University of Kentucky
School of Library & Information Science (SLIS)

IS 402 Competitive Intelligence
Section 201, Fall 2019
August 26 – December 15

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 Canvas. 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 Textbooks:

Tyson, K. (2010). *The complete guide to competitive intelligence*, 5th edition. Chicago: Leading Edge Publications. ISBN 978096632195-090000 available at Amazon.com ($46.68 on Amazon; used texts are available from as low as $21). 4th edition is acceptable.

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. It's available in paperback from Amazon and other online sources for around $30. There is a Kindle version available on Amazon for $28.63*.* (Be sure that you're ordering the second edition.) Vitalsource offers non-expiring access to the e-textbook ($36.99) at https://www.vitalsource.com/products/analysis-without-paralysis-babette-e-bensoussan-v9780133086300

Student Evaluation

Grading Parameters
Final grades will be based on the following activities and weights in the table below.

Assignment	Weight (%)
Active participation in class discussions	20%
Homework assignments designed to demonstrate understanding of the topics covered in the readings, recorded lectures, and discussions	20%
Primary research project (team effort)	15%
Teaching one analytic technique (individual effort)	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 Canvas. 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	• 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 • Thoughtful postings are made throughout the semester • Consistently responds to comments made by classmates	• 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 throughout the semester • Sometimes responds to comments made by classmates • Includes primary source material with	• 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	• 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

	• Includes primary source material with clear reference to context and relevance to topic	adequate reference to context and relevance to topic		
Contribution to the learning community	• 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	• 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	• Occasionally makes meaningful reflection on group efforts • Marginal effort to become involved with the group • Demonstration of analytic technique to the class was adequate	• Makes no effort to contribute to the community • Seems indifferent • Demonstration of analytic technique to the class was perfunctory
Critical thinking and relevance	• 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	• 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	• 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	• 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	• Locates quality** information on a topic from a variety of sources • Successfully integrates compiled information into a high quality, original product to effectively	• Locates needed information from a variety of sources • Successfully integrates compiled information in appropriate format to effectively accomplish the planned	• Shows minimal evidence of source evaluation • Minimally successful at compiling information • Frequently cites information inaccurately/inappropriately • Little effort is made to diversify content • Few efforts are made to connect threads, identify patterns, or make	• Shows no evidence of source evaluation • Unable to integrate information from multiple sources • No effort is made to diversify content • No effort is

	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	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	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	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	• Contain few new ideas, connections, or applications • Postings are generally more a rehashing or summary of comments made by others	• 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 errors	• Information is not organized and therefore the meaning remains unclear • Obvious spelling, grammar, or stylistic errors that begin to interfere with content	Obvious spelling, grammar, or stylistic errors that make understanding impossible

*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 Canvas for a quick review of how to evaluate resources for quality. While developed for a Knowledge Management course, the criteria for evaluation of resources apply 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 is a final term assignment (Company profile) due by 6AM on December 8. *This deadline is critical* so that grades can be sent to the registrar in time for all who are graduating in December.

Course Calendar

The instructor reserves the right to alter course content or adjust the pace to accommodate class progress. The content of each week is described in the table below. Please complete the assigned readings *before* reviewing any recorded session or participating in a live Zoom 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. For your convenience, several of the PDF titles (with active links from the course calendar) have been uploaded to Canvas.

At the close of each week's recorded lecture, your instructor will review upcoming individual and team assignments due the following week, providing additional guidance for completion. After the lecture, questions for discussion among students will be posted in Canvas. Additional videos – recorded Zoom 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 to Canvas. Feel free to register for any (or all) to hear from CI practitioners themselves.

Zoom-based conference calls to review progress on team assignments will be scheduled twice during the semester; additional class meetings may be held based on progress through the semester. The instructor is always available should an individual or team request additional meeting/support.

