

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Public Policy and Management
Programme QF Level	: 6
Course Title	: Creating Shared Value and Social Entrepreneurship
Course Code	: PPG6025
Department/Unit	: Department of Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 6

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"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

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 Latin root of “Govern” means “to direct, to steer and to rule”. In the public sector, the literature and practices suggest that governments in collaboration with different sectors such as non-profit making, NGO and the private sectors can deliver social and public goods. Besides the privatization, contracting out and public-private partnership models that the government can “steer” the society to create public values in the society, co-production with other sectors has emerged recently in which government and co-partners are in the same level playing field. At the same time, the private sector has made use of the “business approach” to address the unmet social needs. Social Entrepreneurship (SE), Corporate Social Responsibility (CSR) and the updated version CSR 2.0 version — Creating Shared Values, and Benefit Corporation (B-Corp) have become the buzzwords in the private sector. Due to the spread of Web 2.0, the boundaries between public and private sectors are getting blurred. The private sector in delivering social goods is also trying to measure social impacts and outcomes which can be created to the clients and stakeholders. The course aims to equip students with the knowledge, skills, attitudes, and strategies to propose service solutions from an interdisciplinary perspective (like policy analysis, private management, social enterprise, and social innovation). Students are expected to develop analytical and critical thinking on policy issues and cultivate civic awareness.

2. Course Intended Learning Outcomes (CILOs)

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.
- CILO₂* : Examine critically the complexities of social issues and wicked problems (such as the gap between rich and poor, social exclusion and upward mobilities) and acquire “thinking-out-of-the box” mindset to tackle them.
- CILO₃* : Design relevant social enterprise projects that incorporate sustainable enterprising strategies to create shared value in the communities.
- CILO₄* : Develop systematic monitoring and evaluation methods to measure the social impacts and outcomes bring to the communities and related stakeholders.
- CILO₅* : Relate the spirit of social entrepreneurship to community building and develop a sense of civic responsibility.

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.	<i>CILO₁₋₂</i>	<ul style="list-style-type: none">➤ Lectures: presentation and discussion of the frameworks, concepts, practices and synthesis➤ Guest Practitioner: share insightful business ideas and their implementation.

Explore how can social entrepreneurs create positive and innovative changes in the social sector for the better using business approaches.	<i>CILO₁₋₅</i>	<ul style="list-style-type: none"> ➤ Case study: in-depth analysis of current SE practices in local and international settings. ➤ Reading: facilitate students to have in-depth understanding of the key concepts, ideas, models, and practices of social entrepreneurship and social innovation. ➤ Individual Proposal: design an action plan to address unmet social needs.
Examine critically the complexities of social issues and wicked problems (such as the gap between rich and poor, social exclusion and upward mobilities).	<i>CILO₁₋₂</i>	
Acquire “thinking-out-of-the box” mindset to tackle unmet social needs and wicked problems.	<i>CILO₁₋₂</i>	
Design relevant social enterprise projects that incorporate sustainable enterprising strategies to create shared value in the communities.	<i>CILO₁₋₅</i>	
Develop systematic monitoring and evaluation methods to measure the social impacts and outcomes bring to the communities and related stakeholders.	<i>CILO_{1,4}</i>	
Relate the spirit of social entrepreneurship to community building and develop a sense of civic responsibility.	<i>CILO₁₋₅</i>	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Individual Proposal	60%	CILO ₁₋₅
(b) Learning Journal	40%	CILO ₁₋₅

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **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 acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil

7. Recommended Readings

Bornstein, David (2004) *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, Oxford: OUP.

Bornstein, David and Davis Susan (2010) *Social Entrepreneurship: What Everyone Needs to Know*, Oxford: OUP.

Bademan, James J. Law and Justine C. (2006) *Everyday Legends: The Ordinary People Changing Our World, the Stories of 20 Great UK Social Entrepreneurs*, Heslington, York: WW Publisher.

