

**Penn State Erie, The Behrend College
Sam and Irene Black School of Business
Retailing Management
MKTG 327
Fall 2008**

| | |
|------------------------------------|---|
| Instructor | Dr. MB Pinto |
| Class Time | Sec. 001 - M W F 12:20P - 01:10P Sec. 002 - M W F 01:25P - 02:15P |
| Class Location | 207 REDC |
| Office | 294 REDC |
| Phone | 898-6348 |
| Email | mvp49@psu.edu |
| Office Hours | MWF 11AM – 12:15PM or by appointment |
| Textbook | Dunne & Lusch (2008) Retailing , 6 th ed. Mason, OH: Thomson Southwestern. |
| Website | It is required that all students sign up for a free online newsletter about the retailing industry by Melody Vargas. Go to http://retailindustry.about.com/gi/pages/mmail.htm and sign up. |
| Additional Required Reading | Underhill, Paco (1999). Why We Buy: The Science of Shopping . Simon & Schuster, New York NY. |
| Prerequisite | B 303 OR MKTG 301 |

THE COURSE

Why should you take a course in Retailing? What is it relevant to you?

Retailing is a very important part of our American society. It is big business! About one of every five US workers is employed in retailing. That may be you today or in the future! There are over 1.2 million retail firms. Retailers offer many benefits to customers from saving us time or money to providing an assortment of products and services under one roof (or at one website). Can you imagine living in a world without retailers? Retailers come in all shapes and sizes, and new retail formats are emerging daily. Although most retailing is done in stores, our world is increasingly become accustomed to non-store retailing – in particular, what is available to us through online services and the Internet.

The purpose of this course is to acquaint you with the field of retailing and its major concepts, research techniques, and research findings. Retailing is the study of all activities involved in the sale of goods and services to the ultimate consumer. This course will provide a foundation to students who plan to work in retailing or related disciplines. First, this course will focus on how to “Operate a Retail Business.” A great deal of emphasis will be placed on “real world” illustration. Students will choose a local retail business to analyze. Second, this course will address the “Science of Shopping: People, Places, and Things in the Retail World.”

Some of the questions that will be addressed include:

- (1) Who are retail customers today?
- (2) Where and how do people shop?
- (3) What is the difference between store-based retailers and non-store retailers?
- (4) How has the internet affected retailers?
- (5) How does a retailer choose a site and location?
- (6) What is visual merchandising and how does it affect store layout and design?
- (7) What are the products/services of retailers?

COURSE PHILOSOPHY

I try to construct a learning environment which challenges students to be creative, to question, and to think independently. I believe that students should be active participants in the classroom learning experience. Therefore, this class will rely on active learning in which the responsibility for learning is shared between the students and the professor. Students will be involved in higher-order thinking activities such as analysis, synthesis, and evaluation. A variety of pedagogical methods

will be used including lectures, videos, cases, group work, guest speakers (when available) and class debates/discussions to explore marketing concepts and to create a unique experience throughout the semester. The course material will be challenging and will demand your time and creativity. YOU are in charge of your own learning. It is YOUR responsibility. I sincerely hope that this course will turn out to be one of the BEST courses you have ever taken!

- ✓ To learn why retailing is important in our society and how to articulate its role in the marketing process.
- ✓ To learn what types of decisions retail managers make.
- ✓ To give students the concept of a “live laboratory” by working within the confines of a retail management team.
- ✓ To understand the “Science of Shopping” and its components – the people, places and things of the retail world.”

COURSE CONTENT

Examinations: There will be three examinations in this course that will cover text material, lectures, and any other additional information specified by the instructor. The format of the exams will be short answer essay and multiple choice.

Quizzes: There will be six (6) pop quizzes (10 points each) given throughout the term covering material in the various chapters. The quizzes may be given *at the beginning* of class covering material that was to have been prepared for the class period or *at the end* of class covering material that was covered during class. Students will be allowed to drop their lowest quiz. The total number of points allocated to the pop quizzes will be 50 points. No re-takes will be offered on the quizzes. IF you are absent and miss a quiz it will count as a “0.” Please read your chapters (and assigned materials) and BE PREPARED!

