



BUSINESS MODEL INNOVATION

ENTP 6390.501

SPRING 2014

Class Meeting Monday 7:00 – 9:45 PM, SOM 2.102 Office Hours: Mon 4:00 – 4:45 PM Or by appointment	Dr. Joseph C. Picken SOM 4.212 Email: jpicken@utdallas.edu Phone (UTD office): (972) 883-4986
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COURSE OBJECTIVES:

A business model is a logical and internally consistent representation of the design and operations of a business, capturing the essence of how it will be focused and demonstrating how an interrelated set of decision variables will be addressed to create, deliver and capture value. By one definition, a business model consists of four interlocking elements:

- The **customer value proposition** (how does the firm create value for a customer)
- The **profit formula** (how does the firm capture value for itself while providing value to the customer)
- The **key resources** required to deliver the value proposition to the targeted customer
- The **key processes** that allow a firm to deliver value in a repeatable and scalable manner.

Business model *innovation* is focused on the design and development of new and unique business models that, by definition, challenge accepted conventions in a given industry about how to create and deliver customer value while making sustainable profits for the entrepreneur and his investors.

Although it may be possible, under ideal circumstances, to “design” an innovative business model, an alternative view holds that business model *innovation* is a somewhat messy, iterative process of experimentation and refinement. The essence of this perspective is captured in the admonition of an experienced entrepreneur and venture investor to: “try it, iterate it until you get it right, then build a repeatable scalable business process”. This view is consistent with the assertion that “no venture succeeds with its original business plan”, and maintains that the principal difference between winners and losers is the ability of the winners to recognize the shortcomings of their initial approach, update their assumptions, and redirect the organization from Plan A to a more workable Plan B before their funding is exhausted.

This course will explore the range and diversity of existing perspectives about business models and the tools of analysis essential to their understanding. We will learn to analyze and evaluate existing business models and pursue a logical and internally consistent approach to the choice and/or development of an appropriate business model for a new enterprise. The application of the course frameworks, tools and techniques will be illustrated with case studies and evaluated in a series of individual and group exercises and written assignments.

LEARNING OBJECTIVES

Upon successful completion of this course, students will:

- Understand and be able to explain the purpose, role and importance of business models, including the key elements of a business model and the interactions and interdependencies among the elements.
- Demonstrate the ability to analyze existing business models utilizing the course frameworks, tools and techniques, evaluate their strengths and limitations, and make recommendations for improvement.
- Demonstrate the ability to evaluate, design, and recommend innovative business models for entrepreneurial new ventures or businesses experiencing significant changes in their external environments.

REQUIRED COURSE MATERIALS:

- Johnson, M. 2010. *Seizing the White Space: Growth and renewal through business model innovation*. Harvard Business School Press, Boston. ISBN 978-1-4221-2481-9 (\$29.95)
- Mullins, J. and R. Komisar. 2009. *Getting to Plan B: Breaking through to a better business model*. Harvard Business Press, Boston. ISBN 978-1-4221-2669-1 (\$29.95)
- Osterwalder, A. and Y. Pigneur. 2010. *Business Model Generation*. John Wiley & Sons, Hoboken, NJ. (\$34.95) ISBN 978-0470-87641-1

- **Course Pack:** Cases and selected readings (available at UTD Bookstore, Off-Campus Books and Stanza Books). Also available directly from Harvard Business School Publishing @\$3.95 per copy (<https://cb.hbsp.harvard.edu/cbmp/access/23199891>)
- **Electronic Readings:** Download **eJournals** (Harvard Business School and other articles) as required. The **eJournals** are available for download at no charge on the UTD McDermott Library website <http://www.utdallas.edu/library/collections/journals.htm> (see ASSIGNMENTS below).

SELF INTRODUCTION

Each student should post a Self-Introduction in the Discussion area of eLearning prior to **January 20th**. Guidelines are provided on the eLearning 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

Much of the work in this course will be performed in groups. Students should form small groups (3 members) during the first two weeks of the course. It is important that you select your groups to include a diverse set of skills and make sure that at least one member is proficient in accounting and spreadsheet analysis. A list of the members of each group (with name, email and telephone contact information) should be emailed to the instructor on or before **Monday, Jan 27th**.

LECTURE NOTES

The MS Powerpoint slides used in lectures and case discussions and other course-related materials will be posted on eLearning (<https://elearningpilot.utdallas.edu/>) under course ID ENTP 6390. You should be able to access eLearning 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 and individual written assignments and your contributions to class discussions. These assignments, their due dates and page limits, and their relative weights in determining your final grade are summarized in the table below:

Assignment	Due Date	Type	Length	Weight
WA#1 VendQuest (A)	Feb 3, 2014	Individual Exercise	Exercise Template	5%
WA#2 Staples: A Year in the Life of a Startup	Feb 10, 2014	Individual case analysis (outline form)	5-6 pp	10%
WA#3 Zipcar: Refining the Business Model	Feb 24, 2014	Group case analysis	5-6 pp	10%
WA#4 Analysis: Profit Formula/ WC Model	Mar 10, 2014	Individual Exercise graded; group exercise in class ungraded	Exercise Template	10%
WA#5 Ryanair Holdings, PLC	Mar 24, 2014	Group case analysis (outline form)	5-6 pp + Template	10%
WA#6 Innovation at Progressive	April 7, 2014	Group case analysis (outline form)	5-6 pp	10%
WA#7 Inhale Therapeutics	April 21, 2014	Group case analysis (outline form)	5-6 pp	10%
WA#8 Wild Card Assignment	As Assigned	Group case analysis (outline form)	5-6 pp	10%
WA#9 Zara: Fast Fashion	May 5, 2014	Individual case analysis (outline form)	10-12 pp	15%
WA#10 Peer Evaluation	April 28, 2014	Individual		0%
Class Participation		Individual		10%
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 is posted in the Course Materials Folder in eLearning and should be completed individually and submitted via eLearning prior to 5:00 PM on **April 28th**.

