

Subject Description Form

Subject Code	MM4361
Subject Title	Social Innovation: Achieving Sustainable Development Goals through Business
Credit Value	3
Level	4
Pre-requisite / Co-requisite/ Exclusion	Pre-requisite: Management & Organisation (MM2021) or equivalent
Objectives	This subject aims to train students a mindset and process that they can use to tackle some of the world's most pressing issues. It is built on three pillars: (1) Concepts that are tested by research in psychology, sociology, management, and other relevant disciplines; (2) The wealth of information and data collected with respect to Sustainable Development Goals; and (3) Living examples of good practices among business and social enterprises around the world. Students will learn about the major social issues the world is facing, as well as the process through which they can attempt to tackle some of these issues. Through the subject, students will discover some of the best practices around the world, and have the chance to formulate an actionable plan of their own.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) Demonstrate a global outlook and understand cultural diversity, globalization and the implications for business; b) Apply creative thinking in the business setting; c) Adopt an entrepreneurial perspective, identifying and evaluating business opportunities as they arise;
Subject Synopsis/ Indicative Syllabus	The subject follows a project-based format. Students will learn about the Sustainable Development Goals and related targets, as well as where the world stands in the moment. Following that, students will be guided through an innovation journey, starting from the defining of the social issue they wish to tackle, discovering the state of the problems, learning about the best practices, dreaming about the ideal, designing the business and execution plans, prototyping and pitching the ideas, and getting ready to deliver the plans in order to make positive social impact. Throughout the journey, they will interact and learn from those who have done well in delivering social innovations around the world.
Teaching/Learning Methodology	The backbone of the subject will be the major project. Students will form teams and identify social issues (normally around a pre-determined overall theme for the Semester, e.g., aging population) on which they plan to focus, and then propose a social innovation to address the issues. The first half of the subject will be devoted to the understanding of the issues while the second half of the subject will be devoted to the development of the proposals. Teams will involve in guided brainstorming, debates, reflection, and refinement of their proposals. To facilitate learning across teams, students will reflect on projects that are not theirs and provide feedbacks. The subject is deliberately designed to be in a largely flipped classroom format, with heavy emphasis on supervised independent study outside the classroom, as well as intensive discussion and sharing sessions inside the classroom.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)		
			a	b	c
	Continuous Assessment	100%			
1. Interim Discovery Report (Group)	20	✓	✓	✓	
2. Social Innovation Proposal (Group)	40	✓	✓	✓	
3. Individual Reflection on Issue	20	✓	✓	✓	
4. Individual Reflection on Innovation Journey	20	✓	✓	✓	
Total	100 %				
<p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p>To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment components.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that all students taking this subject –</p> <ol style="list-style-type: none"> 1. Through the interim discovery report, students work as a group to explore the social issues on hand and achieve the empathetic understanding that is critical for further innovation; 2. Through the social innovation proposal, students work as a group to consider global issues, local contexts and challenges, and come up with innovative solutions that can make positive social impacts with good business sense; 3. Through the individual reflection on the discovery process, students reflect on their own journeys and blind spots. This self-awareness is critical to effective innovation; 4. Through the individual reflection on their own innovation journey, students will once again consider their role as change agents in a world with global social goals to tackle. They will also come to evaluate their own innovation proposals and reflect on opportunities to execute these proposals. 					
Student Study Effort Expected	Class contact:				
	▪	In-class Seminars and Discussion Sessions	39 Hrs.		
	Other student study effort:				
	▪	Preparation for Discussion	20 Hrs.		

	<ul style="list-style-type: none"> ▪ Preparation for Projects 	60 Hrs.
	Total student study effort	119 Hrs.
Reading List and References	<p>Sustainable Development Goals Report 2017. United Nations. Sustainable Development Goals: 17 Goals to Transform the World. United Nations.</p> <p>World Economic Forum. (2020). Challenges and Opportunities in the Post-COVID-19 World. Geneva, Switzerland: World Economic Forum.</p> <p>Selected articles from journals including:</p> <p><i>Harvard Business Review</i> <i>McKinsey Quarterly</i> <i>Stanford Social Innovation Review</i></p>	

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