Retail Project:

- 1) Teams. Students will form into groups or management teams. The size and formation of the groups will be based on the number of students enrolled in the class.
- 2) Group Guidelines. Each management team will be required to develop and submit group guidelines to Dr. Pinto that will help the group function effectively over the course of the simulation.

The team guidelines should specifically address the following:

- a. How do you want to make decisions?
- b. How do you want to structure your group meetings? (Agenda? Who does it?)
- c. How do you want to handle conflict?
- d. Who is responsible? Is there a leader? How is the leader determined?
- e. Who has the final word?
- f. Who determines if corrections are needed? How is that handled?
- g. A member is not doing his/her “fair” share or their work is below group standards. A member is too “bossy” or demanding. How is that handled?
- h. Members miss meetings...can never meet...or are late. What is meant by late? How late is late? How are these issues handled?
- i. Member miss deadlines...are not prepared...are not willing to meet...or turn in unacceptable work. What is the penalty?
- j. Will you remove a team member's name from a paper? When and on the basis of what issues?

Group Guidelines must be type-written and no more than 2 pages in length. EACH member of the management team must sign the guidelines. The guidelines are due on Friday, September 5, 2008.

- 3) Project Topics: Project topics will be randomly drawn from a hat. They are as follows:

Topic #1: Is Wal-Mart Good For America?

Wal-Mart, the #1 retailer in the United States, has created quite a controversy in the marketplace. A great deal has been written on both sides of the argument. Your group must investigate and present issues that support both Pro and Con.

Here are some ideas to get your started:

- a. Research the history of Wal-Mart from its humble beginnings to where it is today.
- b. How is Wal-Mart different than other mega-retailers? What is its retail strategy?
- c. Visit a Wal-Mart store in the Erie area.

- d. What are the strengths and weaknesses of their retail strategy? What opportunities and threats do you foresee in the future? Conduct a SWOT analysis. What recommendations would you make to upper management?
- e. Investigate the debate that Wal-Mart is good versus bad for America.
- f. Pick a position and present your opinion on the topic.
- g. Get your classmates involved in your presentation/discussion.

Topic #2: A Retailer from the Past

What can be learned from retailers of the past – those that have come and gone? Hills. Montgomery Ward. W.T. Grant's. Ames. The list goes on and on. "The retail landscape is littered with bodies of companies who simply were not good enough to compete for a customer's business anymore. ...Many of these companies were once shining starts of business."¹ Retailers need to beware of the *Black Hole* - the place where retail companies that are no longer relevant to customers come and go.

Your task is to pick a Black Hole Retailer. Research this retailer from the past. Analyze what went wrong? According to Anders and Stern (2004), "In recent years, the number of retailers entering the Black Hole increased as store productivity slowed and competition increased. Not only small, regional chains were failing. Big-name retailers with hundreds of stores-some nationwide - were going out of business...They had not become best at anything (or ceased to fill that role) for customers...they became adrift in a place that we call the Sea Mediocrity."

Here are some ideas to get you started:

- a. What contributed to them falling into the Sea Mediocrity?
- b. Identify clues. Consider Exhibit 1.1 on page 12 of your text. How did these factors contribute to the demise of your retail firm?
- c. What could they have done to be better prepared for these factors/threats?
- d. Assess their retail mix. What was their retail strategy? Who were their customers? What was their niche?
- e. Did their retail strategy fit the wants and needs of their target market? How were customers' needs and wants changing?
- f. Do you see a current retailer going down a similar path? Why or why not? Be specific.