Written Assignments

- **Evaluation.** Fifty percent (50%) of your grade will be based on group exercises and written assignments; fifty percent (50%) will be based on individual exercises, written assignments and class participation. Written assignments and exercises will be evaluated on multiple factors, including (a) critical evaluation and effective insights into the case situation; (b) demonstrated ability to apply the course concepts and frameworks in your analysis; (c) logical conclusions and effective recommendations; and (d) effective communications. *Particular care should be taken to fully address the requirements for each paper as detailed in the assignment.* A written evaluation and critique will be provided on all graded assignments.
- **Format.** 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. Cover pages, charts or exhibits, and lists of references will not be included in the page count. Charts and exhibits should be numbered and appropriately referenced in the body of the document. A list of references should be attached as required. The manuscript should use 11-12 point type, double-spaced, with 1” margins all around. Appropriate titles and section headings should be used. Binders and report covers are neither necessary nor desired. *Number the pages, put the course number and your name(s) at the top of each page and staple in the upper left corner. Make sure that your name(s) appear on all pages of all exhibits and exercises submitted in MS Excel or MS Powerpoint format.*
- **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 (see example in eLearning Course Materials).
- **Essay Form Response.** If an assignment permits 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 name or group ID. For example, “ENTP6390_2_JSmith.doc” would identify John Smith’s written assignment #2. This also applies to all MS Excel spreadsheet and MS Powerpoint submissions.
- **Due Dates and Late Paper Policy:** Written assignments are due at the beginning of class on the date assigned. Group assignments will not be accepted late. Individual papers turned in within one week after the due date will be graded, but 10 points will be deducted; papers turned in within two weeks will be graded, but 15 points will be deducted. Late papers received more than two weeks after the due date will receive a zero. Exceptions may be made if circumstances warrant.

Wild Card Assignments

Each team will be responsible for one wild card assignment, worth 10% of your grade. Peer evaluations will apply.

- **Written Assignment.** Prepare an outline form response to each of the assigned case questions. See GUIDELINES FOR WRITTEN ASSIGNMENTS.
- **Presentation and Class Discussion.** The team will be responsible for leading the class discussion of the assigned case. Prepare a deck of powerpoint slides to frame the class discussion. Your first slide should introduce the case and identify the key issues to be addressed. A detailed summary of the case is neither necessary nor appropriate – you should assume that everyone in the class is familiar with the material prior to class. The remainder of the presentation should proceed to address each of the case questions in turn (two or three slides posing questions to stimulate discussion of the case question, along with one slide to present your team’s analysis and response to the case question). Feel free to call on your classmates to answer specific questions about the cases or readings. Be alert to different points of view and use these as a point of departure for further discussion. Your performance will be evaluated based on your ability to engage the class and stimulate meaningful discussion about the case or the readings. You will have one hour for this portion of the assignment.
- **Deliverables.** Submit both your written response and the powerpoint slide deck to the instructor prior to 5:00 PM on the day of the scheduled class.

Case Analysis Guidelines

Many of the assignments and class discussions are based on case studies. Discussion questions for each case are provided below to help you to focus your analysis. You are encouraged to work together in your study groups to discuss the cases, including the individual written assignment cases, with the understanding that individual assignments (including tables and figures) are to be prepared and written by yourself. The following general approach is recommended:

- Read the case quickly. Identify the key issues and decisions/actions required (the case preparation questions will help you to focus on the key issues). Prioritize the issues in terms of urgency and importance.
- Decide what kind of recommendations should be made (and to whom)
- Choose appropriate analytical tools/frameworks from those introduced in the course
- Analyze the situation thoroughly using the frameworks and theoretical frameworks provided in the readings
- Draw logical conclusions based on your analysis
- Make specific recommendations for action in response to the questions posed in the case or the preparation questions (what should be done, who should do it, when and in what sequence).

In general, there are no “right” or “wrong” answers for a specific case – different approaches and insights are possible, depending on your individual perspective and approach. I will expect you to use the data in the text and exhibits to analyze the case, draw logical conclusions and (as required) make recommendations that: (a) address the identified strategic issues; (b) follow logically from your analysis and conclusions; and (c) are feasible in the context of the case situation.

NOTE: A common approach to group assignments is to divide up the workload by assigning questions to each group member and then assembling the paper just before it is turned in. **This doesn’t work well, is usually obvious, and is unacceptable.** Any inconsistencies noted, either in style or in the responses to different questions will result in a minimum deduction of five points on the assignment.

Class Participation

Ten percent (10%) of your grade will be based on the quality of your preparation and active participation in class discussions and exercises. If you are absent or unprepared to discuss the readings and the case, you will receive a zero in class participation for that day. From time to time, it may be necessary to miss a class due to illness or travel. Within reason, I will be flexible in accommodating your needs, but would appreciate prior notice by email. Required written assignments must be turned in prior to the missed class (email is acceptable).

