

IS 402 Section 201 Competitive Intelligence

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Expect a response within 24 hours, including weekends and holidays.

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.

Prerequisites

None.

Student Learning Outcomes

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.

Required Materials

Tyson, K. (2010). *The complete guide to competitive intelligence*, 5th edition. Chicago: Leading Edge Publications. ISBN 978096632195-090000 available at Amazon.com (\$90 hardcover; used texts are available from as low as \$21). 4th edition is acceptable (available in paperback from as low as \$4.43).

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 \$35. There is a Kindle version available on Amazon for \$29.22. (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>

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.)

Course Activities and Assignments

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 that demonstrate understanding of the topics covered in the readings, recorded lectures, and discussions	20%
Primary research project	20%
Teaching one analytic technique	20%
Company profile	20%

Summary Description of 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 **6AM** on the date indicated in the calendar.

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.

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 vthe basis for discussion threads.

This semester, the entire class (all students) will work as a CI team to identify how companies are participating in an industry sector: cyber risk insurance. A business case has been placed in Canvas for review at the start of the semester. Each student will select an insurance company to profile and the class will work together to craft a CI presentation about the industry sector, analyzing the competition. Instructions for how to compile a company profile will be covered in a recorded lecture and examples of company profiles uploaded to Canvas can serve as guides.

In addition to the secondary research to be conducted during the semester, students will develop materials necessary for conducting a primary research effort (20% of your grade). 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.

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 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).

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 Grading

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
<p>Consistent effort in developing CI analysis</p>	<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 • 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 	<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 throughout the semester • Sometimes responds to comments made by classmates • Includes primary source material with adequate reference to context and relevance to topic 	<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
<p>Contribution to the learning community</p>	<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 	<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 	<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

	mastery of the technique	originality and insight		
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 variety of sources 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 	<ul style="list-style-type: none"> Locates needed information from a variety of sources 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 	<ul style="list-style-type: none"> 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 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"> Shows no evidence of source evaluation 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

	<ul style="list-style-type: none"> • 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"> • 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"> • 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 errors	<ul style="list-style-type: none"> • 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.

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Submission of Assignments

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. 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 greater details regarding how participation contributes to your grade.

While there are no late penalties, assignments build on one another and some will be combined for class discussion. Be considerate of your classmates and deposit the assignments in Canvas by 6AM on the date indicated in the calendar, above. If you cannot meet a deadline, please inform the instructor before the deadline so that alternative arrangements can be made. *Completion of assignments on time is essential for mid-term grading.*

Attendance Policy

This class is a community whose success depends on everyone's participation, and it is vital for you to attend class in order to be successful. **No make-up work is available for in-class exercises or quizzes unless approved in advance by your instructor.**

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 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 nonattendance" 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. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are strongly encouraged to withdraw from the class if more than 20% of the scheduled classes for the semester are missed per university policy. Please reference the

definition of excused absences in the current edition of *Student Rights and Responsibilities* or on the web at

http://www.uky.edu/Faculty/Senate/rules_regulations/Rules%20Versions/MASTER%20RULES%20from%20February%202012_clean.pdf

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

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 when feasible and in no case more than one week after 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.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) 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 a question of plagiarism involving their 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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 or information, the student must carefully acknowledge exactly what, where and how he/she has 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.

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 (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:

<https://ci.uky.edu/sis/sites/default/files/policies.pdf>

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning 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. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students:

<http://download.uky.edu/>.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

Information Technology Customer Service Center (UKIT)

<http://www.uky.edu/UKIT/>; 859-218-4357

Library Services & Distance Learning Services

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

- Carla Cantagallo, DL Librarian
- Local phone number: (859) 257-0500, ext. 2171; long-distance phone #: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

For more resources about online classes and student resources, visit

<http://www.uky.edu/ukonline/>

The School of Information Science has a page with a comprehensive list of technology resources here: <http://ci.uky.edu/sis/students/techtips>

Military Members and Veterans

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.

Tentative Course Schedule

Calendar References		
Week	Beginning	Topic
0	Completed by 8/23	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. 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

