



INSC 544 (SYNCHRONOUS)
BUSINESS INTELLIGENCE FOR INFORMATION PROFESSIONALS
SPRING 2015
Thursdays, 6:30-9:15

COURSE OVERVIEW

Instructor: KENDRA ALBRIGHT, PH.D.

Associate Professor, School of Library and
Information Science
Acting Director,
African Studies Program
University of South Carolina
Editor-in-Chief, *Libri*

Email: albright@utk.edu

Skype: [kendra_albright](#)

Office hours by appointment only

Course Description:

Principles and practice of gathering and synthesizing business intelligence, including competitive intelligence, environmental scanning, and issues management: information evaluation and synthesis; role of strategic information in modern organizations.

This course provides an introduction to information analysis including:

- o Key concepts of information analysis
- o Intelligence life cycle and processes
- o Types of intelligence
- o Value of information analysis
- o Ethical issues associated with information analysis and strategic intelligence
- o Range of sources used in analysis and intelligence
- o Intelligence methods, including industry analysis, SWOT analysis, competitive intelligence, and financial analysis

Course Objectives:

At the end of this course students will be able to:

- Explain the nature and importance of strategic intelligence activities;
- Identify and gather major sources of information to use in intelligence analysis;
- Describe ethical practices in intelligence activities;
- Design and apply structured intelligence methods to the analysis of open source information for national security, market intelligence, and other areas of practice.
- Work in teams to identify and analyze alternative scenarios for specific organizational contexts
- Design effective communications for conveying intelligence information to targeted audiences.

Course Rationale:

Information, particularly its strategic and economic value, is increasingly central to modern organizations. The ethical collection and analysis of strategic information has been enhanced by rapid developments in information and communication technologies (ICTs). As a result, modern organizations are in an excellent position to utilize information that can enhance their overall performance in the marketplace (private industry) or more advantageous knowledge of their situation (government).

The central purpose of this course is to identify information analysis practices that will allow modern organizations to turn large amounts of data and information into strategic intelligence, creating opportunities for better understanding of their position in the marketplace and the world. This process should result in improved critical thinking skills and confidence for students who are successful in this course.

Textbooks

There are three required textbooks:

1. Heuer, R.J. & Pherson, R.H. (2011). *Structured Analytic Techniques for Intelligence Analysis*. Washington, DC: CQ Press.
2. Fleisher, C.S. & Bensoussan, B.E. (2002). *Strategic and Competitive Analysis: Methods and Techniques for Analyzing Business Competition*. Upper Saddle River, NJ: Prentice-Hall.
3. Beebe, S.M. & Pherson, R.M. (2014). *Cases in Intelligence Analysis: Structured Analytic Techniques in Action*. Thousand Oaks, CA: CQ Press.

Please note: Additional readings are assigned as indicated on the course calendar.

OVERALL STRUCTURE OF THE COURSE

Four instructional methods are used in this course, including: identifying intelligence sources through the creation of an intelligence bibliography, discussion leader team exercises in case study analysis, in-class case study analyses, and class participation.

Each session is supported by an online lecture outside of class, in class discussion leaders, and assigned readings. Hands on searching and source reviews are completed to support the discussion leader case study assignment. Case study analyses are team assignments intended to provide some degree of real world experience working with the analytical methods using a partner to help think things through.

This is a live (synchronous) course delivered entirely online. It will consist of course materials posted on Blackboard (recorded lectures and supplemental materials. Participation will take place throughout the semester via Blackboard. The lectures will be posted in advance of the class session, and should be viewed beforehand, along with the completion of assigned readings. Class sessions will be spent in discussion of appropriate readings and case studies, with time for individualized and group work on specific projects.

TECHNOLOGY REQUIREMENTS

Students are expected to have adequate computing skills, including use of word processing, Web browsers, e-mail, PowerPoint, the Blackboard Course Management software (<https://online.utk.edu/>), and the Blackboard Collaborate™ software. You should regularly visit the Blackboard course site for class announcements, updates, assignments, and class discussions. You are required to purchase a headset with microphone to participate actively in the class. It is your responsibility to insure your technology is working. If you encounter technical problems during class meetings, please post questions on the text chat and receive feedback from Tech Support. For immediate Collaborate support: call 865-974-3117 or 1-877-974-3117.

Please note: Your UTK email address will be used as default for all communications in this course.