Topic #3: Liquidators

"With more than 15,000 retailers seeking protection of the bankruptcy courts annually, a new growth industry has developed: Liquidators." (Dunne and Lusch, p. 125)

Here are some ideas to get you started:

- a. Research the Liquidator Industry.
- b. Who are the wholesaler liquidators? How does their business operate?
- c. Visit Gabriel Brothers, Ollie's and Big Lots. Research the companies. Visit their local stores. Talk to their managers. Compare and contrast their businesses. What is their retail strategy?
- d. Do you shop at these stores? Why or why not?
- e. Choose one of these retail chains. What are the strengths and weaknesses of their retail strategy? What opportunities and threats do you foresee in the future? Conduct a SWOT analysis. What recommendations would you make to upper management?

Topic #4: Zappos

Zappos has rapidly become the leading online retailer of shoes. "The [footwear] industry was in shock when they found out the numbers Zappos is doing and how popular they are," notes an independent sales representative for Simple Shoes and UGG Australia, two popular brands.

Here are some ideas to get your started:

¹ Willard N. Ander & Neil Z. Stern (2004). *Winning at Retail: Developing a Sustained Model for Retail Success*. John Wiley & Sons: New Jersey. P. 5.

- a. Investigate the history of Zappos.
- b. What is their retail strategy? Who is their target market? How is their customer different than a customer of a store-based shoe store?
- c. Conduct a SWOT analysis. What are the strengths and weaknesses of their strategy? What opportunities and threats do you foresee in the future?
- d. Consider the difficulties of developing good relationships with customers when the main point of contact is a Web site.
- e. What are the challenges and benefits of delivering products through the Internet?
- f. How does Zappos overcome these obstacles of buying shoes over the internet?
- g. Are you a current Zappos' customer? Why or why not

Topic #5: Wegmans Food Market

Evaluating your competition is a critical component of retail strategy. According to Dunne and Lusch, "Effective planning and execution in any retail setting cannot be accomplished without proper analysis of competitors." Consider the grocery industry in Erie (in general) and Wegmans Food Markets, Inc. Wegmans has been ranked #3 on the 11th annual "100 Best Companies to Work For" list. Wegmans has appeared on FORTUNE's list every year since it was first published in 1998 and has ranked among the top 10 for six consecutive years.

Here are some ideas to get you started:

- a. Investigate the history of Wegmans.
- b. Why is Wegmans successful?
- c. Evaluate their retail mix. What is their retail strategy? Who is their target market?
- d. What intratype and intertype competition do they face in the Erie market?
- e. Conduct a SWOT analysis. What are the strengths and weaknesses of their strategy? What opportunities and threats do you foresee in the future?
- f. "The shift to the supercenter format is providing the greatest competition to grocery retailers." (Dunne and Lusch, p. 133). How will this shift impact Wegmans?
- g. Assess the store design and layout of Wegmans. How does it differ from its competition?
- h. Are you a Wegmans' customer? Why or why not?

Topic #6: Kohl's

The "get em'in, get em' out" philosophy of Kohl's store layout sounds at first contradictory to typical retail designs. For decades retailers have been doing everything in their power to keep customers in their store longer, believing that their only way to get customers to buy more is to keep them in the store longer. However, Kohl's has decided to capitalize on consumers' scarce time. They believe that if the store is appropriately designed to get customers in and out quickly, the less hassle will actually help sales.

Here are some ideas to get you started:

- a. Investigate the history of Kohl's.
- b. Visit Kohl's in Erie. Assess its layout and design. Does it capitalize on consumers' scarcity of time?
- c. Think about your physical actions in the store, problems you encountered with the store layout and merchandise displays, and what stimulates customers to make impulse purchases. Building on a fast movement philosophy, Kohl's merchandise presentation is intended to "show people the goods" without slowing them down. Is it working? Critique their merchandise presentation.
- d. How does Kohl's website support its store sales?
- e. Conduct a SWOT analysis of Kohl's. What recommendations would you make to upper management?

