# CB3021: BUSINESS DISCOVERY METHODS

**Effective Term**
Semester A 2022/23

## Part I Course Overview

**Course Title**
Business Discovery Methods

**Subject Code**
CB - College of Business (CB)
**Course Number**
3021

**Academic Unit**
Management Sciences (MS)

**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**
CB2200 Business Statistics

**Equivalent Courses**
Nil

**Exclusive Courses**
Nil

## Part II Course Details

**Abstract**
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.

**Course Intended Learning Outcomes (CILOs)**

| | CILOs | Weighting (if app.) | DEC-A1 | DEC-A2 | DEC-A3 |
|---|---|---|---|---|---|
| 1 | Assess the function and role of discovery and its methodologies in acquiring knowledge and decision making in business setting | 10 | x | | |
| 2 | Identify the methodology and approaches to discoverfacts, data and knowledge in business setting | 20 | | x | |
| 3 | Identify the various process and procedures inconducting discovery activities in business | 10 | | x | |
| 4 | Understand and synthesize the key techniques used incollecting and analysing qualitative and quantitative data | 20 | | x | |
| 5 | Choose and apply relevant concepts to suggest solutions for a practical business decision making occasion | 30 | | | x |
| 6 | Collaborate with other students through discussion and team works | 10 | | 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.

**Teaching and Learning Activities (TLAs)**

| | TLAs | Brief Description | CILO No. | Hours/week (if applicable) |
|---|---|---|---|---|
| 1 | 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. | 1, 2, 3, 4, 5, 6 | |
| 2 | 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. | 3, 4, 5, 6 | |
| 3 | 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. | 2, 3, 5, 6 | |
| 4 | 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. | 1, 2, 3, 4, 5 | |

**Assessment Tasks / Activities (ATs)**

| | ATs | CILO No. | Weighting (%) | Remarks (e.g. Parameter for GenAI use) |
|---|---|---|---|---|
| 1 | Group Project<br>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 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. | 2, 3, 4, 5, 6 | 35 | |
| 2 | Mid-term Test<br>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. | 1, 2, 3, 4, 5 | 20 | |

| | | | | |
|---|---|---|---|---|
| 3 | Class Discussion<br>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. | 1, 2, 3, 4, 5, 6 | 10 | |

**Continuous Assessment (%)**

65

**Examination (%)**

35

**Examination Duration (Hours)**

2

**Additional Information for ATs**

Examination
Students will be assessed via the examination their ability to grasp on discovery skills and apply them to identify ideas and make decisions.

**Assessment Rubrics (AR)**

**Assessment Task**

Group Project

**Criterion**

1.1 ABILITY to integrate major concepts of discovery to business problems and identify the ways of defining, designing and conducting business discovery.

1.2 ABILITY to IDENTIFY the various process and procedures in conducting qualitative and quantitative discovery.

1.3 ABILITY to ANALYZE business data by key statistical techniques.

1.4 ABILITY to PROVIDE recommendations to a business discovery problem based on the analysis of business data.

1.5 ABILITY to PRESENT and ORGANIZE business discovery information in a business report format.

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

High

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

Significant

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

**Marginal (D)**
Basic

**Failure (F)**
Not even reaching marginal levels

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**Assessment Task**
Mid-term Test

**Criterion**
ABILITY to GRASP on discovery skills, as well as the ABILITY to APPLY them to identify ideas and making decisions.

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

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

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

**Marginal (D)**
Basic

**Failure (F)**
Not even reaching marginal levels

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**Assessment Task**
Class Discussion

**Criterion**
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.)

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

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

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

**Marginal (D)**
Basic

**Failure (F)**
Not even reaching marginal levels

**Assessment Task**
Final Examination

**Criterion**
ABILITY to GRASP on discovery skills as well as the ABILITY to APPLY them to identify ideas and making decisions.

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

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

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

**Marginal (D)**
Basic

**Failure (F)**
Not even reaching marginal levels

# Part III Other Information

**Keyword Syllabus**
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 Reaserch Results.
Data mining.

**Reading List**

**Compulsory Readings**

| | Title |
|---|---|
| 1 | Zikmund, Babin, Carr, Griffin, “Business Research Methods” Cengage |

**Additional Readings**

| | Title |
|---|---|
| 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 inResearch” 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 miningand data-analytic thinking” O’ Reily 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 CustomerRelationship Management” Wiley |
| 10 | May “The New Know: Innovation Powered by Analytics”, Wiley |