



Australian School of Business

**Information Systems, Technology and  
Management**

Never Stand Still

Australian School of Business

**INFS4831  
INFORMATION SYSTEMS  
CONSULTING**

**Course Outline  
Semester 2, 2013**

**Part A: Course-Specific Information**

Please consult Part B for key information on ASB policies (including those on plagiarism and special consideration), student responsibilities and student support services.

# Table of Contents

<u>PART A: COURSE-SPECIFIC INFORMATION</u>	<u>3</u>
<u>1 STAFF CONTACT DETAILS</u>	<u>3</u>
<u>2 COURSE DETAILS</u>	<u>3</u>
2.1 Teaching Times and Locations	3
2.2 Units of Credit	3
2.3 Summary of Course	3
2.4 Course Aims and Relationship to Other Courses	3
2.5 Student Learning Outcomes	4
<u>3 LEARNING AND TEACHING ACTIVITIES</u>	<u>6</u>
3.1 Approach to Learning and Teaching in the Course	6
3.2 Learning Activities and Teaching Strategies	7
<u>4 ASSESSMENT</u>	<u>7</u>
4.1 Formal Requirements	7
4.2 Assessment Details	8
4.3 Assessment Format	8
4.4 Assignment Submission Procedure	10
4.5 Late Submission	10
<u>5 COURSE RESOURCES</u>	<u>10</u>
<u>6 COURSE EVALUATION AND DEVELOPMENT</u>	<u>10</u>
<u>7 COURSE SCHEDULE</u>	<u>11</u>

## **PART A: COURSE-SPECIFIC INFORMATION**

### **1 STAFF CONTACT DETAILS**

Lecturer-in-charge: Eric Lim  
Room: Quad 2084  
Phone No: 9385 4688  
Email: [e.t.lim@unsw.edu.au](mailto:e.t.lim@unsw.edu.au)  
Consultation Times – TBA (or by appointment)

Co-lecturer: Christine Van Toorn  
Room: Quad 2092A  
Phone No: 9385 5642  
Email: [c.vantoor@unsw.edu.au](mailto:c.vantoor@unsw.edu.au)  
Consultation Times – TBA (or by appointment)

The best way to contact your lecturer is via email or to see them during their consultation times. Please note that only your UNSW email account will be used for formal notices and correspondence regarding the course. If you need to contact the school urgently, ring 9385-5320 or email [istm@unsw.edu.au](mailto:istm@unsw.edu.au).

### **2 COURSE DETAILS**

#### **2.1 Teaching Times and Locations**

Seminars start in Week 1(to Week 12). Seminars will be on Wednesday evenings, 6pm to 9pm, in LAW 203 (K-F8-203).

#### **2.2 Units of Credit**

The course is worth 6 units of credit.

This course is taught in parallel with INFS5831 Business Analysis and Consulting. The course materials are the same, but the assignments and the exam may differ as appropriate.

#### **2.3 Summary of Course**

This course aims to familiarise you with the key concepts, practices and issues relevant to engaging and providing IS consulting services from the perspectives of both the client and the consultant. The course applies relevant theories of change management, behavioural science and social psychology to illustrate how IS consultants engage with organisations and help them solve business problems. This course also examines challenges and opportunities in contemporary business environments brought about by technological advancements such as the emergence of social media, the prevalence of big data and the availability of crowdsourcing possibilities.

#### **2.4 Course Aims and Relationship to Other Courses**

Information Systems (IS) Consulting has become one of the fastest growing career fields. The aim of this course is to examine the value propositions provided by IS consultants to their clients. Through this course, you will be able to differentiate and appreciate the contributions of IS consultants relative to those of consultants from other management fields. Based on the specific perspective adopted by IS consultants, you will be exposed to the relevant engagement styles and strategies commonly employed by these individuals.

You will explore the modern dilemma facing organizations in their attempt to satisfy the current needs of consumers while being mindful of their own potential demise due to their failure to embrace novel technologies that disrupt existing market structures. To address this dilemma, you will examine organizations' practices and strategies in managing their technological innovations such as the establishment of open platforms and the perpetuation of pre-existing ecosystems.

This course will also scrutinize contemporary challenges facing organizations as they seek to carve out a sustainable competitive advantage through exploiting the latest technology-enabled trends. Through acquiring an in-depth appreciation of the fragmented social media landscape, the potential of crowdsourcing and the value of big data, you will be better equipped to advise firms in crafting sustaining competitive advantage through effective leveraging information technology.

