

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>	➤ 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>	➤ 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 Essay (3500 words) Students will be provided a topic to research on and write a short proposal. The proposal is a piece of academic writing demonstrating your knowledge and understanding of the academic literature on a specific topic. You are required to formulate appropriate research questions and set research hypotheses related to shared value and social entrepreneurship.	60%	<i>CILO₁₋₅</i>
(b) Learning Journal (2500 words) Written reflection of research findings of shared value and social entrepreneurship. Reflection should include research process, research objectives, methodology, ethical considerations and challenges.	40%	<i>CILO₁₋₅</i>

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

Carreno-Ortiz, J.; Escobar-Sierra, M.; Lopez-Perez, F. Theoretical relationship between circular economy and social innovation from a sustainable development perspective. *Humanit. Soc. Sci. Commun.* 2025, 12, 1549.

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

De Silva, M.; Gokhberg, L.; Meissner, D.; Russo, M. Addressing societal challenges through the simultaneous generation of social and business values: A conceptual framework for science-based co-creation. *Technovation* 2021, 104, 102268.

Donaldson, C. (2019), "Intentions resurrected: a systematic review of entrepreneurial intention research from 2014 to 2018 and future research agenda", *International*

Entrepreneurship and Management Journal, Vol. 15 No. 3, pp. 953-975.

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

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

Hueso, J.A., Jaén, I. and Liñán, F. (2020), “From personal values to entrepreneurial intention: a systematic literature review”, *International Journal of Entrepreneurial Behavior and Research*, Vol. 27 No. 1, pp. 205-230.

Juusola, K.; Venkitachalam, K.K.; Kleber, D.; Popat, A. Knowledge sharing in open social innovation for sustainable development: Evidence from rural social enterprises. *J. Strategy Manag.* 2024, 19, 34–48.

Kautonen, T., Halvorsen, C., Minniti, M. and Kibler, E. (2023), “Transitions to entrepreneurship, self-realization, and prolonged working careers: Insights from the English longitudinal study of ageing”, *Journal of Business Venturing Insights*, Vol. 19, p. e00373.

Krueger, N.F. (2017), “Entrepreneurial intentions are dead: long live entrepreneurial intentions”, *Revisiting the Entrepreneurial Mind*, Springer, Berlin, pp. 13-34.

Murnieks, C.Y., Klotz, A.C. and Shepherd, D. (2020), “Entrepreneurial motivation: a review of the literature and an agenda for future research”, *Journal of Organizational Behavior*, Vol. 41 No. 2, pp. 115-143.

Perotti, F.A.; Bargoni, A.; De Bernardi, P.; Rozsa, Z. Fostering circular economy through open innovation: Insights from multiple case study. *Bus. Ethics Environ. Responsib.* 2025, 34, 390–408.

Pustovrh, A.; Rangus, K.; Drnovšek, M. The role of open innovation in developing an entrepreneurial support ecosystem. *Technol. Forecast. Soc. Change* 2020, 152, 119892.

Ushkarenko, I.V.; Soloviov, A.V. Social innovation in a sustainable development system. *Probl. Mod. Transform. Ser. Econ. Manag.* 2023, 7, 77–89.

8. Related Web Resources

- <https://www.sie.gov.hk/en/>
- <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 10 April 2026