

University of Kentucky

School of Library & Information Science (SLIS)

IS 402 Competitive Intelligence
Section 201, Fall 2015
August 26 - December 11

Instructor

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Office Hours

- Email instructor to schedule a voice (phone) or text chat
- Expect a response within 24 hours

Class Information

- While this course is being taught ONLINE, efforts will be made to schedule synchronous sessions throughout the semester, based on availability of students. All sessions will be recorded for the convenience of others (to access later in the week).

Course Information

Course Description

This course examines competitive intelligence models, functions, and practices; the roles of information professionals in CI, and the management of CI. Discussion and practice topics include: intelligence ethical and legal considerations; identifying intelligence needs; intelligence project management, research methods, analysis, production, and dissemination; the uses of intelligence; intelligence sources and tools; managing the intelligence function; and the evolution of CI.

Course Objectives

This course introduces students to the study and application of basic Competitive Intelligence (CI) theories, concepts, processes and practices, and techniques and tools, set within the context of ethical business practice. At the conclusion of this course, students will be able to:

- Articulate the role of Competitive Intelligence (CI) and Competitive Analysis (CA) within for-profit and not-for-profit organizations
- Evaluate the quality of sources in a business intelligence context
- Build a comprehensive and cost-effective information strategy, independent of media and format, that is appropriate to your organization's culture
- Demonstrate an understanding of the use and value of different information sources available for competitive intelligence analysis
- Analyze and integrate information from a range of business information sources
- Organize CI in a logical fashion and make it accessible to those who need to/should use it, applying appropriate measures of security, so as to point toward a solution

- Appreciate effective, ethical techniques for conducting primary and secondary research, as well as the importance of ethics when presenting CA results and recommendations
- Develop actionable CI products to meet the needs of your organization/client.

Course Overview

During this semester, students will learn the fundamental principles and practices of competitive intelligence (CI). This course will have you exploring all facets of CI from organizational issues such, as how successful CI functions are managed, to practical individual skills building.

The course begins with a theoretical framework for competitive intelligence, and then extends this structure, focusing on how data and information collection and analysis is accomplished by competitive intelligence practitioners. Students will learn to apply the CI process and CI-related methodologies, techniques, and tools to better analyze an organization's current and future competitive position.

Course Outline

The course will enhance basic research fundamentals as well as introduce you to alternative means of obtaining and developing market, industry, and company insights. Topics include:

- Establishing an effective CI team and process
- Properly framing decision-support assignments (purpose and scope issues)
- Creating a source map and designing a collection plan
- Performing online (secondary) research
- Conducting primary (subject matter expert) interviews
- Applying analytic frameworks for competitive advantage (CA)
- Leveraging software tools
- Organizing and maintaining competitive data and information
- Effectively communicating competitive intelligence.

Required Reading

Readings required to master the topics for each week are included in the course calendar (below).

Weekly lecture notes can be found in Blackboard. These are designed to remind you of points made in the readings and during the live or recorded discussions, hitting only the highlights. (Good listening and reading comprehension are essential skills for CI practitioners.)

Required Textbook:

Tyson, K. (2010). *The complete guide to competitive intelligence*, 5th edition. Chicago: Leading Edge Publications. ISBN 978096632195-090000 available at Amazon.com (\$90 hardcover)

Bensoussan, B. E. and Fleisher, C.S. (2013). *Analysis without paralysis: 12 tools to make better strategic decisions*, 2d edition. Upper Saddle River, NJ: FT Press. ISBN-10: 0-13-310102-9 or ISBN-13: 978-0-13-310102-7 There is an electronic version of the textbook for \$18.49 at <http://www.coursesmart.com/IR/8224921/9780133086294?hdv=6.8> and a Kindle version available on Amazon for the same price, or you can download the epub from www.scribd.com (sign-in required).

Student Evaluation

Grading Parameters

The final grade will be based on the following activities and weights in the table below. Please note that some assignments are marked “individual” and others “team.” Your collaborative effort during this semester is an essential component of your grade and reflects the importance of teamwork for the success of any CI program.

Assignment	Weight (%)
Attendance and active participation in class discussions, including team project work conducted online (Blackboard)	19%
Homework assignments (7) designed to demonstrate understanding of the topics covered in the readings and discussions	21%
Primary research (team project)	15%
Teaching one analytic technique (individual assignment)	15%
Company profile (individual effort)	15%
CI presentation (team effort)	15%

Grading Rubric (See Submission of Course Assignments for details.)

