

# CB4606: SOCIAL INNOVATION AND ENTREPRENEURSHIP PROJECT

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## Effective Term

Semester A 2024/25

## Part I Course Overview

### Course Title

Social Innovation and Entrepreneurship Project

### Subject Code

CB - College of Business (CB)

### Course Number

4606

### Academic Unit

Marketing (MKT)

### College/School

College of Business (CB)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

### Additional Information

Students from Year 2 or above

## Part II Course Details

### Abstract

Social innovations and entrepreneurship are key drivers in bringing social impacts, filling service gaps, and addressing unmet needs. As our society faces social challenges with unprecedented complexity and magnitude (e.g. housing issues, ageing population, global warming, etc.), no single individual or entity is able to solve them singlehandedly. Therefore, it is critically important to unlock the potential and power of innovation and people (social entrepreneurs).

Using design thinking as an overarching frame, this course will introduce students to both skill sets and mindset that are vital to successful social innovations and entrepreneurship. This course takes an experiential learning approach where students will:

- Meet and discuss with social entrepreneurs from different fields;
- Visit communities and gain first-hand experience on their needs;
- Apply skills learned and practice through hands on exercises; and,
- Work towards a real proposal for Social Innovation and Entrepreneurship Fund (SIEF).

This course requires a significant amount of teamwork as most activities and assessment are based on teams. Throughout the process, students will build their skills in leadership, teamwork and negotiation. All are essential to a successful social entrepreneur.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Define concepts/ terminologies associated with design thinking, social innovation and social entrepreneurship.		x	x	
2	Identify social issues, recognize social innovation models and interpret business plans of social enterprises that address various needs in the society.		x	x	x
3	Create an action plan to deliver social value through efficient and effective business operations.			x	x
4	Manage resources and recognize funding options for value-creating activity.			x	x
5	Develop compelling presentation materials, deliver professional presentation delivery and exercise teamwork.			x	x

#### A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

#### A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

#### A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### Learning and Teaching Activities (LTAs)

	<b>LTAs</b>	<b>Brief Description</b>	<b>CILO No.</b>	<b>Hours/week (if applicable)</b>
1	Lecture/Seminar	Students will participate in formal seminars to know the concepts/terminologies associated with design thinking, social innovation and social entrepreneurship.	1, 2, 3, 4	
2	Class discussion of the analysis	Students will engage in lecture activities about conducting business analysis and identifying issues	1, 2	
3	Reflective writing	Students will carry out reflective writing on what they have learnt in class to consolidate and deepen their knowledge.	1, 2, 3, 4	
4	Discussing the preparation of the project data	Students will discuss how to collect and analyse data, and develop recommendations for the project.	2, 3, 4, 5	
5	Discussing the preparation of the project report and prototype.	Students will present and report the findings and prototype for the project.	2, 3, 4, 5	

**Assessment Tasks / Activities (ATs)**

	<b>ATs</b>	<b>CILO No.</b>	<b>Weighting (%)</b>	<b>Remarks (e.g. Parameter for GenAI use)</b>
1	Class Participation - Discuss, clarify, and debate key arguments and concepts through civic interactions with others while listening to and developing and appreciating alternative views.	1, 2, 3, 4	15	
2	Reflection Reports - Carry out reflective writing on what they have learnt in guest speaker seminars/field trips and consolidate and deepen their knowledge. Write a personal development journal and include it in the reflective writing.	1, 2, 3, 4	25	

3	Design Thinking Exercises - Present a social cause or analyze a social enterprise. Conduct the Empathy Exercise, develop a prototype, and join the project consultation	1, 2, 3, 4	25	
4	Midterm Presentation - Present the project ideas and design thinking journey, and conduct a peer evaluation afterwards.	1, 2, 5	15	
5	Final Presentation - Present the funding request proposal package, carry out the investor pitching, and conduct a peer evaluation after that.	2, 3, 4, 5	20	

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

Class Participation

**Criterion**

Level of participation in discussions and in-class assignments

**Excellent (A+, A, A-)**

Student actively participates in discussions and in-class assignments.

**Good (B+, B, B-)**

Most of the time, student participates in discussions and in-class assignments.