Topic #7: Dollar Stores

"As a global phenomenon, Dollar Stores are quickly becoming a family favorite and a trendy shopping spot for everyone, no matter their income level....In fact, store growth within the dollar store channel is unparalleled by any other retailer. Top dollar store chains, including Dollar General, Family Dollar, Dollar Tree, Fred's and 99 Cents Only, have added more than 5,900 new outlets since 2001."²

² http://ats-sea.agr.gc.ca/us/4356_e.htm

Here are some ideas to get you started:

- a. Evaluate the success of dollar stores. Have any of the dollar store chains been unsuccessful?
- b. Describe their retail strategy strategy (e.g., Who is their target market? What is their retail mix?)
- c. What is their niche?
- d. Visit two different dollar store chains (e.g., Dollar Tree and Dollar General). Choose one dollar chain to critique.
- e. What are the strengths and weaknesses of their retail strategy? What opportunities and threats do you foresee in the future? Conduct a SWOT analysis. What recommendations would you make to upper management?
- f. Are you a current customer of a dollar store chain? Why or why not?

Topic #8: Subway

In the summer of 1965, 17-year-old Fred DeLuca was trying to figure out how to pay for college. A family friend suggested that Fred open a sandwich shop—and then the friend invested \$1,000 to help get it started. Within a month, they opened their first sandwich shop. From that humble start grew the Subway franchise chain with over 25,500 outlets in 84 countries. Targeted advertising and sales promotion have been important to Subway’s growth. See Chapter 11 (Advertising and Promotion) in your text.

Here are some ideas to get your started:

- a. Investigate the history of Subway.
- b. Evaluate Subway’s use of Integrated Marketing Communications. How effective have their efforts been to:
 - 1) Create Awareness
 - 2) Build Positive Images
 - 3) Identify Prospects
 - 4) Build Channel Relationships
 - 5) Retain Customers
- c. You have been hired as a promotional consultant by Subway. What are their strengths and weaknesses of their promotional strategy (including their current advertising campaign)? What recommendations would you make?
- d. Develop an advertisement that addresses the current weaknesses you identified with their existing campaign.
- e. Visit one or more Subway stores.
- f. What are the problems and opportunities you think Subway will face in the future?

- 4) **Group Presentation:** Each group must present the findings of their group project. A typed presentation outline with attached PowerPoint slides must be presented on the day of your presentation. The presentations will occur throughout the semester. Each group may earn up to 91 possible points for the presentation. The presentation evaluation form is included at the back of the syllabus. Be sure to dress professionally for your presentation. All group members must participate in the presentation. Presentation should take 15 minutes.

See the schedule below:

| PRESENTATION | DATE |
|------------------------------------|-------------------------------|
| #1 – Retailer from the Past | Friday, September 19th |
| #2 – Wal*Mart | Friday, October 3rd |
| #3 - Liquidators | Friday, October 10th |
| #4 - Zappos | Friday, October 24th |
| #5 – Wegmans | Friday, October 31st |
| #6 – Kohl’s | Friday, November 7th |
| #7 – Dollar Stores | Friday, November 14th |
| #8 - Subway | Friday, November 20th |

- 5) Peer Evaluations. Peer evaluations will be conducted by each group (see Peer Evaluation Form attached to the syllabus). Dr. Pinto will use the peer evaluations to calculate each student's individual grade.

Participation/Attendance:

“I hear...I forget
I see...and I remember
I do...and I understand”
(Chinese Proverb)

As adult learners, it is crucial for you to “get involved in the learning process.” The ability to communicate is an invaluable career skill. It is the hope of the instructor that the classroom will become a forum for students to “practice” this skill, to become engaged in the learning environment, and to become more comfortable with speaking in front of others. During the semester there will be many opportunities for individuals to participate in class. Your attendance in class is expected. Please come prepared contribute. You must assume responsibility for learning. Sharing ideas, challenging comments, acknowledging issues, and defending positions are important parts of the classroom experience. You will be graded on your participation in class and attendance will be taken every day. The instructor reserves the right to assign participation grades according to how well she thought you participated in class. A perfect score for participation will reflect a high degree of involvement by asking questions, volunteering answers, relating personal and/or work related experiences, challenging other student's ideas, and so on. Merely attending class without participating will not earn you participation points. Remember that part of your grade depends on how much you participate in this course! YOU will be asked to complete a participation self-evaluation during the semester. See the attached form.