The following grading rubric will apply to the course. Grading rubrics for individual assignments can be viewed in Blackboard. As always, *students will be judged on the basis of showing improvement through the semester.*

Category	Level 4	Level 3	Level 2	Level 1
Consistent effort in developing CI analysis	<ul style="list-style-type: none"> Designs concise, focused Key Intelligence Topics and Questions appropriate to the CI effort, limiting the scope of the work to accommodate the short semester Develops a high quality research plan designed to acquire diverse content relevant to the topic and conduct appropriate analysis, based on Key Intelligence Topics/Questions 	<ul style="list-style-type: none"> Designs Key Intelligence Topics/Questions appropriate to the CI effort, limiting the scope of the work to accommodate the short semester Develops an adequate plan designed to acquire diverse content relevant to the topic and conduct appropriate analysis, based on Key Intelligence Topics/Questions Postings are made 	<ul style="list-style-type: none"> Key Intelligence Topics/Questions require more focus to be effective within the time constraints of a short semester Minimally successful at developing a plan for completing the CI analysis Some postings are made through the semester Rarely responds to comments made by classmates Includes some primary source material, but with little or no context provided 	<ul style="list-style-type: none"> Fails to develop an objective for the CI effort Unable to develop a appropriate Key Intelligence Topics and Questions to guide the work of the team Few postings are made through the semester Never responds to comments made by classmates Does not include primary source material

	<ul style="list-style-type: none"> Thoughtful postings are made throughout the semester Consistently responds to comments made by classmates Includes primary source material with clear reference to context and relevance to topic 	<p>throughout the semester</p> <ul style="list-style-type: none"> Sometimes responds to comments made by classmates Includes primary source material with adequate reference to context and relevance to topic 		
Contribution to the learning community	<ul style="list-style-type: none"> Aware of community needs Attempts to motivate group discussion throughout the semester Approaches topic creatively Interacts freely Demonstration of analytic technique to the class showed mastery of the technique 	<ul style="list-style-type: none"> Attempts to direct discussion toward creation of new knowledge Presents relevant viewpoints for group consideration Interacts freely Demonstration of analytic technique to the class showed originality and insight 	<ul style="list-style-type: none"> Occasionally makes meaningful reflection on group efforts Marginal effort to become involved with the group Demonstration of analytic technique to the class was adequate 	<ul style="list-style-type: none"> Makes no effort to contribute to the community Seems indifferent Demonstration of analytic technique to the class was perfunctory
Critical thinking and relevance	<ul style="list-style-type: none"> Contributions to class discussion (and postings) are thoughtful, insightful, and analytical, demonstrating knowledge and understanding of the topic Contributions to class discussion (and postings) are consistently on- topic Provides additional references related to the topic Prompts further discussion of the topic 	<ul style="list-style-type: none"> Contributions to class discussion (and postings) deliver information showing that thought, insight, and analysis have taken place Contributions to class discussion (and postings) are mostly on- topic Prompts further discussion of the topic 	<ul style="list-style-type: none"> Contributions to class discussion (and postings) are generally competent, but information delivered seems thin and commonplace, offering no further insight Contributions to class discussion (and postings) are occasionally off- topic 	<ul style="list-style-type: none"> Contributions to class discussion (and postings) are rudimentary and superficial, displaying no evidence of effort, insight, or analysis Contributions to class discussion (and postings) are often off- topic Makes short or irrelevant remarks
Collection and connection	<ul style="list-style-type: none"> Locates quality** information on a topic from a 	<ul style="list-style-type: none"> Locates needed information from a variety of sources 	<ul style="list-style-type: none"> Shows minimal evidence of source evaluation Minimally successful at compiling information 	<ul style="list-style-type: none"> Shows no evidence of source evaluation

