The University of Texas at Austin
School of Information

Information Marketing   Fall 2011
INF 387 M Unique Number  28607
Wednesdays 6:00-9:00 pm
Classroom: UTA 1.502 (1616 Guadalupe Street)

Professor Glynn Harmon
Office: UTA 5.408. Phone: (512) 471-3972
gharmon@ischool.utexas.edu
Office hours: Immediately after class, Tuesdays, 2-3 pm, and by appointment.

Teaching Assistant: Sophia Kang
Email: Kang2010@mail.utexas.edu
Office: UTA 1.210 (IT Lab)
Office Hours: Mondays, 11 am to noon and by appointment.

I.  COURSE OVERVIEW

A seminar-oriented introduction to the basic concepts of for-profit and nonprofit information marketing. Focuses first on information seeking behaviors and patterns of consumers (users, clientele) and funders as a basis for targeting needs and development of market offerings. Emphasizes building a pre-operational market focus into organizations and programs through systematic marketing planning during the initiation phases of new organizations or reorganization of existing organizations and programs. Focuses second on the nature of the rapidly evolving information marketplace environment and identification of effective information marketing strategies applicable to various kinds of information clientele. Covers market offerings of different information products and services geared closely to clientele needs and environments (mobile technologies, face-to-face and e-services, print publications, search engines, library services, bibliographic databases, communication devices and ubiquitous computing, etc.).

II.  Required Textbooks


bookstore or ordered from a book vendor for about $7 used to $95 new. It was not ordered as a textbook for this course through the UT CoOp Bookstore.

III. Objectives, Requirements and Grading

1. To learn various information-seeking patterns, models and theories related to information consumer needs and behaviors. Requirements: Reading of the Looking for Information textbook and completion of a short take-home exam. The exam will be based partially on what implications information seeking patterns have for effective marketing and will thus relate to the second requirement below and to the participation requirements below (30% of course grade).

2. To identify highly effective marketing strategies and for various classes of information service organizations, such as online information services, search engine organizations, libraries or information centers. Requirements: Reading of the Information Marketing and Looking for Information textbooks and submission of a limited length paper or report on effective marketing strategies applicable to a selected information-oriented organization or type of information organization, a given product or service offering, or target clientele audience. Includes and a preliminary presentation of the paper or report to the seminar (40% of course grade).

3. Participation in seminar discussions related to the content of selected chapters of the Looking for Information textbook (10% of course grade).

4. Participation in ongoing seminar discussions related to the content of the Information Marketing textbook (10% of course grade).

5. Overall consistent, positive and constructive seminar participation (10% of grade).

IV. Examples of Supplementary Sources (not required; order is random)


2. Andreasen, A. and Kotler, P. (2008). Strategic Marketing for Nonprofit Organizations. 7th edition. Englewood Cliffs, NJ: Prentice-Hall, Inc. Please note that the general marketing concepts presented in this and the Kotler book below can differ considerably from the often less informed commentary in the literature of information studies and other professional fields. These latter fields tend to equate selling, promotion and advocacy with marketing. As a whole, marketing is concerned with identifying and fulfilling consumer/funder needs so effectively as to render selling and promotion superfluous. The cost of this book is about $150; however its essential concepts are summarized in a low-priced booklet with the same


6. Note that various volumes of the *Annual Review of Information Science and Technology* (Such as in Vols. 13, 23, 25, 26, 33) contain chapters on marketing and pricing and that other volumes summarize marketing works. However, all chapters can be related directly to marketing. Nearly all volumes (1-44) contain chapters that review works on information need and use or information behavior.


14. Review the web site of the Association of Independent Information Professionals, [http://www.aiip.org](http://www.aiip.org), to learn to use the various guides and other resources for establishing
or developing an enterprise and the types of firms that have a durable performance record. The sites of the Strategic and Competitive Intelligence Professionals, [http://www.scip.org](http://www.scip.org), and the American Marketing Association, [http://www.marketingpower.com](http://www.marketingpower.com), also present useful information. A large number of affiliate or associate sites are available (e.g., see [http://www.associateprograms.com/affiliate-program-tutorial.shtml](http://www.associateprograms.com/affiliate-program-tutorial.shtml)).

IV. Guidelines for Completion of Requirements

1. **Paper or report on effective marketing strategy for selected type of information service organization, or product or service offering, or to address a specific information user clientele.**

   There are many approaches to writing a paper or report on information marketing, and the following guidelines are suggestive of just one approach that might be pursued.