Grading

| Course Requirement | Points |
|--|---|
| Exam 1 | 100 |
| Exam 2 | 100 |
| Exam 3 | 100 |
| Retail Group Presentation | 91 |
| Participation | 30 |
| Quizzes | 50 |
| Homework | 10 |
| TOTAL | 481 |
| POSSIBLE POINT ADJUSTMENT DUE TO BONUS POINTS AND/OR ATTENDANCE | |
| Supermarket Persuasion: In-Store Research | 2 |
| Build a Bear: Retail Store Visit | 2 |
| Minus: Attendance | (-) 10 points for each day missed after 4 absences. |
| Bonus: Pinto Bucks | 1 point per 5 Pinto Bucks |

- A** ≥ 93% of 481 Points
- A-** = 90-92% of 481 Points
- B+** = 88-89% of 481 Points
- B** = 83-87% of 481 Points
- B-** = 80-82% of 481 Points
- C+** = 78-79% of 481 Points
- C** = 73-77% of 481 Points
- D** = 63-72% of 481 Points
- F** ≤ 62% of 481 Points

SCHEDULE

| Topic | Chapters/Pages/Other |
|--|--|
| Part One: Introduction to Retailing | |
| Perspectives on Retailing Video: State of the World of Retailing (Paco Underhill, 2007) | Ch. 1 |
| | On Your Own: Read Paco Underhill's Book: <u><i>Why We Buy</i></u> |
| Retail Strategic Planning and Operations Management Modern Marvels Video: Supermarkets | Ch. 2 |
| Part Two: The Retailing Environment | |
| Retail Customers | Ch. 3 |
| Evaluating the Competition in Retailing Discussion and Debate: Wal-Mart | Ch. 4 |
| Managing the Supply Chain | Ch. 5 |
| Part Three: Market Selection and Location Analysis | |
| Market Selection and Retail Location Analysis | Ch. 7 |
| Part Four: Managing Retail Operations | |
| Managing a Retailer's Finances: The Merchandise Budget | Ch. 8 |
| Merchandise Buying and Handling | Ch. 9 |
| Merchandise Pricing | Ch. 10 |
| Store Layout and Design <i>Why We Buy</i> (Paco Underhill, 1999) Be prepared to discuss the whole book | Ch. 13 |
| Supermarket Persuasion Video: How Food is Merchandised (Note: Bonus Opportunity – See Lecture Outlines) | |
| Store Security | LECTURE AND SPEAKER |

NOTE: Adjustments may be made to the schedule and to topics as the semester evolves.
There will be no class held on Friday, October 17th.
Classes will end during the week of December 8th. Details will be given in class.

Exams (tentative dates):

| | |
|--------|----------------------------------|
| Exam 1 | Wednesday, September 24th |
| Exam 2 | Wednesday, October 29th |
| Exam 3 | Week of December 8 th |

SPEAKERS SCHEDULED: *RFID, Chris Wassel – Monday, September 22nd*
Wegman's, Eric Weislogel – Monday, October 20th
Kohl's Loss Prevention, John Dreischal, Wednesday, November 19th

