## INF 385T: Advanced Competitive Intelligence

Unique #: 27513

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TA: TBD

**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.

**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:**

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

1. **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.
2. **Citing sources and search strategy:** Under every question. Quote just the answer, or the paragraph surrounding the answer, and cite it with the following: your search engine, the secondary source and the primary source behind it and the search terms you used to find it.

Answer: “the market is 6 billion and growing”

Using Business Source Complete: Business Week 05 Jan15. Citing IDC, Searched: (peer to peer” or p2p) and (billion or million)

1. **Spreadsheet and Table Formatting Expectations:**

* $B is Billion, $MM is Millions, $M and $K are both Thousands. In tables Thousands will be often be noted as 000. It is more common today to see $M represent millions. I’m ok with that but make a note of it in the text somewhere. And always check your souce to make sure you know what symbol they are using.
* Spell out thousands, millions, and billions in text.
* 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.”
* 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 $2,300M but could be the same as $2,327M.
* Format with zero decimal places
* Use repeatable titles so a spreadsheet longer than one page, will automatically have titles in the first row. Excel> Pagelayout>Print titles.
* 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.
* Include your name in the header of any of your work.

**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:

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)

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. **You will NOT receive credit for late assignments.** However, 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.

*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 | 1/25 | TVL: Company Presentations | 1. Ioia, Ch 14-16, Appendix 5 |  |  |
| 2 | 2/1 | TVL: Secondary Research | 1. Thomson ONE | Industry Overviews  Market Size & Forecast  Draft Due | 5% |
| 3 | 2/8 | TVL: Capital IQ Training  Financial Modeling | 1. IBISWorld 2. MarketLine | Final Industry Overiew and Competition  Market Segments Barriers to Entry | 10% |
| 4 | 2/15 | TVL: Action Plan Student Presentations  Survey Design |  | Presentation | 5% |
| 5 | 2/22 | INF: Customers/Survey Research | 1. Mintel 2. Polling the Nation | Funding/Deals | 10% |
| 6 | 2/29 | INF: In Class Work |  | Customers  Research on previous primary research | 10% |
| 7 | 3/7 | INF: Private Company |  | Primary research | 5% |
|  | 3/14 | Spring Break |  |  |  |
| 8 | 3/21 | INF: Social Media Tools |  | Magic Quadrant | 10% |
| 9 | 3/28 | TVL: Project Updates  Happy Hour |  | Presentation | 5% |
| 10 | 4/4 | INF: News Searching | 1. | Competitive Social Media Analysis | 5% |
| 11 | 4/11 | TVL: Guest Entrepreneurs |  | Competitive News/ Regulation/ Misc | 5% |
| 12 | 4/18 | INF: In Class Work |  |  |  |
| 13 | 4/25 | TVL: Student Presentations Emerging |  | Final Project | 15% |
| 14 | 5/2 | TVL: Student Presentations Growth |  | Final Project | 15% |

5/6 Venture Expo – Volunteer Opportunities