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

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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:

- Key concepts of information analysis
- Intelligence life cycle and processes
- Types of intelligence
- Value of information analysis
- Ethical issues associated with information analysis and strategic intelligence
- Range of sources used in analysis and intelligence
- 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:


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.apastyle.org)
- [https://owl.english.purdue.edu/owl/resource/560/01/](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:**

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

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.

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

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.

Brief APA format descriptions and online help available:

http://www.apastyle.org
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:

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

**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.

<table>
<thead>
<tr>
<th>Session 1 – January 8, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecture</strong></td>
</tr>
<tr>
<td>• Course Overview</td>
</tr>
<tr>
<td>• What is business intelligence</td>
</tr>
<tr>
<td>• The Intelligence Cycle</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
</tr>
<tr>
<td>• Explain the course requirements (assignments)</td>
</tr>
<tr>
<td>• Describe the course policies and grading scale for the course</td>
</tr>
<tr>
<td>• Describe the topics and assigned readings in the course calendar</td>
</tr>
<tr>
<td>• Describe the intelligence hierarchy and life cycle</td>
</tr>
<tr>
<td>• Explain the differences in intelligence-related definitions</td>
</tr>
<tr>
<td>• List some common analytical techniques used in competitive intelligence</td>
</tr>
<tr>
<td><strong>Required Reading</strong></td>
</tr>
<tr>
<td>• Fleischer &amp; Bensoussen, Chapters 1-4</td>
</tr>
<tr>
<td>• Heuer &amp; Pherson, Chapters 1-2</td>
</tr>
</tbody>
</table>
**Further Reading**

**In-Class Activity**
- Introductions
- Pretest

**Other Activities**
- YouTube video on Business Intelligence: [https://www.youtube.com/watch?v=1ySjBESLPE](https://www.youtube.com/watch?v=1ySjBESLPE)

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**SESSION 2 – JANUARY 15, 2015**

**Lecture**
- History and background of intelligence

**Objectives**
- 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 open source intelligence
- Identify the sources of open source intelligence
- Define terms used in open source intelligence

**Required Reading**
- Appendix A: The Evolution of the U.S. Intelligence Community-An Historical Overview
- Appendix B: An Overview of the Intelligence Community

**Further Reading**
- These 17 Agencies Make Up the Most Sophisticated Spy Network in the World

**In-Class Activity**
- Class Discussion

**Other Activities**
- YouTube video on Business Intelligence: [https://www.youtube.com/watch?v=1ySjBESLPE](https://www.youtube.com/watch?v=1ySjBESLPE)

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**SESSION 3 - JANUARY 22, 2015**

**Lecture**
- User needs
- The reference interview

**Objectives**
- 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**
- The Reference Interview Tutorial
- Knowledge Acquisition (please note the information on interviewing).

**Further Reading**

**In-Class Activity**
- Class Discussion

**Other Activities**
- YouTube Video on reference interview: [http://www.youtube.com/watch?v=LfDzRJS5rK8&feature=related](http://www.youtube.com/watch?v=LfDzRJS5rK8&feature=related)
### SESSION 4 – JANUARY 29, 2015

<table>
<thead>
<tr>
<th>Lecture</th>
<th>The collection and processing of intelligence information</th>
</tr>
</thead>
</table>
| Objectives | - Define and describe what is meant by open source intelligence  
- Identify sources of open source intelligence  
- Define terms used in open source intelligence |
| Required Reading | - Heuer & Pherson, Chapters 1-3  
| In-Class Activity | - Class Discussion |
| Other Activities | - YouTube Video: *Introduction to the Deep Web* |

### SESSION 5 – FEBRUARY 5, 2015

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Accessing Electronic Sources; Open Source Intelligence</th>
</tr>
</thead>
</table>
| Objectives | - Identify types of electronic information sources  
- Explain how to find relevant sources |
| Required Reading | - Bell, Chapters 1, 2, and 3  
| In-Class Activity | - Class Discussion |
| Other Activities | - YouTube video: OSINT Beyond the Basics  
- YouTube video: How to Find Free Public Records |

### SESSION 6 – FEBRUARY 12, 2015

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Evaluation of Sources</th>
</tr>
</thead>
</table>
| Objectives | - Identify and describe criteria that are useful for evaluating information sources  
- Explain the process for evaluating information sources |
**Required Reading**