The course also seeks to develop your skills in consulting and enhance your communication, presentation, problem solving and critical thinking skills through class work and assignments.

## **2.5 Student Learning Outcomes**

After studying this course you will be able to:

1. Explain the value propositions of IS consulting and how it can aid organisations to stay relevant in dynamic market environments characterised by rapid progress in technological advancements.
2. Explain the tenuous state of organizations' competitive position due to the Innovator's Dilemma.
3. Analyse latest technological trends and evaluate their impact on organizations' competitive and innovative capabilities.
4. Analyse the different strategies organizations could adopt to insulate their competitive positions and technological innovations from disruptive market forces.
5. Assess the ability of organizations in developing a coherent and sustainable technological innovation strategy to counter the emergence of disruptive technologies.
6. Assist organizations in developing a coherent and sustainable technological innovation strategy that draw on latest advances in technologies.
7. Deploy appropriate IS consulting strategies and processes when engaging with internal and external stakeholders.
8. Evaluate and deploy principles of ethical and professional standards during IS consulting.

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the ASB. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes – what you are able to DO by the end of your degree (e.g. 'participate collaboratively and responsibly in teams').

## ASB Undergraduate Program Learning Goals and Outcomes

**1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.**

You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

**2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.**

You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

**3. Communication: Our graduates will be effective professional communicators.**

You should be able to:

- a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
- b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

**4. Teamwork: Our graduates will be effective team participants.**

You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

**5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.**

You should be able to:

- a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- b. Identify social and cultural implications of business situations.

For more information on the Undergraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
<i>This course helps you to achieve the following learning goals for all ASB postgraduate coursework students:</i>		<i>On successful completion of the course, you should be able to:</i>	<i>This learning outcome will be assessed in the following items:</i>
1	Knowledge	<p>Explain the value propositions of IS consulting and how it can aid organisations to stay relevant in dynamic market environments characterised by rapid progress in technological advancements.</p> <p>Explain the tenuous state of organizations' competitive position due to the Innovator's Dilemma.</p>	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Class Exercise</li> <li>• Final Examination</li> </ul>

2	Critical thinking and problem solving	Analyse latest technological trends and evaluate their impact on organizations' competitive and innovative capabilities.  Analyse the different strategies organizations could adopt to insulate their competitive positions and technological innovations from disruptive market forces.	<ul style="list-style-type: none"> <li>• Group Assignment</li> <li>• Final Examination</li> </ul>
3a	Written communication	Assess the ability of organizations in developing a coherent and sustainable technological innovation strategy to counter the emergence of disruptive technologies.  Evaluate and deploy principles of ethical and professional standards during IS consulting.	<ul style="list-style-type: none"> <li>• Individual Assignment</li> <li>• Group Assignment</li> </ul>
3b	Oral communication	Deploy appropriate IS consulting strategies and processes when engaging with internal and external stakeholders.	<ul style="list-style-type: none"> <li>• Group Presentation</li> </ul>
4	Teamwork	Assist organizations in developing a coherent and sustainable technological innovation strategy that draw on latest advances in technologies.	<ul style="list-style-type: none"> <li>• Group Assignment</li> <li>• Group Presentation</li> </ul>
5a.	Ethical, environmental and sustainability responsibility	Evaluate principles of ethical and professional standards during IS consulting.	<ul style="list-style-type: none"> <li>• Individual Assignment</li> </ul>
5b.	Social and cultural awareness	Deploy principles of ethical and professional standards during IS consulting.	<ul style="list-style-type: none"> <li>• Individual Assignment</li> </ul>

### 3 LEARNING AND TEACHING ACTIVITIES

#### 3.1 Approach to Learning and Teaching in the Course

Every week, there will be a lecture session of three hours that will take the form of an interactive seminar. You are expected to have read the designated articles for each week in order to be well-prepared and to participate actively during the seminar. Critical thinking, constructive critique and originality are the order of the day. Hostility and open demonstration of contempt for your fellow seminar participants will not be tolerated.

Treat the seminars as opportunities to learn from one another and to express your thoughts and opinions. It is recognized that students are individuals with diverse experiences and interests. Through interactive dialogue and discourse, the course is designed to celebrate diversity where commonly held assumptions about existing

theoretical concepts and pragmatic business practices are challenged and refined, culminating in knowledge creation. Your learning experience will also be facilitated by in-class activities, case studies, spontaneous student-led discussions as well as individual and group assignments. Your participation in the seminars will enrich the learning experience for everybody involved, including that of the lecturers.

