COURSE DESCRIPTION

In today’s current social and economic climate, information professionals in all sectors of society must be aware of the myriad influences that affect the short and long-term viability of information-driven institutions.

Environmental scanning, Bench marking Competitive intelligence, Forecasting, and Strategic positioning (hereinafter referred to as EBCFS) are information gathering and information analysis processes that can be used to guide decision-making at every level of an organization. These processes can be employed in business (including service industries like law firms, as much as traditional manufacturing entities), government (and military), political, non-profit, and academic environments.

Students will be exposed to the various components of EBCFS and will be given opportunities to work on actual EBCFS projects.

We will touch upon the concept of Cultural Intelligence, but only as it relates to EBCFS.

The teaching methodology will require students to do a large amount of reading at the beginning of the course and then work on their projects, presenting various deliverables during the second half of the semester. There is no final exam, but there is a final project, which is due at the end of November.

LEARNING OUTCOMES

At the conclusion of the course, each student should be able to:

- Understand the definitions and different information sources that comprise an environmental scan, bench marking, competitive intelligence analysis, forecast, and strategic positioning
- Apply EBCFS techniques in tracking trends in demography, economics, ecosystems, government, society, and technology
- Identify leading authors, thinkers, institutions, associations, and research sources for EBCFS
- Demonstrate a basic level of proficiency with EBCFS techniques by applying them to an actual project
LEARNING ENVIRONMENT

Students in the course should be open to learning from the instructors, their peers, the course readings, the processes used to complete assignments, and their ability as graduate students to bring together lessons learned from previous coursework and life experiences.

It is assumed that students have completed the core course requirements for a master’s degree at SLIS, or have had equivalent applied experience in accessing, evaluating and managing information.

It is required that every student participate actively in class discussions, complete readings in the specified timeframe, submit assignments when due, bring full value to team projects, and express ideas that are their own and not taken from others without proper and full attribution. It is further assumed that students know, understand and fully comply with the academic rules of academic conduct currently in effect at the Catholic University of America.

Any assignment that is submitted late (or in an unprofessional format) without the prior approvals of an instructor will be subjected to a “point penalty” subtracted from the student’s grade.

If relevant, but unplanned, learning opportunities like special guests or current events present themselves during the semester, then the instructors will make every effort to incorporate them into the course. This may result in last minute changes to the general content and flow of the syllabus.

Last, but not least, the learning environment of this course should be fun and open. Questions and questioning is encouraged. Students should not avoid opportunities to laugh (at themselves in particular), and to think about problem analysis/solving in non-traditional ways.

Students are permitted to eat during class as long as it is not distracting to others. Cell phones should be turned off. We will have a short break at an opportune time during each class session. However, anytime anyone needs a break, it should be taken.

ASSIGNMENTS

The three required texts for the course are:

[This book may be purchased via most online booksellers] Please try to read the entire book before the second class, **September 5th**. Pay particular attention to the glossary at the end of the book.
Hines, Andy and Bishop, Peter, eds. **Thinking About the Future.** Washington, DC: Social Technologies, Inc., 2006 [This book will be available for purchase in class for $20. Students may decide to share the book during the semester]. Please read the entire book before the class on **October 10th**.

Capon, Noel. **The Marketing Mavens.** New York: Crown Business, 2007. [This book is available for purchase via most online booksellers and in many large bookstores]. Please use the principles in this book to complete the final course assignment due in class on **November 28th**.

Additional Readings are indicated on the syllabus and should be read before the class session for which the reading is assigned. Other readings will be distributed in class.

All students are urged to join two organizations:

The **World Future Society** (and the National Capital chapter): [www.wfs.org](http://www.wfs.org) [As a graduate student you are not eligible for student membership]

The **Society of Competitive Intelligence Professionals**: [www.scip.org](http://www.scip.org) [You are eligible for a student membership. Please include a copy of your current course registration form and CUA ID with the fax]

A recommended book for this course is Thomas L. Friedman’s **The World is Flat: A Brief History of the Twenty-First Century – Further Updated and Expanded** (New York: Picador, 2007). This book is available for purchase in most bookstores and with most online sellers. If you read the 1999 edition, it is not necessary to read this as well.

