

**MKT 567: Marketing Metrics for Business Decisions
Spring 2021**

Classes: Tuesdays and Thursdays 3:30 – 4:50pm, Zoom Link
Office Hours: Tuesdays 2:15 pm to 3:15 pm

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COURSE DESCRIPTION

At the heart of great business organizations, are great business decisions. Most modern business organizations use data to reliably make good decisions. In order to make a specific business decision, businesses typically rely on metrics generated from data. This course focuses on evaluating the performance of Marketing using metrics. We will implement analysis and dashboards using Excel and Tableau. Some of the questions we will address are:

1. What metrics should we focus on?
2. How should we interpret them?
3. How should we measure the success (or failure) of a particular Marketing tactic or strategy?
4. Are there other more insightful metrics we should be tracking?
5. How does the performance of the Marketing function link to other business functions (such as Sales and Finance)?

The course is a curated mix of case studies, data analysis (using data sets of 100k+ observations) and lectures (by faculty and industry experts). It will cover metrics for business to consumer (B2C) businesses and business to business (B2B) businesses. Past guest speakers have been from firms like Salesforce.org, Fair.com, and Roberthalf.com. The course will consist of three (interlinked) parts:

1. Measuring Marketing:
Apply -
 - a. Metrics to measure the market /customers/ brand
 - b. Metrics used for various Marketing instruments including advertising, promotions, distribution channels and pricing
 - c. Metrics used for online and social media
 - d. Resource allocation and spend optimization methodologies
2. Identify and develop metrics/key performance indicators/ dashboards for Marketing. This includes:
 - a. Developing process maps and identifying critical process and outcome measures

- b. Translating metrics to management dashboards
3. Marketing Metrics and the Firm:
 - a. Marketing performance and the Sales function
 - b. Marketing performance and the value of the firm

Who is this course for?

- If you aspire to be a Marketing professional, this course will help you use metrics more effectively to arrive at Marketing decisions, identify other (more appropriate) metrics, and serve as an effective advocate for the Marketing budget.
- If you are likely to take on a financial role you will gain insight on the Marketing budget and the financial value of Marketing expenditures.
- Aspiring general managers and consultants will learn to assess the health of the organization – with a specific focus on the customers and the Marketing function.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Apply commonly used Marketing metrics.
2. Identify marketing metrics that are the most appropriate for particular industries (e.g. consumer-packaged goods, services, on-line, etc.)
3. Distinguish between the measurement of Marketing outcomes and Marketing processes.
4. Define and develop metrics for Marketing outcomes and processes.
5. Design and Develop dashboards for mid and senior management.
6. Link Marketing metrics to the rest of the business – specifically Sales and Finance functions.

COURSE MATERIALS

- Please check the course postings on the Blackboard regularly for class lectures, announcements, and instructions (<http://blackboard.usc.edu>). Please print out the lecture notes and bring them to class.
- Reading packet – required
- Neil T. Bendle, Paul W. Farris, Phillip E. Pfeifer and David J. Reibstein, Marketing Metrics (MM) – The Manager’s Guide to Measuring Marketing Performance, Pearson, 3. Edition, 2015 - required
- Students will be asked to use Excel and Tableau (student licenses are free)

Readings

1. Fred Reichheld and Rob Markey, 2011, The Rules of Measurement, Harvard Business Review, 8582BC
2. Michael A. Stanko and Mathew Fleming, 2017, Marketing Metrics: Note for Marketing Managers, Ivey Publishing, W14327
3. Dennis Campbell, 2012, Choose the Right Measures, Drive the Right Strategy, Harvard Business School Publishing, B0605D
4. Kevin Lindsay, 2014, Why Your Marketing Metrics Don't Add Up, Harvard Business Review, H00Z6Q
5. Neil Bendle and Paul W.Farris, 2005, Pricing Metrics and Concepts, Darden Business Publishing, UV 2963
6. Jeff Tanner Jr., 2014, Of Metrics and Models (Chapter 8), Harvard Business Publishing, BEP242
7. Oded Netzer, Using Social Media Data to Track the Effectiveness of a Communications Campaign
8. Kristen Craft, 2015, Video Metrics Every Marketer Should Be Watching, Harvard Business Review, H020UF
9. Raymond Pirouz and Neil Bendle, 2015, Online Metrics: What Are You Measuring and Why?, Ivey Publishing, W11221
10. Phillip E. Pfeifer and Paul W.Farris, 2014, Customer Lifetime Value, Darden Business Publishing, UV 5761
11. Phillip E. Pfeifer and Paul W.Farris, 2014, Customer Profitability, Darden Business Publishing, UV 0407
12. Thomas Steeburgh and Jill Avery, 2017, Marketing Analysis Toolkit: Customer Lifetime Value Analysis, HBS 9-511-029
13. Neil Bendle and Charan K Bagga, 2016, The Metrics That Marketers Muddle, Sloan Management Review
14. Susan Fournier and Jill Avery, 2013, Putting the 'Relationship' Back Into CRM, Sloan Management Review, SMR385
15. Barry Berman, 2016, Referral Marketing: Harnessing the Power of your customers, Business Horizons 59, 19-28
16. Tim Halloran, 2015, A Simple Way to Measure How Much Customers Love Your Brand, Harvard Business Review, H01UYJ
17. Wes Nichols, 2014, How Big Data Brings Marketing and Finance Together, Harvard Business Review, H00WLI
18. Leslie M Fine, 2009, The bottom line : Marketing and firm performance , Business Horizons 52, 209-214

