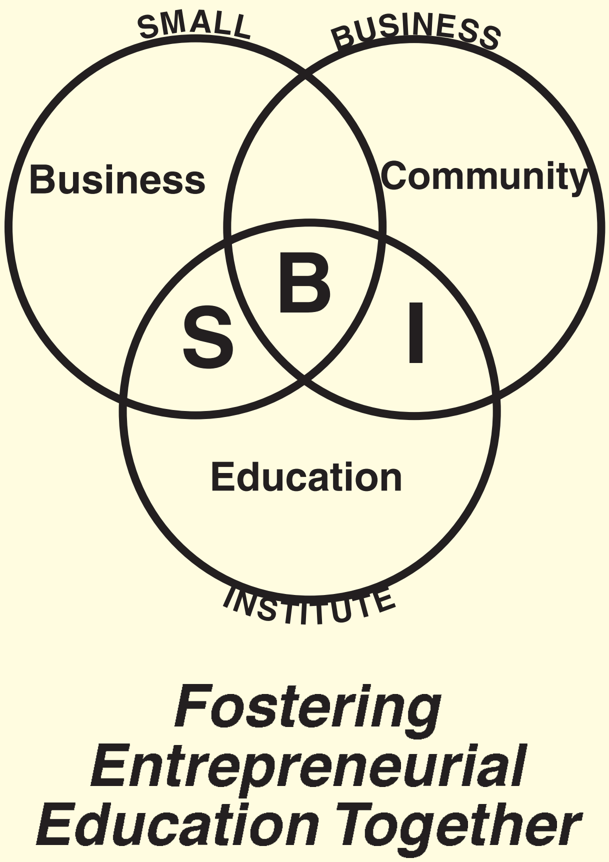
# Appendix A

## Consulting to Small Business—SBI and Beyond

In some small business management and entrepreneurship courses, students have an opportunity to work either individually or in teams on consulting projects. These projects are called "live" cases, because they involve working closely with real businesses usually located near their campus community. Throughout the project, students interact with the owner, manager, or employees of the business. These consulting projects are "fieldwork," so named because students work directly with companies in the field of business. This appendix will provide you with some key guidelines and information about how to carry out effective fieldwork.




### HOW DOES FIELDWORK DIFFER FROM TEXTBOOK CASES?

Fieldwork and the analysis of text or written cases are both valuable components of your study of small business. We use the phrase "textbook cases" to refer to all types of cases in which the information and material are available for you to read and analyze, whether the case is found in a textbook, workbook, journal or magazine, or online. There are many differences between fieldwork and written cases.

In textbook cases, all the pertinent information is available to you, including the history of the firm and its founders, financial records, and a description of the major problems or opportunities relevant to the business. When you conduct fieldwork in conjunction with a real business, you become the detective, seeking out information you feel you need, and doing an analysis of data you collect. In this way, fieldwork often reveals the nature of what it is like to work in or with small businesses. Fieldwork gives you a dose of reality, and when you combine this experience with the material you learn in the classroom, you will find that you are well prepared to make a difference in the world of small business management.

Consider the words of a management student, describing the experience:

"The fact that these were real businesses with real problems made it different than the cases we were used to doing in other management courses from a reading. We felt that we had some real impact on the business if we would offer help, instead of just commenting on the problems of the written cases without knowing what impact it might have on the business."[1]

Fieldwork sharpens your managerial skills as you:

- Identify a problem faced by a business, or help a business discover new opportunities.
- Consider what in fact needs to be done. This involves exploring the perspectives of key players in the business (e.g., the founder, a key officer or manager, an employee, a customer) to view the business through their eyes.

- Determine what information you need to solve the problem or capture the opportunity, and decide how to interpret the information you collect.
- Prepare and present the findings of your consultation to the client business, and help develop a plan for implementation of your recommendations.