Calendar References		
Week	*Beginning*	*Topic*
0	Completed by 8/26	**Personal introductions:** Prior to the course, please upload a brief biographical sketch to Canvas that indicates why you chose this course and what you hope to learn during the coming weeks. (Both text and video are acceptable.) In it, 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. *This is designed to help me use examples throughout the semester that will resonate with you/your classmates.* Also, please read the following article to prepare prior to Week 1: Bose, R. (2008). "Competitive intelligence process and tools for intelligence analysis." *Industrial Management + Data Systems, 108*(4), 510-528. **Individual assignment #1 due by 6am on Aug 26:** This semester, we'll be working in teams associated with X-tech. (You'll see what that means when you go to the Canvas Team Quiz and in *Course Assignments*.) Team assignments will be posted in Canvas once all students have made their preferences known via the Quiz. *<Value = 0 points>*
1	Aug 26 – Sept 1	Welcome, review of syllabus, and formation of teams (the basis for the semester's work) History and current state of CI: ▪ What is CI and how did it evolve? ▪ How does the CI function differ across settings? ▪ What's required to make CI work (well)? **Individual assignment #2 due by noon on Sept 1:** Tell me how you got hold of a copy of the Bose article assigned for reading prior to the start of the semester. 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. Deposit your work in the Assignment section of Canvas. Feedback will be provided to the class as a whole, offering additional avenues you may wish to consider using in future. *<Value = 2 points>* **Reading:** Tyson textbook, Preface + Chapter 1, *Introduction* **Reading:** Bensoussan/Fleisher textbook, Chapter 1, *The role of analysis* **ProQuest Video Series:** Competitive Intelligence for the non-CIer (5 brief videos) https://www.youtube.com/playlist?list=PLL15fy1ANqeVH4X1oPjYUgY7ucsObj2dw
2	Sept 2 – Sept 8	Understanding the complete CI Cycle Allocating your time: Achieving the right balance in apportioning the time you spend on CI Building your proactive team and an appropriate CI process for your organization **Team assignment #1 due by noon on September 8:** Based on the lecture, assigned readings, and any additional research your team chooses to undertake, identify the skill sets you think necessary to have represented on a CI team, the number of individuals (full-time equivalents - FTEs) you believe are required to implement an effective CI program, where your team will report within the

		hierarchy, and justify the strategy you will take to achieve success (based on options presented in the lectures and through assigned readings). *Carefully consider how you convey this information in your response as readability is an important element of CI work. <Value = 2 points>* **Reading:** Tyson, Chapter 2, *Designing the CI process* **Reading:** Bensoussan/Fleisher textbook, Chapter 2, *The analysis process* **Reading:** Fuld, L. (1994). *The New Competitor Intelligence*. Chapter 1 at https://cdn2.hubspot.net/hubfs/17073/resource-center/white-papers/png/More_WP_images/Fuld-New-Competitor-Intelligence-Excerpt.pdf (You may need to complete a registration form in order to gain access to the book online; there is no charge.)
3	Sept 9 – Sept 15	Establishing the scope and focus of your CI efforts Defining the competition and selecting screening criteria Establishing Key Intelligence Topics (KIT) and Questions (KIQ) Shifting from PEST to STEEP to PESTLE analysis **Team assignment #2 due noon September 15:** Develop a Purpose Statement for your team's CI project that limits the scope of your effort. *You will be expected to review and revise this through the semester as your work progresses.* Feedback will be provided to the group within the Canvas assignment grading tool and during our initial team Zoom meeting. *Please insert the final version into your team CI presentation due at the end of the semester. <Value = 2 points>* **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
4	Sept 16 – Sept 22	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 **Team assignment #3 due by noon on September 22:** Develop a set of Key Intelligent Topics and Key Intelligent Questions for your CI project that effectively limits the scope of your effort. This can be refined throughout the semester and included in your team industry presentation at the end of the semester. *<Value = 2 points>* **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/pdfiles/course12-1.pdf) + **Course 12 (Part 2) of Competitive Intelligence by Matt H. Evans** (http://www.exinfm.com/training/pdfiles/course12-2.pdf) **Reading:** "Thoughts on building a quality website" at http://www.webdistortion.com/2011/07/21/thoughts-on-building-a-quality-website/
5	Sept 23 – Sept 29	Mining for market intelligence **Team assignment #4 due by noon on September 29:** Create a PESTLE analysis for your team's industry sector. This can be refined throughout the

| | | semester and included in your team industry presentation at the end of the semester. <Value = 2 points>