IMPORTANT DATES

| Topic/Event | Date |
|--|----------------------|
| First Day of Class | 8/25/08 |
| Drop/Add Period | 8/25-9/3 |
| Group Guidelines Due | 9/5/08 |
| #1 Presentation– Retailer from the Past | 9/19/08 |
| RFID Demo | 9/22/08 |
| Exam 1 | 9/24/08 |
| #2 Presentation– Wal*Mart | 10/3/08 |
| #3 Presentation – Liquidators | 10/10/08 |
| No Class | 10/17/08 |
| #4 Presentation – Zappos | 10/24/08 |
| Wegmans' Speakers | 10/20/08 |
| Exam 2 | 10/29/08 |
| #5 Presentation – Wegmans | 10/31/08 |
| #6 Presentation – Kohl's | 11/7/08 |
| #7 Presentation – Dollar Stores | 11/14/08 |
| Late Drop Deadline | 11/14/08 |
| Kohl's Loss Prevention Speaker | 11/19/08 |
| #8 Presentation - Subway | 11/20/08 |
| No Class - Fall Break – Happy Thanksgiving | 11/24, 11/26/, 11/28 |
| Exam 3 | Week of 12/8/08 |

Additional Course Policies and Reminders

- All students are expected to conduct themselves in an appropriate professional manner during class time that is not disruptive to the learning environment in the classroom.
- Exams will be given approximately every 5 weeks in the semester for a total of 3 exams.
- Lecture outlines for all chapters are provided with the syllabus. Please use the outlines during class discussion and lecture. The lecture outlines contain homework.
- Each chapter listed on the schedule may not be covered in its entirety. The instructor will inform students what portions of each chapter will be covered and included on exams. The suggested course schedule is an approximate sequence of course material. Course material may be added or deleted by the instructor. Sufficient notification will be given for examinations and material to submit for evaluation.
- Late for Class: Coming to class late is disruptive to the whole class. Please make every effort to arrive on time. Class will begin promptly at 12:20PM for Sec. 001 and 1:25 PM for Sec. 002.
- Students are responsible for keeping all graded material until after final grades are received.
- Any written course requirement must be submitted during class to receive credit for the assignment. Please note that **no assignments will be accepted late**. If for a valid reason (excused absence) a student must miss class, he/she needs to contact Dr. Pinto **prior to class** and make arrangements to submit the assignment.
- E-mail:** In addition to classroom contact and office hours, e-mail will be an important communication channel between us. I will assume that you check your e-mail several times per week. I check mine at least once per day. My messages to you may include tasks, assignment hints, exam hints, and occasional administrative minutia. My e-mail address is: mxp49@psu.edu. **I will use ONLY your Penn State e-mail account for all correspondence.** (If you prefer to use another e-mail account, you should contact the Computer Center to find out how to forward your Penn State e-mail.)
- Any type-written course requirement that is submitted for evaluation should be of professional quality and devoid of misspelled words, typos, eraser marks, pencil corrections, grammatical errors, and so on. Student will be allowed 3 (THREE) mistakes. Any submitted (typed) document with more than 3 (THREE) of these types of errors will receive a 5% reduction for each error subtracted from the final grade. For example, if the total possible points on the submission are 100 points, then each error (beyond 3) will result in a 5 point deduction from the final grade.

Students having problems with English, grammar, etc. are also encouraged to visit the Learning Assistance Center for assistance.

10. **Pinto Bucks:** Throughout the term you may earn ***Pinto Bucks*** for being involved and interested in retailing issues (e.g. bringing in articles, sharing products with the class, etc.). The information must be retailing-related, e.g., Go on You-Tube and find something that relates to our discussion.

5 *Pinto Bucks* = 1 bonus point !!!

\$\$\$\$\$ Save your *Pinto Bucks* and bring them in on the last class day. \$\$\$\$\$

11. **Academic Integrity:**

Academic Integrity Policy (Policy 49-20)

This course will strictly adhere to the University policies regarding individual academic integrity. Academic integrity comes under two general headings: behavior toward the instructor and other students and general integrity. Violations of any section of Policy 49-20 is punishable by receiving a failing grade, suspension from class, or other actions as outlined in University policies. To review all aspects of this policy, you may visit the website at <http://www.pserie.psu.edu/faculty/academics/integrity.htm>.

