

A Competitive Intelligence Primer

In this workshop students will get an introduction to starting and managing a Competitive Intelligence (CI) capability within a library or information-led organization. The course will be taught in two parts, with group exercises and open discussions. Geared to the novice, this workshop will take a fundamentals approach to CI. Part one looks at what the discipline is and is not, and how Librarians/Info Pros can transition into doing CI, from sourcing and supporting primary and secondary search, to discussions around analytical tools and fitness. Practical communications methods and templates for analysis will be provided and reviewed.

The second part of the workshop, will focus on both strategic and tactical elements of the discipline. Introducing ways in which information professionals can build practical techniques to support of typical CI projects throughout a company life/product cycle and daily operation.

The course learning outcomes include:

1. An understanding of what CI is and is not;
2. How CI is BOTH strategic and tactical;
3. An understanding of the business framework in which information supports decisions
4. Introduction to and knowledge around analytical frameworks and reporting techniques; and
4. How information professionals can influence decisions using CI and increase their organizational value.

Learning outcome will be achieved through a series of in class discussions, short assignments/quizzes and a final project.

In class participation & discussions 15%

Assignments 40%

Group Assignment & Presentation 40%

Feedback & Evaluation of Presentations 5%

Course Outline

Week 1

- What is Competitive Intelligence? This session will look at what CI is, and is not, it will introduce the CI cycle, differentiate between: market intelligence, competitive intelligence, business intelligence
- We will look at Key Intelligence Topics, Key Intelligence Questions, how to get into the competitor mindset and avoid bias.
- Define and begin to understand the role of the information profession in the CI process and cycle.
- Describe the ethical and legal issues involved in establishing and managing competitive intelligence programs.

Reading:

Chapter 1 Pages 3-17 ***Business and Competitive Analysis - Effective Application of New and Classic Methods*** - Second Edition. Bensoussan, Babette E. and Fleisher, Craig S. 1995 Pearson Education

Section 2: Chapter 9 Pages 81-89 Working with Information Professionals, Wilson, Toni ***Starting a Competitive Intelligence Function*** edited by Kenneth

Sawka and Bonnie Hohhof 2008 Competitive Intelligence Function (now SCIP.org)

Week 2

- Differentiate the purpose, value and collection of competitive information as found in: primary, secondary and HUMINT sources.
- Describe how social media impacts competitive intelligence strategy, implementation and management and collection
- Determine how CI raw data will be collected
- Create processes to evaluate and analyze the CI data

Reading:

Social media competitive analysis and text mining: A case study in the pizza industry

Wu Hea, Shenghua Zhab, Ling Lia,

[International Journal of Information Management Volume 33, Issue 3](#), June 2013, Pages 464–472

Assignment 1: Identify 1 KIT and the resources you can use in response to that KIT.

Week 3

- Describe several primary analytical models and processes to analyze competitive intelligence data.
- SWOT, PEST, Time Frame, Four Corners, Five Forces, Scenario Planning.

Reading

Chapter 1 Pages 3-17 ***Business and Competitive Analysis - Effective Application of New and Classic Methods*** - Second Edition. Bensoussan, Babette E. and Fleisher, Craig S. 1995 Pearson Education

In class Assignment 2: Using An Analysis Framework

Week 4

- Explain competitive intelligence as an organizational function and its limitations
- Describe how to establish an organization's competitive intelligence program
 - Discuss where CI should report/live in an organization
 - Describe how to establish an organization's competitive intelligence needs
 - Develop processes to communicate and distribute finished intelligence
 - Integrate finished intelligence into the organization's strategic planning and implementation process
 - Barriers – why doesn't every company have dedicated CI?
- CI Deliverables - templates, formats and brand
- Framing/So What?