Reading: Tyson, Chapter 5, Organizing the CI team
Reading: Bensoussan/Fleisher textbook, Chapter 11, Macroenvironmental analysis
Reference bookmark: Using the Internet as a Dynamic Resource Tool for Knowledge Discovery 2019 http://whitepapers.virtualprivatelibrary.net/Knowledge%20Discovery%20Resource%20Tools.pdf |
|---|---|---|
| 6 | Sept 30 – Oct 6 | Gathering industry-specific intelligence

Team assignment #5 due by noon on October 6: Identify "comparables" (i.e., peer comparisons) for your team's chosen industry. (We'll discuss what this means during the week's lecture.) 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). This purpose of the exercise is not getting the "right" answer, but to understand the process of appropriately narrowing the scope of any CI project. <Value = 2 points>

Reading: Tyson, Chapter 6, Focusing the intelligence effort
Reading: Bensoussan/Fleisher textbook, Chapter 7, Five forces analysis
Reference bookmark: Sabrina I. Pacifici's Competitive Intelligence Selective Resource Guide https://www.llrx.com/archives/subject/competitive-intelligence-a-selective-resource-guide/ |
| 7 | Oct 7 – Oct 13 | Developing Company Intelligence
Identifying company-specific resources, official and not
Building the company profile: key elements (target and scope-dependent)

Individual assignment #3 due by noon on October 13: Tell me one thing that happened ("event") in the past month or two that may affect the industry sector your team is addressing (and how you found out about it). How might this development affect the competition? This exercise tests your ability to keep abreast of news events and make connections to your organization's work that others might miss. <Value = 2 points>

Reading: Tyson, Chapter 7, Gathering published information
Reading: Bensoussan/Fleisher textbook, Chapter 4, Competitor analysis
Reading: Freepint Buyers Guide/CI - 9/2011 (available in Canvas)
Reading: Building a Competitor Profile available at https://www.powerhomebiz.com/marketing-tips/competitive-analysis/build-competitor-profile.htm |
| 8 | Oct 14 – Oct 20 | Competitive Technical Analysis, including patent research and analysis

Individual assignment #4 due by noon on October 20: Identify one resource that you think will be helpful with your term project and one that you likely will not use. Use this exercise to explore some of the resources you've discovered during this course, not resources with which you were familiar before beginning the course. Explain the rationale for your decisions. Please indicate how you found the resources/were familiar with them. The "answer" is not as important as the process you use, or the rationale for evaluating quality. <Value = 2 points>

Reading: Tyson, Chapter 8, Gathering internal information
Reading: Bensoussan/Fleisher textbook, Chapter 6, Financial ratios |
| 9 | Oct 21 – Oct 27 | Planning and conducting primary research |

- Determining what you need to know
- Locating experts
- Determining your approach
  - Surveys and focus groups
- Getting around the gatekeepers
- Developing good interviewing techniques

Making the most of conferences and exhibitions
- Identifying venues
- Collection techniques
- Debriefing and reporting

Individual assignment #5 due by noon on October 27: 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.) *<Value = 2 points>*

Reading: Tyson, Chapter 9, *Gathering external information*
Reading: Tyson, Chapter 12, *Guarding your company secrets*
Reading: Bensoussan/Fleisher textbook, Chapter 9, *Product life cycle analysis*
Reading: *DIY Detection: Competitive Intelligence for SMEs* by Vernon Prior at https://web.jinfo.com/go/newsletter/235#tips
Reading: *Don't let the calling do you in* by John McGonagle https://diy-ci.com/2016/08/26/dont-let-calling-do-you-in/
Review this slide deck for additional interviewing technique tips: https://www.slideshare.net/EllenNaylor/improve-collection-interviewing-elicitation-2013
Review this Prezi for conducting focus groups http://philhoward.org/?p=1724&utm_content=buffer38ae9&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer
Reading: *5 Common Mental Errors That Sway You From Making Good Decisions* https://medium.com/the-mission/5-common-mental-errors-that-sway-you-from-making-good-decisions-394b30ba1253#.l2dffpvp4
Reading: *Survey design: software is not a substitute for skill* https://www.quirks.com/articles/survey-design-software-is-not-a-substitute-for-skill
Listen: Cascade Insights Podcast - In-Depth Interviews: The Basics https://www.cascadeinsights.com/idis-the-answer-to-none-of-the-above/
Interesting Infographic Quant vs. Qual https://community.spiceworks.com/blogs/marketing/2053-research-showdown-qual-vs-quant-infographic

| 10 | Oct 28 – Nov 3 | Critical thinking, ethics, biases, and blindspots |

Please review the following case studies prior to listening to the recorded lecture:

