## INF 385T: Advanced Competitive Intelligence

Unique #: 27995

Room#: [UTA 1.212](javascript:utd_openNPW('http://www.utexas.edu/maps/main/buildings/uta.html');)

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**Class Objective:**

This experiential learning class will provide students with real-world startup experience and allow students to apply the skills they learned in the Competitive Intelligence class on projects for two startup companies over the semester. Students will work directly with the Jon Brumley Texas Venture Labs Practicum class made up of students from McCombs School of Business, the School of Law, the Cockrell School of Engineering, College of Pharmacy and the College of Natural Sciences. Students would serve on the TVL team as the embedded researcher providing secondary market research on market validation and competitive analysis. Students will also teach the TVL team about research strategies and resources as well as participate in the primary research developed and conducted by the TVL team. Students will provide research and consulting to local startups on their most pressing challenges in order to Accelerate startups in taking their products to market and making a funding decisions.

**Required Text:**

Ioia, M. (2014). *The new rules of competitive intelligence*. Bloomington, IN: Xlibris, LLC.

Adams, R. (2010). *If You Build It Will They Come?: Three Steps to Test and Validate Any Market Opportunity.* New York, NY: Wiley.

**Required Readings:** Available on Canvas under Syllabus - arranged by date.

**Buslib Listserv:** <http://lists.nau.edu/cgi-bin/wa?A0=BUSLIB-L>

**Blogs and Commentaries:**

Marketplace <http://www.marketplace.org>

Footnoted (*SEC footnotes analysis)* http://www.footnoted.org/

Daily Financehttp://www.dailyfinance.com/

**Additional Resources Passwords:** Capital IQ (password provided)

**Recommended Texts:**

Ross, C. (2013). *Making sense of business reference*. Chicago: American Library Association.

Droms, W.G. (2003). *Finance and accounting for nonfinancial managers: All the basics you need to know*. Cambridge, MA: Perseus Books Group.

Moss, R. & Ernsthausen, D.G. (2012). *Business information: A guide for librarians, students, and researchers*. Santa Barbara, CA: Libraries Unlimited.

**Assignments & Style Guide**

Upload files to Canvas. The due date is noted on each assignment in Canvas and on the syllabus.

1. Upload all files at the same time to Canvas. If you add a file later, it replaces the first file. Check to make sure all the sections of your assignment have been added to Canvas and are available for grading.
2. Copy the exact question from the Assignments page into your document and write the answer below it to make it clear which question or part of the question you are answering.
3. Cite your sources. Use APA style guide. If you get a report from a database, cite the name of the report, the author, and the database. Only include the URL for articles and reports found online for free and not in the subscription resources. Provide the page number.
4. Spreadsheet and Table Formatting Expectations:

* $B is Billion, $MM is Millions, $M and $K are Thousands. It gets confusing because you see also often see $M representing millions. You will also see 000 in tables and this means thousands (so you add the 000 to the number given). It is best to spell out thousands, millions, billions in text or at least make note of it once. Make sure you understand what the source is providing especially if you are comparing two different sources.
* Keep in millions unless the companies are so small that the numbers are only in thousands.
* Be consistent in denominations. Note in the spreadsheet. “In Millions” or “In Thousands.”
* Format with zero decimal places
* Include commas in numbers.
* Do not convert millions back to thousands unless you know the actual numbers—in other words, to convert millions that are rounded you would end up putting “zeros” when in fact there are actual numbers there. $2.3MM is not (or highly unlikely to be) the same as $2,300K but could be the same as $2,327K.
* Use Print Preview to see if your spreadsheet is readable in print form.
* Use Page numbers.
* Adjust the width and depth of cells to match the importance of the information. In other words, conserve your space to keep information readable.
* Footnote the source information, rather than put it in the cells—Allow for narrow columns for the footnote numbers next to the cell it is referring to.
* Use Excel formulas for any calculations, so that revised numbers will automatically correct any dependent cells. In other words, don’t do the math yourself and type the numbers as text, let Excel do it for you.
* Use Excel help to learn the many things it can do. There are lots of YouTube videos.

