

Syllabus - Fall 2024 - 15385R Tue,Thu 2:00 PM - 3:50pm 2 Units

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Office Hours: Tuesdays 11am to noon (in person, HOH 822)
and other times by appointment

Course Description

The main goal of this course is to learn how to use microeconomic models and game theory to guide business decisions. This is a course designed for business majors who already have a basic knowledge about microeconomics and game theory from the prerequisite ECON 351x Microeconomics for business.

The course is divided into two parts. In the first part, we will cover models and insights not currently covered in ECON 351x, such as more sophisticated models of product differentiation, search models, matching models, R&D, strategic control of information, and persuasion. The second and more crucial part of the course is that students will conduct their own research to study and analyze current real-life situations using the tools they learned in class. The idea is to combine critical thinking with a rigorous economic framework to study how individuals behave in practice. Importantly, students will consider how incentives, policies, and contracts can be used to shape behavior and alter market equilibria.

We will also discuss issues related to ethical decision-making and corporate social responsibility. In particular, understand how some strategies or policies aimed at achieving a certain goal might have a perverse effect due to unintended consequences.

Learning Objectives

Upon completion of this course, you will be able to:

1. Apply microeconomic models and game theory to guide business decisions.
2. Apply critical thinking together with sound economic reasoning to analyze strategy situations, predict equilibrium behavior, and propose policies and strategies.
3. Apply game theory to devise strategic business decisions and innovative solutions to complex problems.
4. Analyze how some strategies or policies aimed at achieving a certain goal might have a perverse effect due to unintended consequences.

Required Materials

As a review of fundamental concepts, we will use the last chapters of the book “Microeconomics for Business,” by Odilon Câmara and Anthony Marino. You can download the pdf from our Brightspace page. I will also post on Brightspace a set of notes explaining more advanced models that are not on the book.

Along the semester, I will continue to upload to Brightspace other pdf files with additional required material (slides, practice questions, etc.). They will not be handed out in class. You are responsible for the timely download of the material.

Prerequisites and/or Recommended Preparation:

ECON 351x Microeconomics for Business is a required prerequisite. I do not expect students to remember all the details of all the material that was covered in ECON 351x, but I do expect students to have a good big picture understanding of that material. To help refresh your memory, in the first week of classes, we will briefly review the main concepts and results from the last chapters covered in ECON 351x.

CLASS FORMAT

This is a residential class, and in-person attendance is expected. There is no option to attend class via Zoom.

Grading Policies / Detail

<u>ASSIGNMENTS</u>	<u>Points</u>	<u>% of Grade</u>
4 Homework Assignments (10 points each)	40	40.0%
Individual Contribution to Group Project	30	30.0%
Participation	10	10.0%
Final Exam	<u>20</u>	<u>20.0%</u>
TOTAL	100	100.0%

Tentative Assignments Dates (subject to change)

Homework during the first 5 weeks of classes
Group Presentation: during weeks 6 and 7
Final Exam: Thursday October 17

Homework: During the first 5 weeks of classes, I will post on Brightspace 4 homework assignments. Each assignment must be submitted online (Brightspace) before the due date. Assignments will be graded in a scale from 1 to 100. A late assignment will lose 10 points if it is submitted up to two days after the due date; assignments submitted after that will not receive credit.

Individual Contribution to Group Project/Presentation: Students will be divided into groups of 2 or 3 students each, depending on the number of students enrolled. Each group will select a current topic/issue that they want to study. The goal of the project/presentation is to use the basic principles of game theory and economic arguments to analyze the topic/issue. Topics must be approved by the professor. If more than one group wants to cover the exact same topic, then the professor will randomly select one of the groups to study the topic. Only on rare cases different groups will be allowed to study the same topic.

Projects will be presented during weeks 6 and 7. Students will receive grades according to their individual contribution to the group project. This grade corresponds to 30% of the semester grade and will be assigned by the instructor based on the observation of the team’s working dynamics, the assessment of the team’s project quality, and thoughtful consideration of the information provided through peer evaluations (see attached peer-evaluation form in the appendix). Peer evaluations will be used to assess individual participation in producing the deliverables. The deliverable consists of the slides prepared for the presentation, in addition to the actual presentation. Slides should be submitted the day before the in-class presentation, by midnight. It is sufficient that one of the group members submits the slides. Late submissions will receive a 2-point penalty. Points will be awarded taking into account the overall quality of the presentation and the student's ability to ground their arguments on economics.

Students are encouraged to form their own group. Those who are unable to form their own group will be assigned to a group by the instructor. Each presentation will take about 15 minutes, with an additional 10 to 15 minutes for class discussion, with questions from the other students and the professor. There will be three to four different presentations per class in most days, with a break between the presentations.

