# NEW COURSE FORM

| 1. | **General Information.** | | | |
|---|---|---|---|---|
| **a.** | Submitted by the College of: | Communications and Information Studies | Today's Date: | 2/4/11 |
| **b.** | Department/Division: | School of Library & Information Science | | |
| **c.** | Contact person name: | Jeffrey T Huber | Email: jeffrey.huber@uky.edu | Phone: 859-257.2334 |
| **d.** | Requested Effective Date: | ☐ Semester following approval | OR ☒ Specific Term/Year[1] : | Fall 2011 |

| 2. | **Designation and Description of Proposed Course.** |
|---|---|
| **a.** | Prefix and Number:    IS 402 |
| **b.** | Full Title:    Competitive Intelligence |
| **c.** | Transcript Title (if full title is more than 40 characters):    _____ |
| **d.** | To be Cross-Listed[2] with (Prefix and Number):    _____ |
| **e.** | Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type. |

|  | 3.0  Lecture | _____ Laboratory[1] | _____ Recitation | _____ Discussion | _____ Indep. Study |
|---|---|---|---|---|---|
|  | _____ Clinical | _____ Colloquium | _____ Practicum | _____ Research | _____ Residency |
|  | _____ Seminar | _____ Studio | _____ Other – Please explain: _____ | | |

| **f.** | Identify a grading system: | ☒ Letter (A, B, C, etc.) | ☐ Pass/Fail |
|---|---|---|---|
| **g.** | Number of credits:    3 | | |
| **h.** | Is this course repeatable for additional credit? | YES ☐ | NO ☒ |
|  | If YES:    Maximum number of credit hours:    _____ | | |
|  | If YES:    Will this course allow multiple registrations during the same semester? | YES ☐ | NO ☐ |

| **i.** | Course Description for Bulletin: | This course examines competitive intelligence models, functions, & practices; the roles of information professionals in CI, and the management of CI. Discussion and practice topics include: intelligence ethical & 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. |
|---|---|---|
| **j.** | Prerequisites, if any:    IS 303 | |
| **k.** | Will this course also be offered through Distance Learning? | YES[4] ☒    NO ☐ |

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# NEW COURSE FORM

| I. | Supplementary teaching component, if any: | ☐ Community-Based Experience | ☐ Service Learning | ☐ Both |
|---|---|---|---|---|

| 3. | **Will this course be taught off campus?** | YES ☐ | NO ☒ |
|---|---|---|---|

| 4. | **Frequency of Course Offering.** | | | |
|---|---|---|---|---|
| a. | Course will be offered (check all that apply): | ☐ Fall | ☒ Spring | ☐ Summer |
| b. | Will the course be offered every year? | | YES ☒ | NO ☐ |
| | If NO, explain: _____ | | | |

| 5. | **Are facilities and personnel necessary for the proposed new course available?** | YES ☐ | NO ☒ |
|---|---|---|---|
| | If NO, explain: | Course is part of a proposed new minor in Information Studies. The proposal for the new minor includes a timeline for bringing new courses and new faculty positions on line to support the minor. | |

| 6. | **What enrollment (per section per semester) may reasonably be expected?** | 25 |
|---|---|---|

| 7. | **Anticipated Student Demand.** | | |
|---|---|---|---|
| a. | Will this course serve students primarily within the degree program? | YES ☒ | NO ☐ |
| b. | Will it be of interest to a significant number of students outside the degree pgm? | YES ☒ | NO ☐ |
| | If YES, explain: | Under new general education requirements, it is our belief that more students will be looking for appropriate electives to take. Information Studies will be relevant to most majors as information - storage, access and retrieval - will become an ever important commodity. | |

| 8. | **Check the category most applicable to this course:** |
|---|---|
| | ☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere |
| | ☒ Relatively New – Now Being Widely Established |
| | ☐ Not Yet Found in Many (or Any) Other Universities |

| 9. | **Course Relationship to Program(s).** | | |
|---|---|---|---|
| a. | Is this course part of a proposed new program? | YES ☒ | NO ☐ |
| | If YES, name the proposed new program: Information Studies Minor | | |
| b. | Will this course be a new requirement[5] for ANY program? | YES ☐ | NO ☒ |
| | If YES[5], list affected programs: _____ | | |

| 10. | **Information to be Placed on Syllabus.** | | |
|---|---|---|---|
| a. | Is the course 400G or 500? | YES ☐ | NO ☒ |
| | If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*.) | | |
| b. | ☐ The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached. | | |

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[5] In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

Signature Routing Log

**General Information:**

Course Prefix and Number:     IS 402
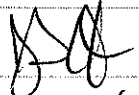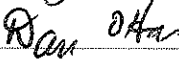
Proposal Contact Person Name:     Jeffrey Huber          Phone: 859-257-2334          Email: jeffrey.huber@uky.edu

## INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

| Reviewing Group | Date Approved | Contact Person (name/phone/email) | Signature |
|---|---|---|---|
| SCIS Faculty | 2/4/11 | Jeff Huber /2334/ jeffrey.huber@uky.edu | _(signature)_ |
| Dean, CCIS | 2/22/11 | Dan O'Hair /218 0240 / ohair@uky.edu | Dan O'Hair |
| | | / | |
| | | / | |
| | | / | |

**External-to-College Approvals:**

| Council | Date Approved | Signature | Approval of Revision[6] |
|---|---|---|---|
| Undergraduate Council | 3/22/2011 | | |
| Graduate Council | | | |
| Health Care Colleges Council | | | |
| Senate Council Approval | | University Senate Approval | |

Comments:

_____

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[6] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Rev 8/09

IS 402
Competitive Intelligence

## Course Information:

Meeting Time
Meeting Location
Course Web Site

## Instructor Information:

Name
Office location
Phone number
Email address
Office Hours
Preferred Contact Method: Email
Response time: If you email me, you should expect a response with 24 hours. There may be a delay over weekends or holidays.

This course examines competitive intelligence models, functions, & practices; the roles of information professionals in CI, and the management of CI. Discussion and practice topics include: intelligence ethical & 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.

Prerequisite: *IS 303 - Systems Analysis.*

## Course Goals

This course is designed to achieve the following goals:

• Demonstrate knowledge of print and electronic information retrieval procedures.
• Analyze, synthesize, and communicate information and knowledge in a variety of formats.
• Recognize existing and potential problems in a workplace and devise strategies to resolve them.
• Demonstrate leadership abilities.
• Analyze information problems and develop solutions, drawing from a wide range of information technology tools and practices.

## Learning Outcomes

In achieving these learning outcomes, students will:

- Become conversant in competitive intelligence, strategic, and corporate/organization terms and concepts.
- Develop more in-depth knowledge of and anticipate issues impacting organizational effectiveness and competitiveness.
- Develop an awareness of issues and trends in the field of competitive intelligence, including research, analysis, and process management.
- Know how to take advantage of opportunities for information professionals in the field of competitive intelligence.
- Know the range of competitive intelligence tools & services; as well as how to evaluate, select, and use them effectively.
- Gain familiarity with competitive intelligence-related projects and deliverables.
- Identify and apply professional tools, news, and resources to gain awareness and build upon skills.
- Learn how to protect an organizations' competitive and knowledge assets from internal and external threats.
- Elevate problem solving through targeted analysis.

## Textbooks

Correia, Cynthia Cheng. (2005). *Know! Competitive Intelligence: Published Source Collection.* Know!Books: The Competitive Intelligence Series. Know!Book Press

Tyson, Kirk W. M. (2006). *The Complete Guide to Competitive Intelligence.* Leading Edge Publications.

## Exams and Assignments

**Assignment 1: CI Needs Definition**
For scenario(s) that will be provided you, please outline Key Intelligence Topics, Key Intelligence Questions, other deliverables requirements, as well as any outstanding/additional factors you need/would like to understand and how you would do so. Please submit your definitions in a concise Word document, being sure to address each element thoughtfully.

**Assignment 2: CI Project Plan**
Select a Key Intelligence Topic (you may define one for an actual situation, with instructor approval, or select a hypothetical one from the samples the Instructor will provide). For this topic, define the Key Intelligence Questions, outline a plan for executing the CI project, as well as the appropriate type(s) of deliverable.

**Final Project/Presentation: CI Research & Analysis**
Execute the CI project plan you outlined in Assignment 2. This will involve conducting literature research, human source collection, analysis, and providing recommendations. Your deliverables will include an executive summary, report, related notes, as well as how you anticipate your client to respond. Be clear and concise in your delivery, focusing on the salient matters and

supporting your conclusions. Be prepared to deliver your findings, conclusions, and lessons learned via a recorded class presentation.

Relative Value of Assessments Toward Course Grade:

Grades will be based on the following exams and assignments:

| Assessment | Percentage of Course Grade |
|---|---|
| Class Attendance & Participation | 10% |
| Assignment 1: CI Needs Definition | 25% |
| Assignment 2: CI Project Plan | 25% |
| Final Project/Presentation | 40% |
| Total | 100% |

## Course Grade

Course grades are assigned according to the following criteria.

| Course Grade | Percentage |
|---|---|
| A | 90% or better |
| B | 80 – 89% |
| C | 70 – 79% |
| D | 60 – 69% |
| E | Below 60% |

## Policies

Attendance and Participation

Though this is a distance learning course, we will rely heavily on class discussion as we discover methods of research and inquiry. You are expected to check the Blackboard site at least twice a week and to be prepared with questions and comments about the readings. Engaged and respectful discussion is necessary for the success of this class. An absence in this class is a week of no activity on Blackboard. Any student who misses more than 1/5 of the class will automatically fail the course.