### **3.2 Learning Activities and Teaching Strategies**

Each week will be devoted to a particular topic which will be explored through a combination of essential readings and class activities. The weekly plan will be adjusted to match your needs at the beginning of the course and if there are interesting developments in the world that are relevant to our course as we move along the semester, we may explore additional topics that were not covered in the original plan.

The learning objectives and other relevant information will be provided in advance on a weekly basis. Each seminar is three hours long. Components of each seminar may vary but they typically involve a mixture of didactic lectures and class activities such as discussions, ad-hoc exercises, and group presentations.

You are also encouraged to bring to the seminars any burning questions or contemporary issues that could be interest to the class. Remember: no question is too small or too simple. Every bit counts.

## **4 ASSESSMENT**

### **4.1 Formal Requirements**

To receive a pass grade in this course, you must meet ALL of the following criteria:

- Attain an overall mark of at least 50%.
- Attend at least 80% of all scheduled classes.
- Attain a satisfactory performance in each component of the course. A mark of 45% or higher is normally regarded as satisfactory.
- Attain a mark of at least 45% in the Final Examination.
- In the case of peer-assessed group work, the mark assigned to each member of the group may be scaled according to peer assessment of each member's contribution to the task.

The School reserves the right to scale final marks to a mean of 60%.

We expect group members to work in a harmonious and professional fashion. It is the responsibility of groups to self-manage non-performing members. During group formation, you are encouraged to pay careful attention to the constraints and limitations of other members.

## 4.2 Assessment Details

Assessment Task	Weighting	Length	Due Date
Participation	5%	N/A	Ongoing
Individual Assignment	20%	2500 words	Week 6
Group Assignment	20%	6500 words	Week 12
Group Presentation	5%	15 minutes	Week 11
Final Examination	50%	2 hours	Examination Period
Total	100%		

## 4.3 Assessment Format

### Participation (5%)

Your participation in the seminars is encouraged and will be assessed over the length of the course. The mark you receive will reflect the extent to which you have contributed to class discussions and exercises.

In addition, you are expected to set up a personal blog to post your weekly reflections after each seminar. Interesting and insightful blog posts might be randomly chosen for class discussion if time permits.

### Individual Assignment (20%)

For this assignment you will work individually on a report that is due in Week 6. In this report of no more than 2500 words, you will analyze the case of FoxMeyer Drugs, the fourth largest distributor of pharmaceuticals in the United States with a net worth of USD \$5 billion. The company embarked on an Enterprise Resource Planning (ERP) system implementation project in 1993. The project was overseen by several industry leaders in IS consultancy like Andersen Consulting and SAP, which have extensive experience with projects of a similar nature. Yet, despite the collective efforts of these leading IS consultancy firms, FoxMeyer Drugs went bankrupt in 1996, citing the ultimate bill of USD \$100 million for the ERP system implementation project as the primary cause for its collapse.

For this individual assignment, you will assume the role of an IS consultant for one of the consultancy firms involved in the FoxMeyer Drug's ERP system implementation project. You are tasked with performing a thorough analysis of the failure of the project and the role IS consultants play in the well-publicized episode. You are expected to complement your analysis with academic and professional literature as well as independent research conducted on establishing the facts related to the case.

The individual assignment will be evaluated based on the logical flow of arguments, the comprehensiveness of independent research and the quality of inferences drawn. A detailed breakdown of the evaluation criteria will be specified in the Individual Assignment document (provided later).

### **Group Assignment (20%)**

For this assignment you will work in a group of 4 to 5 members on a report that is due in Week 12. This group assignment is designed to guide you through the actual process of IS consultancy. In this report of no more than 5000 words, you will analyze the social media strategy of an organization of your choice (it could also be the organization for which you are currently employed). Specifically, you will identify the objectives of the organization in its deployment of social media as well as the strengths and weaknesses of its current social media strategy. Based on this analysis, your group, acting as a consulting team, will propose improvements to its existing social media strategy and advise the organization on an actionable plan to realize these improvements.

Essentially, you have to communicate clearly and succinctly to the organization, the value to be gained from fine-tuning its social media strategy and how these improvements could be realized in an effective and efficient manner. You should apply theories and concepts covered in the course whenever possible. The report should be augmented by extensive research on the academic and professional literature as well as detailed audits of organizations that have pursued identical social media strategy as proposed by your group.