"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 *Business Horizons* (2005) 48, 233-240 (Elsevier ScienceDirect database, UK library)

The Ethics of Competitive Intelligence (case study by Jennifer Jordan and Professor Sydney Finkelstein), available at http://osint.pbworks.com/f/Ethics%20of%20CI%20-%20Dartmouth.pdf

Reading: Tyson, Chapter 13, *Ethics*

		Reading: Bensoussan/Fleisher textbook, Chapter 13, *Value chain analysis* **Reading:** *Musings on Conducting Competitive Intelligence Ethically* https://steveshuconsulting.com/2010/01/musings-on-conducting-competitive-intelligence-ethically/ **Reading:** *Are these 4 biases impacting your market research?* https://blog.instant.ly/blog/2015/05/4-biases-impacting-market-research/
11	Nov 4 – Nov 10	**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 week via Canvas Quiz.) Presentations must be submitted to Canvas by 6AM on November 7 to assure that they can be made available for other students to review during Week 12 of this course. *<Value = 15 points>* 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. *Once submitted, these presentations will be uploaded to Canvas for the entire class to view.* Elements to cover in your presentation include: ▪ Description and purpose of the analysis ▪ History regarding the development of the analysis ▪ Strengths and weaknesses of the approach ▪ Best used for… ▪ How to do it ▪ An example (not taken directly from your textbook, please). **Reading:** Tyson, Chapter 10, *Analyzing your competition* **Reading:** Bensoussan/Fleisher textbook, Chapter 3, *BCG growth/share portfolio* *A SWOT example from the American Marketing Association* https://playbook.amanet.org/providing-swot-example/ *SWOT analysis becomes SWOC analysis* https://thinkmarketingmagazine.com/swot-become-swoc/ **Porter's Four Corners** https://www.youtube.com/watch?v=CnDRQw930s0 **BCG matrix** http://www.milnerltd.com/news/using-the-bcg-matrix-for-effective-portfolio-management/ **Porter's Five Forces** http://university-essays.tripod.com/porters_5_forces_analysis.html
12	Nov 11 – Nov 17	**Competitive Intelligence analysis techniques.** Student presentations submitted in Week 11 will be published in Canvas covering additional techniques. A rubric has been devised to help students "grade" each presentation, available on Canvas. <u>**Individual** assignment #6 due at noon on November 17:</u> Based on your readings and what you learned from your fellow students, determine **ALL** 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 CI project presentation.) *<Value = 2 points>* **Reading:** Bensoussan/Fleisher textbook, Chapter 10, *Scenario analysis* **50 Competitive Intelligence Analysis Techniques** http://competia.com/50-competitive-intelligence-analysis-techniques

		War Games https://whatifyourstrategy.com/2009/10/12/honey-we-shrunk-the-industry-again **Scenario Analysis** https://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/overcoming-obstacles-to-effective-scenario-planning
13	Nov 18 - Nov 24	Intelligence dissemination • Alerting mechanisms: Push AND Pull • A regular forum • Sharing raw data and mapping information flows • Visualization tools and dashboarding 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 **TEAM Primary Research Assignment due noon Nov 24**: Submit a list of questions you would ask when conducting primary research for your team project, including rationale for what you hope to learn from each, plus a set of protocols members of your team would use to assure consistent results, and the respondents you will target for the primary research effort. *You need not conduct the primary research effort.* Additional guidelines have been provided in this week's recorded lecture. Examples have been placed in Canvas for teams to use as models, or using the research skills developed during this course, teams can find a suitable model of their own. *<Value = 15 points>* **Reading:** Tyson, Chapter 11, *Packaging intelligence* **Reading:** Bensoussan/Fleisher textbook, Chapter 14, *Win-loss analysis* **Win-Loss** https://us5.campaign-archive1.com/?u=561b9d3f7131e5678f4592ae8&id=476a5c1412&e=%5BUNIQID%5D **Win-Loss** http://businesspeoplevermont.com/2014/cccreative0514.html **Win-Loss** http://ellennaylor.com/what-are-the-strengths-of-conducting-win-loss-analysis/ and http://ellennaylor.com/winloss-analysis-weaknesses-swot-2/
14	Nov 25 – Dec 1	Role of technology in supporting and facilitating the CI function: Text and data mining, visualization tools SEO and social media's role in CI **Reading:** Tyson, Chapter 14, *Final caveats* Watch the **Comintelli recorded webinars** that most interest you at https://comintelli.com/resources/recorded-webinars/. You will need to sign in and get a password to watch, but there is no fee.
15	Dec 2 – Dec 8	Assessing the effectiveness of your CI program: Evaluating your CI process and program using a *Six Sigma* approach *Reminder – **Team** industry presentations due December 8. <Value = 15 points>* **ROCI** https://www.proactiveworldwide.com/images/media/articles/Kalinowski%20Final_ROCI_A_Framework_for_Determining_Value_of_CI.pdf Watch the **ICI webcast** that most interests you https://www.institute-for-competitive-intelligence.com/webcast/video-channel/webcasts