## SUPPORT FOR CONSULTING PROJECTS

Often, live cases are organized through a unit or faculty of your school. Some of these units may be based on the Small Business Institute® (SBI),[2] which originated the live case consulting project in the 1970s to improve the economic health of client businesses.[3] In schools without an SBI program other institutions and centers that organize and support live cases include Entrepreneurship Centers, Small Business Development Centers, legal clinics for law-related issues, technology assistance centers, or the Service Corps of Retired Executives (SCORE, affiliated with the Small Business Administration). In other schools it is the professors who provide the support on their own.

## PREPARING FOR THE CONSULTING PROJECT

The live case is usually done following a series of steps or stages. These stages help students know what to expect and what needs to be done. The five stages of the live case typically are: assessment, meeting with the client, working on the project, preparing the final report, and completing the consulting project. Each of these stages is detailed below. One person who will pop up repeatedly in the discussion will be your *team adviser,* who might be a professor, a staff member of one of the entrepreneurship support units, or even an entrepreneur, consultant or alum who has volunteered to help work with you on the live case.

## STAGE 1: ASSESSMENT

During the assessment phase, the student consultant or consulting team will gather information about the client firm, the general and industry environment of the client firm, and the nature of the project itself. The team will meet with the client and identify the client's needs and the scope of the proposed project. The outcome is a determination of the project "deliverables"—the results that you will present to the client. Before you meet with your client, determine as much as you can about your client.

- **Why does the client need assistance?** Obtain any information you can about the client's company, its history and its performance. Often, your team adviser will have preliminary information on the client, including a business plan, market research, brochures, and financials. Just as a physician reviews a patient's medical records and symptoms before entering the examination room, so should you examine what is known about your client's business and need for assistance.
- **Conduct research on the external environment of the client's business.** Do not neglect this research, even if you have a fairly narrowly defined project. Without knowledge of the client's general business environment, you may make recommendations that are neither practical nor useful. The key areas you need to know about are (1) whether the industry sees itself as growing, stable, or declining, (2) whether the industry or firms in it are facing legal or political issues, such as legal liability for pizza delivery firms or offshore outsourcing for computer programming firms, (3) social issues such as changes in society that can affect a firm, like the aging of America, and (4) technological issues, such as how the Internet has replaced the garage sale with eBay. Knowing how each of these could influence the client firm will go a long way to helping you make suggestions that are grounded in reality and more likely to be used.
- **Define and examine the industry in which the client firm operates.** Begin by asking, "What business is the client *really* in?" Define the business not only as the product or service offered by the client, but by the *experience* the business provides to its customers. For example, some fancy restaurants are as much in the entertainment business as in the food business.

An industry is a group of firms that produces products or services that are similar in nature and are intended to satisfy a common defined demand. As part of your consulting project, you will want to analyze those factors that influence the specific product and market of the client firm. Depending on the nature of the business, you will conduct a competitive analysis that can span from local (neighborhood) firms to international, if the business exports or has an online presence. Where possible, doing a preliminary analysis before your first meeting using resources at your school library is a great way to show clients that you are trying to understand their business and that you have access to information that can help them. Having a working knowledge of the client or the industry raises your self-confidence and provides a basis for meaningful discussions with the client.

## STAGE 2: MEETING WITH THE CLIENT

Once the student consultant or consulting team has gathered information from secondary sources about the client firm and completed a preliminary analysis, it is time to meet the client face to face and begin the fieldwork consultation process. This is an exciting time, since you are looking forward to meeting the client and learning first hand about the client's needs and concerns. The client is anxious to have the team begin work to address the client's needs and concerns.

Usually the first meeting with your client takes place at your college or university, or at the client's business. Presumably, your team adviser has already met with the client and gave the client a realistic preview of the fieldwork project. You should talk to the team adviser about that meeting, and get copies of any documents the adviser gave the client. Included in the team adviser's preview is typically a description of the fieldwork project and process, expectations regarding the client's support of the team, information on the expected time frame and project management, and procedural matters pertaining to project administration.

Dress professionally because the image you project will set the tone for the project. If you are working in a consulting team, it is advised that you elect a team leader who will establish contact with the client and communicate with your team. This role can rotate during the project, but it is important that the team leader be reliable in carrying out duties, especially for meetings with the client.