Cases

1. Chekitan S. Dev and Laure Mougeot Stroock, 2007, Rosewood Hotels and Resorts, HBS 2087
2. John Dinsmore, 2016, Samsung Mobile: Market Share and Profitability in Smartphones, Ivey Publishing, W16620
3. Thales S. Teixeira and Alison Caverly, 2012, Pepsi-Lipton Brisk, HBS 9-512-011
4. Sunil Gupta and Joseph Davies-Gavin, 2012, BBVA Compass: Marketing Resource Allocation, HBS 9-511-096
5. Eli Ofek and Alison Bekley Wagonfeld, 2012, Sephora Direct: Investing in Social Media, Video, and Mobile, HBS 9-511-137
6. Allegra Young, 2007, MedNet.com Confronts “Click Through” Competition, HBS 2066
7. Leandro Guissoni, Paul W. Farris and Olegario Araujo, 2016, Choosing the Right Metrics for Listerine Brand Management in Brazil, Darden Business Publishing, UV7205

Course Notes:

Please check the course postings on the Blackboard regularly for class lectures, announcements and instructions (<http://blackboard.usc.edu>). Please print out the lecture notes and bring them to class.

GRADING

- Assignments (6% x 5)

You will be asked to complete five assignments independently. You are NOT allowed to work with other students, and the completed assignments should reflect your own work only. Collaboration with other students on individual assignments will be treated as cheating. Individual assignments will be posted online ahead of time.

Assignments must be turned in on the due date via TurnItIn on Blackboard. Any assignment turned in late will receive a grade deduction at the rate of 2 points per day late.

- In Class Quizzes (6% x 5)
We will have 5 quizzes in class spread over the semester to test your understanding of the material. These will be short and will usually take less than 10 minutes to complete.
- Group Project (10% presentation, 20% write up)

Develop a Marketing dashboard for a client of your choice in groups of 3-4. An in depth understanding of the client will be necessary to understand the current strategy and potentially opportunities and challenges. The Dashboard should show the key performance measures and their drivers. Note you will be evaluated on both the metrics selected and on the actual dashboard presented.

- Class Contribution (10%)

Students are required to be well prepared with assigned reading for that day. Constructive participation in the lectures and insightful critique is most welcome. Case studies and reading are critical for your understanding. Consequently, you will be called on to demonstrate your understanding in class.

There will be 10 formal check-ins spread at random throughout the semester. A check-in will consist of a couple of short questions to test your understanding, and will help me pace the material. Unlike a quiz, you will only be evaluated on whether you completed the check-in or not. Each check-in is a half point. There will be no rescheduling of these check-ins, in the event you miss one.

Sample GRADING DETAIL

	<u>Points</u>	<u>% of Grade</u>
QUIZZES	30	30.0%
ASSIGNMENTS	30	30.0%
CLASS Contribution (Including Check-Ins 5%)	10	10.0%
GROUP PROJECT	<u>30</u>	<u>30.0%</u>
TOTAL	100	100.0%

Grades for individual student contributions to team projects are assigned by me, based on my observations of the team’s working dynamics, my assessment of the team’s project quality, and thoughtful consideration of the information provided through your peer evaluations.

Assignment Submission Policy:

Example: Assignments must be turned in on the due date/time electronically via Blackboard. Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade). Late or not, however, you must complete all required assignments to pass this course.

Evaluation of Your Work:

You may regard each of your submissions as an “exam” in which you apply what you’ve learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo and explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

The Importance of Course Evaluations

The student course evaluations are valuable. This course is continuously improved, based on feedback from students and instructor observations.

TECHNOLOGY REQUIREMENTS

Online lectures through Zoom will be provided in Blackboard. Therefore, you must have access to the Internet to view/hear lectures.

The lecture presentations, links to articles, assignments, quizzes, and rubrics are located on Blackboard. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations;
- Reliable Internet access and a USC email account;
- A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard);
- A working video camera with microphone for use on Zoom;
- Microsoft Word as your word processing program; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

Please follow instructions on blackboard to install Tableau.