	<p>variety of sources</p> <ul style="list-style-type: none"> • Successfully integrates compiled information into a high quality, original product to effectively accomplish the planned objective • Postings are diverse in terms of content and format, demonstrating a concerted discovery effort • Efforts are made to connect threads, identify patterns, or make connections to people as well as ideas and publications • Efforts are made to connect to real-life situations • Thoughts are clear and concise • Follows laws, regulations, and institutional practices regarding access to and use of information resources • Demonstrates an understanding of plagiarism 	<ul style="list-style-type: none"> • Successfully integrates compiled information in appropriate format to effectively accomplish the planned objective • Postings are diverse in terms of content and format, demonstrating a concerted discovery effort • Some efforts are made to connect threads, identify patterns, or make connections to people as well as ideas and publications • Efforts are made to connect to real-life situations • Thoughts are clear, but sometimes vague • Follows laws, regulations, and institutional practices regarding access to and use of information resources • Demonstrates an understanding of plagiarism 	<ul style="list-style-type: none"> • Frequently cites information inaccurately/inappropriately • Little effort is made to diversify content • Few efforts are made to connect threads, identify patterns, or make connections to people as well as ideas and publications • Limited or unclear connections made • Minimal and vague thoughts • Lacks adequate knowledge of laws, regulations, and institutional policies regarding access to and/or use of information resources • Commits unintentional plagiarism 	<ul style="list-style-type: none"> • Unable to integrate information from multiple sources • No effort is made to diversify content • No effort is made to connect threads, identify patterns, or make connections to people, ideas, or publications • Thoughts are unclear • Lacks knowledge of laws, regulations, and institutional policies regarding access to and use of information resources • Shows evidence of willful plagiarism
Uniqueness	Contain rich and fully-developed new ideas, connections, or applications	Contain some new ideas, connections, or applications	<ul style="list-style-type: none"> • Contain few new ideas, connections, or applications • Postings are generally more a rehashing or summary of comments made by others 	<ul style="list-style-type: none"> • Contain no new ideas, connections, or applications • Postings usually begin with “I agree with so-and-so”
Style*	Information is well organized and coherent, with few spelling, grammar, or stylistic errors	Information is organized and coherent, but with several spelling, grammar, or stylistic	<ul style="list-style-type: none"> • Information is not organized and therefore the meaning remains unclear • Obvious spelling, 	Obvious spelling, grammar, or stylistic errors that make understanding impossible

		errors	grammar, or stylistic errors that begin to interfere with content	
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*Some consideration will be given to students for whom English is a second language, but team members should be watching for these types of errors and offering assistance/suggest corrections. All students are encouraged to work with a grammar and/or style guide, such as Strunk and White's *Elements of Style*.

**Students are encouraged to refer to the *Guidelines for Conducting Research* posted in Blackboard for a quick review of how to evaluate resources for quality. While developed for a Knowledge Management course, the criteria for evaluation of resources applies to CI as well.

Grading Scale

The grade for **excellent** performance in a course will be a **B**. The grade of **A** will only be awarded for **extraordinarily** excellent performance. The grade of **C** will be reserved for those who demonstrate **average** performance. The grade of **D** indicates **low achievement** and will not be awarded at the graduate level. Grade appeals will ONLY be considered in the case of a documented clerical error.

- [90% – 100%] = **A (Exceptional Achievement)**
- [80% – 89%] = **B (High Achievement)**
- [70% – 79%] = **C (Average Achievement)**
- [60% – 69%] = **D (Low Achievement)**
- [0% – 59%] = **F (Failing)**

Final Exam Information

While there is no final examination in this course, there are final term assignments. Have one member of your team upload your group's presentation to Blackboard by noon on December 2; instructor's comments will be sent to each member of the team and the grade achieved shared by all team members. Company profiles should be submitted individually by each student and uploaded to Blackboard by noon on December 9.

Course Calendar

The instructor reserves the right to alter course content or adjust the pace to accommodate class progress. The content of each weekly meeting is described in the table below. Please complete the assigned readings before reviewing any recorded session or participating in a live Adobe Connect session. This will ensure that you can contribute intelligently to the conversation and are ready to apply what you have learned in the readings to real-life situations. Additional videos – recorded Adobe Connect sessions with CI platform vendors – will be made available to students to enhance their understanding of technology as used by CI practitioners. Announcements of free webinars available from various organizations will be posted via Blackboard. Feel free to register for any (or all) to hear from CI practitioners themselves.

