GENERAL INFORMATION

Instructor: RACHEL CHAN
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Office: TBC
Phone: 2560 5226
Consultation times: tbc
Tutor: TBC
Pre-requisites: Nil
Co-requisites: Nil
Mutually exclusive: Nil
Course Website: TBC
Other important details: TBC

COURSE DESCRIPTION

What is the purpose of business? Why Corporate Social Responsibility has passed its sell-by date?

The very notion of ‘business’ is undergoing a paradigm shift. On the one hand, the global financial crisis and the mounting rise of income gaps have triggered intense debates on whether capitalism - the major driver of innovation - is due for re-invention itself. On the other hand, the millennial generation has very different expectations from work and life than previous generations, wanting to be innovative and thriving to make a difference in other people’s lives.

Most companies today are stuck in the mindset of corporate “social responsibility” whereby doing good is largely seen as a charitable act and a reputation management tool. Yet studies show that purpose-led and values-driven organisations that seek to serve societal needs and build sustainable businesses in the interests of all stakeholders perform better than those that do not.

Against this backdrop, this course seeks to provide a platform for critical rethinking of the role of business in creating both business value and social value. Porter’s “Shared Value Creation” is used as a broad framework to look into the building blocks of creating a win-win situation where economic success and societal benefits co-exist through innovative thinking and solutions.

Students will learn how to design innovative businesses that can respond to increasing demands for a fairer and better society, a greener environment and greater job satisfaction, whilst reducing costs, building customer loyalty, attracting and retaining talents, thus creating long-lasting value.

Last but not least, the course will help students better understand their values – and how their values should guide their career choice and life goals.

COURSE OBJECTIVES

1. Enable students to rethink what it means and what it takes to be a successful business and a business leader
2. Highlight the importance of building a purpose-oriented and values-driven business through innovation
3. Understand how innovation should permeate in every aspect of business, from the company vision and mission, business model, product development, people management to stakeholder relationship

Programme Learning Outcomes

PLO1: Acquisition and internalization of knowledge of the programme discipline
PLO2: Application and integration of knowledge
PLO3: Inculcating professionalism and leadership
PLO4: Developing global outlook
PLO5: Mastering communication skills

**COURSE LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Aligned Programme Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO1: Understand the shifting paradigm of competitive business globally and the innovation imperative for building successful and sustainable business</td>
<td>PLO1 &amp; 4</td>
</tr>
<tr>
<td>CLO2: Make innovative decisions that do not require trade-offs between business and society and create win-win solutions for all stakeholders</td>
<td>PLO2 &amp; 3</td>
</tr>
<tr>
<td>CLO3: Understand the different types of innovation</td>
<td>PLO1 &amp; 2</td>
</tr>
<tr>
<td>CLO4: Learn how to design innovative solutions by combining empathy, creativity and rationality</td>
<td>PLO1 &amp; 2</td>
</tr>
<tr>
<td>CLO5: Heightened self-awareness, empathy and ability to engage and communicate with people more effectively</td>
<td>PLO3 &amp; 5</td>
</tr>
<tr>
<td>CLO6: Understand how innovative business can solve social problems, and at the same time attain competitiveness and sustainable business growth</td>
<td>PLO2 &amp; 3</td>
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**COURSE TEACHING AND LEARNING ACTIVITIES**

<table>
<thead>
<tr>
<th>Course Teaching and Learning Activities</th>
<th>Expected contact hour</th>
<th>Study Load (% of study)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lectures and in-class discussions: Each class will introduce a learning theme/a conceptual framework. Business practitioners will also be invited to share their experience and challenges in class. Students are required to contribute to class discussions. Videos will also be shown at classes to stimulate discussions.</td>
<td>36</td>
<td>30%</td>
</tr>
<tr>
<td>2. Reading materials: Students will be asked to read articles as part of the class preparation work.</td>
<td>20</td>
<td>17%</td>
</tr>
<tr>
<td>3. Individual Assignments: Students are expected to prepare individual assignments based on class learning, reading materials and personal reflections.</td>
<td>36</td>
<td>30%</td>
</tr>
<tr>
<td>4. Team debate: Towards the middle of the course, students will be divided into teams to debate the relevance of some conventional business thinking.</td>
<td>10</td>
<td>8%</td>
</tr>
<tr>
<td>5. Group project learning: Students will be required to do an innovation project for an organisation.</td>
<td>18</td>
<td>15%</td>
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Total: 120 100%

**Assessment Methods**

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Brief Description (Optional)</th>
<th>Weight</th>
<th>Aligned Course Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class attendance and punctuality</td>
<td></td>
<td>10%</td>
<td>CLO1-6</td>
</tr>
<tr>
<td>2. Preparation and participation in class</td>
<td></td>
<td>15%</td>
<td>CLO1-6</td>
</tr>
<tr>
<td>3. Individual written assignments</td>
<td></td>
<td>45%</td>
<td>CLO1,2,3, 6</td>
</tr>
<tr>
<td>4. Group project (written and presentation)</td>
<td></td>
<td>18%</td>
<td>CLO1-6</td>
</tr>
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</table>
STANDARDS FOR ASSESSMENT

Course Grade Descriptors

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A+, A, A-</td>
<td>Outstanding: Demonstrate profound interest in learning and superb understanding of the subject, exceptional team work, analytical, creative thinking and communication skills (written and oral) and displaying leadership traits</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>Good: Demonstrate good learning attitude and a good understanding of the subject, with fairly good team work, analytical, creative thinking and communication skills (written and oral)</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>Satisfactory: Average performance on the whole, with some inadequacies in team work, analytical, creative thinking and communication skills (written and oral)</td>
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<tr>
<td>D+, D</td>
<td>Unsatisfactory: Show almost no interest in the subject, inadequate preparation for the class and gross inadequacies in team work, analytical, creative thinking and communication skills (written and oral)</td>
</tr>
<tr>
<td>F</td>
<td>Not acceptable: Show complete lack of interest in the subject, no respect for the class, the instructor and fellow classmates, failure to turn up for the class for more than 3 times and/or frequent late attendance</td>
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Assessment Rubrics for Each Assessment (Please provide us the details in a separate file if the space here is not enough)

1. Attendance in class
   Class attendance is mandatory and punctuality should be strictly observed.

2. Preparation and participation in class
   Students are required to read/watch the assigned materials before the class and participate actively in class discussions. You will be assessed by your attentiveness in class, your ability to think critically and creatively about the issues, communicate your thoughts precisely and contribute positively to the class discussions.

3. Individual written assignments
   Students are required to submit individual written assignments. You will be assessed by your ability to:
   a. understand the crux of the issue (10%)
   b. apply theories, reading materials and learning in class to analyse the issue (25%)
   c. conduct proper research (20%)
   d. demonstrate analytical, critical and creative thinking (35%)
   e. present your thinking in a precise, systematic, logical and well-organised manner with proper English (10%)
   All written assignments should be submitted before the deadline. Late submission will be penalized.

4. Group debate
   Students will be divided into groups of 5-6. You will be assessed by:
   a. the thoroughness of preparation and research work (10%)
   b. the logic and clarity of the arguments (30%)
   c. critical and creative thinking skills (30%)
   d. communication and listening skills (20%)
   e. team work (10%)

5. Group project (written and presentation)
   Students will be divided into groups of 5-6 for the final group project. The objective of the project is to apply the learning in the course to help an organisation in Hong Kong to innovate its business and to create more value for the business and its stakeholders. A representative of the organisation will present their needs in class.
Each group will be required to present their innovative solutions at the final class (15 min + 5 min Q&A) in the presence of a representative from the organisation. The group project will be assessed by:

- a. Understanding of the issue (10%)
- b. Application of course learning (20%)
- c. Thoroughness of research and analysis (20%)
- d. Creative, critical and analytical thinking (30%)
- e. Communication and presentation (10%)
- f. Team work (10%)

### COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

1. **Overview, 19 Jan 2018**
   - Understanding your values
   - Understanding today’s business challenges using the PESTEL framework
   - First individual assignment: Having regard to your personal values/strengths and the 21st century challenges and opportunities under the PESTEL framework, think about what industry or profession you would like to enter into after graduation and what differences you would like to make. (2000 words)

2. **Innovating the Purpose of Business, 26 Jan 2018**
   - From “Five Forces” to “Blue Ocean Strategy” and “Creating Shared Value”
   - 4-dimension brand values
   - How values and purpose drive innovation: Elon Musk vs Travis Kalanick

3. **Business Sustainability, 2 Feb 2018**
   - From CSR to Corporate Sustainability
   - Social enterprises, Benefit Corporation and B Corp Certification
   - Guest speaker
   - Briefing on the Great Debate

4. **Case study: Visit to an organisation, 9 Feb 2018**
   - Understanding the sustainability policy and practices
   - Briefing on group project

   Each group will be required to present their innovative solutions at the final class (15 min + 5 min Q&A). Please submit your group essay (no more than 3000 words) on or before 5pm on 25 Apr 2018. In your essay please also state the roles of each team member in the group assignment.

   *Due date for first individual assignment

5. **The Great Debate, 23 Feb 2018**
   - Is the “for profit” and “non-profit” divide still relevant?
   - Do we need a new class of business called ‘social enterprises’?