OFFICE HOURS AND CONSULTATIONS

Scheduled office hours will be held in SOM 4.212 from 4:00 - 4:45 pm on Monday and Wednesday afternoons before class. I will also be available at other times by appointment. Consultation and mentoring are an important part of my job and I encourage you to meet with me individually for any reason. I look forward to the opportunity to work with you.

UNIVERSITY POLICIES

Technical Support. If you experience any problems with your UTD account you may send an email to: assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911.

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: none.

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 printed 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, Series 50000, Board of Regents, The University of Texas System*, 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, and online at <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html>. 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 and administration of the Jindal School of Management expect from our 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. We want to establish a reputation for the honorable behavior of our graduates, which extends throughout their careers. Both your individual reputation and the school’s reputation matter to your success.

The Judicial Affairs website lists examples of academic dishonesty at <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-Basicexamples.html>. Students in this course suspected of academic dishonesty are subject to disciplinary proceedings, and if found responsible, the following minimum sanctions will be applied:

- Individual Written Assignments – Zero for the assignment
- Group Written Assignments and Presentations – Zero for the assignment for all group members

These sanctions will be administered only after a student has been found officially responsible for academic dishonesty, either through waiving their right for a disciplinary hearing, or being declared responsible after a hearing administered by Judicial Affairs and the Dean of Student’s Office. In the event that the student receives a failing grade for the course for academic dishonesty, the student is not allowed to withdraw as a way of preventing the grade from being entered on their record. Where a student receives an F in a course and chooses to take the course over to improve their grade, the original grade of F remains on their transcript, but does not count towards calculation of their GPA. The School of Management also reserves the right to review a student’s disciplinary record, on file with the Dean of Students, as one of the criteria for determining a student’s eligibility for a scholarship.

Copyright Notice. The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner’s rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes “fair use” under the Copyright Act. As a UT Dallas student, you are required to follow the institution’s copyright policy (Policy Memorandum 84-I.3-46). For more information about the fair use exemption, see <http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>

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 UT 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 individuals 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 UT Dallas provides a method for students to have their UT 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 to 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 dean 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)
disabilityservice@utdallas.edu

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations. 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.

EXERCISES AND DISCUSSION QUESTIONS FOR CASE ANALYSIS

The following instructions and discussion questions are provided to help you complete a structured analysis focusing on the key issues in each case. It is important, in exercises and written assignments, to address each of these points.

S03 – WA#1 – CASE: VendQuest (A) HBR 9-203-065 (in-class exercise)

1. **Advance Preparation (individual):** Assume that VendQuest is positioned as an intermediary between buyers (construction companies) and sellers (regional distributors), generating fee income on each transaction.
 - a. Use the *S03 VendQuest Exercise Template* (eLearning Course Materials) to analyze the proposed business model. Modify the slide footer (INSERT/HEADER&FOOTER) to put your name at the bottom of each slide.
 - b. Use the first *Template - Buyer Utility Map* to show how VendQuest would create value for Industrial Buyers (see Exhibit 1) and the second to show how VendQuest would create value for Industrial Sellers (see Exhibit 2).
 - c. Use the *Template - Business Model Canvas* to analyze the VendQuest business model for the intermediary case.

2. **In Class Exercise (group):** Use the Business Model Canvas/Buyer Utility Map Whiteboard to explore value creation and the VendQuest business model. The exercise will proceed as follows:
 - a. Discuss any differences in your individual analyses and reach a group consensus about the VendQuest Buyer Utility Maps. Use different colored markers for buyers and sellers and transfer your group consensus to the Buyer Utility Map Whiteboard. (15 minutes to prepare)
 - a. Discuss any differences in your individual analyses and reach a group consensus about the VendQuest Business Model. Transfer your group consensus to the Business Model Canvas Whiteboard (15 minutes to prepare)
 - b. Each group will briefly present their analyses (5 minutes per group) and we will then discuss.
2. **What-if Exercise (class discussion):** As time permits, we will use the Business Model Canvas Whiteboard to explore how the business model would change if:
 - a. VendQuest were positioned as a purchasing agent for multiple buyers (construction companies), consolidating requirements and sourcing from multiple distributors to reduce administrative costs and facilitate lower pricing and faster delivery for buyers.
 - b. VendQuest were positioned as a national distributor (agent of the manufacturer), purchasing directly from multiple manufacturers and reselling to buyers (alternate channel of distribution). How would you address the channel conflict with existing distributors?

S04 – WA#2 – CASE: Staples: A Year in the Life of a Startup – HBS 9-800-241 (individual assignment)

1. Identify the analogs and antilogs that Stemberg and Kahn relied upon as they developed their business concept. What role did each of these play in the development and refinement of the customer value proposition and the business model?
2. What are the key benefits Staples provides to the small business customer? What is the job to be done? What is the offering? How would Johnson et al describe the *customer value proposition*?
3. Use the *Template - Value Curve Analysis* provided in eLearning Course Materials to compare Staples' offering to: (a) the offering of the traditional office supply retailer; and (b) the offering of the major office supply dealers who sold exclusively through mail order catalogs. What are the key elements of value that must be considered at each stage of the customer experience cycle (see Buyer Utility Map from *Knowing a Winning Business Idea*). Use the value curves to show how Staples plans to differentiate its offering.
4. Using the business model framework described by Johnson et al, describe Staples' intended business model, describing each element of the business model (as detailed in Chapter 2).
5. Discuss and describe how the elements of the *profit formula*, *key resources* and *key processes* work together to deliver Staples' *customer value proposition* to the small business customer. How will the planned management information system contribute to the delivery of the customer value proposition?