Calendar References		Topic
Week	Beginning	
0	Prior to 8/26	Personal introductions: Prior to the course, please upload a brief biographical sketch to Blackboard that indicates why you chose this course and what you hope

		<p>to learn during the coming weeks. Tell me what you plan to do in the future? What type of career do you envision for yourself? How do you think that Competitive Intelligence might contribute to your success in that arena? There is no right or wrong answer here – it's not a trick question. <i>This is designed to help me use examples throughout the semester that will resonate with you/your classmates.</i></p> <p>Also, please read the following article to prepare for our first class: Bose, R. (2008). Competitive intelligence process and tools for intelligence analysis. <i>Industrial Management + Data Systems</i>, 108(4), 510-528.</p> <p>Homework Assignment #0 due by noon on August 26: Tell me how you got hold of a copy of the assigned reading (above). Be as specific as possible. This will indicate to me your normal process for information retrieval and allow me to offer alternatives in the coming weeks. There is <i>no right or wrong answer</i> for this assignment and <i>no grade will be given</i> for it. Please submit the assignment via Blackboard.</p>
1	Aug 26	<p>Welcome and review of syllabus, and formation of teams (the basis for the semester's work)</p> <p>History and current state of CI: What is CI and how did it evolve? CI function within a variety of settings What's required to make it work (well)</p> <p>Homework assignment #00 (individual) due by noon on Sept 2: This semester we will be working in teams, focusing on specific organizations, establishing CI programs in each, from start to finish. This week, teams will form and begin to focus on a particular industry sector. A folder in Blackboard marked TEAM OPTIONS contains summaries of each team assignment. Please send the instructor an email indicating which team you wish to join. Every effort will be made to give students their first choice. Your name will be added to the team's group page in Blackboard so that you can begin your collaboration.</p> <p>Reading: Tyson textbook, Preface + Chapter 1, Introduction Reading: Bensoussan/Fleisher textbook, Chapter 1, The role of analysis</p>
2	Sept 2	<p>CI Cycle Allocating your time: Achieving the right balance in apportioning the time you spend on CI Building your proactive CI team and an appropriate process</p> <p>Homework assignment #1 (individual) due by noon on September 9: During last week's lecture, I mentioned a number of Competitive Intelligence surveys (and you'll no doubt remember others from your assigned reading prior to the start of the semester), but some were old. Please search for more recent CI surveys, or industry-specific CI surveys not mentioned. You need not download the full-text, nor find the instruments themselves, but you should be able to point to one or two press releases or articles discussing the results. (A working URL is enough; there is no need for including a full citation.) Remember to let me know how you found these new CI survey reports <i>and how useful you think they are to practicing professionals. What do they tell you about CI? Deposit your work in the Assignment section of Blackboard.</i></p> <p>Reading: Tyson, Chapter 2, Designing the CI process Reading: Bensoussan/Fleisher textbook, Chapter 2, The analysis process Reading: Fuld, L. (1994). <i>The New Competitor Intelligence</i>. Chapter 1 at</p>

