Subject Description Form

Subject Code	APSS3243
Subject Title	Creating Innovation in Social Entrepreneurship
Credit Value	3
Level	3
Pre-requisite/ Co-requisite/ Exclusion	NIL
Assessment Methods	
Objectives	This subject introduces students to the concept of social innovation and its contribution to the betterment of the society. It will also introduce the critical success and sustainability factors associated with social innovation, and the approaches adopted to improve the society. This subject will explore theories and practices of social innovation and social innovators, and discussing the characteristics commonly found among social innovators and practical ways to implement social innovation .

Assessment Methods detail:

100% Continuous Assessment	Individual Assessment	Group Assessment
1. Individual Essay	30 %	--
2. Project Presentation	--	30%
3. Group Project Report	--	30%
4. Participation	10%	--

- The grade is calculated according to the percentage assigned;
- The completion and submission of all component assignments are required for passing the subject; and
- Student must pass all component(s) if he/she is to pass the subject.

Intended Learning Outcomes	Upon completion of the subject, students are able to:
	(a) demonstrate discipline-specific knowledge and skills in being a sustainable social innovator, including foundational concepts and theories for social innovation skills for practicing in the public, private and third sectors;
	(b) develop social empathy, moral sensibility, critical capacity, and sustained interest in understanding the major issues and challenges faced by the society and social innovators;
	(c) display competencies in informational literacy that include the ability to find, acquire, evaluate, manage and use information in a range of media; or acquire, organize and present information through technology-based activity leading to be a competent social innovator;
	(d) articulate a global perspective and intercultural competence in their vocational lives, with an awareness of both global and local contexts and function in a multicultural, global setting in policy and social innovation practice; and
	(e) recognize the social and ethical responsibility of their decisions and actions, including the acknowledgement of social justice issues relevant to the practice of social policy and social innovation and their commitments to the society.
Subject Synopsis/ Indicative Syllabus	This subject will provide the students with the following knowledge: 1. Conceptualization of social innovation and its relationship with social entrepreneurship 2. Dimensions of social innovation 3. The practices and models of social innovation – solving the social issues with innovative deliverables. 4. Building, mobilizing and leveraging cross sectoral strength in resolving social issues innovatively via social innovation skills 5. Defining and mobilizing resources for social innovation and its sustainability 6. Measuring social impact of social innovation Session Topic:

Session	Session Topic
1	What is social innovation and who is social innovator? (i.e., actors, intermediaries, policy makers)
2	Theories of social innovation: Values, institutions, markets and solutions
3	Evaluating social innovation opportunities: Models and approaches

	4 *	Innovation that tackles poverty and stigma (i.e., microfinance, work integration social enterprises)
	5	Innovation to reform business (i.e., B Corps, commerce-for-peace, BOP, L3C)
	6	Innovation that redefines work and ownership (i.e., platform cooperatives, ESOP, sharing economy, live-streamers)
	7	Social innovation in non-profit and public sectors (i.e., technology, efficiency, participation)
	8	Open social innovation, competition and success
	9	Digital social innovation: Strategies to succeed
	10	Digital tools as enabler of social innovation
	11	Marketing social innovation solutions
	12	Basic financial analysis for social innovation (i.e., break-even point, cost analysis)
	13	Evaluating success in social innovation (i.e., balanced scorecard, SROI, ESG metrics)

Note: Appropriate guest speakers will be invited to the class to share their personal experience.

Project Presentation -- Students are requested to form in group of not more than 5 (as per the lecturer's discretion depending of the class size) to choose a suitable topic as their group project. Each project will be presented in 15 minutes, and another 15 to 20 minutes for the questions and feedback from the other students and the lecturer.

Teaching/Learning Methodology	1. Interactive Lecture

1. Interactive Lecture
   a) To interact between instructor and students and among students;
   b) To foster deeper processing of content through discussion.

2. Project Presentation
   a) To bring about deeper understanding of and further exploration into the concepts and theories being touched upon in lectures;
   b) To enable students to actively participate in the exploration of some given topics through presentation and leading of group discussion.

3. Practice based learning
   a) To provide opportunities to analyze real life case(s) of social innovation
   b) To provide real life opportunities to practice and demonstrate a working model or prototype of social innovation

4. Guest Speaker's Sharing (subject to funding availability)
   a) Guest speaker(s) from successful social innovation projects will also be invited to share their experience;
   b) This will allow students to relate what they have learnt in the lectures to the experience of the guests.

5. Visiting a Social Innovation Project (subject to funding availability)

	a) Visit to successful social enterprise or social innovation project will be arranged; b) Students can gain first-hand experience in real life setting.							
Assessment Methods in Alignment with Intended Learning Outcomes *(Note 4)*	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	
	1. Individual Essay	30 %	√		√	√	√	
	2. Project Presentation	30%	√	√	√	√		
	3. Group Project Report	30%	√	√	√	√		
	4. Participation	10%				√	√	
	Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Individual essay will allow students to integrate major concepts, theory and methods they have learnt in the subject to demonstrate their knowledge and competence in the field of study. Students can also indicate the effectiveness of their proficiency in communicating ideas, creativity and critical thinking, appropriateness and critical insights in making judgment.

Project presentation will provide an opportunity for students to display the learning outcomes as described above. This will also allow them to make evident their competence in communicating ideas and learning experience in an interactive, student-centred and problem-based setting.