COURSE REQUIREMENTS: GENERAL INSTRUCTIONS

For every written assignment:

- Papers (8½" x 11" paper) should be double spaced
- Use Calibri 12-point font
- 1-inch margin on all sides.
- Put page numbers at the bottom of each page
- Put your name, title of the assignment and course name on the top of the first page of text.

For citing sources, use APA style (*Concise rules of APA style* (2010), 6th ed., Washington, DC: American Psychological Association). If you do not own an APA style manual and it's inconvenient to visit a library, you can find the basic guidelines at

- <http://www.apastyle.org>
- <http://www.wisc.edu/writing/Handbook/DocAPA.html>
- <https://owl.english.purdue.edu/owl/resource/560/01/>

COURSE REQUIREMENTS: ASSIGNMENTS

There will be four assignments during the course. The discussion leader assignment will be a team assignment where students will lead the class through a case study analysis. The in-class case studies will be the students' own analysis of the case study (also, a team assignment). Students will prepare a bibliography of intelligence sources to be submitted at the end of the semester. Students will participate in discussions throughout the semester using the Blackboard Discussion board.

ASSIGNMENTS AT-A-GLANCE:

ASSIGNMENT	Individual or Team Assignment	Due Date (mm/dd/yyyy)	Maximum Points Possible (%)
Discussion Leader	Team	As assigned	30 pts (30%)
In-Class Case Studies	Team		25 pts (25%)
Bibliography of Intelligence Sources	Individual	4/24/2015	25 pts (25%)
Blackboard Discussions	Individual	Ongoing	20 pts (20%)
TOTAL			100 pts (100%)

1) Discussion Leader Assignments (30%) Due: TBD

Because lectures will be delivered outside of class time, we will spend much of the time working through case studies as practice for analysis. If you choose intelligence work as a career, you will need to be able to instruct/train others in the methods that you use. In order to prepare you, students will be paired in teams, to lead a lesson in an analytical technique and a case study analysis. Each week, a different team will lead the class through the process outlined below. You should consider your audience to be comprised of managers as well as peers.

1. Read the chapter in Beebe that corresponds with your case study.
2. Collect information on the case itself.
3. Prepare a PowerPoint presentation for the class that includes the following points:
 - a. The Case
 - i. Provide an overview of the case/main highlights
 - ii. Create a timeline of events
 - iii. Present any additional information you found outside of the Beebe chapter that you think is pertinent.

- b. Analytical Techniques
 - i. Provide an overview of the techniques you intend to use, answering the questions in Beebe.
 - ii. Explain how you used them in your analysis of your case.
- c. Conclusion
 - i. Summarize your findings.

You will have one hour to present. After your hour, students in the class will conduct their own analyses during the second class hour, and the remaining class time will be spent comparing results. During the time students are working on their own analyses, you will be expected to be available and work with the student teams to answer any questions about the case or the techniques you presented.

Team	Case Study Title	Chapter in Beebe	Date
1	Who Poisoned Karinna Moskalenko?	1	Feb. 19
2	The Road to Tarin Kowt	6	Feb. 26
3	Jousting with Cuba Over Radio Marti	5	Mar. 5
4	The Assassination of Benazir Bhutto	8	Mar. 12
5	The Olympic Park Bombing	10	Mar. 26
6	The DC Sniper	11	Apr. 2
7	Optional?		

2) Case Studies (25%)

During the class session where case studies are being presented, there will be time at the end for student teams to conduct their own analyses and then compare the results at the end. Student teams will be expected to write up their findings after class and post them to the Blackboard Discussion board.

3) Bibliography of Intelligence Sources (25%)

In intelligence work, whether government or corporate, sources change every day. Your task for this assignment is to compile an annotated bibliography of 25 intelligence sources, primarily those found on the web. Your search for these sources can come from a variety of places, but should consider both the “shallow web” and the “deep web.” As graduate students, you should already have a good idea of what constitutes an annotation. If you have any questions, please refer to the Online Writing Laboratory (OWL) at Purdue University (<https://owl.english.purdue.edu/owl/resource/614/03/>). Please be sure to cite all of your references according to APA style, described below.

Required Style Manual

Note: Be sure to cite all of your sources according to the American Psychological Association (APA) style **on all assignments**. Use parenthetical references for those that you cite within the body of the text and a reference list at the end of your paper.

