UNIVERSITY OF MANITOBA

Small Business Management - ENTR 3100 - Winter 2018

A01, 52092, 2:30-5:15pm, Monday, Jan 3, 2018 - Apr 6, 2018, DRAKE CENTRE 106

INSTRUCTOR

Dr. Wenlong Yuan
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OFFICE HOURS

Mondays 5:15-6:15 pm after class or by appointment

COURSE MATERIALS

Required Textbook: Small Business Management: Launching and Growing New Ventures, 6th Edition, by Justin Longenecker; Leo B. Donlevy; Terri Champion; J. William Petty; Leslie E. Palich; Frank Hoy, ISBN-10: 0-17-653221-8, ISBN-13: 978-0-17-653221-5

COURSE DESCRIPTION

This course addresses the nature of entrepreneurship and the elements of the start-up and growth of a small business. Major topics include opportunity identification, business model development, integration of marketing and operating strategies, feasibility analysis, venture finance, and small business management.

COURSE LEARNING OBJECTIVES

- Identify the processes involved in starting a new venture; identify the processes involved in funding and investing in a new or growing entrepreneurial venture; and understand methods for organizing and managing an entrepreneurial venture

- Develop critical thinking and analytical skills
- Learn and work as a team member to conduct research projects

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METHOD OF ASSESSMENT

ASSIGNMENT	VALUE	DUE DATE
In-class quizzes (4%*9)	36%	See schedule
Business plan critique	5%	See schedule
Crowdfunding video review	10%	See schedule
Interview an entrepreneur – written report – presentation	 15% 5%	See schedule
Feasibility study - written report	29%	See schedule
Total	**100%**	

PERFORMANCE ASSESSMENTS

1. Quizzes (36 percent; individual work)

The instructor will use quizzes to emphasize the key points of chapters and lectures. The dates of these quizzes are included in the class schedule. All quizzes are scheduled at the end of each class and each quiz lasts around 20-30 minutes. The 9 quizzes with the highest marks (out of 10) will count for the final grade. Students are **NOT** allowed to have make-up quizzes.

The instructor may not necessarily cover all of the materials in the chapter. It is the responsibility of the student to understand the concepts presented in the textbook and lectures. If you are unsure of any of the concepts, please take the initiative to ask the instructor.

2. Business plan critique (5 percent; individual work)

Business plans will be provided for assessment and critique. Each student will provide an individual business plan evaluation (critique) that is a minimum 4 pages in length (double-spaced; 12-font). Address your written critiques to the promoter(s) of the business and cover what is done well, what is missing, and what are the most critical variables for the success of this business. The business plans to be critiqued are available on the UM learn.

3. Crowdfunding video review (10 percent) (a team of two-students)

A team of two-students will be required to review past and present Kickstarter projects. You will evaluate a pair (or multiple pairs) of Kickstarter projects, one failed and one successful. The projects should be from the same category and of a similar size. You should engage in a compare and contrast analysis of the two plans:

What were the strengths and weaknesses of each plan?
What activities in the project and its promotion differ between the successful and failed plans?
Based on their comparison, what emerges as a set of best practices and activities to avoid?

Your evaluation should be a 6-page paper that summarizes the questions above (double-spaced; 12-font; NOT including figures, tables, references).

A – you've done an exceptional job of putting in the extra time in examining videos thoughtfully and concisely. Your analyses clearly draw on research material, defend your position well, and show good analyses of key issues.

B+ and B – You've thought about the videos and answered the questions well. Your comments reflect basic understanding of key material, and your effort to apply them to the practical setting.

C+ and C – you've put modest thought into the videos.

D or lower – Incomplete; miss important questions.

4. Entrepreneur Interview (group work; 20 percent) (a group of 4-6 students, preferably 4-5 students)

The interview of a Founder/Entrepreneur will provide your group (a group of 4-6 students, preferably 4-5 students) with significant information about the organization as seen through the founder's eyes, especially the issues faced throughout the stages of the company. The interview should include the following topics:

1). Who is the entrepreneur? Has she ever failed in previous businesses? What did she learn from previous failures? What is their current business or venture? When did they start it?