S05 – Wild Card #1 - CASE: Netflix HBS 9-607-138 (group assignment)

1. Analyze and describe Netflix' business model (prior to the launch of VOD) using the *Template - Business Model Canvas (BMC)* (eLearning Course Materials). What role do the key partners, activities and resources play in shaping the value proposition? How have the desired relationships with the targeted customer segments shaped the value proposition? How do all of the elements work together to create a unique business model?
2. Consider the evolution of Netflix' business model over the period of the case. Describe how the model has evolved from the original Plan A through several iterations. How do you think Netflix would have fared if it had stuck with Plan A?
3. Compare the offerings of Netflix and Blockbuster at the end of 2006 utilizing the *Template - Value Curve Analysis* provided in eLearning Course Materials. What are the key elements of value that must be considered at each stage of the customer experience cycle (*Knowing a Winning Business Idea*). How has Netflix differentiated its offering from Blockbuster?
4. At the end of the case, Netflix is considering three alternative approaches to the introduction of a VOD offering. How would each of these impact the current business model (modify the BMC developed in question 1 for each)?
5. How would a VOD offering change Netflix' value curve (add another line to the chart)? How would you expect a VOD offering to impact (a) Netflix' current business; and (b) its competitive position vs. Blockbuster?

S06 – WA#3 - CASE: Zipcar: Refining the Business Model HBS 9-803-096 (group assignment)

1. Describe Zipcar's business model, focusing on the CVP (describe the job-to-be-done, the existing solutions, and the offering) and the Profit Formula (specifically address the revenue model, the cost structure, target unit margin and resource velocity required to achieve profitability) as defined in Johnson (Ch 2).
2. Identify the relevant analogs and antilogs considered by Chase and Danielson and discuss how these influenced Zipcar's initial choice of business model. Identify the leap of faith questions to be addressed at the time of the case and prepare a dashboard for Zipcar (use Mullins & Komisar, Figure 2-2 as a guide). Include the questions, the hypotheses and the metrics to be used (the findings and insights will be addressed in Question 5).
3. Analyze the changes in the profit model from the original (Exhibit 3) to the revised plan (Exhibit 5). What are the principal changes in the assumptions and the profit model. Why were these changes made? Do they make sense?
4. Examine the Membership Data in Exhibit 8a and the September Operating Data in Exhibit 8b. What changes in the Profit Model are reflected in the data in Exhibit 8b (as compared to the assumptions reflected in Exhibit 5)? Why did the actual performance deviate from plan?
5. Evaluate Zipcar's performance through September 2000 utilizing the data in Exhibits 8a and 8b to update your dashboard. What are your findings and insights based on the data through September 2000? Are the leap of faith questions still the same after your

analysis, or should they be modified? How?

S07 – Wild Card #2 - CASE: Skype HBS 9-806-165 (group assignment)

1. Skype's business model is illustrated in *Business Model Generation* (98-99), but the identification of customer segments and the value proposition are rather brief and generic. Prepare a more detailed Business Model Canvas for Skype based on the information provided in the case.
2. The case identifies four different Skype offerings. Develop a table that describes each offering, identifies the target market segments, and addresses the full range of competing alternatives available to the targeted customers.
3. Develop a table that identifies the features and benefits of Skype's offering to each of the targeted customer segments. Rank the features and benefits in terms of importance to each of the targeted customer segments. What differences appear? Which of the value disciplines (Treacy & Wiersma) make the most sense for Skype in meeting the needs of each target market segment?
4. Based on the analyses you prepared in response to the first three questions, prepare a resonating focus value proposition for Skype for each of the targeted customer segments.
5. Despite the economic advantages of VoIP technology as compared to regular fixed line telephone service (POTS), by 2007 only about 25% of US broadband subscribers were using Skype or an alternate VoIP provider (Exhibit 7). Consider Skype's value proposition in light of the pricing comparisons detailed in Exhibit 2, the survey results detailed in Exhibit 3, and the operational statistics provided in Exhibit 9. What are the key elements of value? Why do you think that their market penetration is lagging?

S08 – WA#4 - EXERCISE: Analysis of Profit Formula (individual/group exercise and class discussion)

1. Advance Preparation (individual).

- a. Download *S08 – Example: Amazon vs. Barnes & Noble 2012* from the eLearning Course Materials folder. Review the step by step process for preparing each of the analyses contained in the example.
- b. Analyze the financial statements of Amazon and Barnes & Noble, respectively, and evaluate the major differences in the cost structures (percent of revenue and operations analyses), margin models (breakeven analysis) and resource velocity drivers (day's sales analysis and working capital analyses).
- c. Prepare a brief summary of your findings from the analysis of Amazon vs. Barnes & Noble. Submit as an MS Word document (1-2 pp).
- d. Download *S08 – Exercise: Netflix vs. Blockbuster 2007-2009* from eLearning Course Materials folder. Using the *Amazon vs. Barnes & Noble 2012* analysis as a guide, complete each element of the analysis for Netflix and Blockbuster, respectively:

▪ Percent of revenue	▪ Resource velocity analysis
▪ Days sales outstanding	▪ Operations analysis
▪ Financial measures of operating performance	▪ Breakeven analysis
- e. Analyze the financial statements of Netflix and Blockbuster, respectively, and evaluate the major differences in the cost structures (percent of revenue and operations analyses), margin models (breakeven analysis) and resource velocity drivers (day's sales analysis and working capital analyses) for each pair of companies. Consider Content and Rental Libraries as a separate category of productive assets in your resource velocity analysis (neither inventory nor fixed assets, but somewhere in between). Calculate the return on these assets in your financial measures.
- f. Prepare a brief summary of your findings from the analysis of Netflix vs. Blockbuster. Submit as an MS Word document (1-2 pp).
- g. Label the files per the instructions on page 3 and submit the completed exercise (*S08 – Exercise: Netflix vs. Blockbuster 2007-2009*) and the summaries of your findings by **email to the instructor by 5:00 PM** on the day of the class.

2. In-class Exercise (group) (30 minutes to prepare; five minutes to present)

- a. Each group will be assigned one company to analyze:
- b. Use the Business Model Canvas Whiteboard to describe the business model for the assigned company.
- c. Analyze the financial statements and the profit formula analysis for the assigned company and be prepared to show how the cost structure, margin model and resource velocity are driven by the business model (or vice versa). Be prepared to address what you learned from each of analyses and how that understanding influenced your description of the business model.
- d. Present the results of your analysis to the class

3. **Class Discussion.** During the remainder of the class, we will discuss the implications of our findings for each of the companies, specifically focusing the implications of the business models on relative competitive strength and prospects for future growth and profitability.

S09 – WA#5 - CASE: Ryanair Holdings, PLC HBS 9-106-003 (group assignment)

The case provides ample information for analyzing the economics of Ryanair's business model, but you will have to spend time with the exhibits and tables to gain a full understanding of the company's profit formula. Download the *S09 - Exercise Instructions: Ryanair Profit Formula Analysis* and *S09 – Template – Ryanair Profit Formula Analysis* from the eLearning Course Materials folder (2 files). Follow the instructions provided to complete the comparative analysis of the profit formulas of Ryanair and British Airways.

1. Evaluate the financial statements for each airline and analyze the major differences in the cost structures based on the spreadsheet provided. On pages 3-4 of the case, nine factors that contribute to Ryanair's profitability are described. Explain how each of these factors are reflected in the differences in the cost structures.
2. Based on the results of the prior analyses, conduct a resource velocity analysis for each of the airlines. What have you learned? Explain how the differences in resource velocity are reflected in the net profit margin and return on assets calculated for each airline. What are the implications of your findings?

3. Copy the Base Case sheet into a new tab. Label it “Breakeven Analysis”.
 - a. Analyze the financial statements for Ryanair and British Airways¹. Reclassify and sort the operating expenses into fixed and variable cost categories.² Explain why you decided to categorize each element of cost as a fixed or variable cost. Not all categories are totally fixed or totally variable, but if a cost is mostly fixed, or mostly variable, put it into that category and explain your logic.
 - b. Calculate the variable operating margin (gross margin) for each airline. Analyze and explain the differences and the implications for profitability.
 - c. Based on the analysis you completed in (2) above, conduct a breakeven analysis for each airline (based on total revenues). What have you learned, and what are the implications?
4. Copy the Breakeven Analysis sheet into a new tab. Label it “Load Factor Analysis”. Modify the analysis to analyze the implications of a 10% increase or decrease in load factor for each airline (assume that all relevant costs are fixed and the only change is in the load factor).³
5. Ryanair has set forth some aggressive goals for the future in its 2004 annual report (page 3). Copy the Breakeven Analysis sheet from (3) into a new tab. Label it “Projection”. Beginning with Ryanair’s 3/31/2007 financials, and the goals set forth on page 3 of the case, project their annual financial performance forward to 3/31/2010. What would the company’s financials look like at that point? Are these goals realistic and achievable?

S10 – Wild Card #3 CASE: Innocentive.com (A) HBS 9-608-170 (group assignment)

1. Chesbrough describes the innovation landscape in terms of three broad categories of firm roles: *funding*, *generating*, or *commercializing* innovation, with different firms playing different roles in each category according to their strategic priorities. Where does Innocentive fit in this scheme?
 - a. How would a relationship with Innocentive facilitate or leverage the activities of a firm engaged in funding innovation?
 - b. How would a relationship with Innocentive facilitate or leverage the activities of a firm engaged in generating innovation?
 - c. How would a relationship with Innocentive facilitate or leverage the activities of a firm engaged in commercializing innovation?
2. What is Innocentive’s value proposition? How do they create value for their customers (seekers & solvers)? How do they capture value for the company? Use the Buyer Utility Map Whiteboard to facilitate a discussion.
3. Osterwalder & Pigneur (p 114) use the Business Model Canvas to describe Innocentive’s business model. We will use this analysis and the Business Model Canvas Whiteboard as a starting point for our discussion.
 - a. How could we improve upon or extend this analysis?
 - b. How would Innocentive’s business model change with the collaborative innovation model described at the end of the case.
4. Consider your own organization. How effectively could your company utilize the services of a company like Innocentive? Would there be resistance? What barriers to implementation would get in the way?