Publication Manual of the American Psychological Association. 6th ed, 2nd printing. Washington, DC: American Psychological Association, 2009.

Brief APA format descriptions and online help available:

<http://www.apastyle.org>

<http://www.wisc.edu/writing/Handbook/DocAPA.html>

<http://library.osu.edu/sites/guides/apagd.html>

4) Blackboard Discussions (20%) Due: Ongoing

We all learn from each other so sharing is an important part of this course. Sharing questions, concerns, and problems will give you more opportunity to understand the issues, and make the theory a little more practical by providing an opportunity for you to relate it to your own experiences. Students are expected to listen to all lectures, participate in class discussion, and show evidence of having read the assigned readings. Class participation is evaluated on the quality and quantity of class discussion, Blackboard postings, and communication with the instructor.

Group Work Policy

Collaboration and group work are part of work practices in all information environments. You are responsible for contacting and responding to other group members in a timely manner and for coordinating efforts with others. You may use various tools (such as instant messengers, Google+, and Skype) to meet in real-time with your partner outside class to work together on your group assignments or discuss course materials.

ASSESSMENT AND GRADING

Each written assignment will be returned to students marked with the grade percentage earned by the student. In all cases where points are deducted on an assignment or a requirement, an explanation for the deduction will be provided on the returned work.

Grading scale used to determine final grade:

A	93-100 pts	Superior performance (4 quality points per semester hour)
B+	85-92 pts	Better than satisfactory performance (3.5 quality points)
B	80-84 pts	Satisfactory performance (3 quality points)
C+	75-79 pts	Less than satisfactory performance (2.5 quality points)
C	70-74 pts	Performance well below the standard expected of graduate students (2 quality points)
D	60-69 pts	Clearly unsatisfactory performance and cannot be used to satisfy degree requirements
F	0-59 pts	Extremely unsatisfactory performance and cannot be used to satisfy degree requirements (0 quality points)

COURSE POLICIES

Academic Integrity

All students are expected to observe the ethics of academic integrity. Cheating and plagiarism are violations of scholarly and professional ethics as well as UT policy. If you cheat or plagiarize, you will fail the course and could face further actions such as suspension from the academic program and UT. Any incidence of academic dishonesty (e.g., cheating, plagiarism, providing or accepting unauthorized help) will not be tolerated and will be addressed according to procedures outlined in the latest *Hilltopics*, the UTK Student Handbook.

Class Cancellations

Should it be necessary to cancel a class meeting, every effort will be taken to do so in advance. The instructor will post an announcement to the Blackboard website and also send an email to each student individually, notifying them of the cancellation.

CCI Diversity Statement

(College of Communication and Information Bylaws, Section II-C): The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community (see <http://www.cci.utk.edu/diversity-statement> for CCI's full Diversity Statement).

Incompletes

No incomplete grades will be given for this course, unless there are emergency circumstances affecting a student's ability to meet course requirements. Students who may need an incomplete should notify the instructor as early in the term as possible. The instructor may ask for documentation regarding the unusual situation causing the student to request an incomplete grade for the semester. In cases where an incomplete grade is assigned, **it is the student's responsibility to complete all course requirements within the timeframe designated by the instructor.**

Missed Exams or Late Assignments

Makeup exams will be allowed only with pre-approval of the instructor or with an acceptable, documented reason. Acceptable reasons for makeup exams include severe illness, family emergencies or other unavoidable events including dangerous weather conditions and car accidents. Exam format for makeup exams may be different than the original exam and will likely utilize a short answer format. An oral examination may also be utilized if deemed

appropriate by the instructor. Last assignments will receive a penalty of a half letter grade deduction each day the assignment is late.

Required Style Manual

Publication Manual of the American Psychological Association. 6th ed. Washington, DC: American Psychological Association, 2010.

Students with Disabilities

Accommodations will be made for students with disabilities defined by the Americans with Disabilities Act. Students must contact the UT [Office of Disability Services](#) during the first week of the term. Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Disability Services at 865-974-6087 in 2227 Dunford Hall to coordinate reasonable accommodations for students with documented disabilities.

Time Commitment

The knowledge and skills gained from this course will depend on the amount of time invested each week. Information sharing, interaction, and collaboration are essential components of learning. As a general rule in a graduate course, you should expect to devote approximately 2-3 hours outside of class time for every credit hour. For this online course, "class time" is defined as the time students spend reviewing lectures and other instructional materials and participating in your assignments.