		http://www.fuld.com/resource-center/reference-books (You may need to complete a registration form in order to gain access to the book online; there is no charge and the PDF will be emailed to you.)
3	Sept 9	<p>Establishing the scope and focus of your CI efforts Defining the competition and selecting screening criteria Key Intelligence Topics (KIT) and Questions (KIQ) PEST to STEEP to PESTLE analysis</p> <p>Team assignment due noon September 16: In an effort to limit the scope of your team project, develop a set of KITs and KIQs for your CI project. <i>Use your team's group space on Blackboard to post your input so that the instructor can review and guide you in modifying these through the semester.</i> There is no grade given for this team effort; it's just the basis for your team project, contributing to your final CI team presentation grade.</p> <p>Reading: Tyson, Chapter 3, Conducting a needs assessment Reading: Bensoussan/Fleisher textbook, Chapter 5, Driving forces analysis YouTube Video covering KITs at https://www.youtube.com/watch?v=dDgTWgySUks&list=PL453B5F10B7AAAB49&index=10&feature=plpp_video</p>
4	Sept 16	<p>Using the Web for gathering intelligence, including social networking tools. (We'll discuss the UK library and databases available through it, plus others, in a later session.) The importance of environmental scanning, monitoring, and alerting mechanisms in CI work</p> <p>Homework assignment #2 (individual) due by noon on September 23: Identify "comparables" (or peer comparisons) for your team's chosen industry. Tell me how you came up with this group of competitors (e.g., where did you look for competition and what did you find that helped/did not help). The purpose of the exercise is not getting the "right" answer, but to understand the process. Points will be given for innovative efforts and multiple avenues of inquiry. Why are these more important organizations to monitor than others operating in the same space? Which have you excluded from your market basket of comparables, and why? <i>Deposit your work in the Assignment section of Blackboard.</i></p> <p>Reading: Tyson, Chapter 4, Developing an implementation plan Reading: Bensoussan/Fleisher textbook, Chapter 8, Issue analysis Reading: Course 12 (Part 1) of Competitive Intelligence by Matt H. Evans http://www.exinfm.com/training/pdffiles/course12-1.pdf + Course 12 (Part 2) of Competitive Intelligence by Matt H. Evans http://www.exinfm.com/training/pdffiles/course12-2.pdf Reading: "Thoughts on building a quality website" at http://www.webdistortion.com/2011/07/21/thoughts-on-building-a-quality-website/</p>
5	Sept 23	<p>Mining for market intelligence</p> <p>Team assignment due by noon on September 30: Within your team, create a PESTLE analysis for your case. Uploading your team's PESTLE analysis to your group page will allow the instructor to make comments that may help with your final presentation. <i>The PESTLE analysis must be incorporated into your team presentation due at the end of the semester.</i> The PESTLE will contribute to your team's final presentation grade, but there is no separate grade given for this assignment.</p>

		<p>Reading: Tyson, Chapter 5, Organizing the CI team Reading: Bensoussan/Fleisher textbook, Chapter 11, Macroenvironmental analysis Reading: Combs, R. (1993). <i>Competitive Intelligence Handbook</i>. Chapters 1-4 at http://www.combsinc.com/ (Click on <i>CI Book</i> in left-hand navigation bar)</p>
6	Sept 30	<p>Gathering industry-specific intelligence</p> <p>Homework assignment #3 (individual) due by noon on October 7: Tell me one thing that happened (“event”) in the past month or two that may affect your team’s industry (and how you found out about it). How might this development affect the competition? <i>Deposit your work in the Assignment section of Blackboard.</i></p> <p>Reading: Tyson, Chapter 6, Focusing the intelligence effort Reading: Bensoussan/Fleisher textbook, Chapter 7, Five forces analysis Reference bookmark: <i>Using the Internet as a Dynamic Resource Tool for Knowledge Discovery</i> by Marcus P. Zillman (http://www.zillman.us/white-papers/using-the-internet-as-a-dynamic-resource-tool-for-knowledge-discovery) Reference bookmark: Sabrina I. Pacifici’s <i>Competitive Intelligence Selective Resource Guide</i>, updated September 2013 http://www.llrx.com/features/ciguide.htm</p>
7	Oct 7	<p>Developing Company Intelligence Company-specific resources: official and not Building the company profile: key elements (target and scope-dependent)</p> <p>Reading: Tyson, Chapter 7, Gathering published information Reading: Bensoussan/Fleisher textbook, Chapter 4, Competitor analysis Reading: Freeprint Buyers Guide/CI - 9/2011 (available in Blackboard) Reading: <i>How executive profiles deepen your competitor analysis</i> http://www.clearci.com/blog/bid/188387/how-executive-profiles-deepen-your-competitor-analysis?source=Blog_Email_%5BHow%20Executive%20Profil%5D Reading: <i>Building a Competitor Profile</i> available at http://www.powerhomebiz.com/vol4/competia.htm</p>
8	Oct 14	<p>Competitive Technical Analysis, including patent research and analysis</p> <p>Homework assignment #4 (individual) due by noon on October 21: Identify one resource that you think will be helpful to you with your term project and one that you likely will not use. Explain the rationale for your decisions. Please indicate how you found the resources/were familiar with them. (BEK’s CI favorites, the Zillman and Pacifici readings from last week may be helpful to you.) The “answer” is not as important as the process you use, or the rationale for evaluating quality. <i>Deposit your work in the Assignment section of Blackboard.</i></p> <p>Reading: Tyson, Chapter 8, Gathering internal information Reading: Bensoussan/Fleisher textbook, Chapter 6, Financial Ratios</p>
9	Oct 21	<p>Planning and conducting primary research</p> <ul style="list-style-type: none"> • Determining what you need to know • Locating experts • Determining your approach <ul style="list-style-type: none"> ○ Surveys and focus groups • Getting around the gatekeepers • Good interviewing techniques <p>Making the most of conferences and exhibitions</p> <ul style="list-style-type: none"> • Identifying venues • Collection techniques