Excused Absences and Verification

Please refere to Student Rights and Responsibilities, Part II, Section 5.2.4.2 (http://www.uky.edu/StudentAffairs/Code/part2.html) for UK's policy on excused absences.  You can request verification for excused absences.

Excused absences include (as defined at the web site above):
- Significant illness of student or serious illness of household member or immediate family

- Death of a household member or immediate family
- Trips for members of student organizations, class excursions or participation in intercollegiate athletic events
- Major religious holidays
- Any other circumstance that the instructor finds reasonable cause for nonattendance

## Academic Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible.  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, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities.  We can then collaborate on the best solution.

## Academic Integrity, Cheating and Plagiarism

You are expected to submit your own original work for all assignments in this course. See the home page for the Office of Academic Ombud Services (http://www.uky.edu/Ombud) for a definition of plagiarism, how to avoid plagiarism and UK's new academic offense policy.

Please refer to Student Rights and Responsibilities, Part II, Section 6.3 (http://www.uky.edu/StudentAffairs/Code/part2.html) for UK's policy on academic integrity.

## Classroom Behavior, Decorum and Civility

Please be respectful to others in the class and engage in civil discourse when we discuss topics that have a diversity of perspectives. Please help me maintain the most courteous environment by using a little peer pressure if necessary.  Thank you.

**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: https://iweb.uky.edu/MSDownload/.

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

**Teaching and Learning Services Center** (TASC)
http://www.uky.edu/TASC/; 859-257-8272

**Information Technology Customer Service Center (UKIT)**
http://www.uky.edu/UKIT/; 859-257-1300

**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 number:
(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

**General Course Policies**
Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:
http://www.uky.edu/CIS/SLIS/academics/policies.pdf

## Course Schedule

| DATE | TOPIC | READING |
|---|---|---|
| Week 1 | CI Introduction: CI history, purpose, & value; roles of information & intelligence professionals; ethical & legal considerations | Tyson, Kirk. *The Complete Guide to Competitive Intelligence.* Chapter 1<br><br>Rothberg, Helen N. and G. Scott Erickson. *From Knowledge to Intelligence.* Chapter 12, pages 303-316<br><br>Jordan, Jennifer and Sydney Finkelstein. "The Ethics of Competitive Intelligence." Tuck School of Business at Dartmouth, 2005. (business case 1-0095) http://mba.tuck.dartmouth.edu/pdf/2005-1-0095.pdf<br><br>Said, Carolyn. "Spying: Business as usual; Subterfuge seen as a gray area in world of corporate snooping," *San Francisco Chronicle*, Tuesday, September 12, 2006, Page D-1. http://www.sfgate.com/cgibin/article.cgi?file=/chronicle/archive/2006/09/12/BUGQ6L3JI11.DTL |
| Week 2 | The Intelligence Process: purpose, functions, applications | Herring, Jan. "Understanding the Intelligence Process," *Intelligence Insights*, volume 1, issue 2, May 2005, pp. 1, 6.<br><br>Sawka, Ken. "Information vs. Intelligence," *Intelligence Insights*, volume 1, issue 2, May 2005, pp. 4-5.<br><br>Both articles available at: http://units.sla.org/division/dci/Insights/IIMay05.pdf<br><br>Knowledge *in*Form, Inc. **Competitive Intelligence Competencies**.<br><br>Correia, Cynthia. "From LIS to CI: Practices, Issues, and Recommendations," *Information Outlook*, January 2005. http://www.sla.org/ebrary/index.cfm?docID=10072168&page=40<br><br>Buckingham, Chris. **"**The Seven Deadly Sins of the Information Professional," *SCIP.online*, volume 1 issue 11, June 18, 2002. http://www.imakenews.com/scip2/e_article000074399.cfm |