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

Cheng Willie (2009) *Doing Good Well: What does (and does not make sense in the nonprofit world*. 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) *The World that Changes the World: How philanthropy, innovation, and entrepreneurship are transforming the social ecosystem*. Singapore: John Wiley & Sons (Asia) Ltd., on behalf of Jossey-Bass, A Wiley Imprint.

Dees J. Gregory, Emerson Jed, and Economy Peter (2002) *Strategic Tools For Social Entrepreneurs: Enhancing the Performance of Your Enterprising Nonprofit*, New York: John Wiley & Sons Inc.

Dees J. Gregory Dees (2001) “[The Meaning of Social Entrepreneurship](#)”

Elkington John and Hartigan Pamela (2008) *The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World*, Boston, Mass.: Harvard Business School Press.

Eskelinen, Jarmo et al (2015), *Citizen-Driven Innovation: A Guidebook for City Mayors and Public Administrators*, The World Bank.

Gerber Michael E (2009) *Awakening the Entrepreneur Within: How Ordinary People Can Create Extraordinary Companies*, New York: Harper Business.

Geuijen, K. et al (2017) Creating public value in global wicked problems, *Public Management Review*, 19:5, 621-639

Green, Roy et al (2014), *Australian Public Sector Innovation: Shaping the Future Through Co-Creation*, Institute of Public Administration Australia.

Howlett, M. et al (2017) Understanding Co-Production as a Policy Tool: Integrating New Public Governance and Comparative Policy Theory, *Journal of Comparative Policy Analysis: Research and Practice*. 19:5, 487-501

Hui, G. and Hayllar, M. (2010), Creating public value in e-government : A public-private-citizen collaboration framework in Web 2.0, *Australian Journal of Public Administration*, 69:S1, 120-131

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).

Martin, S. & Boaz, A. (2014) The Modernization and Improvement of Government and Public Services: Public Participation and Citizen-Centred Local Government: Lessons from the Best Value and Better Government for Older People Pilot Programmes, *Public Money and Management*, 20:2, 47-54

Minks, Michael (2011), *Social Innovation: New Solutions to Social Problems*, MA thesis, Georgetown University

Moore, M. (2015), Creating a Public Value Account and Scorecard, in Bryson, J.M et al, ed, *Public Value and Public Administration*, Georgetown University Press, USA, Ch 8

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.

O'Flynn, J. (2007), From New Public Management to Public Value: Paradigmatic Change and Managerial Implications, *The Australian Journal of Public Administration*, 66:33, 353–366

Pestoff, Victor (2006), "Citizens and co-production of welfare services", *Public Management Review*, 8:4, 503-519

Porter, Michael and Kramer, Mark (2011), Creating Shared Value, *Harvard Business Review*, Jan to Feb

Rutgers, M.R. (2015) As Good as It Gets? On the Meaning of Public Value in the Study of Policy and Management, *The American Review of Public Administration*, 45:1, 29-45

Sutton, Robert I. (2002) *Weired Ideas that Work*, New York: Free Press.

Social Enterprise Association, Singapore (2011) '*Starting a Social Enterprise in Singapore: The Essential Toolkit*', Singapore: Social Enterprise Association.

Tse, K.K. ed. (2011) *How You Could Change the World: Social Entrepreneurs and the Rise of the Citizen Sector*. Hong Kong: Suyuan Books.

Vanhille, Josefine, (2014), "Crowdsource the City? A thoughtful experiment in the context of Copenhagen's integrated Urban Renewal", Aalborg University

Voorberg, William (2015), *Co-creation and citizen involvement in social innovation: A comparative case study across 7 EU-countries*, LIPSE, European Union

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.

8. Related Web Resources

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

9. Related Journals

- *Journal of Social Entrepreneurship* by Taylor and Francis online
- *Social Enterprise Journal* by Emerald Insight
- [*Social Innovations Journal*](#)

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

Updated as of 16 July 2025