ATTENDANCE FOR ONLINE CLASSES:

Marshall policy requires that students attend classes that meet between 7:00 am and 10:00 pm in the time zone that students are located in.

CLASS CONDUCT/NETIQUETTE

Professionalism will be expected at all times. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my class.

Our discussion board is a way for you to share your ideas and learning with your colleagues in this class. We do this as colleagues in learning, and the Discussion Board is meant to be a safe and respectful environment for us to conduct these discussions.

1. Some Netiquette Rules:

- Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
- Students are expected to have **cameras on during the synchronous Zoom sessions**, and preferably use headsets or earphones to ensure the best audio quality. *Please advise me if you have circumstances under which you will not be able to meet these expectations.*
- Virtual background should be respectfully professional
- Display both your first and last name during video conferencing and synchronous class meetings.
- Respectfully minimize distractions with muting and video off when moving around
- Disagree respectfully
- Respectfully pay attention to classmates
- Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered "shouting" and is seen as impolite or aggressive.
- Do not use more than one punctuation mark, this is also considered aggressive!!!!
- When sending an email, please include a detailed subject line. Additionally, make sure you reference the course number (Ex. MKT567) in the message and sign the mail with your name.
- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable. You are practicing for your role as a business leader.
- Re-Read, think, and edit your message before you click "Send/Submit/Post.". as a check, consider whether you would be comfortable with your email or post or text being widely distributed on the Internet.

2. During synchronous Zoom sessions, the following netiquette is expected, as if you were in a physical classroom.

a. Please do:

- i. Log into class early or promptly
- ii. Arrange to attend class where there is a reliable internet connection and without distractions

- iii. Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
 - iv. If you use a virtual background, please keep it respectfully professional.
 - v. Display both your first and last name during video conferencing and synchronous class meetings.
 - vi. Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
 - vii. Engage in appropriate tone and language with instructors and classmates.
- b. Please try not to:
- i. Engage in a simultaneous activity not related to the class.
 - ii. Interact with persons who are not part of the class during the class session.
 - iii. Leave frequently or not be on camera for extended periods of time.
 - iv. Have other persons or pets in view of the camera.

3. All Zoom sessions will be recorded and posted in the Blackboard Course pages.

COURSE OUTLINE AND ASSIGNMENTS

Class	Day	Topic	Readings	Deliverables
Tue	1/19/2021	Lecture: Overview of Course/Marketing Metrics NPS , Market Management	Reichheld and Markey Stanko and Fleming	
Th	1/21/2021	Lecture: Market Share Performance Metrics and Share Growth	Text: Chapter 2 Campbell Lindsay Bendle and Bagga	
Tue	1/26/2021	Case : Samsung Mini Intro To Tableau		Assignment 1 Due
Th	1/28/2021	Lecture: Margins	Text: Chapter 3	
Tue	2/2/2021	Lecture: Customer Profitability Tableau Mini Session	Text: Chapter 4 Pfeiffer and Farris (2 papers) and Steeburgh and Avery	Quiz 1 (Marketshare and Margins)
Th	2/4/2021	Case Rosewood Hotels		Prep for case – no submission
Tue	2/9/2021	Project Deliverable 1 Discussion Lecture: Designing Dashboards / Working with Tableau Part 1	Tableau Notes	
Th	2/11/2021	Lecture: Designing Dashboards / Working with Tableau Part 2		Quiz 2
Tue	2/16/2021	Wellness Day No Classes		
Th	2/18/2021	Lecture: Pricing Metrics	Text : Chapter 7	

Class	Day	Topic	Readings	Deliverables
Tue	2/23/2021	Lecture: Pricing Metrics / Recap	Text : Chapter 7	Assignment 2 Due
Th	2/25/2021	Guest Speaker Clara Luo BAV Group VP, Director	https://www.bavgroup.com/	
Tue	3/2/2021	Lecture : Promotions Tableau Exercises	Text : Chapter 8	1 Page Guest Speaker Summary,
Th	3/4/2021	Lecture: Pricing & Promotions Review Tableau Exercises	Text: Chapter 8	
Tue	3/9/2021	Lecture: Advertising 1	Text: Chapter 9	Quiz 3 (Pricing and Promotions)
Th	3/11/2021	Lecture Advertising 2 Tableau Exercises		
Tue	3/16/2021	Project Phase 1 Presentations		5 Minute Group Presentations
Th	3/18/2021	Lecture Advertising 3 and Review Tableau Exercises	Text: Chapter 9	
Tue	3/23/2021	Project Feedback Case: Pepsi Lipton Brisk Tableau Exercises		
Th	3/25/2021	Marketing And Sales	Text: Chapter 6	Quiz 4 (Advertising)
Tue	3/30/2021	Social Media 1 Tableau Exercises	Text: Chapter 10	
Th	4/1/2021	Social Media And online Metrics 2	Text: Chapter 10	
Tue	4/6/2021	Case: MedNet.com Tableau Exercises	Read MedNet Case	Assignment 4 Due
Th	4/8/2021	Student Project Phase 2 Status Review		Project Status Write Up 5 Minute Group Presentations
Tue	4/13/2021	Brand Equity and Return on Marketing Investment	A Simple Way to Measure How Much Customers Love Your Brand	
Th	4/15/2021	Marketing and the Value of the Firm	How Big Data Brings Marketing and Finance Together The bottom line : Marketing and firm performance	Assignment 5 Due
Tue	4/20/2021	Project Consulting Session Tableau Exercises		Quiz 5 (Marketing and Sales and Online Metrics+ Overall)
Th	4/22/2021	Wellness Day No Classes		