S11 – WA#6 - CASE: Innovation at Progressive (A): Pay-As-You-Go Insurance HBS 9-602-175 (group assignment)

1. The case describes the “outcome” of McMillan’s development of the Autograph system, but doesn’t address how the company arrived at the design they were testing. Assume that McMillan had appointed you as the project manager for the development of the Autograph system at the beginning of the development process.
 - a. Describe the design process (following the logic outlined in *Design Thinking* and the tools and techniques outlined in the readings from Osterwalder & Pigneur) that you would follow. How would you determine the requirements, develop, prototype and test the program?
 - b. Consider the project from the perspective of *Getting to Plan B*. What analogs and antilogs were appropriate for consideration by McMillan as he designed the Autograph system? What were the “leap of faith” questions prior to the start of the project? Create a dashboard following Mullins & Komisar’s Figure 2-2 to illustrate an appropriate set of metrics for evaluating the results of the market trial.
 - c. Now that the market test has been completed, create a dashboard to guide the decision of whether or not to launch the program nationally, based on the test results? Are there still some unanswered “leaps of faith”?
2. Use the *Template - Buyer Utility Map* to show how Progressive’s traditional business model (as of 1999) created value for customers. At which stages of the experience cycle is value created? Which utility levers create the greatest value?
3. Use the *Template - Business Model Canvas* to describe Progressive’s traditional business model (as of 1999) with a focus on how Progressive delivers the key elements of value for its customers.
4. Modify the *Template - Buyer Utility Map* (question 2) to show how the Autograph system would create new or additional value for customers? What are the tradeoffs?
5. Modify the *Template - Business Model Canvas* (question 3) to show the changes that would be required to implement the Autograph project using your design for a national rollout. Describe and discuss the key changes required. What are the major risks and challenges?
6. Consider the ideas reflected in *Innovation’s Holy Grail*. Has Progressive been a consistent innovator in providing products and services that address underserved markets and/or meet previously unmet needs? How effective have they been in meeting

¹ Utilize the definitions from the Teaching Note on Financial Analysis and Projections (pages 1-17) in addressing these questions.

² In the airline industry, variable costs are driven by the number of flight hour per year, and include fuel, maintenance, landing fees, handling, catering, etc., plus flight crew personnel costs (the footnotes to the financial statements in the PDF files break out personnel costs in the necessary detail).

³ Assume that the total fixed and variable costs for a given level of physical activity do not change – only the revenue will vary by $\pm 10\%$.

consumer demands for low prices, rapid response and fair treatment (openness and transparency)? How does the Autograph project reflect the concepts of Gandhian innovation outlined by Prahalad and Mashelkar?

S12 – Wild Card #4 - CASE: Gome Electronics: Evolving the Business Model HBS 9-308-026 (group assignment)

1. Analyze and describe Gome's business model in 2006 using the Template - Business Model Canvas (eLearning Course Materials). (*Use the Business Model Canvas Whiteboard to lead the class discussion*). What role do the key partners, activities and resources play in shaping the value proposition? How have the desired relationships with the targeted customer segments shaped the value proposition? How do all of the elements work together to create a successful business model?
2. Over a period of twenty years, Gome's business model has evolved through several iterations. The company has established a leading position in the appliance and consumer electronics segment, however, by consistently focusing on the "productivity loop" (Figure A). Analyze the evolution of the company's business model over time (1987 – 2006) and summarize your findings in a table. Consider the targeted customer segments, the value proposition(s) offered, product mix, geographic scope and focus, relationships with suppliers, and other factors. What trends do you see? What conclusions can you draw from this analysis?
3. Although the market is far from saturated, a diminishing landscape of "low hanging fruit" in the largest and wealthiest markets, increased domestic competition, and the entry of "deep pocketed" foreign competitors all pose new challenges for Gome. Consider the changing environment in light of the ideas contained in *Business Model Generation* (pp 198-211). What are the major trends and external forces impacting Gome's business?
4. Does Gome need a new business model to compete more effectively in the coming years? How should the business model described in Question 1 change to respond to the changing environment? Illustrate the changes using the Template - Business Model Canvas. (*Use the Business Model Canvas Whiteboard to lead the class discussion*).

S13 – WA#7 - CASE: Inhale Therapeutics: Executing and Growing the Business Model HBS 9-602-132 (group assignment)

1. In what business(s) does Inhale Therapeutics compete? Who is (are) their customer(s)? What is the "job to be done"? What (if any) is (are) the company's unique core competence(s)? What is (are) the customer value proposition(s)?
2. Analyze and describe the company's business model in November 2000 using the *Template - Business Model Canvas* (eLearning Course Materials folder). What role do the key partners, activities and resources play in shaping the value proposition? How have the relationships with the customer segments shaped the value proposition? Do all of the elements work together to create a successful business model? What issues and/or concerns do you see?
3. Consider the changing market environment in light of the ideas contained in *Business Model Generation* (pp 198-211). What are the major trends and external forces impacting Inhale Therapeutics' business? Does Inhale Therapeutics need a new business model to compete more effectively in the coming years?
4. What changes would you recommend in the company's business model in order to effectively execute each of the three strategic options proposed? Use the *Template - Business Model Canvas* to illustrate the impact of your recommended changes.