		<ul style="list-style-type: none"> • Debriefing and reporting <p>Homework assignment #5 (individual) due by noon on October 28: Identify upcoming conferences and exhibitions you would attend if this CI project were “for real,” indicating individuals with whom you would want to meet there and what you’d hope to learn from them that you don’t know already. Remember to indicate the research process you used to find announcements of these conferences. (Try to use a variety of methods you learned during the course, not just those you know already.) <i>Deposit your work in the Assignment section of Blackboard.</i></p> <p>Reading: <i>DIY Detection: Competitive Intelligence for SMEs</i> by Vernon Prior at http://web.freepint.com/go/newsletter/235#tips</p> <p>Review this slide deck for additional interviewing technique tips: http://www.slideshare.net/EllenNaylor/improve-collection-interviewing-elicitation-2013</p> <p>Reading: Tyson, Chapter 9, Gathering external information</p> <p>Reading: Tyson, Chapter 12, Guarding your company secrets</p> <p>Reading: Bensoussan/Fleisher textbook, Chapter 9, Product life cycle analysis</p>
10	Oct 28	<p>Critical thinking, ethics, and blindspots</p> <p>Please review the following case studies:</p> <p>“In the company of spies: When competitive intelligence gathering becomes industrial espionage” (case study by Andrew Crane, Indiana University Kelley School of Business), available from <i>Business Horizons</i> (2005) 48, 233-240 (Elsevier ScienceDirect database, UK library)</p> <p><i>The Ethics of Competitive Intelligence</i> (case study by Jennifer Jordan and Professor Sydney Finkelstein), available at http://mba.tuck.dartmouth.edu/pdf/2005-1-0095.pdf</p> <p>Reading: <i>Musings on Conducting Competitive Intelligence Ethically</i> http://steveshuconsulting.com/2010/01/musings-on-conducting-competitive-intelligence-ethically</p> <p><i>Corruption trouble: Corporate espionage on rise in India</i> http://articles.economictimes.indiatimes.com/2011-08-25/news/29926895_1_due-diligence-background-checks-promoters</p> <p><i>Are these 4 biases impacting your market research?</i> https://blog.instant.ly/blog/2015/05/4-biases-impacting-market-research/</p> <p>Reading: Tyson, Chapter 13, Ethics</p> <p>Reading: Bensoussan/Fleisher textbook, Chapter 13, Value chain analysis</p>
11	Nov 4	<p>Competitive Intelligence analysis techniques. Students will be assigned a CI analysis technique to present to the class. (Assignments will be made well in advance of this session.) These must be submitted to Blackboard by noon on November 4 to assure that they can be made available for other students to review during Week 12 of this course.</p> <p>Using the Bensoussan/Fleisher book chapters as models, each student will devise a presentation that explains the merits, use, and value of their assigned CI analysis technique to the class. <i>Once submitted, these presentations will be uploaded to Blackboard for the entire class to view.</i> Elements to cover in your presentation include:</p> <ul style="list-style-type: none"> ▪ Description and purpose of the analysis ▪ History regarding the development of the analysis