**Fair (C+, C, C-)**

Occasionally, student participates in discussions and in-class assignments.

**Marginal (D)**

Student rarely participates in discussion and in-class assignments.

**Failure (F)**

Student fails to participate in discussions and in-class assignments.

**Assessment Task**

Reflection Report

**Criterion**

- Ability to develop an awareness of learning objectives and process
- Ability to reflect on learning progress

**Excellent (A+, A, A-)**

Strong evidence of developing an awareness of learning objectives and processes as well as the ability to reflect on learning progress.

**Good (B+, B, B-)**

Evidence of developing an awareness of learning objectives and processes as well as the ability to reflect on learning progress.

**Fair (C+, C, C-)**

Sufficient organization of their learning which marginally enable the student to progress without repeating the assignment.

**Marginal (D)**

Little evidence of ability to organize the learning and overall understanding of what the class is all about.

**Failure (F)**

No evidence of ability to organize the learning and overall understanding of what the class is all about.

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**Assessment Task**

Design Thinking Exercises

**Criterion**

Ability to adopt the design thinking process along the whole project development journey

**Excellent (A+, A, A-)**

Submission of all assignments along the whole design thinking process including empathy map, defining pain points, ideating and prototyping. Demonstrate strong level of understanding of each step.

**Good (B+, B, B-)**

Submission of most assignments (70%) along the whole design thinking process including empathy map, defining pain points, ideating and prototyping. Demonstrate sufficient understanding of each step.

**Fair (C+, C, C-)**

Submission of some assignments (50%) along the whole design thinking process including empathy map, defining pain points, ideating and prototyping. Demonstrate some understanding of each step.

**Marginal (D)**

Submission of very few assignments (25%) along the whole design thinking process including empathy map, defining pain points, ideating and prototyping. Demonstrate little understanding of each step.

**Failure (F)**

Fails to submit majority of assignments along the whole design thinking process including empathy map, defining pain points, ideating and prototyping. Demonstrate no understanding of each step.

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**Assessment Task**

Mid-term Presentation

**Criterion**

- Level of knowledge on the design thinking process

- Level of knowledge in the selected field of industry
- Ability to develop ideas with appropriate use of supporting evidence
- Ability to collaborate with teammates

**Excellent (A+, A, A-)**

Demonstrate strong level of knowledge on design thinking and selected field of industry. Presentation materials are relevant. Ideas are supported by evidence, with appropriate use of facts, examples, statistics and references.

Presentation is well-structured with a clear storyline. Ideas are arranged logically and strongly support the presentation focus; sections are well-connected with smooth transition. Presenter(s) maintains proper eye contact with audience; posture and gestures show a good level of confidence and enthusiasm. Visual aid is clear, relevant and well-designed.

Strong teamwork with a clear and fair division of work. Members demonstrate appreciation and support towards each other.

**Good (B+, B, B-)**

Demonstrate subject knowledge and depth; but may not show a strong coherence with the whole. Presentation materials are adequately relevant. Ideas are sometime supported by information research

Presentation is somewhat structured. Ideas are arranged logically but the connection with the presentation focus is not very strong; sections are connected. Presenter(s) maintains eye contact some of the time. Posture and gestures display a moderate level of confidence and enthusiasm. Most visuals are clear and/or relevant.

Good teamwork with a somewhat clear and division of work. Members demonstrate some appreciation and support towards each other.

**Fair (C+, C, C-)**

Knowledge and understanding of topic is fragmented. Presentation materials are not clearly linked or relevant. Ideas are stated with insufficient support or references.

Presentation is somewhat structured. Ideas are presented without obvious order or logical connection. Presenter(s) does not speak clearly; does not look at the audience. The body language shows insufficient confidence and enthusiasm. Visuals are irrelevant, difficult to understand, or poorly designed.

Fair teamwork with little division of work. Members show little appreciation and support towards each other.

**Marginal (D)**

Very little knowledge and understanding of topic. Presentation materials are poorly linked and marginally relevant. Ideas are stated without support or refer-ences.