COURSE CALENDAR

NOTE: The Instructor reserves the right to modify the calendar throughout the semester.

SESSION 1 – JANUARY 8, 2015	
Lecture	<ul style="list-style-type: none"> • Course Overview • What is business intelligence • The Intelligence Cycle
Objectives	<ul style="list-style-type: none"> • Explain the course requirements (assignments) • Describe the course policies and grading scale for the course • Describe the topics and assigned readings in the course calendar • Describe the intelligence hierarchy and life cycle • Explain the differences in intelligence-related definitions • List some common analytical techniques used in competitive intelligence
Required Reading	<ul style="list-style-type: none"> • Brown-Syed, C. (2011). Library and Information Studies and Open-source Intelligence. <i>Library & Archival Security</i>, 24(1), 1-8 • Fleischer & Bensoussen, Chapters 1-4 • Heuer & Pherson, Chapters 1-2

Further Reading	<ul style="list-style-type: none"> • Reid, E. (2010). Information Professionals as Intelligence Analysts: Making the Transition. • Smith, S.R. (2006). Information Professionals and the Intelligence Community. Unpublished Master's Thesis. Florida State University.
In-Class Activity	<ul style="list-style-type: none"> • Introductions • Pretest
Other Activities	<ul style="list-style-type: none"> • YouTube video on Business Intelligence: https://www.youtube.com/watch?v=1y5jBESLPE
SESSION 2 –JANUARY 15, 2015	
Lecture	<ul style="list-style-type: none"> • History and background of intelligence
Objectives	<ul style="list-style-type: none"> • Define the different types of intelligence that are collected by the government • Describe the types of technical collection of intelligence used by the government • Define and describe what is meant by <i>open source intelligence</i> • Identify the sources of open source intelligence • Define terms used in open source intelligence
Required Reading	<ul style="list-style-type: none"> • Appendix A: The Evolution of the U.S. Intelligence Community-An Historical Overview • Appendix B: An Overview of the Intelligence Community
Further Reading	<ul style="list-style-type: none"> • Garland, E. (2012). Peak Intel: How So-Called Intelligence Actually Makes Us Dumber. Atlantic Monthly. • These 17 Agencies Make Up the Most Sophisticated Spy Network in the World
In-Class Activity	<ul style="list-style-type: none"> • Class Discussion
Other Activities	<ul style="list-style-type: none"> • YouTube Video: America's Intelligence Community Explained • See the movie: <i>The Imitation Game</i> (optional)
SESSION 3 - JANUARY 22, 2015	
Lecture	<ul style="list-style-type: none"> • User needs • The reference interview
Objectives	<ul style="list-style-type: none"> • Describe the purpose of the reference interview • Identify the challenges involved in conducting a reference interview • Describe methods used to facilitate a successful reference interview
Required Reading	<ul style="list-style-type: none"> • Ross, C. S. (2003). The Reference Interview: Why It Needs to Be Used in Every (Well, Almost Every) Reference Transaction. <i>Reference & User Services Quarterly</i>, 43(1), 38-42. • The Reference Interview Tutorial • Knowledge Acquisition (please note the information on interviewing).
Further Reading	<ul style="list-style-type: none"> • Ronan, J. (2003). <i>The Reference Interview Online</i>. <i>Reference & User Services Quarterly</i>, 43 (1), 43-47. • Knoer, S. (2010). <i>The Reference Interview Today</i>. Santa Barbara, CA: Libraries Unlimited.
In-Class Activity	<ul style="list-style-type: none"> • Class Discussion
Other Activities	<ul style="list-style-type: none"> • YouTube Video on reference interview: http://www.youtube.com/watch?v=LtDzRJS5rK8&feature=related