**Further Reading**
- *The Multiple Dimensions of Information Quality*.

**In-Class Activity**
- Class Discussion

**Other Activities**
- 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**
- Analysis I: Open Source Intelligence Processes

**Objectives**
- 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**
- Beebe, Chapter 1
- Heuer & Pherson, Chapters 5 and 9

**Further Reading**
- NATO. (2002). *NATO Open Source Intelligence Reader*.

**In-Class Activity**
- Case Study: Who Poisoned Karinna Moskalenko?

**Other Activities**
- New York Times background on Karinna Moskalenko

**SESSION 8 – FEBRUARY 26, 2015**

**Lecture**
- Analysis II: Business Intelligence; Competitive Intelligence; Industry & SWOT Analysis

**Objectives**
- 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 | • Bensoussan & Fleischer, Chapters 6, 8, and 11  
|                  | • Beebe, Chapter 6  
|                  | • Heuer & Pherson, Chapters 8 and 11  
|                  |     Industrial Management & Data Systems, 108 (4), 510-528.  
|                  |     Information Science and Technology, 16-17.  
| In-Class Activity | • Case Study: The Road to Tarin Kowt  
| Other Activities | • 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 | • Analysis III: Company Research; Financial Analysis  
| Objectives | • 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 | • Beebe, Chapter 5  
|                  | • Heuer & Pherson, Chapters 4 and 7  
|                  | • Fleischer & Bensoussan, Chapters 25-27  
| In-Class Activity | • Case Study: Jousting with Cuba Over Radio Marti  
| Other Activities | • 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 | • Technology and Intelligence; Data visualization and data mining  
|          | Guest Speaker: TBA  
| Objectives | • TBA  

### Session 11 – March 19, 2015

**Lecture**
- Communicating Results

**Objectives**
- Explain what makes an effective presentation to executives
- Describe useful methods of communication with executive staff or senior management

**Required Reading**
- Beebe, Chapter 10

**Further Reading**

**In-Class Activity**
- Case Study: The Assassination of Benazir Bhutto

**Other Activities**
- Benazir Bhutto Assassinated
- Pervez Musharraf Charged with Bhutto Murder

### Session 12 – March 26, 2015

**Lecture**
- Part I: Ethics of Intelligence
- Part II: Careers in Intelligence

**Objectives**
- Define ethics and the schools of ethical thought
- Explain the principles of ethics
- Describe how ethics pertains to information professionals

**Required Reading**
- Beebe, Chapter 10

**Further Reading**

**In-Class Activity**
- Case Study: The Atlanta Olympic Bombing

**Other Activities**
- Olympic Park Bombing Fast Facts

### Session 13 – April 2, 2015
### Required Reading
- Beebe, Chapter 11

### Further Reading

### In-Class Activity
- Case Study: The DC Sniper

### Other Activities
- DC Area Sniper Fast Facts

#### SESSION 14 – APRIL 9, 2015

**Lecture**
- Economics of Information/Intelligence

**Objectives**
- 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**
- Beebe, Chapter 14
- Heuer & Pherson, Chapter 6

**Further Reading**

**In-Class Activity**
- Case Study: Defending Mumbai From Terrorist Attack

**Other Activities**
- Mumbai Terror Attacks Fast Facts

#### SESSION 15 – APRIL 16, 2015

**Lecture**
- Strategic Planning (and the importance of feedback)

**Objectives**
- Understand the function of strategic planning in information environment
- Define what is Strategic Planning
- The tools for strategic planning
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>In-Class Activity</td>
<td>Class Discussion</td>
</tr>
<tr>
<td>Other Activities</td>
<td>YouTube video: <a href="#">Overview of the Strategic Planning Process</a></td>
</tr>
</tbody>
</table>

**SESSION 16 – APRIL 23, 2015**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Course Wrap Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>Review course expectations and objectives</td>
</tr>
<tr>
<td>Required Reading</td>
<td>None...BUT...please bring any last questions to class!</td>
</tr>
<tr>
<td>In-Class Activity</td>
<td>Q&amp;A</td>
</tr>
</tbody>
</table>