2). How effectively does the founder/entrepreneur feel he/she was adequately prepared for starting and running a business? What experience would have been invaluable to obtain prior to starting the business?

3). How was the idea conceived for the business?

4). What process did the founder follow in developing the business? For instance, did the founder write a business plan, search for financing, etc.?

5). Was the process successful? What would the entrepreneur have done differently at the initiation of the venture?

6). What have been the biggest issues the entrepreneur has faced at different stages of the venture? How did he/she deal with these issues?

7). What are the major personal goals and organizational goals that the entrepreneur has for the next several years? How confident is the entrepreneur about these goals? Is the entrepreneur still passionate about the business? How many hours does the entrepreneur work on the business every week?

8). Identify the key takeaways from this conversation.

9). Some other guidelines:

a. Conduct the interview in person.

b. Note the critical milestones that the entrepreneur has achieved.

c. Don't just report the interview, but also critique the entrepreneur's process (e.g., do you agree with the way the entrepreneur launched the business? What should he/she have done differently? If it was an effective process, why?).

d. Include Direct Quotes.

e. Schedule the interview ASAP. Time is of the essence for the owner.

DELIVERABLES:

1). A 10-page paper that summarizes the questions above (double-spaced; 12-font).

2). A 5-minute presentation of the company and the interview. The presentation should address the questions above. You do have the option to develop a video of the interview for class presentation or a Powerpoint or Keynote presentation.

3). Please submit a business card of the founder/entrepreneur with detailed contact information.

4). Please submit your report to the founder/entrepreneur for her comments.

5. Feasibility Study (group work) (a group of 4-6 students, preferably 4-5 students**)**

The purpose of a feasibility study is to determine if a business concept is viable. While a feasibility study have some of the same elements as a start-up business plan, it is not "selling" an opportunity but rather assessing its likelihood for success.

If you have difficulty picking a topic, please bring your ideas and interests to the Instructor and we will discuss options and ideas. We occasionally have external groups that would benefit from student work on feasibility studies.

A feasibility study has a greater emphasis (than a business plan) on the critical analysis of the opportunity. In other words, you are expected to collect sufficient and relevant data that will allow you to expertly analyze the strength of the opportunity, be able to point out flaws, and lastly, to make suggestions as to what changes could be made to strengthen the opportunity. You may need to talk to potential customers, suppliers, competitors, and other industry people to understand your opportunity. This will help you assess if the business opportunity should be pursued (or not).

The actual feasibility report document is the culmination of your planning, research, and business model development. It serves as a document that critically analyses whether or not you should proceed with the opportunity identified. There is no fixed length for the feasibility report, but it will likely be 15-20 pages (double-spaced; 12-font), excluding Appendices. Be precise and concise. Your feasibility study should use the following format:

A. Title Page: Business name; full contact information of the team members.

B. **Executive Summary:** 1-2 pages in length; generally one paragraph for each of sections (note: this section is written after the rest of the report is completed and should be a stand-alone summary of your entire report).

C. Table of Contents: with page numbers.

D. Value Proposition: What is the Value Proposition (VP) – customer segment and market fit elements that solve a customer's pain or gain. What is your product service, who is your customer and what is the "stickiness" of the opportunity and its potential scalability?

E. Proposed Company Description: Name of company & entrepreneur(s); ownership & legal structure; summary of proposed business – product/service, industry/target market, management and operations, funds needed and used, and sales projections.

F. Competitive Advantage: Based on the management structure and capacity you have developed within your business model, what exactly is your competitive advantage (CA), for how long, the factors that limit its strengths, and dynamic management of the CA into the future?

G. Internal feasibility: Based upon the information provided in d., e., and f., do you have all the pieces in place to realistically deliver?

H. External feasibility: ***Is there a market for your product?*** How will your business be influenced by potential competitors, suppliers, and potential buyers?

I. Financial Feasibility: Provide the following: 1) revenue projections based on best, worst and average case scenarios 2) a break-even analysis.