S14 – Wild Card #5 - CASE: Big Bazaar HBS 9-606-099 (group assignment)

1. Use the Template - Business Model Canvas to compare and contrast the business models of (a) the highly fragmented traditional retailing industry; and (b) Big Bazaar. What are the key differences? Which aspects of the traditional model represent barriers to entry for modern "organized" retailers?
2. Analyze the environment of the Indian retail industry in late 2005. What are the major trends and external forces that will impact Big Bazaar's business over the next decade? What are the key challenges to their continued growth?
3. The case suggests (p 3) that there was "a window of opportunity from 2005-2009 for domestic retailers to acquire real estate and roll out stores in a protected environment". Assuming that foreign retailers such as Marks & Spencer and WalMart were allowed to enter the Indian market by 2009, what challenges and barriers to entry would they face in establishing a viable competitive position in the country?
4. The final section of the case (*Charting the Future*) raises a number of issues and opportunities for Pantaloon.
 - a. What would you recommend with respect to (a) expansion and increased market penetration with existing concepts vs. the development of new concepts; (b) infrastructure development (supply chain and management systems); (c) local vs. global sourcing; (d) availability of qualified labor and management skills; (e) real estate acquisition; and (f) pace of growth? Which issues and constraints will be most critical? Why?
 - b. What changes to the business model would be required? (*Use the Business Model Canvas Whiteboard to lead the discussion*)

S15 – WA#9 - FINAL EXAM: CASE: Zara: Fast Fashion HBS 9-703-497 (individual case analysis)

1. Download the Final Exam instructions (*S15 – Final Exam – Zara Fast Fashion.docx*) from the eLearning Course Materials folder along with the accompanying Excel spreadsheet (*S15 – Final – Zara.xlsx*).
2. Following the instructions provided, address each of the six questions on the Final Exam in an outline form paper (10-12 pp plus spreadsheets and exhibits)
3. Submit the paper, spreadsheet(s) and electronic Business Model Canvases by eLearning by 5:00 pm on the due date.

COURSE OUTLINE

Date	Readings and Preparation	Assignments
Session 01 1/13	Introduction to Business Models 1. Drucker, P. <i>The Theory of the Business</i> , HBR Sep-Oct 1994 (eJournal) 2. Magretta, J. <i>Why Business Models Matter</i> , HBR May 2002 (eJournal)	Come to class prepared to discuss the readings
Session 02 1/27	Defining the Business Model 3. Johnson, M. 2010. <i>Seizing the White Space</i> (Foreword, 1-46) 4. Osterwalder & Pigneur. 2010. <i>Business Model Generation</i> (1-41) 5. Mullins & Komisar. 2009. <i>Getting to Plan B</i> . (Preface, 1-12)	Submit Group Rosters Come to class prepared to discuss the readings
Session 03 2/3	Business Model Analysis – Tools and Techniques(I) 6. Osterwalder & Pigneur. 2010. <i>Business Model Generation</i> (42-51) 7. Kim & Mauborgne. <i>Knowing a Winning Business Idea When You See One</i> . HBR Sep-Oct 2002 (eJournal) 8. Kim and Mauborgne. <i>Value Innovation: The Strategic Logic of High Growth</i> . HBR Jan-Feb 1997 (eJournal) CASE: VendQuest (A) HBS 9-203-065 (Exercise: Using the Buyer Utility/Business Model Canvas)	WA #1 In Class Exercise: Individual preparation and submission req'd (5%)
Session 04 2/10	Business Model Analysis – Tools and Techniques (II) 9. Johnson, M. 2010. <i>Seizing the White Space</i> (49-106) 10. Mullins & Komisar. 2009. <i>Getting to Plan B</i> . (13-64) 11. Eisenmann, Ries & Dillard: <i>Hypothesis-Driven Entrepreneurship: The Lean Startup</i> . HBS 9-812-095 (course pack) S04 - Staples: A Year in the Life of a Startup HBS 9-800-241	WA #2 Individual Case Analysis (10%)
Session 05 2/17	Business Models: Patterns and Prototypes 12. Osterwalder & Pigneur. 2010. <i>Business Model Generation</i> (54-119) 13. Hagel & Singer. <i>Unbundling the Corporation</i> , HBR Mar-Apr 1999 (eJournal) 14. Anderson, C. <i>The Long Tail</i> . <i>Wired</i> Oct 2004 (eLearning Course Materials folder) 15. Economist, December 16, 2010: <i>The Tyranny of Choice: You Choose</i> . (eLearning) 16. Anderson, C. <i>Free! Why \$0.00 is the Future of Business</i> . <i>Wired</i> Mar 2008. (eLearning) 17. Anderson, C. <i>The Economics of Giving it Away</i> . Wall Street Journal, Jan 31, 2009. (eLearning) 18. Fortune, Dec. 6, 2010: <i>Reed Hastings: Leader of the Pack</i> (eLearning Course Materials folder) CASE: Netflix HBS 9-607-138	Wild Card #1 WA#8 Group Come to class prepared to discuss the readings
Session 06 2/24	Revenue and Pricing Models 19. Mullins & Komisar. 2009. <i>Getting to Plan B</i> . (65-88) 20. Johnson, M. 2010. <i>Seizing the White Space</i> (31-39) CASE: Zipcar: Refining the Business Model HBS 9-803-096	WA #3 Group Case Analysis (10%)
Session 07 3/3	The Customer Value Proposition 21. Treacy & Wiersema. <i>Customer Intimacy and Other Value Disciplines</i> . HBR Jan 1993 (eJournal) 22. Anderson, Narus & Van Rossum: <i>Customer Value Propositions in Business Markets</i> . HBR March 2006 (eJournal) 23. Osterwalder & Pigneur. 2010. <i>Business Model Generation</i> (98-99) 24. Prahalad & Ramaswamy. <i>The New Frontier of Experience Innovation</i> . SMR July 2003 (eJournal) CASE: Skype HBS 9-806-165	Wild Card #2 WA#8 Group Come to class prepared to discuss the readings and the case.
SPRING BREAK (March 10-14)		
Session 08 3/17	The Profit Formula, Operating Cost Structure and Working Capital Model 25. Mullins & Komisar. 2009. <i>Getting to Plan B</i> . (89-156) 26. Johnson, M. 2010. <i>Seizing the White Space</i> (31-39) 27. Picken, Joseph C. 2011. <i>Teaching Note on Financial Analysis & Projections</i> (pp 1-16) and ABC	WA#4 In Class Exercise Individual preparation and submission req'd

