts to real-life issues; no independent or critical thinking; below average performance in analysis of materials and evaluation of social problem/issue with little illustrations; and little discussion about the social impact in making	Wrong analysis and poor writing-up of an executive summary of the project about social entrepreneurship; poor performance in identifying the social problem or issue with inappropriate ideas or little relevance; poor understanding and wrong application of concepts to real-life issues; absolutely no interesting ideas or serious thinking; poor performance in analysis of materials and evaluation of social problem/issue with irrelevant or wrong illustration; and no

		materials and evaluation of the social problem/issue with very relevant illustrations; and in-depth discussion about the social impact in making our community a better world. The overall quality of the written piece is excellent.	and evaluation of the social problem/issue with appropriate illustrations; and useful discussion about the social impact in making our community a better world. The overall quality of the written piece is good.	evaluation of social problem/issue with some illustrations; and satisfactory discussion about the social impact in making our community a better world. The overall quality of the written piece is satisfactory.	our community a better world. The overall quality of the written piece is below average.	discussion about the social impact in making our community a better world. The overall quality of the written piece is poor.
5. Final Test		Scoring 85% or above in the test; evidence of extensive knowledge base in the subject matter; demonstration of excellent critical and analytical thinking.	Scoring 70% or above in the test, evidence of good knowledge base in the subject matter; demonstration of critical and analytical thinking.	Scoring 55% or above in the test, evidence of adequate knowledge base in the subject matter; demonstration of some critical and analytical thinking.	Scoring 40% or above in the test, evidence of some knowledge base in the subject matter; limited critical and analytical thinking.	Scoring 39% or below in the test, no evidence of adequate knowledge base in the subject matter; no critical and analytical thinking.

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 entrepreneurship, social innovation; concepts and characteristic features of social entrepreneurship and social innovation; promises of social business; social problems as business opportunities; tripartite partnership between state, business and civil society; business strategies and sustainability; development of social enterprises and entrepreneurship in Hong Kong, China and the world; qualities and traits of social entrepreneurs; citizen empowerment; doing well by doing good; Muhammad Yunus, founder of Grameen Bank; Bill Drayton, founder and CEO of Ashoka: Innovations for the Public.

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.	<ul style="list-style-type: none">• Bornstein, David (2004) <i>How to Change the World: Social Entrepreneurs and the Power of New Ideas</i>, Oxford: OUP.• Bornstein, David and Davis Susan (2010) <i>Social Entrepreneurship: What Everyone Needs to Know</i>, Oxford: OUP.• Bademan, James J. Law and Justine C. (2006) <i>Everyday Legends: The Ordinary People Changing Our World, the Stories of 20 Great UK Social Entrepreneurs</i>, Heslington, York: WW Publisher.• Chandra, Y., & Wong, L. 2016. <i>Social Entrepreneurship in the Greater China: Policy and Cases</i>. Routledge (in print).• Chandra, Y. The Entrepreneurship Process in High Performing Hybrid Organizations: Insights from Diamond Cab. In Chandra, Y., & Wong, L (Eds.) <i>Social Entrepreneurship in the Greater China: Policy and Cases</i>, Routledge (in print).• Cheng Willie (2009) <i>Doing Good Well: What does (and does not make sense in the nonprofit world</i>. Singapore: John Wiley & Sons (Asia) Pte.Ltd. (a Jossey-Bass, A Wiley Imprint), Chapter 1, pp.5-13.• Cheng Willie and Mohamed Sharifah, eds. (2010) <i>The World that Changes the World: How philanthropy, innovation, and entrepreneurship are transforming the social ecosystem</i>. Singapore: John Wiley & Sons (Asia) Ltd., on behalf of Jossey-Bass, A Wiley Imprint.• Dees J. Gregory, Emerson Jed, and Economy Peter (2002) <i>Strategic Tools For Social Entrepreneurs: Enhancing the Performance of Your Enterprising Nonprofit</i>, New York: John Wiley & Sons, Inc.• Dees J. Gregory Dees (2001) ‘The Meaning of “Social Entrepreneurship”’, available online (http://www.caseatduke.org/documents/dees_sedef.pdf)• Elkington John and Hartigan Pamela (2008) <i>The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World</i>, Boston, Mass.: Harvard Business School Press.
----	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- Gerber Michael E (2009) *Awakening the Entrepreneur Within: How Ordinary People Can Create Extraordinary Companies*, New York: Harper Business.
- Hutchinson Vivian and the New Zealand Social Entrepreneur Fellowship (2011) *How Communities Heal: Stories of Social Innovation and Social Change*. Hong Kong: the SE Book Hub (Hong Kong edition, originally published by the Florence Press of The Jobs Research Trust in New Zealand).
- Nicholls, Alex ed. (2006) *Social Entrepreneurship: New Models of Sustainable Social Change*, Oxford University Press.
- Norton, Michael (2007) *365 Ways To Change the World: How to make a difference – one day at a time*. New York: Free Press.
- Sutton, Robert I. (2002) *Weired Ideas that Work*, New York: Free Press.
- Tang Kwong Leung et. Al (2008) ‘Social Enterprises in Hong Kong: Toward a Conceptual Model’, report submitted to Central Policy Unit, the Government of the HKSAR.
- Social Enterprise Association, Singapore (2011) ‘Starting a Social Enterprise in Singapore: The Essential Toolkit’, Singapore: Social Enterprise Association.
- Stephen Fisher (2010) ‘Development of Social Enterprises in Hong Kong’, conference paper presented at the Symposium on Social Enterprises in China, organized by Hong Kong Baptist University, School of Business, 10 May, 2010.
- Tse, K.K. ed. (2011) *How YOU Could Change the World: Social Entrepreneurs and the Rise of the Citizen Sector*. Hong Kong: Suyuan Books.
- Yuen Terence Yiu Kai (2011) ‘Unleashing social innovation for social economy: experience of social enterprise development in Hong Kong’, *China Journal of Social Work*, 4 (3); 217-233.