SESSION 4 – JANUARY 29, 2015	
Lecture	<ul style="list-style-type: none"> The collection and processing of intelligence information
Objectives	<ul style="list-style-type: none"> Define and describe what is meant by <i>open source intelligence</i> Identify sources of open source intelligence Define terms used in open source intelligence
Required Reading	<ul style="list-style-type: none"> Heuer & Pherson, Chapters 1-3 WMD, Report, Chapter 7: Information Collection and Chapter 8: Analysis and Chapter 9: Information Sharing. http://www.gpoaccess.gov/wmd/pdf/.
Further Reading	<ul style="list-style-type: none"> Watanabe, F. (1995). How to Succeed in the DI: Fifteen Axioms for Intelligence Analysts. Chirpse, S. (2013). The Ultimate Guide to the Deep Web. (Warning: may be offensive)
In-Class Activity	<ul style="list-style-type: none"> Class Discussion
Other Activities	<ul style="list-style-type: none"> YouTube Video: Introduction to the Deep Web
SESSION 5 – FEBRUARY 5, 2015	
Lecture	<ul style="list-style-type: none"> Accessing Electronic Sources; Open Source Intelligence
Objectives	<ul style="list-style-type: none"> Identify types of electronic information sources Explain how to find relevant sources
Required Reading	<ul style="list-style-type: none"> Bell, Chapters 1, 2, and 3 Crowe, J. & Davidson, T.S. (2008). The “Grey” Intersection of Open Source Information and Intelligence, GL-10. Banks, M. (n.d.). Blog Posts and Tweets: The Next Frontier for Grey Literature. Sheets, D.B. (2013). Social Media and Open-Source Intelligence Resources for the Modern Foreign Area Officer. FAOA Journal of International Affairs, 16(2), 5-9.
Further Reading	<ul style="list-style-type: none"> Boswell, W. (2014). How to Mine the Invisible Web.
In-Class Activity	<ul style="list-style-type: none"> Class Discussion
Other Activities	<ul style="list-style-type: none"> YouTube video: OSINT Beyond the Basics YouTube video: How to Find Free Public Records
SESSION 6 – FEBRUARY 12, 2015	
Lecture	<ul style="list-style-type: none"> Evaluation of Sources
Objectives	<ul style="list-style-type: none"> Identify and describe criteria that are useful for evaluating information sources Explain the process for evaluating information sources

Required Reading	<ul style="list-style-type: none"> • Tillman, H.N. (2003). Evaluating Quality on the Net. • Office of Management and Budget, National Institute of Standards and Technology Guidelines, Information Quality Standards, and Administrative Mechanism. http://www.nist.gov/director/quality_standards.cfm • Wheaton, K. (2007). Evaluating Intelligence. <i>Competitive Intelligence Magazine</i>, 10(5), 19-23.
Further Reading	<ul style="list-style-type: none"> • The Multiple Dimensions of Information Quality. • The Teaching Library. (2007). <i>Beyond Google</i>. Berkeley, CA: The University of California at Berkeley.
In-Class Activity	<ul style="list-style-type: none"> • Class Discussion
Other Activities	<ul style="list-style-type: none"> • YouTube video: Murray Gell-Mann, The Quality of Information (excellent ACM keynote speech by Nobel Physicist and the importance of information quality in modern society)
SESSION 7 – FEBRUARY 19, 2015	
Lecture	<ul style="list-style-type: none"> • Analysis I: Open Source Intelligence Processes
Objectives	<ul style="list-style-type: none"> • Describe the primary debates about the use of open source information in the Intelligence Community (IC) • Identify and describe steps in open source analysis
Required Reading	<ul style="list-style-type: none"> • Beebe, Chapter 1 • Heuer & Pherson, Chapters 5 and 9
Further Reading	<ul style="list-style-type: none"> • Williams, R.V. and B.-A. Lipetz. (2005). <i>Covert and Overt: Recollecting and Connecting Intelligence Service and Information Science</i>. Silver Spring, MD: American Society for Information Science & Technology. • Winkler, Ira (2005) <i>Spies Among Us</i>. Indianapolis, Wiley Publishing. • NATO. (2002). NATO Open Source Intelligence Reader.
In-Class Activity	<ul style="list-style-type: none"> • Case Study: Who Poisoned Karinna Moskalenko?
Other Activities	<ul style="list-style-type: none"> • New York Times background on Karinna Moskalenko
SESSION 8 – FEBRUARY 26, 2015	
Lecture	<ul style="list-style-type: none"> • Analysis II: Business Intelligence; Competitive Intelligence; Industry & SWOT Analysis
Objectives	<ul style="list-style-type: none"> • Define business intelligence (BI) and competitive intelligence (CI) • Describe common principles of BI and CI • Place CI within the context of business intelligence (BI) and knowledge management (KM) • Explain the process of conducting CI and competitor analysis (CA) and competitor profiling • Explain the process of industry analysis • Conduct a SWOT analysis

