
Academic Year: (2024 / 2025)

Review date: 16-05-2024

Department assigned to the subject: Library and Information Sciences Department

Coordinating teacher: ARAGON GONZALEZ, INES

Type: Electives ECTS Credits : 6.0

Year : 1 Semester : 1

OBJECTIVES

- Integration of the value of the competitive intelligence (IC) in the archive and the digital continuity.
- To know the different models of IC and VT in the world.
- To know the models of application of the IC the organizations.
- To know the principal resources of information for the study of the IC.
- Integration of the process of the IC.
- To know and to apply strategies and market technologies for the study of the future as an opportunity of change.
- To know and to define strategies for the construction and the suitable management of a digital identity.

DESCRIPTION OF CONTENTS: PROGRAMME

UNIT 1 MEET THE MIDDLE. COMPETITIVE INTELLIGENCE SURVEILLANCE AND COMPETITIVE

1 Competitive intelligence: concepts and process

1.1. Information and intelligence: what is and what is not competitive intelligence (CI).

1.2. Environment of competitive intelligence.

1.3. Competitive versus competitive intelligence surveillance.

1.4. Origin and evolution.

2 The process.

3 Models of competitive intelligence in the world.

4 Information Resources.

UNIT 2 ANTICIPATE CHANGES: STRATEGIC FORESIGHT. CONCEPTS, KEY IDEAS, METHODOLOGY.

1 Future studies.

2 Planning, Research and Strategy.

3 Key ideas of prospective.

4 The process of prospective.

UNIT 3 BE PRESENT: DIGITAL FILES AND IDENTITY

1 Concept of digital identity.

2 Digital Identity Management.

3 Tools.

4 Strategies.

LEARNING ACTIVITIES AND METHODOLOGY

THE TRAINING ACTIVITIES ACORDING TO THE STUDY PLANIFICATION WILL BE:

AF1 Individual work for the study of theoretical and practical materials developed and contributed by the teacher.

AF2 Individual work for problem solving and case studies.

AF3 Theoretical-practical classes.

AF4 Tutorials.

AF5 Group work.

AF6 Active participation in forums enabled by the teacher in the virtual educational platform.

AF7 Perform self-assessment test for content review.

AF8 Synchronous online debates and colloquiums.

Type of activity Is it synchronous? Total hours Hours of synchronous interactivity No. In-person hours %
In-person attendance Student

AF1 0	NO	49	0	0
AF2 0	NO	45	0	0
AF3 100	SI	6	6	6
AF4 0	SI	6	6	0
AF5 0	NO	60	0	0
AF6 0	NO	2	0	0
AF7 0	SI	6	6	0
AF8 0	SI	6	6	0
	Total	180	24	6

3,33%

TEACHING METHODOLOGIES:

MD1 Presentations in the teacher's class with support of computer and audiovisual media, in which the main concepts of the subject are developed and the bibliography is provided to complement the students' learning.

MD2 Critical reading of texts recommended by the teacher of the subject:

Press articles, reports, manuals and / or academic articles, either for later discussion in class, or to expand and consolidate the knowledge of the subject.

MD3 Resolution of practical cases, problems, etc. Raised by the teacher individually or in a group.

MD4 Exposition and discussion in class, under the moderation of the professor of subjects related to the content of the subject, as well as of practical cases.

MD5 Preparation of individual and group work and reports.

MD6 Reading of theoretical and practical teaching materials.

TUTORIALS SCHEME:

The schedules of the tutorials, adjusted to the disposition by the University, can be consulted in the space of the course in the platform (Aula Global). They will include at least two sections, one for face-to-face and the other for online tutorials. In addition to these official tutorials, students can request and arrange with the teacher online or on-site tutorials outside those times.

ASSESSMENT SYSTEM

% end-of-term-examination: 50

% of continuous assessment (assignments, laboratory, practicals...): 50

SE1 Participation in the class and forums in the virtual educational platform.

SE2 Individual or group work done during the course.

SE3 Carrying out evaluable and scoring questionnaires.

SE4 Exam or Final Work *.

* The examination of the final work was done in face-to-face mode, at the Carlos III University, and must be surpassed in order to approve the corresponding course.

The weighting of the evaluation tasks, as well as the criteria applicable to both the ordinary and the extraordinary call will be specified in the teacher's guide.

BASIC BIBLIOGRAPHY

- null Colakoglu, T. (2011). The problematic of competitive intelligence: How to evaluate& develop competitive intelligence?, *Procedia-Social and Behavioral Sciences*, 24, 1615-1623. <https://doi.org/10.1016/j.sbspro.2011.09.075>.

- null Fleisher, C.S. y Wright, S. (2009). Examining differences in competitive intelligence practice: China, Japan, and the West, *Thunderbird International Business Review*, 51(3), 249-261. <https://doi.org/10.1002/tie.20263>.

- null García Alsina, M. y Ortoll Espinet, E. (2012). *La inteligencia competitiva: Evolución histórica y fundamentos teóricos*, Ediciones TREA.

- null Madurga, M. Á. y Navarro, M. Á. (2018). *Inteligencia competitiva y dirección de empresas*, Tirant lo Blanch.

- null Martin-Pozuelo, M.P., Moro-Cabero, M. y Sanz-Baena, C. (2011). Factores clave para el futuro de la archivística, *El Profesional de la Información*, 20 (2), 135-142. DOI: <https://doi.org/10.3145/epi.2011.mar.02>.

- null Muñoz Cañavate, A. (2012). *Recursos de información para la inteligencia competitiva: Una guía para la toma de decisiones*, Ediciones TREA.

- null Pellissier, R. y Nenzhelele, T. E. (2013). Towards a universal definition of competitive intelligence, *South African Journal of Information Management*, 15(2), 1-7. <https://doi.org/10.4102/sajim.v15i2.559>.