12. **Career and Life Planning:**

Career Development Center

The Career Development Center (CDC) can assist students with the process of career and life planning through a full range of programs and services. You may schedule appointments with the CDC staff to discuss issues including interests, skills, values, and goal setting, as well as how to find career information, internships, full-time jobs, and graduate schools. You are encouraged to utilize the services of the CDC every year from your first semester to graduation.

Location: First Floor – Reed Building
Phone: 898-6164
Web Site: <http://pennstatebehrend.psu.edu/cdc>

13. **Finally, the first responsibility you have in this course is to read the syllabus VERY CAREFULLY.**

MRKTG 327: PRESENTATION EVALUATION FORM

GROUP ISSUES

(Poor = 1 to Excellent = 7)

| | |
|--|--|
| 1. Clarity of Presentation/Development of Ideas | |
| 2. Fully Addressed Project Topic | |
| 3. Research conducted (primary and secondary sources) | |
| 4. Thoroughness of Presentation Outline | |
| 5. "Polished" and Well-practiced Presentation | |
| 6. Presentation Flow (transition between speakers, time flow) | |
| 7. Quality of Presentation Materials (slides layout/design, punctuation, typos, crowded) | |
| 8. Creativity of Ideas Presented (This is expected - <i>remember you are marketing students!</i>) | |
| TOTAL GROUP SCORE: | |

INDIVIDUAL ISSUES

(Poor = 1 to Excellent = 7)

| | <u>Student 1</u> | <u>Student 2</u> | <u>Student 3</u> | <u>Student 4</u> | <u>Student 5</u> |
|---|------------------|------------------|------------------|------------------|------------------|
| 1. Professional Business Attire – Professionalism | | | | | |
| 2. Interest/Enthusiasm | | | | | |
| 3. Eye Contact/ Reliance on notes/computer | | | | | |
| 4. Pacing – Speed – Volume – Grammar | | | | | |
| 5. Confidence with Material Presented | | | | | |
| INDIVIDUAL SCORE: <i>(possible 35 points)</i> | | | | | |
| + GROUP SCORE: <i>(possible 56 points)</i> | | | | | |
| + = TOTAL GRADE (91 points) | | | | | |
| | | | | | |

Comments:

PEER EVALUATIONS

Name _____ TOPIC: _____

Fair, firm, and objective performance evaluations are a crucial managerial function. In the table below, list each member of your team including yourself. What percentage of the group grade does each person deserve? Your answer should be based on each member's performance compared to the expectations stated in the group guidelines that were developed at the beginning of the semester.

| Name of Group Member (Be sure to include yourself) | Percentage of the group grade that this person deserves (Range from 0% - 100%) |
|---|--|
| | |
| | |
| | |
| | |
| | |
| | |

Participation Self-Evaluation

NAME _____

CLASS _____

Instructions: Please reflect on your participation in this course so far this term. Relying on the categories below and the specific behaviors that constitute each category, please evaluate your participation in this course.

Participation:

| RATINGS | DESCRIPTION OF BEHAVIOR |
|-----------------|---|
| 1 (<Sat = D) | <ul style="list-style-type: none">• Attends class.• Not engaged in the learning environment• Rarely (or never) initiates participation in class.• Rarely (or never) asks questions or contributes ideas and/or comments. |
| 2 (Sat = C) | <ul style="list-style-type: none">• Does more than attend class.• Occasionally initiates participation in class.• Occasionally asks questions and contributes ideas and/or comments. |
| 3 (Sat+ = B) | <ul style="list-style-type: none">• Does more than attend class.• Frequently initiates participation in class.• Frequently asks questions and contributes ideas and/or comments. |
| 4 (Exc = A) | <ul style="list-style-type: none">• Regularly initiates participation in class.• Fully engaged in the learning environment on a regular basis.• Regularly asks questions and contributes ideas and/or comments.• Exhibits an eagerness to be involved in class discussions/topics. |

For your self-evaluation, specify a number from 1 to 4 that corresponds to your best assessment of how well you participate in this course: _____