		<ul style="list-style-type: none"> ▪ Strengths and weaknesses of the approach ▪ Best used for... ▪ How to do it ▪ An example. <p>A rubric has been devised to help students “grade” each presentation, available on Blackboard.</p> <p><i>A SWOT example from the American Marketing Association</i> http://playbook.amanet.org/providing-swot-example/?pcode=XCRP&utm_source=t.co&utm_medium=referral&utm_content=playbook-article <i>SWOT analysis becomes SWOC analysis</i> http://thinkmarketingmagazine.com/index.php/swot-become-swoc/?goback=%2Egde_37041_member_233446308 Porter’s Five Forces http://university-essays.tripod.com/porters_5_forces_analysis.html Reading: Tyson, Chapter 10, Analyzing your competition Reading: Bensoussan/Fleisher textbook, Chapter 3, BCG growth/share portfolio</p>
12	Nov 11	<p>Competitive Intelligence analysis techniques. Student presentations submitted in Week 11 will be uploaded to Blackboard covering additional techniques. A rubric has been devised to help students “grade” each presentation, available on Blackboard.</p> <p>Homework assignment #6 (individual) due at noon on November 11: Based on your readings and what you learned from your fellow students in class today, determine ALL of the analyses that would help you to complete your team presentation indicating what each would tell you that would get you closer to the “answer.” (Some of these analyses should be performed and contribute to your team project.) <i>Deposit your work in the Assignment section of Blackboard.</i></p> <p>Reading: Bensoussan/Fleisher textbook, Chapter 10, Scenario analysis Win-Loss http://businesspeoplevermont.com/2014/cccreative0514.html War Games http://whatifyourstrategy.com/2009/10/12/honey-we-shrunk-the-industry-again Early warning http://www.clearci.com/blog/bid/187404/five-eye-opening-components-of-an-early-warning-system?source=Blog_Email_%5BFive%20Eye-Opening%20Com%5D Scenario Analysis http://www.mckinsey.com/insights/strategy/Overcoming_obstacles_to_effective_scenario_planning?cid=other-eml-alt-mip-mck-oth-1506</p>
13	Nov 18	<p>Intelligence dissemination</p> <ul style="list-style-type: none"> • Alerting mechanisms: Push AND Pull • A regular forum • Sharing raw data and mapping information flows • Visualization tools and dashboarding <p>Presenting what you know: Making intelligence actionable Converting data into revenue-producing action Developing, designing, implementing, and altering strategies in response to your intelligence and analysis: The ‘best practices’ approach</p> <p>Primary Research Team Assignment due TODAY: Each team must submit a list of questions they would ask when conducting primary research for their team project, plus a set of protocols members of the team would use to assure consistent results. <i>Only one member of each team need deposit the work via the</i></p>

		<p><i>Assignment section of Blackboard. For grading purposes, please be sure to include the names of all team members are on the submission.</i></p> <p>Reading: Tyson, Chapter 11 Packaging intelligence Reading: Bensoussan/Fleisher textbook, Chapter 14, Win-loss analysis</p>
14	Nov 25	<p>Role of technology in supporting and facilitating the CI function: Text and data mining, visualization tools SEO and social media's role in CI</p> <p>Homework assignment #7 (individual) due at noon on November 25: Tell me one new thing you learned about your industry/company/the competition as a result of your analysis that surprised you. How will you recommend that your organization deal with this situation?</p> <p>Reminder - Team presentations, due on December 2 and designed for senior management should explain the competitive situation within your industry. Only one team member need submit the presentation to Blackboard, but please include the names of your team members on the cover. Rubric for grading is available in Blackboard.</p>
15	Dec 2	<p>Assessing the effectiveness of your CI program: Evaluating your CI process and program using a <i>Six Sigma</i> approach</p> <p>Reading: Tyson, Chapter 14, Final caveats Watch the Comintelli recorded webinars that most interest you at: http://www.comintelli.com/Login?ReturnUrl=%2fresource-center%2fbrochures</p> <p>Username = intelligence Password = download</p> <p>Reminder - Competitor profile (individual effort) due December 9: Develop an in-depth competitor profile for one company operating in your team's industry sector. Deposit your work in the Assignment section of Blackboard.</p>
16	Dec 9	<p>Course wrap-up and evaluations The future of CI</p> <p>Watch the BI video at http://www.knowledgeagency.com/content/bottom-line-intelligence</p>

Course Assignments

Individual and team assignments are clearly denoted in the Course Calendar, above. Homework assignments – there are seven that count toward your individual grade – can be found in the Course Calendar. These are designed to reinforce concepts covered in the readings and lectures/discussions, helping the instructor understand where additional explanation or emphasis is required in future weeks. Each contains an element of what you will have to know/understand/do as a CI professional. Assignments are due by **NOON** on the date indicated in the calendar.

Students are encouraged to contribute to the Discussion Board throughout the semester, commenting on postings and adding threads. This is an essential element of CI: reading about an event in the news, for example, making a connection between the event and your organization's work, summarizing news items for others, and distributing widely. Thoughtful postings, including what this item means to your reader/organization, can help to raise your grade.