Required Reading	<ul style="list-style-type: none"> • Bensoussan & Fleischer, Chapters 6, 8, and 11 • Beebe, Chapter 6 • Heuer & Pherson, Chapters 8 and 11
Further Reading	<ul style="list-style-type: none"> • Bose, R. (2008). Competitive Intelligence process and tools for intelligence analysis. <i>Industrial Management & Data Systems</i>, 108 (4), 510-528. • Abels, E. (2002). Hot topics: Environmental scanning. <i>Bulletin of the American Society for Information Science and Technology</i>, 16-17. • Albright, K. S. (2004). Environmental scanning: Radar for organizational success. <i>Information Management Journal</i>, 38(3): 38-45.
In-Class Activity	<ul style="list-style-type: none"> • Case Study: The Road to Tarin Kowt
Other Activities	<ul style="list-style-type: none"> • Amarine, J. (2014). The Battle of Tarin Kowt. • NOTE: Familiarize yourself with the databases offered by the University of Tennessee Libraries, paying particular attention to those sources listed under Business and Economics. http://www.lib.utk.edu/
SESSION 9 – MARCH 5, 2015	
Lecture	<ul style="list-style-type: none"> • Analysis III: Company Research; Financial Analysis
Objectives	<ul style="list-style-type: none"> • Explain the differences between privately and publicly held companies and what it means for information access • Explain the components of financial statements • Define selected business ratios
Required Reading	<ul style="list-style-type: none"> • Beebe, Chapter 5 • Heuer & Pherson, Chapters 4 and 7 • Fleischer & Bensoussan, Chapters 25-27
Further Reading	<ul style="list-style-type: none"> • Porter, Michael. (1980). <i>Competitive Strategy</i>. New York: The Free Press. • Tzu, S. (2003) <i>The Art of War</i>. Translated by Ralph D. Sawyer. Philadelphia: Running Press. • Di Vittorio, Martha Montes, "Unlocking the Secrets of Financial Statements," <i>Database Magazine</i>, 18(5): 24-38, October/November 1995.
In-Class Activity	<ul style="list-style-type: none"> • Case Study: Jousting with Cuba Over Radio Marti
Other Activities	<ul style="list-style-type: none"> • Background on Radio Marti • Continue to explore the databases offered by the University of Tennessee Libraries, paying particular attention to those sources listed under Business and Economics.
SESSION 10 – MARCH 12, 2015	
Lecture	<ul style="list-style-type: none"> • Technology and Intelligence; Data visualization and data mining <p style="text-align: center;">Guest Speaker: TBA</p>
Objectives	<ul style="list-style-type: none"> • TBA

Required Reading	<ul style="list-style-type: none"> Beebe, Chapter 8 <p>TBA</p>
Further Reading	<ul style="list-style-type: none"> Han, J. & Chen-Chuang Chang. (2002). Data Mining for Web Intelligence. <i>IEEE Computer</i>, 64-70.
In-Class Activity	<ul style="list-style-type: none"> Case Study: The Assassination of Benazir Bhutto
Other Activities	<ul style="list-style-type: none"> Benazir Bhutto Assassinated Pervez Musharraf Charged with Bhutto Murder
SESSION 11 – MARCH 19, 2015 SPRING BREAK – NO CLASS MEETING	
SESSION 12 – MARCH 26, 2015	
Lecture	<ul style="list-style-type: none"> Communicating Results
Objectives	<ul style="list-style-type: none"> Explain what makes an effective presentation to executives Describe useful methods of communication with executive staff or senior management
Required Reading	<ul style="list-style-type: none"> Beebe, Chapter 10 Martin, P. and Pemberton, J. M. (2003). Making the Executive Presentation. <i>The Information Management Journal</i>, 37(6), 58-62. Duarte, N. (2012). How to Present to Senior Executives. Harvard Business Review.
Further Reading	<ul style="list-style-type: none"> Bender, P. U. (1991). Secrets of Power Presentations. <i>Canadian Manager</i>, 16(3), 16. Slesinski, R. A. (1990). Giving an Executive Presentation the 'Right Stuff'. <i>Manage</i>, 42(2), 22.
In-Class Activity	<ul style="list-style-type: none"> Case Study: The Atlanta Olympic Bombing
Other Activities	<ul style="list-style-type: none"> Olympic Park Bombing Fast Facts
SESSION 13 – APRIL 2, 2015	
Lecture	<ul style="list-style-type: none"> Part I: Ethics of Intelligence Part II: Careers in Intelligence
Objectives	<ul style="list-style-type: none"> Define ethics and the schools of ethical thought Explain the principles of ethics Describe how ethics pertains to information professionals