		<p>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 prior to Week 1: 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 #1 due by 6AM on August 25: 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. Feedback will be provided to the class as a whole, based on student submissions, offering additional avenues to consider in future.</p>
1	Aug 23 – Aug 29	<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?</p> <p>CI function within a variety of settings</p> <p>What’s required to make it work (well)</p> <p>Homework assignment #2 due by 6AM on Aug 29: Please read the cyber risk insurance case study in Canvas.</p> <ul style="list-style-type: none"> • Identify an insurance company dealing with cyber risk or offering cyber risk insurance. • Describe the offering <i>and how you found out about it.</i> <p>Reading: Tyson textbook, Preface + Chapter 1, <i>Introduction</i></p> <p>Reading: Bensoussan/Fleisher textbook, Chapter 1, <i>The role of analysis</i></p>
2	Aug 30 – Sept 5	<p>CI Cycle</p> <p>Allocating your time: Achieving the right balance in apportioning the time you spend on CI</p> <p>Building your proactive CI team and an appropriate process</p> <p>Homework assignment #3 due by 6AM on September 5: Identify the skill sets you think necessary to have represented on a CI team, the number of 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. <i>Deposit your work in the Assignment section of Canvas.</i></p> <p>Reading: Tyson, Chapter 2, <i>Designing the CI process</i></p> <p>Reading: Bensoussan/Fleisher textbook, Chapter 2, <i>The analysis process</i></p> <p>Reading: Fuld, L. (1994). <i>The New Competitor Intelligence</i>. Chapter 1 at https://cdn2.hubspot.net/hubfs/17073/resource-center/white-</p>

		<p>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.)</p>
3	Sept 6 – Sept 12	<p>Establishing the scope and focus of your CI efforts</p> <p>Defining the competition and selecting screening criteria</p> <p>Key Intelligence Topics (KIT) and Questions (KIQ)</p> <p>PEST to STEEP to PESTLE analysis</p> <p>Homework assignment #4 due 6AM September 12: Develop a set of KITs and KIQs for your CI project (cyber risk insurance) that limits the scope of your effort.</p> <p>Reading: Tyson, Chapter 3, <i>Conducting a needs assessment</i></p> <p>Reading: Bensoussan/Fleisher textbook, Chapter 5, <i>Driving forces analysis</i></p> <p>YouTube Video covering KITs at https://www.youtube.com/watch?v=dDgTWgySUks&list=PL453B5F10B7AAAB49&index=10&feature=plpp_video</p>
4	Sept 13 – Sept 19	<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.)</p> <p>The importance of environmental scanning, monitoring, and alerting mechanisms in CI work</p> <p>Homework assignment #5 due by 6AM on September 19: Create a PESTLE analysis for cyber risk insurance.</p> <p>Reading: Tyson, Chapter 4, <i>Developing an implementation plan</i></p> <p>Reading: Bensoussan/Fleisher textbook, Chapter 8, <i>Issue analysis</i></p> <p>Reading: Course 12 (Part 1) of Competitive Intelligence by Matt H. Evans http://www.exinfm.com/training/pdfiles/course12-1.pdf +</p> <p>Course 12 (Part 2) of Competitive Intelligence by Matt H. Evans http://www.exinfm.com/training/pdfiles/course12-2.pdf</p> <p>Reading: "Thoughts on building a quality website" at http://www.webdistortion.com/2011/07/21/thoughts-on-building-a-quality-website/</p>
5	Sept 20 – Sept 26	<p>Mining for market intelligence</p> <p>Homework assignment #6 due by 6AM on September 26: Your instructor has organized the write-ups from Homework Assignment #2 into categories (approaches to cyber risk mitigation). Please select one category that interests you, review each of the company profiles within that category. Indicate which provides the best overview and which is the least helpful, including the rationale for your decisions.</p> <p>Reading: Tyson, Chapter 5, <i>Organizing the CI team</i></p>