Group project report will provide the students with an additional opportunity to consolidate the ideas they presented and the feedback they received. From this, students can also reflect on their own experience in articulating their ideas and arguments.

Student Study Effort Required	Class contact:	
	▪ Lecture, Project Presentation and Agency Visit	39 Hrs.
	Other student study effort:	

	▪ Preparation for Project Presentation (per student)	15 Hrs.
	▪ Preparation for Individual Paper	36 Hrs.
	▪ Preparation for Project Report (per student)	20 Hrs.
	▪ Self-studies	10 Hrs.
	Total student study effort	120 Hrs.
Reading List and References	**Essential** Acquier, A., Carbone, V., & Massé, D. (2019). How to create value (s) in the sharing economy: Business models, scalability, and sustainability. ***Technology Innovation Management Review***, *9*(2). Ayob, N., Teasdale, S., & Fagan, K. (2016). How social innovation 'came to be': Tracing the evolution of a contested concept. ***Journal of Social Policy***, *45*(4), 635-653. Battilana, J., Lee, M., Walker, J., Dorsey, C. (2012). In Search of the Hybrid Ideal. ***Stanford Social Innovation Review***, 10(3): 51-5. http://www.ssireview.org/articles/entry/in_search_of_the_hybrid_ideal Cao, K., Gehman, J. and Grimes, M.G. (2017), "Standing Out and Fitting In: Charting the Emergence of Certified B Corporations By Industry and Region", Corbett, A.C. and Katz, J.A. (Ed.) ***Hybrid Ventures*** (***Advances in Entrepreneurship, Firm Emergence and Growth,*** *Vol. 19*), Emerald Publishing Limited, Bingley, pp. 1-38 Chandra, Y., Shang, L., Mair, J. (2021). Drivers of Success in Social Innovation: Insights into Competition in Open Social Innovation Contests. ***Journal of Business Venturing Insights*** (e-version). Cui, M., Pan, S. L., Newell, S., & Cui, L. (2017). Strategy, resource orchestration and e-commerce enabled social innovation in Rural China. ***The Journal of Strategic Information Systems***, *26*(1), 3-21. Doherty, B., Haugh, H., Lyon, F. (2014). Social Enterprises as Hybrid Organizations: A Review and Research Agenda. ***International Journal of Management Reviews***, 16: 417-436. Mulgan, G., Tucker, S., Ali, R. and Sanders, B. (2007). *Social Innovation: What It Is, Why It Matters and How It Can Be Accelerated*, ***Working Paper: Skoll Centre for Social Entrepreneurship.*** https://youngfoundation.org/wp-content/uploads/2012/10/Social-Innovation-what-it-is-why-it-matters-how-it-can-be-accelerated-March-2007.pdf Scheidgen, K., Gümüsay, A. A., Günzel-Jensen, F., Krlev, G., & Wolf, M. (2021). Crises and entrepreneurial opportunities: Digital social

innovation in response to physical distancing. *Journal of Business Venturing Insights*, *15*, e00222.

Seelos, C., & Mair, J. (2007). Profitable business models and market creation in the context of deep poverty: A strategic view. *Academy of Management Perspectives,* 21(4), 49-63.

Phills, J.A., Deiglmeier, K., Miller, D.T., 2008. Rediscovering social innovation. *Stanford Social Innovation Review*, 6 (4), 34–43.

Supplementary

Austin, J., Stevenson, H., & Wei-Skillern, J. (2006). Social and Commercial Entrepreneurship: Same, Different or Both? *Entrepreneurship Theory & Practice*, 30(1): 1-22.

Santos, F.M. (2012). A positive theory of social entrepreneurship. *Journal of Business Ethics*, 111: 335-351.

Santos, F., Pache, A. C., & Birkholz, C. (2015). Making Hybrids Work: Aligning Business Models and Organizational Design for Social Enterprises. *California Management Review*, 57(3), 36-58.

Yunus, M., Moingeon, B., & Lehmann-Ortega, L. (2010). Building Social Business Models: Lessons from the Grameen Experience. *Long Range Planning,* 43: 308-325.

Chandra, Y & Wong, L. (2016). Social Entrepreneurship in the Greater China Region: Policy and Cases. Abingdon UK: Routledge. https://www.amazon.ca/Social-Entrepreneurship-Greater-China-Region/dp/1138947490

Online resources on social entrepreneurship:
- **Ashoka**: Innovators for the Public: contains the profiles of Ashoka Fellows: https://www.ashoka.org/

- **Schwab** Foundation for Social Entrepreneurship. http://www.schwabfound.org/sf/index.htm

- **Solutions Journalism** reports the solutions that solve social problems (rather than the conventional form of media that reports the social issues with no solutions). http://solutionsjournalism.org/

- **Fixes** is a column in New York Times that explores solutions to major social problems. http://opinionator.blogs.nytimes.com/category/fixes/

- **Stanford Social Innovation Review**: http://www.ssireview.org/issue/fall_2013

- **Grameen Creative Lab** is a lab to serve society's most pressing

	social problems. http://www.grameencreativelab.com/live-examples/grameen-danone-foods-ltd.html • **Materials for business plans:** http://entrepreneurship.baf.cuhk.edu.hk/content/useful-materials-business-plan-competition