   First, consider what kind of nonprofit or for-profit information service organization you would like to join or are already affiliated with as a marketing-oriented employee, or are curious about. The kinds of organizational environments that one might wish to study are usually more variegated than one might initially imagine. Such organizations include various kinds of libraries, research organizations, government agencies, associations, educational organizations, consultants, search engine sponsors, online database services, publishers, small businesses, health organizations, law firms, etc. Likewise information product or service offerings are numerous, as are kinds of target users (consumers, clientele, customers, audiences, etc.). Then consider how to conduct an analysis and development of potentially effective marketing strategies for that type of organization, service, or product (a marketing plan for a specific organization tends to be quite specific and requires lots of empirical research; thus we might want to target a type or class of organization/program, to approach marketing from a more general perspective).

   Second, consider whether or not you will develop effective marketing strategies for your selected type of organization or product/service, or target clientele individually or in collaboration with no more than one like-minded seminar partner. Partners will receive the same grade for the paper.

   Third, read through the textbooks *Information Marketing* and *Looking for Information* to learn marketing basics, environments and consumer information seeking and to appreciate the specific application of principles presented. You will need to cover about two to three chapters or about 50 pages per week. The instructor will also discuss some general marketing concepts and principles during the semester along with information consumer behavior.

   Fourth, compile a set of effective marketing strategies for your selected type of organization. The *Information Marketing* book should be especially useful in developing your marketing approach and strategy, as should various supplementary sources. Please keep in mind that information professionals, like other professionals, tend to confuse promotion, selling and advocacy with authentic marketing. Authentic marketing efforts tend
to focus first and foremost on identifying consumer needs and then on developing and offering services and products geared specifically to need fulfillment and high demand areas. Thereby, promotion, advocacy and selling can be rendered superfluous! A useful way to analyze marketing strategies is to compare and contrast one or more specific, highly effective marketing efforts with one or more highly ineffective marketing efforts.

Fifth, develop, draft and edit your short paper (say 10-12 pages, typed double spaced; joint papers can be slightly longer). You should format your paper as a potential article for a professional journal or specific upcoming conference presentation, or as a working report to be presented to officials of the organization. Please include multiple citations (in addition to textbook citations); citations should be formatted according to the editorial requirements of a targeted journal or conference proceeding (specify the name of the journal or conference proceeding) or the reporting format of the organization to which your report is addressed. Editorial form and style, word limits, and any instructions to authors provided can be useful.

Please do not use cover pages when you submit your paper.

Sixth, prepare a 10-minute oral summary presentation of your paper for the seminar. You may assume hypothetically that your seminar colleagues comprise a committee of officials in your targeted organization, or client group(s) and that you will have to present a cogent case to win acceptance of your proposed strategies. You need not distribute copies or prepare handouts, but may simply present your plan orally (Power Points not required). Submit a copy of the paper to the instructor by the due date.

Grading criteria for this first paper include the degree to which the analysis appropriately stratified your selected marketplace and identified high demand constituent needs; development of appropriate market offerings (services or products); appropriate use of marketing channels and communications; provision for obtaining consumer reactions and readapting services or products (paper and oral report weighted at 40% of course grade).

2. Take-home exam on effective marketing strategy for selected type of information-Oriented organization, product or service offering, or customer/clientele audience.

First, as stated earlier, read through the textbook, Looking for Information. You will need to read about one chapter per week and skim others (see Course Calendar). Please try to relate information seeking concepts to material in the Information Marketing textbook and to your selected paper effort. The take-home exam will likely include about three to six short essay questions related broadly to how information seeking patterns serve to identify the needs of target customer audiences, produce better product/service offerings, and differentiate between effective and ineffective marketing strategies. You may suggest take-home exam questions to the instructor at any time. (Exam weighted at 30% of course grade)
3. **Participation in ongoing seminar discussions related to the Looking for Information Textbook.**

We will likewise discuss about one assigned chapter per week in the *Looking for Information* book. Again, please read (and/or skim) each assigned chapter ahead of class time and be prepared to discuss (1) what most interesting insights about information behavior you gained from each chapter you read—as opposed to chapters skimmed; (2) what information behavior patterns, models or theories relate most the accurate identification of information needs of the target audiences of most interest to you; (3) implications for modifying concepts presented in the *Information Marketing* book and for better addressing the needs of your consumers and funders and thus for better developing your information service or product offering (10% of grade).

4. **Participation in ongoing seminar discussions related to the Information Marketing Textbook.**

We will discuss about one assigned chapter per week in the *Information Marketing* book (see Course Calendar). Please read each chapter ahead of time and be prepared to discuss (1) how each chapter’s content relates to effective marketing of your selected information-oriented organization, enterprise, or product/service offering, and in otherwise addressing your target clienteles’ information needs; (2) specific cases or examples of highly effective marketing versus ineffective marketing efforts; (3) what underlying factors appear to differentiate effective marketing efforts from ineffective marketing in your area of interest (10% of grade).