		Reading: Bensoussan/Fleisher textbook, Chapter 11, <i>Macroenvironmental analysis</i>
6	Sept 27 – Oct 3	<p>Gathering industry-specific intelligence</p> <p>Homework assignment #7 due by 6AM on October 3: Tell me one thing that happened (“event”) in the past month or two that may affect cyber risk insurance (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. <i>Deposit your work in the Assignment section of Canvas.</i></p> <p>Reading: Tyson, Chapter 6, <i>Focusing the intelligence effort</i></p> <p>Reading: Bensoussan/Fleisher textbook, Chapter 7, <i>Five forces analysis</i></p> <p>Reference bookmark: Sabrina I. Pacifici’s <i>Competitive Intelligence Selective Resource Guide</i> https://www.llrx.com/archives/subject/competitive-intelligence-resource-guide/</p>
7	Oct 4 – Oct 10	<p>Developing Company Intelligence</p> <p>Company-specific resources: official and not</p> <p>Building the company profile: key elements (target and scope-dependent)</p> <p>Reading: Tyson, Chapter 7, <i>Gathering published information</i></p> <p>Reading: Bensoussan/Fleisher textbook, Chapter 4, <i>Competitor analysis</i></p> <p>Reading: Freepint Buyers Guide/CI - 9/2011 (available in Canvas)</p> <p>Reading: <i>Building a Competitor Profile</i> available at http://www.powerhomebiz.com/vol4/competia.htm</p>
8	Oct 11 – Oct 17	<p>Competitive Technical Analysis, including patent research and analysis</p> <p>Homework assignment #8 (individual) due by 6AM on October 17: Identify one resource that you think will be helpful 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 and Pacifici sites 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 Canvas.</i></p> <p>Reading: Tyson, Chapter 8, <i>Gathering internal information</i></p> <p>Reading: Bensoussan/Fleisher textbook, Chapter 6, <i>Financial ratios</i></p>
9	Oct 18 – Oct 24	<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 • Debriefing and reporting <p>Homework assignment #9 due by 6AM on October 24: 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 Canvas.</i></p> <p>Reading: Tyson, Chapter 9, <i>Gathering external information</i></p> <p>Reading: Tyson, Chapter 12, <i>Guarding your company secrets</i></p> <p>Reading: Bensoussan/Fleisher textbook, Chapter 9, <i>Product life cycle analysis</i></p> <p>Interesting Infographic Quant vs. Qual http://community.spiceworks.com/blogs/marketing/2053-research-showdown-qual-vs-quant-infographic</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>
10	Oct 25 – Oct 31	<p>Critical thinking, ethics, biases, and blindspots</p> <p>Please review the following case studies for an all-class discussion to be held next week:</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: Tyson, Chapter 13, <i>Ethics</i></p> <p>Reading: Bensoussan/Fleisher textbook, Chapter 13, <i>Value chain analysis</i></p> <p>Readings: <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>
11	Nov 1 – Nov 7	<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 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.</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 Canvas 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 ▪ Strengths and weaknesses of the approach ▪ Best used for... ▪ How to do it ▪ An example. <p>Reading: Tyson, Chapter 10, <i>Analyzing your competition</i></p> <p>Reading: Bensoussan/Fleisher textbook, Chapter 3, <i>BCG growth/share portfolio</i></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</p> <p><i>SWOT analysis becomes SWOC analysis</i> http://thinkmarketingmagazine.com/index.php/swot-become-swoc/?goback=%2Egde_37041_member_233446308</p> <p>Porter's Five Forces http://university-essays.tripod.com/porters_5_forces_analysis.html</p>
12	Nov 8 – Nov 14	<p>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. Use this as part of the discussion (to be guided by the instructor).</p> <p>Homework assignment #10 due at 6AM on November 14: 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 project.) <i>Deposit your work in the Assignment section of Canvas.</i></p> <p>Reading: Bensoussan/Fleisher textbook, Chapter 10, <i>Scenario analysis</i></p> <p>War Games http://whatifyourstrategy.com/2009/10/12/honey-we-shrunk-the-industry-again</p>

		<p>Scenario Analysis</p> <p>http://www.mckinsey.com/insights/strategy/Overcoming_obstacles_to_effective_scenario_planning?cid=other-eml-alt-mip-mck-oth-1506</p>
13	Nov 15 - Nov 21	<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</p> <p>Converting data into revenue-producing action</p> <p>Developing, designing, implementing, and altering strategies in response to your intelligence and analysis: The 'best practices' approach</p> <p>Primary Research Assignment due 6AM Nov 21: Submit a list of questions you would ask when conducting primary research for your cyber insurance 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. <i>You need not conduct the primary research effort.</i></p> <p>Win-Loss http://businesspeoplevermont.com/2014/cccreative0514.html</p> <p>Win-Loss http://us5.campaign-archive1.com/?u=561b9d3f7131e5678f4592ae8&id=476a5c1412&e=%5BUNIQID%5D</p> <p>Reading: Tyson, Chapter 11, <i>Packaging intelligence</i></p> <p>Reading: Bensoussan/Fleisher textbook, Chapter 14, <i>Win-loss analysis</i></p>
14	Nov 22 – Nov 28	<p>Role of technology in supporting and facilitating the CI function: Text and data mining, visualization tools</p> <p>SEO and social media's role in CI</p>
15	Nov 29 – Dec 5	<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, <i>Final caveats</i></p> <p>Watch the Comintelli recorded webinars that most interest you at http://comintelli.com/resources/recorded-webinars/. You will need to sign in and get a password to watch, but there is no fee.</p> <p>Reminder - Competitor profiles due December 8: Develop an in-depth competitor profile for the insurance company you selected for Homework Assignment #2. Deposit your work in the Assignment section of Canvas.</p>

16	Dec 6 – Dec 8	The future of CI Course wrap-up and evaluations Watch the BI video at http://www.knowledgeagency.com/content/bottom-line-intelligence
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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.