Class Participation: Class participation is an important part of the learning process as the richness of the experience will be largely dependent upon the degree of preparation by all students prior to each class session. During group presentations, the other students not presenting are encouraged to listen to the arguments and analyses, and critically think about the topic. After the presentation, during the discussion, students are expected to ask clarifying questions and make constructive comments and suggestions. Students will receive up to 10 points for their overall participation in discussions throughout the semester.

The **final exam** will take place on the last day of classes and will cover all the class material.

Final grades represent how individual students perform in the class relative to other students. The average grade for this class is expected to average about 3.5. Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

Collaboration policy

Students are permitted and encouraged to discuss with others their ideas; however, the homework and exams must be completed individually and independently. Students may not post anything related to the homework and exams outside of Brightspace. Failure to abide by the above guidelines may constitute a case of suspected plagiarism or cheating, which will be reported and investigated. Please see the “Academic Integrity and Conduct” section below for further details. For more information about unauthorized collaboration, visit <https://libraries.usc.edu/tutorial/academic-dishonesty> or http://lib-php.usc.edu/tutorials/academic-dishonesty/story_html5.html.

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. 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.

Returned assignments, unclaimed by a student, will be discarded after 4 weeks; hence, they will not be available should a grade appeal be pursued by a student following receipt of their course grade. The final exam will be retained for one year after the end of the course.

COURSE CALENDAR

This is our tentative schedule. When necessary, changes will be announced on Brightspace.

Weeks	Topic	Activities/Assignments
Week 1: Aug 27 & 29	Review of fundamental concepts	<ul style="list-style-type: none">• Strategies, Nash Equilibrium, Subgame Perfect Equilibrium• Classic games.
Week 2: Sept 3 & 5	Personnel Economics	<ul style="list-style-type: none">• Homework 1 is due.
Week 3: Sept 10 & 12	Incentives and Contracts Search and Matching	<ul style="list-style-type: none">• Homework 2 is due.
Week 4: Sept 17 & 19	Information and persuasion	<ul style="list-style-type: none">• Homework 3 is due.
Week 5: Sept 24 & 26	Product differentiation: from business to politics	<ul style="list-style-type: none">• Homework 4 is due.
Week 6: Oct 1 & 3	Presentations	<ul style="list-style-type: none">• Group presentations.• Students not presenting are expected to participate during the discussion.
Week 7: Oct 8	Presentations	<ul style="list-style-type: none">• Group presentations.• Students not presenting are expected to participate during the discussion.• No Class on Oct 10 (Fall Recess)
Week 8: Oct 15 & 17	Review and Final Exam	<ul style="list-style-type: none">• Review Class on Oct 15• Final Exam on Oct 17

Please note: The date/time of the Final Exam is determined by the University. Consult the USC *Schedule of Classes* at <https://classes.usc.edu>

ADDITIONAL INFORMATION

Technology Policy

Please turn off your cellular phones before entering the classroom. They may not be used during classes. Since your phone should be turned off, texting during class is not only disrespectful, but it is also a violation of class policy.

Students may use laptops and tablets during class exclusively to take notes.

Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted after written approval by the professor.

Exceptions to this policy may be granted to individual students with appropriate documentation on a case-by-case basis.

Use of Recordings

Pursuant to the USC Student Handbook (<https://policy.usc.edu/studenthandbook/>), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on USC classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by individuals registered for the class. This restriction on un-authorized use applies to all information that is distributed or displayed for use in relationship to the class. Violation of this policy may subject an individual or entity to university discipline and/or legal proceedings.

Posting or distributing class material on the internet, social media platforms or other means, even if not for profit, constitutes a **copyright infringement** and a violation of class policy. This includes but is not limited to all material posted on Blackboard and all the material handed to you in class. For example, homework questions, exams, and sample exam questions, answer keys, the book “Microeconomics for Business” or parts of the book, slides, video and audio recordings.

AI policy in this class:

I expect you to use AI (e.g., ChatGPT, Bard, etc) in this class. Learning to use AI is an emerging skill, so please keep in mind the following:

1. AI tools are permitted to help you brainstorm topics, recollect material you have seen, or revise work you have already written.
2. If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work.

Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.

Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance. Also, be mindful that the usage of AI in a deliverable product often requires a proper attribution of credit. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity.

Open Expression and Respect for All

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one’s beliefs. In this course we will support the values articulated in the USC Marshall “[Open Expression Statement](https://www.marshall.usc.edu/open-expression-statement)” (<https://www.marshall.usc.edu/open-expression-statement>).

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC’s Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

If for some reason we are not able to hold an in-person class on campus, we will try to hold a remote lecture via Zoom. In this case, I will post an announcement and the link information on Brightspace.

USC Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university. Cheating during an exam will typically result in a F for this course, with the possibility of further academic sanctions depending on the gravity of the case.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

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

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a

day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

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.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

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

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

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

[Diversity, Equity and Inclusion](#) - (213) 740-2101

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

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) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Appendix I

USC Marshall

School of Business

Undergraduate Program Learning Goals and Objectives (last update 12/21/17)

Learning goal 1: Our graduates will demonstrate critical thinking skills so as to become future-oriented problem solvers, innovators and decision makers in diverse and rapidly changing business environments.