**Grading:**

Each assignment has a point value and a weight. You’ll find weights on the syllabus and point values in the assignment section of Canvas. The course grade will include the following components:

Assignments/Presentations: 95%

Class/TVL participation: 5%

The course grade will be computed as follows. Grading is based on mastery of course material, attendance, and completion of assignments. **I DO NOT ACCEPT LATE ASSIGNMENTS.** Class grade curves are generally avoided. Normal rounding rules apply (e.g. 89.50 is an A-; 92.50 is an A).

A 93.0 and above Excellent - indicates mastery, professional level

1. 90.0-92.4

B+ 87.0-89.4

B 83.0-86.4 Good - respectable level for business environment

B- 80.0-82.4

C+ 77.0-79.4

C 73.0-76.4 Average - marginal for business environment

C- 70.0-72.4

D+ 67.0-69.4 Insufficient mastery - unacceptable for business environment

D 65.0-66.4

D- 63.0-64.4

F 62.9 and below Unsatisfactory (Failing for Pass/Fail)

**You will NOT receive credit for late assignments.** Assignment grades will be posted on Canvas and you are welcome to raise questions about potential data entry or calculation errors with me as they are entered. The final grade assigned in the course is an informed and **final** evaluation and not open for discussion or negotiation. Any lobbying efforts (i.e. asking for a higher grade because you want one, need one, etc.) will not be tolerated.

To respect each student’s privacy, individual grades are never discussed over email or phone. You may email me with concerns about missing grades, but if you wish to verify a specific grade, you must meet me in person.

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, <512-471-6259>,

<http://diversity.utexas.edu/disability/>

***Student Honor Code:***

“As a student of The University of Texas at Austin, I shall abide by the

core values of the University and uphold academic integrity.”

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| **Class No** | **Date** | Topic | Readings | **Assignment Due** | **Weight** |
| 1 | 1/23 | TVL: Company Presentations | 1. Adams, If You Build It… 2. Ioia, Ch 14-16, Appendix 5 |  |  |
| 2 | 1/30 | TVL: Market Validation, Rob Adams | 1. Thomson ONE 2. IBISWorld 3. MarketLine 4. BCC Research | Industry Overview: Growth Stage Company  Market Size & Forecast | 10% |
| 3 | 2/6 | TVL: Business Research, Kessler Survey Design, Ty Henderson | 1. Thomson ONE 2. IBISWorld 3. MarketLine 4. BCC Research | Industry Overview: Early Stage Company  Market Size & Forecast | 10% |
| 4 | 2/13 | INF: Discuss Overviews, 6-7pm  TVL 7:30: Business Models, Rob Adams |  |  |  |
| 5 | 2/20 | INF: Presentations & Capital IQ Review |  | Presentation | 10% |
| 6 | 2/27 | INF: Customers/Survey Research | 1. Mintel 2. Polling the Nation | Funding/Deals | 10% |
| 7 | 3/6 | INF: Private Company & News Searching |  | Customers  Research on previous primary research | 5% |
|  | 3/13 | Spring Break |  |  |  |
| 8 | 3/20 | INF: Social Media Tools |  | Competitive News/ Regulation/ Misc | 5% |
| 9 | 3/27 | INF: In Class Work |  | Competitive Social Media Analysis | 5% |
| 10 | 4/3 | INF: In Class Work |  | Magic Quadrant | 10% |
| 11 | 4/10 | TVL: Guest Entrepreneurs (tentative) |  |  |  |
| 12 | 4/17 | INF: Presentations |  | Final Presentation to CI Class | 30% |
| 13 | 4/24 | TVL: Student Presentations Early Stage  Attend only |  |  |  |
| 14 | 5/1 | TVL: Student Presentations Growth Stage Attend only |  |  |  |
|  |  |  |  | Class and TVL Participation | 5% |