THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Bachelor of Social Sciences (Honours) in Social Entrepreneurship and Development Studies
		All undergraduate programmes
		Higher Diploma in Early Childhood Education
Programme QF Level	:	5
Course Title	:	Managing and Organising Social Enterprises
Course Code	:	PUA2013
Department	:	Social Sciences and Policy Studies
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	EMI
Course Level	:	2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The private sector has made use of the "business approach" to address the unmet social needs. Social Entrepreneurship (SE) have become the buzzwords in the private sector. The boundaries between the public and private sectors are getting blurred where the private sector is delivering social goods and is measuring the social impact and outcome which can be created for the clients and stakeholders. Thus, SE culture is rapidly growing as it offers a way of empowering employees, giving back to the community, or adopting a more sustainable business approach. This course aims to focus on how to create, organize, develop, and scale high-performing social enterprises. The course also provides a thorough understanding of the nature, operational concerns and strategic positions of such organisations. Drawing on theory and practice, the course intends to explore the environment in which social enterprises operate, and how leadership and management competencies can be channelled to maximise the social impact. To better prepare students with effective strategic planning and decision-making, the course will help students to develop essential skills in leadership, people management, and more. Taken together, students will acquire the understanding, skills, and knowledge necessary to lead and sustain high performance in enterprises dedicated to addressing some of the most challenging problems facing the world today.

2. Course Intended Learning Outcomes (CILO$_s$)

Upon completion of this course, students will be able to:

CILO1   discover the shortcomings of the government practices in addressing unmet social needs, and how social entrepreneurs can create positive and innovative changes in the social sector for the better using business approaches;

CILO$_2$ examine critically the complexities of social issues and outline the procedure to form and manage a social enterprise;

CILO$_3$ explore and understand the managerial function of social enterprise, including leadership, people management and analyse the sustainability of social enterprises; and

CILO$_4$ develop a systematic evaluation on how social entrepreneurs can manage the workforce to create positive and innovative changes in the social sector by better using business approaches.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Discover the shortcomings of the government practices in addressing unmet social needs, and how social entrepreneurs can create positive and innovative changes in the social sector for the better using business approaches	*CILO₁*	• Lectures: presentation and discussion of the frameworks, concepts, practices and synthesis • Guest Practitioner: share insightful business ideas and their implementation
Examine critically the complexities of social issues and outline the procedure to form and manage a social enterprise	*CILO₂*	• Case study: in-depth analysis of current SE management and organizing practices in local and

		international settings
Explore and understand the managerial function of social enterprise, including leadership, people management and analyse the sustainability of social enterprises	*CILO₃*	• Reading: facilitate students to have in-depth understanding of the key concepts, management, models, and practices of social entrepreneurship
Develop a systematic evaluation on how social entrepreneurs can manage the workforce to create positive and innovative changes in the social sector by better using business approaches	*CILO₄*	• Group SE Business Proposal: design an action plan to address unmet social needs

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Group SE Business Proposal (20%) and Case Study (20%): Students will work in groups to study a social need of their choice or suggested by the Instructor, and prepare a SE business proposal to address the need. They will present their findings and proposals in class.	40%	*CILO₁₋₄*
(b) Individual Term Paper: Students will produce an in-depth analysis of SE management and organizing practices (Word Limit: 3,000).	45%	*CILO₁₋₄*
(c) Participation and Discussion: Students will be encouraged to participate actively in tutorial discussion, and comment on the presentations of other students.	15%	*CILO₁₋₄*

5. Use of Generative AI in Course Assessments

☐ *Not Permitted*: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ *Permitted*: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgement, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Bornstein, D., & Davis, S. (2010). S*ocial Entrepreneurship: What Everyone Needs to Know*. Oxford: Oxford University Press.

Chandra, Y., & Wong, L. (2016). *Social Entrepreneurship in the Greater China: Policy and Cases.* London: Routledge.

7. Recommended Readings

Bademan, J., & Law, J. (2006). *Everyday legends: the ordinary people changing our world, the stories of 20 great UK social entrepreneurs.* Heslington, York: WW Publisher.

Bargsted, M., Picon, M., Salazar, A., & Rojas, Y. (2013). Psychosocial Characterization of Social Entrepreneurs: A Comparative Study. *Journal of Social Entrepreneurship*, 4(3), 331–346. https://doi.org/10.1080/19420676.2013.820780

Bornstein, D. (2004). *How to change the world: social entrepreneurs and the power of new ideas.* Oxford: Oxford University Press.

De Bruin, A., & Teasdale, S. (2019). A Research Agenda for Social Entrepreneurship. Edward Elgar Publishing.

Defourny, J., & Nyssens, M. (2010). Conceptions of Social Enterprise and Social Entrepreneurship in Europe and the United States: Convergences and Divergences. *Journal of Social Entrepreneurship*, 1(1), 32–53. https://doi.org/10.1080/19420670903442053

Defourny, J., Nyssens, M., & Brolis, O. (2020). Testing Social Enterprise Models Across the World: Evidence From the "International Comparative Social Enterprise Models (ICSEM) Project." *Nonprofit and Voluntary Sector Quarterly*, 50(2), 420–440. https://doi.org/10.1177/0899764020959470

Epstein, M. J., & Yuthas, K. (2014). *Measuring and improving social impacts: a guide for nonprofits, companies, and impact investors.* Berrett-Koehler Publishers.

Kabir, M.N. (2019). *Knowledge-based social entrepreneurship: understanding knowledge economy, innovation, and the future of social entrepreneurship.* London: Palgrave Macmillan.

Kickul, J., & Lyons, T. S. (2020). *Understanding social entrepreneurship: the relentless pursuit of mission in an ever changing world.* London: Routledge.

McWilliams, A., Rupp, D. E., Siegel, D. S., Stahl, G. K., & Waldman, D. A. (2019). *The Oxford handbook of corporate social responsibility: psychological and organizational perspectives.* Oxford: Oxford University Press.

Mullins, L.J. (2010). *Management and organisational behaviour.* Pearson Education UK.

Peris-Ortiz, M., Teulon, F., & Bonet-Fernandez, D. (2018). *Social entrepreneurship in non-profit and profit sectors: theoretical and empirical perspectives.* Springer.

Ridley-Duff, R., & Bull, M. (2011). *Understanding social enterprise: theory and practice.* London: Sage.

Singh, A. (2016). *The process of social value creation: a multiple-case study on social entrepreneurship in India.* Springer.

Sommerrock, K. (2010). *Social entrepreneurship business models: incentive strategies to catalyze public goods provision.* Springer.

Yuen, T.Y.K. (2011). Unleashing Social Innovation For Social Economy: Experience Of Social Enterprise Development in Hong Kong. *China Journal of Social Work*, 4(3), 217–233.

8.   Related Web Resources

http://www.mad.asia/what-s-new
https://bcorporation.net/about-b-lab
https://ec.europa.eu/growth/sectors/social-economy/enterprises_en
https://sechamber.hk/
https://www.seraasia.org/
https://www.sie.gov.hk/en/who-we-are/sie-fund.page
https://www.socialenterprise.org.uk/

9.   Related Journals

Journal of Social Entrepreneurship by Taylor and Francis online
Social Enterprise Journal by Emerald Insight

10.   Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5). Students should familiarize themselves with the Policy.

11.   Others

Nil

Last updated: 21 July 2025