Date	Readings and Preparation	Assignments
	<p><i>Electronics</i> spreadsheet (illustrating calculations) (eLearning Course Materials folder)</p> <p>EXERCISE: Analysis of Profit Formula (eLearning Course Materials folder)</p> <ul style="list-style-type: none"> ▪ Barnes & Noble vs. Amazon (example) ▪ Blockbuster vs. Netflix 	(10%)
Session 09 3/24	<p>The Profit Formula, Operating Cost Structure and Working Capital Model</p> <p>28. Mullins & Komisar. 2009. <i>Getting to Plan B</i>. (89-156)</p> <p>29. Johnson, M. 2010. <i>Seizing the White Space</i> (31-39)</p> <p>CASE: Ryanair Holdings, PLC HBS 9-106-003</p>	<p>WA#5 (group case analysis) (10%)</p>
Session 10 3/31	<p>Resources, Processes & The Investment Model</p> <p>30. Mullins & Komisar. 2009. <i>Getting to Plan B</i>. (157-178)</p> <p>31. Osterwalder & Pigneur. 2010. <i>Business Model Generation</i> (108-119)</p> <p>32. Chesbrough, H.W. <i>The Era of Open Innovation</i>. MIT Sloan Mgmt Review Spr 2003 (eJournal)</p> <p>Video: Chesbrough: <i>Open Business Models</i></p> <p>CASE: Innocentive.com HBS 9-608-170</p>	<p>Wild Card #3 Group</p> <p>Come to class prepared to discuss the readings and the case.</p>
Session 11 4/7	<p>Creating New Business Models – Thinking Outside the Box</p> <p>33. Osterwalder & Pigneur. 2010. <i>Business Model Generation</i> (123-191)</p> <p>34. Brown. <i>Design Thinking</i>. HBR June 2008 (eJournal)</p> <p>35. Prahalad and Mashelkar. <i>Innovation’s Holy Grail</i>. HBR Jul-Aug 2010 (eJournal)</p> <p>CASE: Innovation at Progressive (A): Pay-As-You-Go Insurance HBS 9-602-175</p>	<p>WA#6 (group case analysis)</p>
Session 12 4/14	<p>Business Model Design</p> <p>36. Johnson, M. 2010. <i>Seizing the White Space</i> (109-134)</p> <p>37. Mullins & Komisar. 2009. <i>Getting to Plan B</i>. (179-215)</p> <p>38. Osterwalder & Pigneur. 2010. <i>Business Model Generation</i> (198-211, 244-261)</p> <p>39. McGrath & MacMillan. <i>Discovery-Driven Planning</i>. HBR July 1995 (eJournal)</p> <p>CASE: Gome Electronics: Evolving the Business Model HBS 9-308-026</p>	<p>Wild Card #4 WA#8 Group</p> <p>Come to class prepared to discuss the readings and the case.</p>
Session 13 4/21	<p>Aligning Strategy and Business Models</p> <p>40. Osterwalder & Pigneur. 2010. <i>Business Model Generation</i> (212-239)</p> <p>CASE: Inhale Therapeutics: Executing and Growing the Business Model HBS 9-602-132</p>	<p>WA#7 (group case analysis)</p>
Session 14 4/28	<p>Implementing New Business Models</p> <p>41. Johnson, M. 2010. <i>Seizing the White Space</i> (135-178)</p> <p>42. Osterwalder & Pigneur. 2010. <i>Business Model Generation</i> (232-239)</p> <p>CASE: Big Bazaar HBS 9-606-099</p> <p>WA#10: Peer Evaluations Due</p>	<p>Wild Card #5 WA#8 Group</p> <p>Come to class prepared to discuss the readings and the case.</p>
Session 15 5/5	<p>Final Exam (take home)</p> <p>CASE: Zara: Fast Fashion HBS 9-703-497</p> <p>Submit on eLearning by 5:00 PM on May 5, 2014</p>	<p>WA#9 (individual case analysis)</p>

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.

The Peer Evaluation Form is posted in the Course Materials Folder on eLearning. Please put your name at the bottom of the page and submit it on eLearning on or before 5:00 PM on April 28th.

PEER EVALUATION

Group Member (list alphabetically)	WA-3 2/24 20%	WA-5 3/24 20%	WA-6 4/7 20%	WA-7 4/21 20%	WA-8 Wild Card 20%
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	

Submitted by: _____