| Week 3 | Understanding & defining intelligence needs | Tyson, Kirk. *The Complete Guide to Competitive Intelligence*. Chapter 3<br><br>Herring, Jan. "Developing Effective KIT Action Plans," *Intelligence Insights*, volume 1, issue 4, October 2005. http://units.sla.org/division/dci/Intelligence%20Insights/IIOct05.pdf<br><br>Herring, Jan. "Identifying Your Company's Real Intelligence Needs," *SCIP.online*,volume 1, issue 35, July 14, 2003. http://www.imakenews.com/scip2/e_article000166628.cfm |
|---|---|---|
| Week 4 | Intelligence planning & project management | Tyson, Kirk. *The Complete Guide to Competitive Intelligence*. Chapters 4-6<br><br>Swanson, Jennifer. "Project Management 101: Keeping Your Head Above Water," *Competitive Intelligence Magazine*, Vol. 09 No. 11, January/February 2006, pp. 13-16. |
| Week 5<br><br>CI Needs Definition Assignment Due | Intelligence research: published source collection | Correia, Cynthia Cheng. *Know! Competitive Intelligence: Published Source Collection*.<br><br>Tyson, Kirk. *The Complete Guide to Competitive Intelligence*. Chapter 7<br><br>Carpe, David. "Direct pathways to human sources via the Internet," *SCIP.Online,* Vol. 1 No. 16*,* September 2, 2002. http://www.imakenews.com/scip2/e_article000093419.cfm<br><br>Connaughton, Sue Ann. "Freedom of Information: Beyond Federal FOIA," *Intelligence Insights*. February 2006 (pages 1, 6-7). http://units.sla.org/division/dci/Insights/IIFeb05.pdf |
| Week 6 | Intelligence research: human source collection | Correia, Cynthia Cheng. *Know! Competitive Intelligence: Human Source Collection*.<br><br>Tyson, Kirk. *The Complete Guide to Competitive Intelligence*. Chapters 8-9<br><br>Carr, Margaret Metcalf and Reva Basch, eds. *Super Searchers on Competitive Intelligence: The Online and Offline Secrets of Top CI Researchers*. Information Today, June, 2003. |

| Week 7 | Packaging & delivering intelligence products | Tyson, Kirk. *The Complete Guide to Competitive Intelligence*. Chapter 11 |
|---|---|---|
| Week 8 | Intelligence analysis | Tyson, Kirk. *The Complete Guide to Competitive Intelligence*. Chapter 10<br><br>Fleisher, Craig S. and Babette Bensoussan. *Strategic and Competitive Intelligence Analysis*. Chapters 2, (3), 8, (16, 17) |
| Week 9 | Intelligence analysis<br><br>CI Project Plan Assignment Due | Garvin, David A. and Michael A. Roberto. "What You Don't Know About Making Decisions," *HBS Working Knowledge*, Harvard Business School. October 15, 2001. http://hbswk.hbs.edu/item/2544.html<br><br>Kaplan, Robert S. "When Benchmarks Don't Work," *HBS Working Knowledge*, Harvard Business School. January 9, 2006. http://hbswk.hbs.edu/item/5158.html<br><br>Stauffer, David. "Best Practices for Benchmarking," *HBS Working Knowledge*, Harvard Business School. October 27, 2003. http://hbswk.hbs.edu/archive/3746.html |
| Week 10 | Intelligence Analysis | Fleisher, Craig S. and Babette Bensoussan. *Strategic and Competitive Intelligence Analysis*. **Chapters 6, 7**<br><br>Fleisher, Craig S. and Babette Bensoussan. *Business and Competitive Analysis: Effective Application of New and Classic Methods* |
| Week 11 | Psychology of Intelligence Analysis | Heuer, Richard J., Jr. *Psychology of Intelligence Analysis*. |
| Week 12 | The Intelligence program | Tyson, Kirk. *The Complete Guide to Competitive Intelligence*. Chapter 2<br><br>Fiora, Bill. "CI Survival: Making CI Pay Off," *SCIP.online*, volume 1, issue 22, January 8, 2003. http://www.imakenews.com/scip2/e_article000115042.cfm |

| | | |
|---|---|---|
| Week 13 | Knowledge management for intelligence | Rothberg, Helen N. and G. Scott Erickson. *From Knowledge to Intelligence.* 1-3<br><br>Aron, Laurie Joan. "Managing to Learn: How Companies Can Turn Knowledge into Action," *HBS Working Knowledge*, November 13, 2000. http://hbswk.hbs.edu/item/1777.html<br><br>Waltz, Edward. *Knowledge Management in the Intelligence Enterprise* |
| Week 14 | Defensive intelligence | Rothberg, Helen N. and G. Scott Erickson. *From Knowledge to Intelligence.* **Chapter 10, pages 257-282**<br><br>Tyson, Kirk. *The Complete Guide to Competitive Intelligence*. **Chapter 12** |
| Week 15 | Ethics and<br>The future of intelligence | Jerry Miller. Millenium Intelligence: Understanding and Conducting Competitive Intelligence in the digital age. Chapter 10 "Conducting Intellligence Ethically" |
| Finals Week | Final Project Recordings Due | |