J. Overall Assessment: Conduct a critical analysis E, F, G, H and I above.
K. Conclusion: Make your recommendation as GO, NO GO, or PARTIAL GO.
There are essentially two distinct parts of the report. First, you have to develop your business idea sufficiently so that it can be evaluated. Second, you need to expertly and critically evaluate what you have developed. You will *not* be marked on how "successful" your opportunity may be, but on how you have evaluated it (coming up with an evaluation that states the opportunity is feasible or not and why, or what changes might be needed in order to make the opportunity feasible). You will be assessed on realistic business opportunities so please don't attempt to develop a poor opportunity, somehow believing that will help your feasibility study easier - it won't! Thus, pick a business you might realistically consider launching and then, follow a realistic process to see if you should pursue the opportunity. Remember to start early and allow sufficient time to collect your information and synthesize your ideas. Also, while this is a practical or highly applied task, it is also an academic process. You will be required to source information you have collected and cite where that information has come from.

You may need to conduct qualitative and quantitative research on your market opportunity. Entrepreneurs must quickly and inexpensively attempt to understand their target market and learn to ask a series of questions that will be helpful in determining the feasibility of a proposed business opportunity. You may choose to do one or more of the following to assess the feasibility of your opportunity, **but you must include your interviews with at least two potential users**:

A survey. This can be done using SurveyMonkey®, FluidSurveys™, or other e-survey tools (or using hard copy handouts) with sample populations drawn from Facebook, person to person, work groups, or friends, depending upon the opportunity and target market.

Semi-structured interviews with key informants (minimum of five).

A focus group with 5-8 participants: in person or online.

Other primary research (as discussed with the course instructor).

The course instructor acts as the primary mentor for you if you decide to conduct this task. The instructor will provide detailed feedback on your research strategies to provide you with a mentored learning approach to conduct inexpensive and valid data collection techniques.

6. SUBMISSIONS

All reports/Powerpoint files should be submitted in the electronic format (via UM Learn). Please include your name in the header.

Students need to submit the slides to the instructor (via UM Learn) before their presentations, and failing to do so may result in a 40 per cent deduction in the final grade.

Any report (Team and Individual Projects) that is submitted late will lose 20 marks and continue to lose 20 marks per day that it is late. Please note that poor term papers will be returned to the team for revision. The highest grade with a successful revision is 60%. Deferrals may only be granted in extenuating circumstances such as extreme illness or other serious circumstances beyond the student's control. Work commitments, holidays or traffic are not considered legitimate reasons for missing a project deadline.

7. ATTENDANCE REQUIREMENTS

Students who miss **four** sessions or more with no legitimate justification may receive no more than a passing grade of this class.

***Missed* Quizzes**: Alternative arrangements for writing a missed quiz may be made at the discretion of the instructor. Deferrals may only be granted in extreme circumstances such as serious illness or other emergency circumstances beyond the student's control. Work commitments, holidays or traffic are not considered legitimate reasons for missing a quiz.

GRADING SCHEME

Percent Mark	Letter Grade	Percent Mark	Letter Grade
90-100	A+	80-89	A
75-79	B+	70-74	B
65-69	C+	60-64	C
50-59	D		

- Final grades may be curved.

COURSE POLICIES

1. **Prerequisites**. It is the responsibility of students to check the prerequisites for courses before registration. If students are found to be registered in a course for which they do not have the prerequisites, and they have not received prior permission from the appropriate program chair, they can be de-registered.

2. **Exam policies:** Data or internet-enabled phones (i.e. Blackberry, I-Phone etc.), laptops or other electronic devices may not be used during examinations without prior approval of the instructor. Students, who are found to have an electronic device on their person or desk during an examination, could be in breach of the electronic devices policy, which could result in a 0 grade on the exam. Please see additional examination policies in the University Calendar.

3. **Academic Dishonesty**. In cases of academic misconduct, you will receive an F on the assignment and/or you will receive an F in the course. Students can find further information in the University Calendar.

Ethical Conduct: The University's policies are described in the calendar and all students are expected to read and comply with them. Special care should be taken to understand and avoid the Academic Offenses of Plagiarism and Cheating listed in the Student Discipline Policy.

Students will respect the basic standards of intellectual integrity, including, but not limited to, refraining from plagiarism, cheating or copying someone else's work. In addition, students are expected to take an active role in encouraging other members of the academic community to refrain from academic dishonesty, and are asked to advise the instructor if they are aware of any such violations. This provision applies to any work submitted as a group project.

Plagiarism: "to steal and pass off the ideas and words of another as one's own" (Webster's). Plagiarism will not be tolerated and will automatically result in a zero grade for the submission. Any student caught plagiarizing may also be subject to additional University sanctions. For the current university policy on Cheating and Plagiarism, please consult University calendar. The instructor subscribes to a plagiarism detection service. **Students are required to submit their written work in the electronic form for plagiarism checking.**

CLASSROOM EXPECTATIONS

GROUP FORMATION

Students will form groups by themselves. It is the responsibility of students to form groups. The group, consisting of 4-6 (preferably 4-5) members, will work on all group tasks.

Your choice of the group members significantly affects your final grade. Before you team together, you should ask the following questions:

What is my/your objective in this class? (Do I want A? Or pass is sufficient?)

What is my/your track record? (Did I do well in the past? If I didn't, what I shall do to improve?)

What can I contribute to the team?

Can we find time to meet? (do you have a busy schedule? When can we meet? Do you plan to travel?)

The group should develop a Ground Rule and keep a record of Group Meetings. Students who encounter difficulties with their group partners are advised to contact the instructor as early as possible. In this unfortunately situations, the sooner the instructor is aware of the difficulties, the more changes you have to prevent this situation from affecting your grade. Failure to develop a ground rule or keep a record of group meetings may result in 2% deduction from your final grade.

Peer Evaluations: Students are required to complete a peer evaluation that corresponds to each group member's contribution to the group project. *The instructor reserve the right to adjust the group project marks to reflect individual peer assessments.* Failure to submit peer evaluations on time may result in 2% deduction from your final grade.

TEACHING METHODOLOGY

Teaching methods will include lectures, case analyses, videos, class discussions (of papers and cases), group presentations, and individual examinations. The lectures are intended to be dynamic and informal in nature, and student's participation is highly recommended. The instructor will provide the general ideas about the topic and then the focus of the session will be on the more important aspects of the subject. Cases and videos would be selected in order to provide students with the basic knowledge about corporate strategies and practices of well-known corporations.

You should prepare a name card, preferably printed with large letters, so the instructor can keep track of your class participation. Make sure to bring your name card for each class and place it in front of you.

CONTACT YOUR INSTRUCTOR AND PROPER BUSINESS USE OF EMAIL

I encourage you to talk with me about any questions or difficulties you may have. My schedule is flexible, and I will work with you to find a time that we can meet. You can call me, talk to me before or after class, or e-mail me. I check my e-mail regularly, but you must give me 48 hours to respond. So if you email me at 1 a.m., and if it is 5 a.m. and you still haven't heard from me, that's a sure shot sign that you need to adjust your expectations.

CLASS SCHEDULE

Below is merely a tentative outline. Depending on how coverage of various issues progresses, we may spend more time on certain topics and less time on others.

DATE	TOPIC	Assignments
1 Jan 8	Course outline 1 Entrepreneurs -self-evaluation	Roaming, getting to know each other (for potential teams)
2 Jan 15	2 Start-Up and the Need for Competitive Advantage -opportunity identification	Feedback on syllabus/course design List of team members due (email/hardcopy)
3 Jan 22	5 Developing an Effective Business Plan	**Business plan critique due**
4 Jan 29	3 Family Enterprise	Quiz (chapter 1/2/5)
5 Feb 5	4 Franchising and Buyouts	Quiz (chapter 3)
6 Feb 12	6 Small Business Marketing, Product, and Pricing Strategies	Quiz (chapter 4) **Crowdfunding video review due**
7 Feb 26	7 Distribution and Promotional Strategies **Crowdfunding video review 1**	Quiz (chapter 6)
8 Mar 5	8 Global Marketing **Crowdfunding video review 2**	Quiz (chapter 7)
9 Mar 12	9 The New Venture Team, Small Firm Management, and Managing Human Resources	Quiz (chapter 8) **Interview an entrepreneur** **– written report due** **– presentation**
10 Mar 19	11 Selecting a Location and Planning the Facilities **Crowdfunding video review 3**	Quiz (chapter 9)
11 Mar 26	14 Sources of Financing **Crowdfunding video review 4**	Quiz (chapter 11)
12 Apr 2	15 Managing Growing Firms and Exit Strategies	Quiz (chapter 14); Quiz (chapter 15)
Apr 9		Feasibility study - written report due Peer evaluation

AACSB Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement of the School and our students. Part of "student improvement" is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the **learning goals and objectives** listed below for the **Undergraduate Program**. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

		Goals and	Course Item(s)

	Goals and Objective in the Undergraduate Program	Objectives Addressed in this Course	Relevant to these Goals and Objectives
1	Quantitative Reasoning		
	A. Determine which quantitative analysis technique is appropriate for solving a specific problem.	✓	Chapter 5/13/14
	B. Use the appropriate quantitative method in a technically correct way to solve a business problem.	✓	Quantitative analysis in case assignments; Business plan critique; feasibility analysis
	C. Analyze quantitative output and arrive at a conclusion.	✓	Chapter 5/13/14
2	Written Communication		
	A. Use correct English grammar and mechanics in their written work.	✓	Business plan critique; interview an entrepreneur (written report); feasibility analysis
	B. Communicate in a coherent and logical manner	✓	Business plan critique; interview an entrepreneur (written report); feasibility analysis
	C. Present ideas in a clear and organized fashion.	✓	interview an entrepreneur (presentation)
3	Ethical Thinking		
	A. Identify ethical issues in a problem or case situation	✓	Chapter 9
	B. Identify the stakeholders in the situation.	✓	Chapter 9
	C. Analyze the consequences of alternatives from an ethical standpoint.	✓	Chapter 9
	D. Discuss the ethical implications of the decision.	✓	Chapter 9
4	Core Business Knowledge	✓	Entire course

Academic Integrity

It is critical to the reputation of the Asper School of Business and of our degrees, that everyone associated with our faculty behave with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba General Calendar addresses the issue of academic dishonesty under the heading "Plagiarism and Cheating." Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing test prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved

Group Projects and Group Work

Many courses in the Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members should exercise special care to ensure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to a specific individual(s).

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the Asper School of Business, all suspected cases of academic dishonesty are passed to the Dean's office in order to ensure consistency of treatment.

IMPORTANT: Effective September 1, 2013, the U of M will only use your university email account for official communications, including messages from your instructors, department or faculty, academic advisors, and other administrative offices. If you have not already been doing so, please send all emails from your UofM email account. Remember to include your full name, student number and faculty in all correspondence.

For more information visit: http://umanitoba.ca/registrar/e-mail_policy

Deferred Exams

Effective September 2005, the Department of Business Administration has instituted a policy which provides **ONE DATE ONLY** for students who have deferred their final exams. **The Deferred Exam is tentatively booked for winter 2018 on May 25th at 5:00PM, Drake Canter room 140, follow up email will be send after we confirmed the time and location from RO.**

Please refer to University of Manitoba's Policy 1305 – Exam Regulations (http://umanitoba.ca/admin/governance/governing_documents/academic/454.htm) or the Undergraduate Program Office for rules and regulations concerning deferred exams.

Unclaimed Assignments

Pursuant to the FIPPA Review Committee's approved recommendations as of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

Getting Started With Group Work – Developing Ground Rules

Ground rules outline the expected behaviours of all group members. Along with the ground rules, it is necessary that there are consequences for violating the ground rules. The consequences should focus on removing points from the peer evaluation.

When developing ground rules, it is best to separate the various aspects of group work. Below are suggested ground rules that your group can modify, add to or delete – depending on your particular situation.

1. **Personal**
    a. Honesty with group members
    b. Respectful of others and their opinions
    c. Use supportive communication (focus on behaviours not personalities)
    d. Ask when you are unsure (first ask yourself, then other group members and as a last resort, the instructor)
    e. Solve with issues as they arise – involve the instructor if necessary
2. **Communication**
    a. Verbal
        i. Respectful
        ii. Behavioural based (not personality based)
        iii. No criticism of other group members behaviours when they are not present
    b. E-mail
        i. Include subject
        ii. Address the recipient (e.g., use their name, title, etc.)
        iii. Make sure the e-mail is short and concise
        iv. Tell the recipient that the e-mail is finished by signing off (e.g., thanks, see you at the meeting, etc.)
        v. Check e-mails everyday
        vi. Respond to e-mails within a specific period of time **(group must decide this)**
        vii. If any e-mail addresses change, make sure all group members are notified
    c. Phone
        i. Make the phone call short and concise
        ii. Only use phone as a last resort of communication
        iii. If leaving a voice mail, make sure that it short and concise
3. **Class**
    a. Do not be late for class
    b. Be willing to ask questions during class time regarding the subject matter that can help with the term project
    c. Only one person in the class can talk at a time – if someone is talking, do not talk
    d. Do not leave class early

4. **Project –**
    a. **Issues that need to be discussed include:**
        i. **What expertise does each group member bring to the project?**
        ii. **How is work going to be allocated?**
        iii. **What grade do we expect on this project?**
        iv. **When should meetings be set?**
    b. **Research**
        i. Use correct citation format
        ii. Maintain a record of citations used

iii. Research must be quality
iv. Research must be relevant
v. Plagiarism is not allowed
vi. Reported to group on time (at set meeting or through e-mail)
vii. Each group member should do equal amounts of work
viii. If having trouble with research tell other group members and ask other group members for help
ix. Attend the library research clinic

c. **Meetings**
   i. Two (2) group meetings are set per week – if we do not need the meeting then we cancel it
   ii. Come to the meetings on time
   iii. Come to the meeting prepared
   iv. Participate in the meetings
   v. Respect others in the meeting
   vi. Volunteer for responsibilities
   vii. If a group member cannot make it to a meeting notify group members as soon as possible

d. **Report**
   i. Equal participation
   ii. No plagiarism
   iii. Citation is accurate, complete, and in correct format
   iv. Report must be submitted on time

e. **Presentation**
   i. Everyone participates
   ii. Everyone helps other group members in preparing their part for the presentation (coach)
   iii. Feedback sheet must be attached to the front of the presentation to be submitted to the instructor
   iv. Presentation submitted to the instructor will be printed six (6) slides to a page

Presentation – general grading rubrics
Content: good examples; appropriate use of data
Structure: logical; good timing (quite important for your term paper presentation due to time constraints); clear introduction and conclusion
Self-presentation: enthusiastic; relaxed; good knowledge of the subject; professional appearance
Interaction: engaging the audience; looking at/speaking to the audience; asking the audience some questions (not necessary for the term paper presentation)
Presentation aids: clear/useful slides; other appropriate visual aids

Self-evaluation and peer evaluation HIGHLY CONFIDENTIAL

Consider your group collaboration up to this point in ENTR 3100, and evaluate yourself and your group members on the basis of the three competencies provided in this table. Use the top row to fill in your name and the names of your group members. Then for each competency, give yourself and each group member a rating using the three-point evaluation scale. Use the space below the table to provide comments on any ratings that you feel require additional explanation or clarification. Finally, please answer the question below. The ratings and comments you provide will be kept private and will not be shared with any of your group members.

Evaluation scale:

Pass – Contributed equally through-out the course

Fail – Did not contribute their fair share through-out the course

NA (Not sure/not applicable)

Competency	**Action required to demonstrate competency**	**Self:**	**Group member:**	**Group member:**	**Group member:**	**Group member:**	**Group member:**
Communicating Expresses and exchanges information in a clear and concise manner	Communicated information to the group members in a clear and concise manner						
Team leadership and development Invites and accepts constructive input and feedback from team members	Solicited the input of all team members in the discussion(s).						
Participation in Group Activities Ensured that individually they played a equal part at getting their tasks done on a timely basis	Each individual person completed their tasks as part of the whole team in a timely manner when promised.						
Question: If you had only $100.00 in your pocket, based on participation and effort in this course …	How would you distribute this $100.00? (Keep in mind you need to keep some of that money.)						

Note. If you assigned a team member very low or very high score, I would appreciate a brief explanation. You may use the back of this sheet should you need more space.