Class	Day	Topic	Readings	Deliverables
Tue	4/27/2021	Student Project Phase 3 Group Presentations		
Th	4/29/2021	Student Project Phase 3 Group Presentations		
Final	Refer USC Final Exam schedule	Summative Experience: A student led integrative summary presentation of key insights from the course		Project Write up Submission

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Students with Disabilities:

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1-800-273-8255 suicidepreventionlifeline.org

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 / Title IX – (213) 821-8298 equity.usc.edu, or titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298 usc-advocate.symplcity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

USC Support and Advocacy - (213) 821-4710 uscsa.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101 diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call dps.usc.edu, or emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call dps.usc.edu

Non-emergency assistance or information.

Office of Disability Services and Programs - (213) 740-0776 dps.usc.edu, ability@usc.edu.

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (dsp.usc.edu) provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible.

DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday.

Appendix I. MARSHALL GRADUATE PROGRAMS LEARNING GOALS

How GSBA 599 Contributes to Marshall Graduate Program Learning Goals

Marshall Graduate Program Learning Goals	GSBA 599 Objectives that support this goal	Assessment Method*
<p><i>Learning Goal #1: Develop Personal Strengths.</i> Our graduates will develop a global and entrepreneurial mindset, lead with integrity, purpose and ethical perspective, and draw value from diversity and inclusion.</p>		
1.1 Possess personal integrity and a commitment to an organization’s purpose and core values.	5	
1.2 Expand awareness with a global and entrepreneurial mindset, drawing value from diversity and inclusion.	2	
1.3 Exhibit awareness of ethical dimensions and professional standards in decision making.	5,6	Project, Assignments
<p><i>Learning Goal #2: Gain Knowledge and Skills.</i> Our graduates will develop a deep understanding of the key functions of business enterprises and will be able to identify and take advantage of opportunities in a complex, uncertain and dynamic business environment using critical and analytical thinking skills.</p>		
2.1 Gain knowledge of the key functions of business enterprises.	1,6	Quizzes, Assignments
2.2 Acquire advanced skills to understand and analyze significant business opportunities, which can be complex, uncertain and dynamic.	1,2,3,4,5	Quizzes, Assignments
2.3 Use critical and analytical thinking to identify viable options that can create short-term and long-term value for organizations and their stakeholders.	1,6	Quizzes, Assignments
<p><i>Learning Goal #3: Motivate and Build High Performing Teams.</i> Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels.</p>		
3.1 Motivate and work with colleagues, partners, and other stakeholders to achieve organizational purposes.	5,6	Project
3.2 Help build and sustain high-performing teams by infusing teams with a variety of perspectives, talents, and skills and aligning individual success with team success and with overall organizational success.	5,6	Project, Quizzes

3.3 Foster collaboration, communication and adaptability in helping organizations excel in a changing business landscape.	5,6	Project, Quizzes
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Appendix II Peer Input Forms

Grades for individual student contributions to team projects are assigned by me, based on my observations of the team’s working dynamics, my assessment of the team’s project quality, and thoughtful consideration of the information provided through your peer evaluations.

Peer Input/Evaluation Form

Complete one form for each of your teammates/group members, including yourself.

Name of group member:

<i>Assess your teammate's contributions on a scale of 1-5 (5 is excellent)</i>	5	4	3	2	1
Attended and was engaged in team meetings from beginning to end					
Asked important questions					
Listened to and acknowledged suggestions from every team mate					
Made valuable suggestions					
Took initiative to lead discussions, organize and complete tasks					
Contributed to organizing the assignment					
Contributed to writing the assignment					
Reliably completed tasks on time in a quality manner					
Demonstrated commitment to the team by quality of effort					
Was cooperative and worked well with others					
I would want to work with this team member again.					
Describe your teammate's (or your) contributions to the assignment:					
How might your teammate (or you) have made more effective contributions to the assignment?					
Your name:			Date:		

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