In addition, you will have to deliver an internal circular of no more than 1500 words, summarizing your IS consultancy experience. In this circular, you should reflect on your own experience with social media and highlight aspects of the recommended social media strategy that are influenced by your experience, be it positive (e.g., familiarity) or negative (e.g., biases). Following which, you should discuss how prior experiences could factor into IS consultancy practices.

A mandatory confidential peer assessment will be administered at the end of this group assignment. The reports will be evaluated based on the logical flow of arguments, the comprehensiveness of independent research and the quality of recommendations. A detailed breakdown of the evaluation criteria will be specified in the Group Assignment document (provided later).

### **Group Presentation (5%)**

Your group will also make a 15 minutes presentation in the seminar on Week 11 seminar (it is mandatory for all group members to present). For this component of your grade evaluation, we are interested in your style and composure in communicating to an audience of your peers. You will be evaluated based on the rapport among members of the group, professionalism, creativity and persuasiveness of your proposal. This is an essential skill required of all IS consultants and it could often be a critical component that makes the difference between acceptance and rejection of the plan you have worked so hard on.

### **Final Examination (50%)**

The final examination will be a 2 hour written paper held in the formal examination period. The examination is worth 50% of your overall assessment. The decision of whether the test will be open book or closed book will be announced later in the course. The test will cover ALL TOPICS in this course.

All tests are conducted in accordance with the UNSW Rules for the Conduct of Examinations and it is your responsibility to be familiar with these rules. Information about exams is available from [my.unsw.edu.au](http://my.unsw.edu.au).

#### **4.4 Assignment Submission Procedure**

All assignments must be submitted online through UNSW Blackboard. Physical copies of the group reports may also be requested for lecturers to evaluate the report's level of professional appeal in the way the report is formatted. Ease of access of the information within a report is an important factor in the field of IS consulting. You should keep a copy of all work submitted for assessment and retain marked assignments that have been returned.

#### **4.5 Late Submission**

The late submission of Assignments carries a penalty of 10% of the available marks for that assignment per day of lateness, unless an extension of time has been granted.

An extension of time to complete an assignment will only be granted in cases of misadventure or illness. Applications for an extension of time should be made to the course coordinator by email or in person.

You will be required to substantiate your application with appropriate documentary evidence (such as medical certificates, accident reports etc.) of the grounds on which you are making your application further details. Please note that work commitments and computer failures are usually considered insufficient grounds for an extension.

#### **Quality Assurance**

The ASB is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of ASB programs. All material used for such processes will be treated as confidential.

### **5 COURSE RESOURCES**

There is no mandatory text for this course. Course readings will be selected from articles that are available from the library electronic databases. You are expected to learn how to use these databases and find these articles on your own.

The website for the course will be used to provide access to the seminar slides, the weekly study guides, announcements and other materials as required. The website may also be used to provide softcopies of the assignments.

The website for this course is on UNSW Blackboard at:

<http://lms-blackboard.telt.unsw.edu.au/webapps/portal/frameset.jsp>

All students enrolled in the course will have access to the course website.

### **6 COURSE EVALUATION AND DEVELOPMENT**

Each year, feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through CATEI questionnaires.