- Students will demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies
- Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking
- Students will critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world
- Students will be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems
- Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas

Learning Goal 2: Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders in the 21st century's evolving work and organizational structures.

- Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc.
- Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies.
- Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)

Learning Goal 3: Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts.

- Students will identify and assess diverse personal and organizational communication goals and audience information needs
- Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts
- Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts

Learning goal 4: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.

- Students will recognize ethical challenges in business situations and assess appropriate courses of action
- Students will understand professional codes of conduct

Learning goal 5: Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace.

- Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world
- Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.

Learning goal 6: Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises.

- Students will demonstrate foundational knowledge of core business disciplines, including business analytics and business economics
- Students will understand the interrelationships between functional areas of business so as to develop a general perspective on business management
- Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets)
- Students will be able to use technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices

Marshall Undergraduate Program Goals and Course Learning Objectives Alignment Table

Learning Goals: In this class, emphasis will be placed on the USC Marshall School of Business learning goals as follows:

Goal	Marshall Program Learning Goal	Course Objectives that support this goal
1	<p>Our graduates will demonstrate critical thinking skills so as to become future-oriented decision makers, problem solvers and innovators. Specifically, students will:</p> <p>1.1 Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas (not explicit for this course).</p> <p>1.2 Critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world.</p> <p>1.3 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems.</p> <p>1.4 Demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies.</p> <p>1.5 Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking.</p>	1-4
2	<p>Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders in the 21st century's evolving work and organizational structures. Specifically, students will:</p> <p>2.1 Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)</p> <p>2.2 Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc.</p> <p>2.3 Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies.</p>	1-4

3	<p>Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts. Specifically, students will:</p> <p>3.1 Identify and assess diverse personal and organizational communication goals and audience information needs.</p> <p>3.2 Understand individual and group communications patterns and dynamics in organizations and other professional contexts.</p> <p>3.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.</p>	1-4
4	<p>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society. Specifically, students will:</p> <p>4.1 Understand professional codes of conduct.</p> <p>4.2 Recognize ethical challenges in business situations and assess appropriate courses of action.</p>	1-4
5	<p>Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace. Specifically, students will:</p> <p>5.1 Understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.</p> <p>5.2 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world.</p>	1-4
6	<p>Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises. Specifically, students will:</p> <p>6.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics.</p> <p>6.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management.</p> <p>6.3 Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets).</p> <p>6.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices.</p>	1-4

Participation Statement

Participation. In-class participation is 10% of the total grade and evaluated based on your level of involvement in class discussions and in-class exercises.

One of the primary goals of this course is to help you develop the ability both to clarify your own position on an issue and to be able to articulate and defend it clearly. Sharing your perceptions and ideas with others is crucial for learning and for understanding how the diverse opinions that you are likely to encounter in an organization are debated. You will find yourself presenting and testing new ideas that are not wholly formulated and assisting others in shaping their ideas as well. You should be prepared to take some risks and be supportive of the efforts of others.

Effective class participation consists of analyzing, commenting, questioning, discussing, and building on others' contributions; it is not repeating facts or monopolizing class time. The ability to present one's ideas concisely and persuasively and to respond effectively to the ideas of others is a key business skill. One of the goals of this course is to help you sharpen that ability.

Outstanding Contribution: Your contributions reflect considerable preparation; they are substantive and supported by evidence from the case, readings, and logic. Your comments or questions create a springboard for discussion by making a critical insight. You synthesize and build upon what has already been said in the discussion. The class learns from you when you speak; in your absence, the discussions would suffer.

Good Contribution. You come prepared with substantiated comments. You demonstrate good insight and clear thinking. You are able to make some connection to what has been said in prior discussion. The class notices when you're not part of the discussion.

Minimal Contribution. You participate but are unprepared. You rarely offer interesting insights into the discussion. It appears that you are not listening to what others are saying during discussion.

No Contribution. You say little or nothing in class. If you were not in the class, the discussion would not suffer.

PEER EVALUATION FORM

Please identify your team and team members for the _____ Project(s) that you worked on. Then rate all of your team members, *including yourself*, based on the contributions of each team member for the selected assignment according to the criteria listed below. On a scale of 0 – 2 with 0 equal to does not meet expectations, 1 meets expectations and 2 exceeds expectations, rate each person on each of the five criteria. Last, add up the points for each person with the maximum number of points for each person being 10.

Team Members/ Assessment Criteria of Team Contributions	Team Member 1	Team Member 2	Team Member 3	Yourself
1. Role Performance				
2. Assists Team Members				
3. Listening and Discussing				
4. Research and Information Sharing				
5. Time Management				
Total				

Comments: