THE ENTREPRENEURIAL EXPERIENCE

ENTP 6398 Spring 2008

Class Meeting Wednesday 7:00-9:45 PM, SOM 2.103 **Office Hours:** Mon/Wed 3:00 – 4:00 PM or by appointment	**Dr. Joseph C. Picken** SOM 4.212 **Email**: jpicken@utdallas.edu **Phone:** (972) 883-4986	**Dr. Lakshman Tamil** ECSN 3.506 **Email:** laxman@utdallas.edu **Phone**: (972) 883-2386

COURSE DESCRIPTION

The objective of this course is to identify and evaluate emerging market opportunities for the client company (Texas Instruments) in the alternative or renewable energy space. Alternative energy effectively utilizes natural resources, such as sunlight, wind, tides and geothermal heat, which are naturally replenished and do not harm the environment or deplete the Earth's natural resources. Renewable energy technologies range from solar power, wind power, and hydroelectricity to biomass and biofuels for transportation.

This course will engage engineering and management students in the same classroom. Management and Engineering graduate students will register in ENTP 6398; senior engineering students will register in EE 4388. Students will be organized into teams of four students (two management and two engineering students) for the duration of the course.

The course will be taught jointly by Dr. Joseph C. Picken (Management) and Dr. Lakshman Tamil (EE), with ongoing participation by members of the TI Strategic Marketing staff.

The course will focus broadly on opportunities in four areas:

- **Generation (traditional power grid applications)**
  - Solar, wind, fuel cell, other
- **Transmission, Distribution, Storage and Energy Management**
  - Improving the efficiency of transmission (smart grid and local distribution)
  - Metering (remote metering; differential pricing, wireless data transmission, etc.)
  - Management of energy consumption (industrial, residential, commercial)
  - Management of energy storage (batteries, battery charging, thermal, kinetic storage)
- **Utilization/applications**
  - Hybrid and electric vehicles (sensors, analog controllers, digital processors)
  - Efficient motors (sensors, analog controllers, digital processors)
  - Management systems (sensors, analog controllers, digital software, wireless networks)
- **Micro-Systems (small off-grid applications)**
  - Integrated power generation/management/utilization applications (stationary and portable)
  - Energy harvesting (powering sensor networks, other applications)
  - Remote wireless sensor networks (sensors, processors, mesh networks)

The course will be taught in two phases. In Phase One, each team will survey a portion of the broad market, apply the selection criteria and identify the five most promising market opportunities for TI. During Phase Two, each team will be assigned one market opportunity for detailed evaluation. Deliverables will include three interim reports/class presentations and one final report/presentation which will be made to a group of senior managers from the client company.

LEARNING OBJECTIVES

Upon successful completion of this course, students will:

- Develop a theoretical and practical understanding of the concepts, tools and frameworks used to analyze and interpret market opportunities, evaluate technical tradeoffs and identify potential sources of competitive advantage.
- Demonstrate the ability to apply the concepts, tools and frameworks presented in the readings and lectures to the analysis, interpretation and prioritization of product/market opportunities within a specified market/technology domain.
- Gain practical experience in the research and evaluation of new business opportunities and in the development and recommendation of market entry strategies in pursuit of those opportunities.
- Demonstrate the ability to develop and communicate appropriate recommendations for action with respect to market entry strategies for a company seeking to enter a new market.

REQUIRED COURSE MATERIALS

We will read one book and a number of selected readings for this course. Much of the work of the course will be in the form of independent research conducted by student teams. The following book is required reading for the first three weeks of the course:

> Pernick, Ron and C.Wilder. 2007. *The Clean Tech Revolution*. Harper Collins Publishers. New York.
> ISBN 978-0-06-089623-2

Selected additional readings are listed in the Course Outline (below) and are available on WebCT, by direct web links, or as electronic readings (Harvard Business School and other journal articles) available for download at no charge on the UTD McDermott Library website (http://www.utdallas.edu/library/collections/journals.htm).

SELF-INTRODUCTION

Each student should post a Self-Introduction in the Discussion area of WebCT prior to the first class. Guidelines are provided on the WebCT Discussion page. This information will be used to set up my gradebook and assist in the formation of groups for the course.

FORMATION OF GROUPS

Most of the work in this course will be performed in groups. Students will be assigned into small groups (4 members) by the instructors during the first week of the course.

LECTURE NOTES

The MS Powerpoint slides used in lectures and case discussions and other course-related materials will be posted on WebCT (http://webct.utdallas.edu) under course ID ENTP 6398/EE 4388. You should be able to access WebCT with your UTD Unix ID and password. Call computer services at (972) 883-2911 if you need assistance.

COURSE REQUIREMENTS & GRADING

The list of assigned readings and cases is attached. Supplemental materials may be provided or posted electronically. Advance preparation and enthusiastic participation in class discussions is an important part of the learning experience in this course and will be evaluated.

The course has been designed to allow flexible management of your time. There will be no quizzes or exams. Your grade will be based on group written assignments, presentations and your contributions to class discussions as summarized in the table below:

Case	Due Date	Type	Length (pages)	Weight
1. Phase I Paper/Presentation	Jan 30, 2008	Group (outline form)	10-15	15%
2. Phase IIA Paper/Presentation	Mar 5, 2008	Group (outline form)	10-15	15%
3. Phase IIB Paper/Presentation	Apr 2, 2008	Group (outline form)	10-15	15%
4. Phase IIC Paper/Dry Run Presentation	Apr 23, 2008	Group (essay form)	20-25	25%
5. Phase IIC Final Presentation to TI Management	Apr 30, 2008	Group	20 mins	15%
6. Class Participation		Individual		15%
			Overall Course Grade	**100%**

Peer Evaluation. A peer evaluation process will be utilized to adjust individual grades on all group assignments. The peer evaluation form (attached) should be completed individually, sealed in an envelope and turned in with the final written assignment on April 23rd.

Presentations

Each group will be responsible for or more papers/presentations during the semester. These presentations should be prepared using MS Powerpoint. An electronic copy of each paper/presentation should be sent to the instructor (jpicken@utdallas.edu) by 5:00 pm on the day of the presentation. Hard copy handouts (6 slides to a page) should be provided for each instructor and class member. Presentations will be evaluated on multiple factors, including (a)

fully addressing the requirements; (b) critical evaluation and effective insights of the subject matter; (c) demonstrated ability to apply the course concepts and frameworks in your analysis; (d) logical conclusions and effective recommendations; and (e) effective presentation (slides), delivery and ability to respond to questions.

Class Participation.

Fifteen percent (15%) of your grade will be based on the quality of your preparation and active participation in class discussions and exercises. From time to time, it may be necessary to miss a class due to illness or personal business. Please let me know in advance. Keep in mind that written assignments must be emailed by the due date, regardless. If participation becomes an issue, your grade will be impacted.

GUIDELINES FOR WRITTEN ASSIGNMENTS

Due Dates. Written assignments will be due at the beginning of class on the date assigned (and can be emailed to me if you are unable to attend the class). Late papers turned in at or before the next class session following the due date will be graded, but 10 points will be deducted from the grade. Late papers turned in at or before the second class session following the due date will be graded, but 15 points will be deducted from the grade. Late papers not received by the beginning of the second class session following the due date will receive a zero. Consideration may be given for extenuating circumstances with prior notification.

Format. Your name (or the group identification and names of all group members) the course number and the date should appear in a header at the beginning of each page of the document. The body of each written assignment should comply with the page length guidelines specified for the assignment. The use of charts and exhibits is encouraged, to the extent that they help you make your points. Charts and exhibits should be numbered and appropriately referenced in the document. A list of references should be attached as required. Cover pages, charts or exhibits, and lists of references are not included in the page count. The manuscript should use 11-12 point type, double-spaced, with 1" margins all around. Appropriate titles and section headings should be used. Number the pages and staple in the upper left corner. Binders and report covers are neither necessary or desired.

Presentation Format. Use MS Powerpoint. Keep it simple (no videos, sound effects, etc.) Limit animation to that required for an effective presentation. Provide electronic copy to instructor no later than 5:00 PM on due date. Attach a hard copy of your slides to your paper (six slides per page is fine).

Outline Form Response. Most of the assignments specify an outline form response. I will expect a statement of the question followed by a bulleted or numbered list of the key items in your response.

Essay Form Response. Other assignments specify an essay form response. I will expect a well organized paper that addresses the case questions and uses section headings, bulleted lists, charts and exhibits as appropriate to clearly communicate your message.

Electronic Submissions. If you submit a paper by email, the file name should identify the course, assignment number and your group ID. For example, "ENTP 6398_2_Group A.doc" would identify Group A's written assignment 2.

Effective written and oral communications are critically important in the business world. It is equally important that students "put their best foot forward" in classroom presentations and written assignments. Poor organization, convoluted sentence structures, mangled grammar and misspelled words have no place in effective communications, and will be considered in the evaluation of your work and ideas.

UNIVERSITY POLICIES

Off-campus Instruction and Course Activities. Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

Student Conduct & Discipline. The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity. The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use. The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class. The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures. Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the deal will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy. As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services. The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days. The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

COURSE OUTLINE

Session	Date	Description	Deliverables
1	1/9	**Course Introduction** ▪ *Course Overview* ▪ *Market Overview* - Sources and Uses of Energy - Traditional/Renewable Electricity Generation (power grid applications) - Electric Power Transmission, Distribution and Energy Management - Electric Power Utilization (efficiency/conservation) - Transportation - Micro-Systems (small off-grid applications) - Government programs and incentives ▪ *The TI Perspective* - TI Market Assessment Process (MAP) - Why is TI is interested in this market? - TI Market evaluation criteria - How are TI products currently being used in this market space? ▪ *Approach, Tools and Techniques for Opportunity Identification/Market Assessment* **Readings:** (all readings available on the web or at UTD library for download) ▪ Pernick & Wilder: *The Clean Tech Revolution*: 1-114 ▪ Komor: *Renewable Electricity-Generating Technologies: Cost & Performance* (WebCT)	
2	1/16	**Market/Technology Overview (current applications/market trends)** **Readings:** ▪ Pernick & Wilder: *The Clean Tech Revolution*: 115 - 212 ▪ Kim, W. Chan and Renee Mauborgne. 2004. Blue Ocean Strategy. Harvard Business Review. Oct 2004. 76-84. R0410D. (eJournal) ▪ Day: *Managing Risk & Reward in an Innovation Portfolio* (HBR R0712J) Dec 2007 (eJournal)	**Group Assignments** **Phase I Assignments**

Session	Date	Description	Deliverables
3	1/23	**Market/Technology Overview (requirements/state of the art)** ▪ Traditional/Renewable Electricity Generation (power grid applications) ▪ Electric Power Transmission, Distribution and Energy Management ▪ Electric Power Utilization (efficiency/conservation) ▪ Transportation ▪ Micro-Systems (small off-grid applications) ▪ Micro-Systems (small off-grid applications) **Readings:** ▪ Pernick & Wilder: *The Clean Tech Revolution*: 213 – 285 ▪ Kim, W. Chan and Renee Mauborgne. 2000. "Knowing a Winning Business Idea When You See One." Harvard Business Review. Sept-Oct 2002. 129-138. R00510 (eJournal)	
4	1/30	**Phase I Review/Presentation** (10-15 pages – outline form; 20 minute presentation) ▪ **Overview of Market Opportunity Area** - Market/demand summary/trends - Key technical/market challenges to be overcome - Projected pace of market development - Electronics requirements (applications, specifications, volumes) ▪ **Recommended Opportunities for Further Exploration**	**Market Opportunity Evaluation and Recommendation** Post paper and presentation in discussion area of Web CT
5	2/6	**Group Discussion of Phase I Reviews** ▪ Review and be prepared to discuss each of the other groups' papers and presentations ▪ Assignment of Phase II Topic Areas	
6	2/13	**Industry Analysis/Market Structures** ▪ Industry structures/ecosystems ▪ Standards/platform technologies **Readings:** ▪ Cusumano, Michael A. and Annabelle Gawer. 2002. "The Elements of Platform Leadership". Sloan Management Review. Spring 2002. 51-58. Reprint 4335. (eJournal) ▪ Morris, Charles R. and Charles H. Ferguson. 1993. "How Architecture Wins Technology Wars". Harvard Business Review. March-April 1993. 86-95 Reprint 93203. (eJournal)	
7	2/20	**Industry Analysis/Market Structures** ▪ Selected readings: Technology Adoption Life Cycle, etc. ▪ Yankelovich & Meer: 2006. *Rediscovering Market Segmentation* (HBR R0602G) (eJournal)	
8	2/27	**Industry Analysis/Technical Requirements** ▪ Anthony, Scott D. Matt Eyring & Lib Gibson. 2006. "Mapping Your Innovation Strategy". Harvard Business Review. May 2006. 1-10. R0605F. (eJournal) ▪ von Hippel, Eric, Stefan Thomke and Mary Sonnack. 1999. "Creating Breakthroughs at 3M". Harvard Business Review. September-October 1999 R6110. (eJournal) ▪ Gottfredson, Mark and Keith Aspinall. 2005. "Innovation Versus Complexity". 2005. Harvard Business Review. November 2005. R0511C. (eJournal) ▪ Rust, Roland T., Debora Thompson and Rebecca W. Hamilton. 2006. "Defeating Feature Fatigue". Harvard Business Review. February 2006. R0602E. (eJournal)	
9	3/5	**Phase IIA Review/Presentation** (10-15 pages – outline form; 20 minute presentation) ▪ **MAP 1 Establish Proof of Demand** - What end-user need is solution meeting? Is there a clear need or desire for a solution? - What are the sources and drivers of demand? Do analysts, market experts support? Why? - What are the economic requirements of a viable solution? - What are the technical requirements? What hurdles must be overcome? - What are the competing solutions?	**Phase IIA Paper/Presentation** Post paper and presentation in discussion area of Web CT

Session	Date	Description	Deliverables
		- Which has the best chance of winning (e.g., economics, time to market)? - What is the projected market size? - What are the key assumptions (e.g., volume, price)? - How sensitive is market size to price and performance? - What is the anticipated rate of market penetration/development? ▪ **MAP 2 Outline Industry Dynamics** - Who is the customer? - Who are the other key participants in the value web? - How does each view the competitive landscape? - What are the key "influence nodes"? - What are the competitors' key strengths? Weaknesses? - What are the competitors' likely strategies? Product road maps? - What is the basis of competition (price, performance, service, brand)? - What are the key uncertainties, impending discontinuities? - What are the potential outcomes? Probabilities of various scenarios?	
	3/12	**No Class – Spring Break**	
10	3/19	Selected readings: business models, value propositions ▪ Anderson, Narus & van Rossum: *Customer Value Propositions in Business Markets* (HBR R0603F) (eJournal)	
11	3/26	Selected readings ▪ Shapiro, Carl and Hal R. Varian. 1999. "The Art of Standards Wars" California Management Review 41(2) Winter 1999. 8-26. (eJournal) ▪ Chakravorti, Bhaskar. 2004. "The New Rules for Bringing Innovations to Market" Harvard Business Review. March 2004. R0403D (eJournal)	
12	4/2	**Phase IIB Review/Presentation** (10-15 pages – outline form; 20 minute presentation) ▪ **Summarize key findings from Phase IIA** - Proof of demand - Industry dynamics ▪ **MAP 3 Define Value Proposition and Competitive Advantage** - What are the key market segments? Do the solution requirements vary by segment? - What are the sources of resistance to change (regulatory, sunk costs, community pressure)? - What are the customer care-abouts? - To what extent does the proposed solution require a change in customer behavior? - What is TI's defensible value proposition? - What are TI's competitive advantages? Current? Projected? ▪ **MAP 4 Explore Business Models and Strategic Options** - What business models make sense? Why? - What are the primary sources of value capture? - How can TI own/control key components of value? - What investments can/should be made to secure TI control of key sources of value? - What are potential partnership scenarios? Do partnerships make sense for TI? Why? - Which partners are needed when? - What criteria should TI used to screen partners? - What are TI's strategic options? - Which makes the most sense? What is the logical "Plan B"? -	**Phase IIB Paper/Presentation** Post paper and presentation in discussion area of Web CT
13	4/9	▪ Tabrizi, Benham and Rick Walleigh. 1997. Defining Next Generation Products: An Inside Look. *Harvard Business Review*. Nov-Dec 1997. 117-124. R97610	

Session	Date	Description	Deliverables
		(eJournal)	
14	4/16	No Class – Schedule Individual Meetings with Faculty Advisors	
15	4/23	**Phase IIC Final Review/Presentation** (20-25 pages – essay form; 20 minute presentation) ▪ **Executive Summary** (1-2 pp) ▪ **Summarize key findings from Phases IIA and IIB** - Proof of demand - Industry dynamics - Value proposition/competitive advantage - Business model and strategic options ▪ **MAP 5 Recommend Strategy and Analyze Financial Implications** - What is the recommended strategy? - What resources are required? - What is the projected timeline? - What are the principal risks and uncertainties?	**Phase II Final Paper/Presentation** Post paper and presentation in discussion area of Web CT
16	4/30	**Phase IIC Final Presentation to TI Management: Business Opportunity for TI**	**Final Presentation**

PEER EVALUATION FORM

INSTRUCTIONS

The peer evaluation process is intended to provide group members with an opportunity to contribute to the evaluation of the performance of your team members on group activities. On the form below, you may rate the performance and contributions of your team members (including yourself) in the preparation of the group assignments. Instructions follow:

1. Enter the names of your group members (alphabetically by last name). Include yourself.
2. Evaluate each assignment separately. Each team member will begin with 100 points on each assignment.
3. You may reallocate the total number of points among team members within a range of 80 to 120 points for each individual, based on their contributions to the group effort on that assignment.
4. The total number of points allocated on any single assignment must equal 100 times the number of members of the team. If you have four members on the team, the total for each column should be equal to 400.
5. I will calculate an overall assessment as a weighted average of the individual ratings, using the percentage weights indicated below.

Please sign your evaluation at the bottom of the page, place it in a sealed envelope, and turn it in with your final group assignment on April 23rd.

PEER EVALUATION

Group Member (list alphabetically)	Phase I Review/ Presentation	Phase II A Review/ Presentation	Phase II B Review/ Presentation	Phase IIC Review/ Presentation
1				
2				
3				
4				
Total				

COMMENTS

Group Member	**Comments** (please support and justify any assessment below 90% or above 110%) Continue on reverse if necessary.
1	
2	
3	
4	

Signature: _____

Print Name: _____