Presentation is ill-structured. Ideas are presented without order and connection is illog-ical. Presenter(s) does not speak clearly; does not look at the audience. The body language shows a lack of confidence and enthusiasm. Visuals are irrelevant, difficult to understand, or poorly designed.

Poor teamwork with unclear/ unfair division of work. Members lack appreciation and support towards each other.

**Failure (F)**

Lack of knowledge on the topic. Presentation is not clear nor supported by references or research.

Presentation is not structured and fragmented. Ideas pre-sented a contradictory without logic Presenter does not clear-ly with no contact with the audience. Overall content and delivery is hard to comprehend and understand.

Bad teamwork without division of work. Free riders.

## Assessment Task

### Final Presentation

#### Criterion

- Level of knowledge on the design thinking process
- Level of knowledge in the selected field of industry
- Ability to develop ideas with appropriate use of supporting evidence
- Ability to collaborate with teammates

#### Excellent (A+, A, A-)

Demonstrate strong level of knowledge on design thinking and selected field of industry. Presentation materials are relevant. Ideas are supported by evidence, with appropriate use of facts, examples, statistics and references.

Presentation is well-structured with a clear storyline. Ideas are arranged logically and strongly support the presentation focus; sections are well-connected with smooth transition. Presenter(s) maintains proper eye contact with audience; posture and gestures show a good level of confidence and enthusiasm. Visual aid is clear, relevant and well-designed.

Strong teamwork with a clear and fair division of work. Members demonstrate appreciation and support towards each other.

#### Good (B+, B, B-)

Demonstrate subject knowledge and depth; but may not show a strong coherence with the whole. Presentation materials are adequately relevant. Ideas are sometime supported by information research

Presentation is somewhat structured. Ideas are arranged logically but the connection with the presentation focus is not very strong; sections are connected. Presenter(s) maintains eye contact some of the time. Posture and gesturers display a moderate level of confidence and enthusiasm. Most visuals are clear and/or relevant.

Good teamwork with a somewhat clear and division of work. Members demonstrate some appreciation and support towards each other.

#### Fair (C+, C, C-)

Knowledge and understanding of topic is fragmented. Presentation materials are not clearly linked or relevant. Ideas are stated with insufficient support or references.

Presentation is somewhat structured. Ideas are presented without obvious order or logical connection. Presenter(s) does not speak clearly; does not look at the audience. The body language shows insufficient confidence and enthusiasm. Visuals are irrelevant, difficult to understand, or poorly designed.

Fair teamwork with little division of work. Members shows little appreciation and support towards each other.

#### Marginal (D)

Very little knowledge and understanding of topic. Presentation materials are poorly linked and marginally relevant. Ideas are stated without support or references.

Presentation is ill-structured. Ideas are presented without order and connection is illogical. Presenter(s) does not speak clearly; does not look at the audience. The body language shows a lack of confidence and enthusiasm. Visuals are irrelevant, difficult to understand, or poorly designed.

Poor teamwork with unclear/ unfair division of work. Members lack appreciation and support towards each other.

#### Failure (F)

Lack of knowledge on the topic. Presentation is not clear nor supported by references or research.

Presentation is not structured and fragmented. Ideas presented a contradictory without logic Presenter does not clearly with no contact with the audience. Overall content and delivery is hard to comprehend and understand.

Bad teamwork without division of work. Free riders.

## Part III Other Information

### Keyword Syllabus

Global business, Social innovation, Social Entrepreneur, Entrepreneurship, Social cause and impact, Design Thinking, Experiential Learning, Personal Reflection, Social Enterprise.

### Reading List

#### Compulsory Readings

Title	
1	Tim Brown (2009), "Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation", HarperBusiness.

#### Additional Readings

Title	
1	Eric Ries (2017), "The Startup Way: How Modern Companies Use Entrepreneurial Management to Transform Culture and Drive Long-Term Growth", Currency.
2	Peter F. Drucker (2003), "Managing in the Next Society: Lessons from the Renown Thinker and Writer on Corporate Management", St. Martin's Griffin.
3	Peter F. Drucker (2008), "Managing Oneself (Harvard Business Review Classics)", Harvard Business Press.