6. **Understanding Your Customer, 2 Mar 2018**
   - Tools and methodology of ‘user-centric’ design
   - Customer segmentation
   - Customer journey
   - Guest speaker
   - Second individual assignment (Part 1): Select a B2C business, conduct a user research to discover the unmet needs of its customers/potential customers (1500 words)

   *Due date for second individual assignment

7. **Strategic innovation, 23 Mar 2018**
   - Innovating “Who + What + How” of business
   - Strategic innovation in public service delivery

8. **Innovating Organisation Culture: Unleashing the creativity of the workforce, 6 Apr 2018**
   - Motivation Theories
   - Management Models
   - Management Innovation
   - Guest speaker
   - Third individual assignment (Part 2): Having regard to the user insights you gather in Part 1 and the values
of the business, please propose how you will innovate different aspects of the business. (1500 words)

9. Creating Value through Innovative Environmental Practices, 13 Apr 2018
   - Environmental challenges
   - Turning challenges into opportunities
   - Guest Speaker

10. Innovating Stakeholder Relationship, 20 Apr 2018
    - Stakeholders mapping
    - Building Win-Win Partnerships
    - Guest Speaker

11. Final Presentations, 27 Apr 2018
    - Presentations on Final Group Project
    - Feedback from representative

* Due date for third individual assignment (4 May 2018)

Reading and References:

Class 1
- Jim Carroll, 25 Trends for 2025
- Business Redefined: Understanding the forces transforming our world
- Richard Dobbs, James Manyika and Jonathan Woetzel, The Four Global Forces Breaking All the Trends, McKinsey Global Institute, April 2015
  http://www.mckinsey.com/insights/strategy/the_four_global_forces_breaking_all_the_trends

Class 2
- Zat Rana, Elon Musk: The Secret Behind His Insane Drive, Observer, 6 June 2017
- Matt Vella, Chaos at the world’s most valuable venture-backed company is forcing Silicon Valley to question its values, 26 June 2017

Class 3
- B Corp: https://www.bcorporation.net
- Benefit Corporations: http://benefitcorp.net
- Taking stock: How leading stock exchanges are addressing ESG issues and the role they can play in enhancing ESG disclosures, EIRIS, Nov 2009
  http://www.sseinitiative.org/files/EIRIS-StockExchangesAndESG.pdf

Class 5
- Rachel Chan, Is Social Enterprise a Passing Fad? Economist, March 2013

Class 6
- IDEO.org, Design Kit, http://www.designkit.org/methods
- Dan Saffer, Designing for Interaction: Design Research, Aug 2009
- UK Government, An Introduction to User Research Techniques
  https://www.gov.uk/service-manual/user-centred-design/user-research

Class 7
- Jamie Anderson and Costas Markides, Strategic Innovation at the Base of the Pyramid, MIT Sloan Management Review, Fall 2007
- Australian Government, What's happening in public sector innovation in other countries?, 2015
  http://sloanreview.mit.edu/article/strategic-innovation/
- NESTA, Innovation in the public sector

- Zhenya Lindgardt, Martin Reeves, George Stalk, and Michael S. Deimler, Business Model Innovation, Boston Consulting Group, Dec 2009

Class 8
  http://iveybusinessjournal.com/publication/reinventing-management/
- Stephen Wunker, “Five Strategies Big Businesses Use to Build a Culture of Innovation,” Forbes, July 2015,
- Soran Kaplan, “Six Ways to Create a Culture of Innovation”, Co-Design, December 2013:
  http://www.fastcodesign.com/1672718/6-ways-to-create-a-culture-of-innovation/

Class 9
- Eric Lowitt, How to Survive Climate Change and Still Run A Thriving Business, Harvard Business Review, April 2014

Class 10
- Dr Stephen Brammer et al, Managing Sustainable Global Supply Chains, Network for Business Sustainability

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE
- Survey at course beginning to understand needs and expectations
- Solicit feedback from students
- End of course survey for assessment

COURSE POLICY (e.g. plagiarism, academic honesty, attendance, etc.)

- Students are required to attend all the classes on time. In case of illness or other exceptional circumstances that prohibit you from attending a class, you should give advance notice to the instructor.
- The use of all electronic devices in classes, eating and drinking are strictly prohibited.
- All course assignments should be handed in time. Late submission will NOT be accepted, unless you have obtained the prior approval of the instructor.
- Plagiarism may lead to disciplinary actions. Students have to read the chapters on and “Plagiarism” and “Copyright” in the Undergraduate/Postgraduate Handbook and the booklet “Plagiarism and How to Avoid it” from the Main Library.

ADDITIONAL COURSE INFORMATION (e.g. e-learning platforms & materials, penalty for late assignments, etc.)