Required Reading	<ul style="list-style-type: none"> • Baglione, S.L.& Zimmerer, T.W. (2007). The Prevalence and Business Merit of Ethical Dilemmas of Competitive Intelligence. <i>Journal of Academy of Business and Economics</i>, 7(2). • Bean, H. (2011). Is Open Source Intelligence an Ethical Issue? in Susan Maret (Ed.) <i>Government Secrecy (Research in Social Problems and Public Policy, Volume 19)</i>, Emerald Group Publishing Limited, 385-402. • Herrington, V. (2008). Intelligence Reform Brings New Opportunities for Info Pros. <i>Information Outlook</i>, 12(3), 10-16. • Bergandahl, W. (2012). Entry-Level Hiring Projections for Competitive Intelligence. Erie, PA: Mercyhurst College Institute for Intelligence Studies • Beebe, Chapter 11
Further Reading	<ul style="list-style-type: none"> • Herman, M. (2004). Ethics and Intelligence after September 2001. <i>Intelligence and National Security</i>, 19(2), 342-358. • Bellaby, R. (2012). What's the Harm? The Ethics of Intelligence Collection. <i>Intelligence and National Security</i>, 27(1), 93-117.
In-Class Activity	<ul style="list-style-type: none"> • Case Study: The DC Sniper
Other Activities	<ul style="list-style-type: none"> • DC Area Sniper Fast Facts
SESSION 14 – APRIL 9, 2015	
Lecture	<ul style="list-style-type: none"> • Economics of Information/Intelligence
Objectives	<ul style="list-style-type: none"> • The basic organization of the economic system • The differences between command, market, and mixed market economies • Basic economic concepts (production, consumption, supply, demand, elasticity) • How price affects supply and demand
Required Reading	<ul style="list-style-type: none"> • Bates, B.J. (1988). Information as an economic good. In Mosco, V. & Wasko, J., <i>Political Economy of Information</i>. Madison, WI: University of Wisconsin Press, 76-94. • Beebe, Chapter 14 • Heuer & Pherson, Chapter 6
Further Reading	<ul style="list-style-type: none"> • Portugal, F. H. (2000). <i>Valuating Information Intangibles: Measuring the Bottom-Line Contribution of Librarians and Information Professionals</i>. Washington: Special Libraries Association.
In-Class Activity	<ul style="list-style-type: none"> • Case Study: Defending Mumbai From Terrorist Attack
Other Activities	<ul style="list-style-type: none"> • Mumbai Terror Attacks Fast Facts
SESSION 15 – APRIL 16, 2015	
Lecture	<ul style="list-style-type: none"> • Strategic Planning (and the importance of feedback)
Objectives	<ul style="list-style-type: none"> • Understand the function of strategic planning in information environment • Define what is Strategic Planning • The tools for strategic planning

Required Reading	<ul style="list-style-type: none"> Higgins, J.M. (2005). The Eight 'S's of Successful Strategy Execution. <i>Journal of Change Management</i>, 5(1), 3-13. Fahey, L. (2007). Connecting Strategy and Competitive Intelligence: Refocusing Intelligence to Produce Critical Strategy Inputs. <i>Strategy & Leadership</i>, 35(1), 4-12.
Further Reading	<ul style="list-style-type: none"> Kaufman, R. & Oakley-Brown, H. (2003). <i>Strategic Planning for Success: Aligning People, Performance, and Payoffs</i>. San Francisco, CA: Wiley & Sons. Nolan, T.N. & Goodstein, L.D. (2008). <i>Applied Strategic Planning: An Introduction</i>. (2nd Ed.). San Francisco, CA: Wiley & Sons.
In-Class Activity	<ul style="list-style-type: none"> Class Discussion
Other Activities	<ul style="list-style-type: none"> YouTube video: Overview of the Strategic Planning Process
SESSION 16 – APRIL 23, 2015	
Lecture	<ul style="list-style-type: none"> Course Wrap Up
Objectives	<ul style="list-style-type: none"> Review course expectations and objectives
Required Reading	<ul style="list-style-type: none"> None...BUT...please bring any last questions to class!
In-Class Activity	<ul style="list-style-type: none"> Q&A