## 7 COURSE SCHEDULE

COURSE SCHEDULE			
Week	Lecture Topic	Designated Readings	Other Activities / Assessment
Week 1 29 July	Introduction – Beyond the Ivory Tower: What is IS Consulting?	<ul style="list-style-type: none"> <li>• Guest Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Guide to Reading Articles</li> <li>• Group Formation</li> </ul>
Week 2 5 August	Technological Innovation & The Innovator's Dilemma	<ul style="list-style-type: none"> <li>• Dyer, J. H., and Singh, H. "The Relational View: Cooperative Strategy and Sources of Interorganizational Competitive Advantage," <i>Academy of Management Review</i> (23:4), 1998, pp. 660-679.</li> <li>• Henderson, R. "The Innovator's Dilemma as a Problem of Organizational Competence," <i>Journal of Product Innovation Management</i> (23:1), 2006, pp. 5-11.</li> <li>• Yu, D., and Hang, C. C. "A Reflective Review of Disruptive Innovation Theory," <i>International Journal of Management Reviews</i> (12:4), 2010, pp. 435-452.</li> </ul>	<ul style="list-style-type: none"> <li>• Case Studies: Apple  <a href="http://www.bloomberg.com/news/2013-05-17/apple-seen-losing-innovation-magic-by-71-in-global-poll.html">[http://www.bloomberg.com/news/2013-05-17/apple-seen-losing-innovation-magic-by-71-in-global-poll.html]</a>;  <a href="http://www.fastcodesign.com/1671716/why-apple-is-losing-its-aura">http://www.fastcodesign.com/1671716/why-apple-is-losing-its-aura]</a> </li> </ul>
Week 3 12 August	Style & Communication – IS Consulting Process (I): What are the roles, responsibilities and ethical practices of an IS consultant?	<ul style="list-style-type: none"> <li>• Guest Lecture</li> </ul>	
Week 4 19 August	Style & Communication – IS Consulting Process (II): Engaging Internal and External Stakeholders	<ul style="list-style-type: none"> <li>• Guest Lecture</li> </ul>	
Week 5 26 August	Technological Innovation Strategy & Ecosystems	<ul style="list-style-type: none"> <li>• Adner, R. "Match Your Innovation Strategy to Your Innovation Ecosystem," <i>Harvard Business Review</i> (84:4), 2006, pp. 89-98.</li> <li>• Teece, D. J. "Business Models, Business Strategy and Innovation," <i>Long Range Planning</i> (43:2-3), 2010, pp. 172-194.</li> </ul>	<ul style="list-style-type: none"> <li>• Case Studies: Blockbuster  <a href="http://www.dailyfinance.com/2010/09/23/why-blockbuster-went-bust-while-netflix-flourished/">[http://www.dailyfinance.com/2010/09/23/why-blockbuster-went-bust-while-netflix-flourished/]</a> and Netflix  <a href="http://blogs.hbr.org/cs/2011/09/netflix_bold_disruptive_innovation.html">[http://blogs.hbr.org/cs/2011/09/netflix_bold_disruptive_innovation.html]</a>;  <a href="http://www.innovationexcellence.com/blog/2013/01/30/and-the-winner-is-netflix/">http://www.innovationexcellence.com/blog/2013/01/30/and-the-winner-is-netflix/]</a> </li> </ul>
Week 6 2 September	Trends in Technological Innovation I: Open Innovation & Platform Thinking	<ul style="list-style-type: none"> <li>• Cusumano, M. "Technology Strategy and Management: The Evolution of Platform Thinking," <i>Communications of the ACM</i> (53:1), 2010, pp. 32-34.</li> <li>• Ghazawneh, A. "The Role of Platforms and Platform Thinking in Open Innovation Networks," In <i>Proceedings of the 43rd Hawaii International Conference on System Sciences (HICSS)</i>, 2010.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Assignment Due</li> <li>• Progress Update on Group Assignment</li> </ul>
Week 7 9 September	Trends in Technological Innovation II: Wisdom of the Crowd	<ul style="list-style-type: none"> <li>• Kozinets, R. V., Hemetsberger, A., and Schau, H. J. "The Wisdom of Consumer Crowds," <i>Journal of Macromarketing</i> (28:4), 2008, pp. 339-354.</li> <li>• Poetz, M. K., and Schreier, S. "The Value of Crowdsourcing: Can Users Really Compete with Professionals in Generating New Product Ideas?" <i>Journal of Product Innovation Management</i> (29:2), 2012, pp. 245-256.</li> </ul>	<ul style="list-style-type: none"> <li>• Case Studies: MindMixer  <a href="http://www.mindmixer.com/">[http://www.mindmixer.com/]</a> </li> </ul>
Week 8 16 September	Social Media & Online Social Networks	<ul style="list-style-type: none"> <li>• Kaplan, A. M., and Haenlein, M. "Users of the World, Unite! The Challenges and</li> </ul>	<ul style="list-style-type: none"> <li>• Case Studies: BeautifulPeople  <a href="http://www.beautifulpeople.com/en-">[http://www.beautifulpeople.com/en-</a> </li> </ul>

		<p>Opportunities of Social Media," <i>Business Horizons</i> (53:1), 2010, pp. 59-68.</p> <ul style="list-style-type: none"> <li>Kietzmann, J. H., Hermkens, K., McCarthy, I. P., and Silvestre, B. S. "Social Media? Get Serious! Understanding the Functional Building Blocks of Social Media," <i>Business Horizons</i> (54:3), 2011, pp. 241-251.</li> </ul>	<p>[DK], Facebook [<a href="https://www.facebook.com/">https://www.facebook.com/</a>], Second Life [<a href="http://secondlife.com/">http://secondlife.com/</a>] and Wikipedia [<a href="http://en.wikipedia.org/wiki/Main_Page">http://en.wikipedia.org/wiki/Main_Page</a>]</p>
<p>Week 9 23 September</p>	<p>Big Data Analytics &amp; Business Intelligence</p>	<ul style="list-style-type: none"> <li>McAfee, A., and Brynjolfsson, E. "Big Data: The Management Revolution," <i>Harvard Business Review</i>, 2012, pp. 59-68.</li> <li>Manyika, J., Chui, M., Brown, B., Bughin, J., Dobbs, R., Roxburgh, C., and Byers, A. H. "Big Data: The Next Frontier for Innovation, Competition, and Productivity", <i>McKinsey Global Institute</i>, May 2011, pp. 1-122. [Available online at: <a href="http://www.mckinsey.com/insights/mgi/research/technology_and_innovation/big_data_the_next_frontier_for_innovation">http://www.mckinsey.com/insights/mgi/research/technology_and_innovation/big_data_the_next_frontier_for_innovation</a>]</li> </ul>	<ul style="list-style-type: none"> <li>Case Studies: Obama's 2012 Presidential Re-Election Campaign [<a href="http://www.technologyreview.com/featuredstory/509026/how-obamas-team-used-big-data-to-rally-voters/">http://www.technologyreview.com/featuredstory/509026/how-obamas-team-used-big-data-to-rally-voters/</a>]</li> </ul>
<p><b>Mid-Semester break: 28 September – 7 October</b></p>			
<p>Week 10 7 October</p>	<p>Service Innovations</p>	<ul style="list-style-type: none"> <li>Berry, L. L., Shankar, V., Parish, J. T., Cadwallader, S., and Dotzel, T. "Creating New Markets through Service Innovation," <i>MIT Sloan Management Review</i> (47:2), 2006, pp. 56-63. [Available online at: <a href="http://sloanreview.mit.edu/article/creating-new-markets-through-service-innovation/">http://sloanreview.mit.edu/article/creating-new-markets-through-service-innovation/</a>]</li> <li>Bitner, M. J., Ostrom, A. L., and Morgan, F. N. "Service Blueprinting: A Practical Technique for Service Innovation," <i>California Management Review</i> (50:3), 2008, pp. 66-94.</li> </ul>	<ul style="list-style-type: none"> <li>Case Studies: Google Glasses [<a href="http://www.google.com/glass/start/">http://www.google.com/glass/start/</a>] and Augmented Reality [<a href="https://www.youtube.com/watch?feature=player_embedded&amp;v=9c6W4CCU9M4">https://www.youtube.com/watch?feature=player_embedded&amp;v=9c6W4CCU9M4</a>]</li> </ul>
<p>Week 11 14 October</p>	<p>'Dark Side' of Technology</p>	<ul style="list-style-type: none"> <li>Barnes, S. B. "A Privacy Paradox: Social Networking in the United States," <i>First Monday</i> (11:9), 2006, pp. 11-15.</li> <li>Dourish, P., and Anderson, K. "Collective Information Practice: Exploring Privacy and Security as Social and Cultural Phenomena," <i>Human-Computer Interaction</i> (21:3), 2006, pp. 319-342.</li> <li>Holloway, B. B., and Beatty, S. E. "Service Failure in Online Retailing: A Recovery Opportunity," <i>Journal of Service Research</i> (6:1), 2003, pp. 92-105.</li> </ul>	<ul style="list-style-type: none"> <li>Case Studies: Mistaken Identity [<a href="http://www.bbc.co.uk/news/technology-22214511">http://www.bbc.co.uk/news/technology-22214511</a>] and Prism [<a href="http://www.peoplepress.org/2013/06/10/majority-views-nsa-phone-tracking-as-acceptable-anti-terror-tactic/">http://www.peoplepress.org/2013/06/10/majority-views-nsa-phone-tracking-as-acceptable-anti-terror-tactic/</a>; <a href="http://www.nytimes.com/2013/06/08/business/global/us-internet-spying-draws-anger-and-envy.html?pagewanted=all&amp;r=0">http://www.nytimes.com/2013/06/08/business/global/us-internet-spying-draws-anger-and-envy.html?pagewanted=all&amp;r=0</a>]</li> </ul>
<p>Week 12 21 October</p>	<p>NO LECTURES</p>		<ul style="list-style-type: none"> <li>Group Presentations</li> <li>Group Assignment Report Due</li> <li>Peer Evaluation Due</li> </ul>
<p>Week 13 28 October</p>	<p>NO LECTURES</p>		