Every week, students should select at least one news story, website, blog, etc. that relates to the general topics included in the course. We will spend the beginning of each class discussing these materials and the week’s readings. Please be prepared to submit your weekly selection to the instructors. (Course Value: 20%) Due: Ongoing

As indicated above, students are expected to attend each class and to actively participate by referencing readings and by reacting to ideas put forward in course of the conversation. (Course Value: 20%) Due: Ongoing

Each student will present a SWOT (Strength/Weaknesses/Opportunities/Threats) analysis Using him/herself, an entity with which they are familiar (current employer, SLIS), or an entity that they will research for the SWOT (Course Value: 10%) Due: 9/12

As a team, the class will perform an ECF analysis for the federal government entity called FLICC/FEDLINK([www.loc.gov/flicc/](http://www.loc.gov/flicc/)). Various background materials will be distributed in class and students will have access to staff and oversight personnel for interviews. (Course Value: 25%) Due: 10/31 [draft in outline format]; 11/14 [Final Product] More detailed description of this assignment will be provided and discussed in class.
The final deliverable for the course will be a **Strategic Positioning Analysis for FLICC/FEDLINK**. Please use the six (6) principles that Capon outlines in your text (pick markets that matter; pick market segments where best product can be delivered; secure a differential advantage; adjust systems to best serve customers; measure what matters; and minimize impact of mistakes). (Course Value: 25%) Due: 11/28 [Presentation to Management, 12/5]

**TOPICAL COURSE OUTLINE**

Readings correspond to the particular topic for the week or an upcoming topic, and have been grouped to balance the workload that is expected in any given week. Readings designated with an asterisk (*) are required. Each week, students are expected to select at least one reading in addition to those that are required. A “TBD” designation next to a reading indicates that it will be distributed in class.

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<th>Date</th>
<th>Topic</th>
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| 8/29 | Course Overview/Introductions  
Defining the Terrain |
| 9/5  | Business Research (Part I)  
Ethical Considerations  
Approaching the information gathering aspects of EBCFS: Where “where to look for” meets “how to look at” information |

**Readings**

- **Johnson, Derek**, *NPV Analysis and Applications for Competitive Intelligence*, Competitive Intelligence Magazine, 6:3 May-Jun 2003
- **Bensoussan, Babette**, *Strategic Group Analysis*, Competitive Intelligence Magazine, 6:1, Jan-Feb 2003
- **Glassford, Jon W.**, *Intelligence Failure? Or Failure to Understand Intelligence?*, Competitive Intelligence Magazine, 5:6 Nov-Dec 2002
- **Clark, Robert M.**, *Target-Centric Intelligence Analysis*, Competitive Intelligence Magazine, 6:1, Jan-Feb 2003
- **Travers, Russ**, *A Blueprint for Survival: The Coming Intelligence Failure*, TBD
[Ethics articles]


*I Spy*, FORBES TBD


*Ehrilich, Craig, Liar, Liar: The Legal Perils of Misrepresentation*, Competitive Intelligence Magazine, 5:2, March-April 2002

9/12

Defining the Terrain (continued)

What is a SWOT? And Why/When to do one?

*Sharp, Seena, Truth of Consequences: 10 Myths that Cripple Competitive Intelligence*, Competitive Intelligence Magazine, 3:1, January-March 2000


9/19

Government Sources of Information

--Government Statistics

--Government Research Reports

--FOIA

*Morgan, Matthew, From the Battlefield to the Business World: An Introduction to Military Intelligence*, Competitive Intelligence Magazine, 5:2, Mar-Apr 2002

*Marling, George, Technology for Government Intelligence and CI*, Competitive Intelligence Review, 6:2, Mar-Apr 2003


9/26

Patents and Trademarks [Guest Presenter]


*Herring, Jan P., Key Intelligence Topics: A Process to Identify and Define Intelligence Needs*, Competitive Intelligence Review 10(2), page 4-14 (1999)

10/3

**Business Research (Part II)**

Environmental Scanning and Benchmarking

Peterson, Martin, *Advice from a DI Careerist: The Challenge for the Political Analyst*, TBD

10/10

**Forecasting Techniques**


*Sawka, Ken*, *Analytic Methodologies: No Substitute for Common Sense*, Competitive Intelligence Magazine, 6:1 Jan-Feb 2003

Fehringer, Dale and Sawka, Kenneth, *Conducting “Comfort Intelligence” with Scenario Analysis*, Competitive Intelligence Magazine, 6:1 Jan-Feb 2003

*Sawka, Kenneth*, *Scenario Analysis: Alternative Worlds*, Competitive Intelligence Magazine online, 2003

Naylor, Ellen & Aaron, Rob, *CI Software Review: Competitive Analysis Simulation Tool (CAST)*, Competitive Intelligence Magazine 5:2, Mar-Apr 2002


10/17

“Client” Interview/Discussion

10/24

Trade/Industry Analysts

Finding/Listening to Experts

10/31

Panel of Practicing Competitive Intelligence Analysts

11/7

“Political” Intelligence: Is it all “intelligence” or does PI differ from CI??

Role of Web2.0 in EBCFS

11/14

Presentation/Discussion/Critique of Client ES/BM/CI
11/21  No class  Thanksgiving Break

11/28  Presentation of Client Strategic Positioning recommendations

12/5  Last Class/Final Words