

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Management Sciences and Marketing  
with effect from Semester B 2018/19**

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**Part I Course Overview**

<b>Course Title:</b>	Business Discovery Methods
<b>Course Code:</b>	CB3021
<b>Course Duration:</b>	One Semester
<b>Credit Units:</b>	3
<b>Level:</b>	B3
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	CB2200 Business Statistics
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	Nil
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

In today's dynamic and highly competitive business environment, the abilities to discovery knowledge and respond to changing trends are keys for executives and managers to success. To understand customer behavior, product awareness, and market situations as well as to discovery useful knowledge and patterns, we can use not only qualitative discovery skills such as content analysis, in-depth interviews, focus groups, case studies, and observations but also quantitative discovery skills such as experiment, survey, and data mining from social media/databases. Discovery skills are powerful and important elements for executives and managers to develop business strategies, support business innovations, and enhance business growth.

In view of the importance and the need for the discovery skills in business environment, the Department of Management Sciences and the Department of Marketing join hands to offer this course in order to prepare students with the discovery skills in the business world. The synergy effects of this practical interdisciplinary course are to introduce various concepts of discovery skills with both statistical and interpretive techniques and to encourage students to understand the subject in a more holistic and integrated approach.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Assess the function and role of discovery and its methodologies in acquiring knowledge and decision making in business setting	10%	✓		
2.	Identify the methodology and approaches to discover facts, data and knowledge in business setting	20%		✓	
3.	Identify the various process and procedures in conducting discovery activities in business	10%		✓	
4.	Understand and synthesize the key techniques used in collecting and analysing qualitative and quantitative data	20%		✓	
5.	Choose and apply relevant concepts to suggest solutions for a practical business decision making occasion	30%			✓
6.	Collaborate with other students through discussion and team works	10%		✓	
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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 self-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.*

### 3. Teaching and Learning Activities (TLAs)

*(TLAs designed to facilitate students' achievement of the CILOs.)*

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Seminar	Concepts and general knowledge of discovery skills are explained through lectures. Examples of application of the discovery and data collection concepts are discussed in the seminars.	✓	✓	✓	✓	✓	✓	
Computer Lab Workshop	Various quantitative and online discovery methods and their applications are covered. Students will be given computer lab exercises to familiarize with the use of specialized website/ electronic databases/ software to discover ideas and knowledge.			✓	✓	✓	✓	
Class Discussion	Knowledge and applications of discovery skills are discussed through class activities. Students are given various activities such as work-along practice questions, group discussions, self-test questions, ideas sharing and/or presenting time, etc.		✓	✓		✓	✓	
Reflective Learning	Students are provided some problem-based learning questions or other reading materials before/after the lectures. These questions and readings provide students opportunity to think deeply on the concepts and their applications.	✓	✓	✓	✓	✓		

### 4. Assessment Tasks/Activities (ATs)

*(ATs are designed to assess how well the students achieve the CILOs.)*

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: <u>65</u> %								
<b>Group Project</b>  Students work in groups to choose a topic and prepare a discovery project involving primary research and data collection. It should cover both qualitative and quantitative discovery, and also data analysis, interpretation and recommendations. In the		✓	✓	✓	✓	✓	35%	

process they identify the approaches and procedures to be used, synthesize the techniques of data collection, and apply relevant concepts to suggest solutions. Students present the project and prepare a report for that.								
<b>Mid-term Test</b>  A test in the middle of semester to test students' ability to assess the function of discovery in business, identify methodologies and procedures to discover knowledge, and understand the key techniques involved. They need to apply concepts to suggest solutions for business occasions.	✓	✓	✓	✓	✓		20%	
<b>Class Discussion</b>  Class activities including exercises and demonstrations are arranged to allow students to practice assessing the role of discovery, identifying the discovering process, and applying relevant concepts to suggest solutions for business occasions. Students may need to collaborate with other students in the discussions.	✓	✓	✓	✓	✓	✓	10%	
Examination: <u>35</u> % (duration: 2 hours, if applicable)								
<b>Examination</b>  Students will be assessed via the examination their ability to grasp on discovery skills and apply them to identify ideas and make decisions.	✓	✓	✓	✓	✓		35%	
							100%	

\* The weightings should add up to 100%.

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Group Project	1.1 ABILITY to integrate major concepts of discovery to business problems and identify the ways of defining, designing and conducting business discovery.	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.2 ABILITY to IDENTIFY the various process and procedures in conducting qualitative and quantitative discovery.	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.3 ABILITY to ANALYZE business data by key statistical techniques.	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.4 ABILITY to PROVIDE recommendations to a business discovery problem based on the analysis of business data.	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.5 ABILITY to PRESENT and ORGANIZE business discovery information in a business report format.	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Mid-term Test	ABILITY to GRASP on discovery skills, as well as the ABILITY to APPLY them to identify ideas and making decisions.	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Class Discussion	ABILITY to COMMUNICATE ideas effectively at class activities (such as individual/group class exercises, case study discussion, demonstrations and/or raising questions during project presentations, etc.)	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. Final Examination	ABILITY to GRASP on discovery skills as well as the ABILITY to APPLY them to identify ideas and making decisions.	High	Significant	Moderate	Basic	Not even reaching marginal levels

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

*(An indication of the key topics of the course.)*

Discovery ideas, judgement and decision making, hypothesis.

Discovery process, induction, deduction, falsification.

Reliability, validity

Ethics

Interview

Focus group

Observation, survey.

Statistical Inference and Reasoning.

Data Analysis using SPSS.

Communication of Research Results.

Data mining.

#### 2. Reading List

##### 2.1 Compulsory Readings

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Zikmund, Babin, Carr, Griffin, "Business Research Methods" Cengage
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##### 2.2 Additional Readings

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	Donald R. Cooper, Pamela S. Schindler, "Business research methods" McGraw-Hill.
2.	Saunders, Lewis and Thornhill, "Research Methods for Business Students" 6th ed. Pearson.
3.	Riffe, Lacy, Fico "Analyzing Media Messages: Using Quantitative Content Analysis in Research" Routledge
4.	Siegel, Davenport "Predictive Analytics: The power to predict who will click, buy, lie, or die" Wiley
5.	Provost, Fawcett "Data Science for Business: What you need to know about data mining and data-analytic thinking" O'Reilly Media
6.	Goodman, Kuniavsky, Moed "Observing the User Experience" Morgan Kaufmann
7.	Rea, Parket "Designing and Conducting Survey Research: A Comprehensive Guide" Jossey-Bass
8.	Tuffery, Stéphane "Data Mining and Statistics for Decision Making" Wiley
9.	Linoff, Gordon "Data Mining Techniques: for Marketing, Sales, and Customer Relationship Management" Wiley
10.	May "The New Know: Innovation Powered by Analytics", Wiley