5. **Overall Seminar Participation**

Consistent, positive and constructive seminar participation among all seminar members is helpful, especially because these modes of participation tend to be consonant with the spirit of marketing enterprise (10% of grade).

**V. Course Policies**

1. *Class breaks are not a good time to raise questions or problems with the instructor,* since this can delay restarting the class.

2. Questions about course or seminar matters should be raised directly during the class session or immediately after class (rather than outside of class), so that problems can be confronted immediately and everyone is given the same information. Because of email overload, please try to be judicious in your use of email to communicate with the instructor.

3. In fairness to those who complete work on time, a penalty will be assessed for late submissions.

4. Because the instructor welcomes your comments about the course, one or more informal surveys will be given during the term, and a formal one given at the end of the semester. You may also comment directly or anonymously in writing at any time. Specific comments are more useful than vague ones.
6. Incompletes will be given only for highly exceptional circumstances that can be documented or verified.
7. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Division of Diversity and Community Engagement, Services for Students with Disabilities at 471-6259.

VI. Course Calendar

Wednesday

August 24, 2011
• Review of syllabus and elaboration of requirements
• Obtaining e-Book textbook access or ordering textbooks
• Biographical forms and career plans and introductions
• Feedback about syllabus and discussion of required paper options

August 31
• Discussion of requirements including paper
• Obtain an overview of the Case (C) textbook, Looking for Information.
• Review the Introduction to the Rowley (R) textbook, Information Marketing.

September 7

No Class. Instead, we will have a field trip the evening before on Tuesday, September 6 to the AT&T Conference Center (University and MLK).
Panel presentation on “Cybersecurity Today: Trends, Risk Mitigation and Research.”
Reception/refreshments in Lobby from 5:45 to 6:30 pm and Presentation

September 14
• Discussion of Case textbook, Part I on Information Behavior. Please read each Chapter’s introductory sections, figures, tables and end-of-chapter summaries, and skim the rest of Part I
• Discussion of paper or report topics in the light of readings just completed
• Discussion of R textbook’s Chapter 1, on Marketing

September 21
• Discussion of Case, Part II, Concepts Related to Information Behavior. Read each chapter’s introductory section, tables and figures, and end-of-chapter summaries, and skim the rest.
• Discussion of R, Chapter 2, on The Information Marketplace
• Discussion of paper or report topics vis-à-vis readings completed
September 28
- Discussion of Case, Chapter 6, on Models of Information Behavior
- Discussion of R, Chapter 3, on Customers
- Discussion of paper/report topics in the light of textbook and related readings

October 5
- Discussion of Case, Chapter 7 on Perspectives, Paradigms and Theories of information behavior
- Discussion of R, Chapter 4 on Information Products and Services
- Discussion of papers/report topics

October 12
- Discussion of Case, Chapter 8 on the information behavior research process.
- Discussion of R, Chapter 5 on Building Customer Relationships
- Discussion of papers/projects
- Reminder: Please free to suggest take-home exam questions to the instructor at any time

October 19
- Read Case, Chapter 9 on Information Behavior Methods
- Read R, Chapter 6 on Branding and Corporate Identity

October 26
- Discussion of Case, Chapter 10 on past information behavior research
- Discussion of R, Chapter 7 on Marketing Communication
- Discussion of papers/reports
- Take-home exam issued

November 2
- Discussion of Case, Chapter 11 on information behavior Research by Occupation
- Discussion of R, Chapter 8 on Price and Pricing Policy
- Discussion of papers/reports

November 9
- Discussion of Case, Chapter 12 on Research by Social Role and Demographics
- Discussion of R, Chapter 9 on Collecting Marketing Data
- Discussion of papers and reports
- Take-home exam due by this date
November 16
• Discussion of Case, Chapter 13 (last chapter) on Reviewing, Critiquing, Concluding works on information behavior
• Discussion or R, Chapter 10 (last chapter) on Market Stratification and Planning
• Discussion of papers/reports
• Discussion of take-home exam answers
• Preliminary oral reports on papers/reports

November 23
• Informal consultations. Happy Thanksgiving, November 24!

November 30
• Continuation of preliminary oral reports on papers/reports
• Last discussion of papers/reports
• Address envelopes for returning graded papers/reports
• Course survey

December 7 (No class day)
• Due before 5:00 pm on this date: completed papers