Online Resources:

- Ashoka: Innovators for the Public – *Ashoka* (named after a third century B.C. Indian emperor who was a social innovator) is an organization which has been a pioneer in promoting and support social entrepreneurs throughout the world (Founder: Bill Drayton). <http://www.ashoka.org/>
- Change Makers Net – Social entrepreneur profiles and stories, and information produced by *Ashoka*. <http://www.changemakers.com/>
- Directory of Social Enterprise in Hong Kong <http://www.social-enterprises.gov.hk/en/directory/index.html>
- Forbes Magazine – the World’s top 30 Social Entrepreneurs (November 30, 2011) <http://www.forbes.com/impact-30/lander.html>
- Kiva – *Kiva* is an organization which tries to create good in the world by social performance. <http://www.kiva.org/>

- Ode Magazine – Profiles social entrepreneurs around the world, article for ‘intelligent optimists’. <http://www.odemagazine.com/>
- Schwab Foundation for Social Entrepreneurship – It provides platforms at the regional and global level to highlight and advance leading models of sustainable social innovation (Founder: Klaus Schwab). <http://www.schwabfound.org/sf/index.htm>
- Skoll Foundation. <http://www.skollfoundation.org/skoll-entrepreneurs/>
See also Skoll Foundation’s *Social Edge* website. <http://www.socialedge.org/>
- Social Enterprise Coalition – SEC is the UK’s national body for social enterprise: information, case studies, examples, and other resources available. <http://www.socialenterprise.org.uk/>
- Social Enterprise Summit (Hong Kong). <http://www.social-enterprise.org.hk/>
- “Dialogue in the Dark” <http://www.dialogue-in-the-dark.hk/ch-index.html>

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	CILO 2, 3 & 4: students take the self- initiative to examine why, how and what innovative solutions have been created by social entrepreneurs both at home and abroad. By doing this, students are well prepared for a discovery-enriched curriculum during his 4 years university study and at workplace.
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	CILO 1, 2, 3, 4 & 5: students can acquire the basic social sciences principles and multi-disciplinary approaches in understanding how different social, economic and political forces shape our social ecosystem, and how social entrepreneurs have reacted with innovative creations – including partnership between the state, business and civil society and the application of business techniques to solve social problems -- to make ours a better world by ‘Doing Well and Doing Good’.
PILO 3: Demonstrate critical thinking skills	CILO 2, 3, 4 & 5: A review of various case studies of social entrepreneurs in different parts of the world; student is able to: 1) think critically why, how, and what innovative solutions have been created to social problems, 2) analyse the best practices and strategies used in the cases, 3) assess the social benefits and impact on the globe, 4) develop his/her original ideas to meet social needs in our community
PILO 4: Interpret information and numerical data	CILO 2, 3 & 4: The case studies will be based on documentary references and information available on the web. However, it would not require much interpretation of numerical data.
PILO 5: Produce structured, well-organised and fluent text	CILO 2, 3, 4 & 5: students are required to present and write up an individual reflective journal and a group project report about social innovation and entrepreneurial strategies as innovative and sustainable means to address social problems and needs.
PILO 6: Demonstrate effective oral communication skills	CILO 2, 3, 4 & 5: students are expected to prepare a well-structured presentation in front of the class. They have to demonstrate individual communication skills in presenting their reflective journals and well-coordinated communication skills in the presentation of their project study to ensure a constructive dialogue in class.
PILO 7: Demonstrate an ability to work effectively in a team	CILO 2, 3, 4 & 5: Students have to form groups to conduct a project study, make a class presentation and a write-up of their project report. By doing so, students can learn to work with people with different backgrounds and values.
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	CILO 2, 3, 4 & 5: The idea of social entrepreneurship is a world-wide phenomenon and various types of social enterprises have been developed around the globe. In applying the knowledge and practice of social entrepreneurship to our local community, students would be aware of the good practices in other parts of the world, the cultural diversities in different countries, and the relevance of other countries’ experience in meeting the social needs of Hong Kong society.
PILO 9: Value ethical and socially responsible actions	CILO 4, 5 & 6: Lessons learned from the qualities of social entrepreneurs and the best practices of social entrepreneurship at home and abroad can help create

	positive social values and get our students familiarised with concepts of sustainability, ethics, social responsibility and good citizenship.
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	CILO 2, 3, 4 & 6: In preparing the individual reflective journal and the group project, students have the opportunity to apply the knowledge and skills of social entrepreneurship to real- life issues and social problems. The two pieces of student assignments will stimulate students' creativity, equip students with a proactive attitude, and enable them to think about innovative and entrepreneurial strategies to solve social problems and needs.

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

- B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
<p>Students -- in groups of 7 to 8 each -- conduct a project about the practice of social entrepreneurship as innovative and sustainable means to address social needs in Hong Kong, China or other parts of the world.</p> <p>The outputs of the project will be collected for quality assurance audit.</p>