Reading:

Section 1: Chapter 5 Pages 43-52 Starting a Strategic Competitive Function
Tyson, Kirk ***Starting a Competitive Intelligence Function*** edited by Kenneth Sawka and Bonnie Hohhof 2008 *Competitive Intelligence Function* (now SCIP.org)

The Power of Framing - Creating the Language of Leadership Chapter 1 - Pages 1-27 "The Reality of Framing" Fairhurst, Gail T. Jossey-Basee A Wiley Imprint 2011

Assignment 3: Frame Your CI Function

Week 5

- Develop a competitive intelligence plan for an organization given a defined case scenario

Group Assignment

Week 6

- CI Plan presentations and competitor evaluations

Relationship to Program Learning Outcomes

Master of Information Program Student Learning Outcomes can be found here:

<http://www.ischool.utoronto.ca/studies/learning---outcomes>

Statement of Acknowledgement of Traditional Land

We (or I) wish to acknowledge this land on which the University of Toronto operates.

For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River.

Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Relationship to Program Learning Outcomes

(http://current.ischool.utoronto.ca/system/files/user/108/policy_on_student_learning_outcomes_0.pdf)

Course Objectives

The course objectives describe what the instructor plans to present or deliver in the course.

Course Learning Outcomes

The student outcomes or course outcomes describe the knowledge, skills, and/or competencies that the students should have or be able to demonstrate upon completion of the course (most courses will have a mix of different kinds of outcomes). It is also considered best practice to clearly articulate how students will demonstrate that they have achieved each of the student learning outcomes or course learning outcomes (for example through assignments, presentations, activities in class, discussions, etc.).

Relationship between Course Learning Outcomes and Program Learning Outcomes

Instructors should provide a link to the appropriate program-level Student Learning Outcomes (Ml: <http://current.ischool.utoronto.ca/studies/learning-outcomes>; MMSt: http://current.ischool.utoronto.ca/system/files/user/108/mmst_vision_-_rev_march_7_2014_0.pdf; Doctoral: http://current.ischool.utoronto.ca/system/files/user/108/final-phd_program_goals_april17_2014_1.pdf) and include a paragraph describing how the course and its learning outcomes relate to the program-level Student Learning Outcomes.

Grading

Please consult the iSchool's Grade Interpretation Guidelines (<http://current.ischool.utoronto.ca/grade-interpretation>) and the University Assessment and Grading Practices Policy (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>). These documents will form the basis for grading in the course.

Writing Support

As stated in the iSchool's Grade Interpretation Guidelines, "work that is not well written and grammatically correct will not generally be considered eligible for a grade in the A range, regardless of its quality in other respects". With this in mind, please make use of the writing support provided to graduate students by the SGS Office of English Language and Writing Support (<http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx>). The services are designed to target the needs of both native and non-native speakers and all programs are free. Please consult the current workshop schedule (<http://www.sgs.utoronto.ca/currentstudents/Pages/Current-Years-Courses.aspx>) for more information.

Academic integrity

Please consult the University's site on Academic Integrity (<http://academicintegrity.utoronto.ca/>). The iSchool has a zero-tolerance policy on plagiarism as defined in section B.I.1.(d) of the University's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>). You should acquaint yourself with the Code. Please review the material in Cite it Right and if you require further clarification, consult the site How Not to Plagiarize (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>).

Cite it Right covers relevant parts of the U of T [Code of Behaviour on Academic Matters \(1995\)](#). It is expected that all iSchool students take the Cite it Right workshop and the online quiz. Completion of the online Cite it Right quiz should be made prior to the second week of classes. To review and complete the workshop, visit the orientation portion of the iSkills site: uoft.me/iskills

Accommodations

Students with diverse learning styles and needs are welcome in this course. If you have a disability or a health consideration that may require accommodations, please feel free to approach me and/or the Accessibility Services Office (<http://www.studentlife.utoronto.ca/as>) as soon as possible. The Accessibility Services staff are available by appointment to assess needs, provide referrals and arrange appropriate accommodations. The sooner you let them and I know your needs, the quicker we can assist you in achieving your learning goals in this course.

You may also consider including the following:

Academic Dates: <http://current.ischool.utoronto.ca/studies/academic-dates>

- Final date to drop fall session full (Y) or half (F) courses without academic penalty: Oct. 31, 2016
- Final date to drop full-year and winter session half (S) courses without academic penalty: Feb. 27, 2017