16	Dec 9 – Dec 15	The future of CI Course wrap-up and evaluations ***Reminder – Individual competitor profiles due December 15:*** Develop an in-depth competitor profile for one company your team identified in Team Assignment #5. Be sure that your choice is distinct from the others on the team. *<Value = 15 points>*

Course Assignments

Homework assignments 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. Please note that some homework assignments are designated as TEAM assignments; others are INDIVIDUAL assignments. Please make sure that your name and team are noted on all assignments submitted. (All members of a team will receive the same grade for team assignments.)

The instructor has recorded lectures via Zoom, deposited in Canvas. Students can check whether they have understood the content of recorded lectures by answering UNGRADED questions in Canvas Quiz. Those having difficulty answering a quiz can re-listen to the recordings, reinforcing the major concepts (learning objectives) outlined at the start of each lecture.

The instructor will be selecting responses to homework assignments as the basis for discussion threads. Students are encouraged to watch the Discussion Board throughout the semester for questions designed to reinforce what you are learning on your own or in teams. Thoughtful postings can help to raise your grade.

This semester, students will work in teams. These teams will focus on technology as it applies to specific industry sectors (e.g., financial services-fintech; health-healthtech; legal-lawtech; agriculture-agtech; education-edtech; insurance-insurtech). Each student will select an industry team (via Canvas Quiz). The calendar indicates those assignments that are team-based. Each team will produce a CI presentation concerning the team's industry sector based on the purpose and scope of the project the team devises for itself. Each member of the team will select a company to profile for his/her final individual assignment in this course. Specifics for what should be included in an industry overview and individual company profile will be covered during the course.

In addition to the secondary research to be conducted during the semester, each team will develop materials necessary for conducting a primary research effort. Deliverables for this assignment consist of (1) a suitable data collection instrument, most likely an interview questionnaire (along with protocol for conducting the interview via email, telephone, or in-person), though survey is another option and (2) identification of potential respondents for this primary research gathering effort. It is NOT necessary for teams to *conduct* the primary research. Examples will be placed in Canvas, but teams need not use these as models if they have alternative resources or ideas.

Students will select one CI analytic technique to teach the class (based on responses to Canvas Quiz #2). 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 Canvas. You'll want to describe each technique, identify its purpose, indicate "best used for," strengths and weaknesses, and "how to do it." A rubric for assessing the presentations will be provided and form

the basis for discussion (to be led by the instructor). (<u>HINT</u>: Use the organization of chapters in your *Analysis without paralysis* textbook as an example for this assignment.)

Participation

To successfully complete the course, active participation throughout the semester is required and is a component of each student's course grade. Please refer to the Grading Rubric (above) for details regarding how participation contributes to your grade.

A Canvas course site is set up for this course. As Canvas 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. Vendors will pre-record demonstrations of their competitive intelligence platforms for review by students throughout the semester. These recordings will be available to students in Week 13 for review.

Submission of Course Assignments:

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

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. Assignments are due at noon on the date indicated in the course calendar, above.

Group Work and Collaboration:

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. This semester, the class will work as a team to complete the industry sector overview and analysis.

Course Polices and Guidelines

Students are expected to attend all scheduled class sessions. 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 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 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.

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 Canvas online guide for additional guidance:
https://guides.instructure.com/m/4214/l/82542

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.