Working in teams, students will select an industry/sector—manufacturing, not-for-profit, services—for which they develop a competitive intelligence presentation that applies the lessons learned throughout the course. Choice of industry/sector will be made during Week 3 (once the instructor has some time to gauge individual student interest and sufficiently narrow the focus so that a meaningful analysis can be conducted in the semester's 16 weeks). Guidelines for developing team presentations (due the last week of the semester), including content expected, will be covered during class.

Each member of the team will select an individual organization within that industry sector to profile. While the information gathered to complete each company profile informs the team presentation, company profiles will be submitted separately and graded as an individual effort.

In addition to the secondary research to be conducted during the semester, teams will conduct primary research. This will consist of developing a suitable data collection instrument, most likely an interview questionnaire (and protocol for conducting the interview via email, telephone, or in-person), though survey is another option. Selection mechanisms for potential respondents of this primary research gathering effort will be covered during class. Teams should post the data collection instrument, protocols, and targeted respondents for primary research in their group discussion section in Blackboard so that the instructor can comment and guide each team to a successful conclusion that will inform their final presentation (and get a better grade on both deliverables as a result).

Students will select/be assigned one CI analytic technique to teach to the class. Your effort will be assessed by the instructor as well as by your classmates. Guidelines for presentations will be covered in class, with additional material and examples posted in Blackboard. You'll want to describe each technique, identify its purpose, indicate "best used for," strengths and weaknesses, and "how to do it."

Participation

Regular attendance and active participation are required for students to successfully complete the course and are a component of each student's course grade. Please refer to the Grading Rubric (above) for greater details regarding how participation contributes to your grade.

A Blackboard course site is set up for this course. As Blackboard will be the primary tool used for communication between the instructor and the students, each student is expected to check the site throughout the semester.

Adobe Connect will be used for lectures and synchronous discussions; recordings will be made for review by those not able to participate at the appointed times. Vendors will pre-record demonstrations of their competitive intelligence platforms for review by students throughout the semester.

Submission of Course Assignments:

Use the Assignment section of the course's Blackboard site to submit all individual assignments. Please use proper English grammar and best practices with regard to citing material. Additional guidelines and pointers to tools will be shared with the class within Blackboard.

There is no specific required length for any submission, format, or file type. Including your name and the assignment number on the document and in the file name (e.g., Keiser_Homework2) would be helpful. A word of caution: Blackboard sometimes has problems if “#” is used in a filename. Assignments are due at noon on the date indicated in the course calendar, above.

Group Work and Collaboration:

Team assignments can be placed in the Group page set up for your team. Working in this space will allow the instructor to view team progress and make suggestions that would benefit the team. It would be helpful if one member of the team submitted the assignment through the Assignment section of Blackboard.

CI is a team effort – no single person possesses all the skills (nor has the time) required to make a CI program successful. Adapting to teamwork, where members of the team may be miles (or even continents) away, is essential. Working as a productive team – contributing to the team effort - can only improve your final grade.

Course Polices and Guidelines

Students are expected to attend all scheduled class sessions. Each class will include opportunities for teams to work together. Failure to attend class will result in an inability to achieve the objectives of the course. Excessive absence will result in loss of points for team participation.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for non-attendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Integration of Syllabus with UK Educator Preparation Unit Themes:

This course will address the four themes of the conceptual framework for the UK professional education unit: research, reflection, learning, and leading. Students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. Reflection will also be integrated into students' learning

opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for lifelong learning as educators who will be active in leading colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

Technology Information & Resources

Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Please see the online guide to supported operating systems and browsers: <http://bit.ly/1dArC5A>.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). As your instructor, I am your first go-to person for technology problems. Please e-mail me at Barbie.Keiser@uky.edu for the timeliest response.

Information Technology Customer Service Center (UKIT)

<http://www.uky.edu/ukit/techtips/students>; 859-257-4357; 218help@uky.edu)

Information on Distance Learning Library Services

<http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian; Email: dllservice@email.uky.edu
- Local phone number: 859-257-0500, x2171; Out of area: 800-828-0439 (option #6)
- DL Interlibrary Loan Service: <http://libraries.uky.edu/ILL>

Course Reserves

No items have been placed on reserve for students in this course.