At this first meeting, you will learn what your client expects from the team and the project.

Below are some questions you will want to ask at this meeting. These are phrased as if you are talking directly to your client:

- What specifically would you like me (or the team) to do?
- On what issues or for what problems do you need assistance?
- What questions would you like me (us) to answer?
- How do you envision the nature and scope of the project?
- What do you believe you already know in relation to this problem/opportunity?

### Establish the Purpose and Deliverables of the Consulting Project

After you meet with the client, your next task is to identify the exact purpose of the consulting project. Consider what information the client is searching for and what outcome the client wants, such as information, advice, or support. Almost always you end up needing to narrow the client's needs into the time frame allowed for your project. While consulting projects can continue over the course of a few academic terms and across students or teams, most often the goal is to handle the project in one academic term, with one team.

Your project may have several steps with a logical progression to them (e.g., performing a competitive analysis before recommending a marketing plan). To manage your time, you will need to prioritize tasks. How do the clients' needs match the time available and your individual skills (or the skills of your teammates)? Consulting projects can fail because too much is promised, not enough resources are available, or poor advice is given under a time crunch. The statement of project purpose contains three parts:

- Objective: What you intend to do and why (should contain the problem or opportunity you will research).
- Methodology: How you intend to do it? (activities and procedures you will perform: e.g., library/Web research, collection and analysis of data, development of materials such as brochures).
- Deliverables: What your deliverables to the client will be (e.g., market research, financial reports, etc.).

A sample agreement is included at the end of this appendix. It presents the points above as a series of bullet points, but it is also possible to give the information in narrative form. Below are sample narrative statements of project objective, methodology, and deliverables:

> "The purpose of this project is to provide Ms. Susan Jones, the owner of the XYZ Company, with information that will enable her to determine how to most effectively make potential customers aware of the company's services. To do so, it will be necessary to determine the characteristics of the firm's potential customers—particularly with respect to their buying habits—and to review the potential media available for communicating information about the company. This information will enable Ms. Jones to develop a cost-effective advertising program that will secure additional customers for the company and increase the firm's revenues and profitability."
>
> "To provide Ms. Jones with the requested information, the team intends to conduct a survey of potential customers to obtain information on customer needs, perceptions of Ms. Jones's services, and the types of information media used by potential customers. In addition, the team will investigate alternative advertising and communications media for possible use by Ms. Jones. This will include information on the costs of various types of media, the effectiveness of each type, and the potential impact of each on Ms. Jones's business."
>
> "At the conclusion of the project, the team will present Ms. Jones with the results of a survey of potential customers, in graphic and table form, that will explain the customers' needs, perceptions of the service, and buying decision process, including sources of information. In addition, the team will provide Ms. Jones with a description of the alternative forms of advertising available within the XYZ Company's market area, including the costs of each, number of exposures, and potential reach to the target customers. The team will perform a financial analysis of the various alternative forms of communication and provide recommendations for the media to be used based on cost-effectiveness of each type. Finally, the team will furnish Ms. Jones with a media plan, including advertising copy, artwork, and sample ads; dates and times for ad placement; and procedures for placing the ads with each media source."[4]

The statement should be signed by your team and the client. It provides a basis for agreement and a definition as to what constitutes successful completion of the fieldwork. It also protects you and the client's interests. The client can evaluate the project according to the statement, and the student can avoid having additional work requested by the client later in the project. It is also recommended that you include in your statement the approximate number of hours per week you will commit to the project, any limits imposed by funding or other resources, how often you will be in touch with the client, and a list of budget items needed to carry out the project.

Another aspect of many projects that can be new to students is the need for confidentiality. This can come from several sources. The business may be sharing proprietary information (such as trade secrets, see Chapter 18 for more on this) with the team, information that it does not want others, especially competitors, to know. Can you imagine talking about a project in class, and it turns out another student in the class works part time at a competing business? It happens, and the results of disclosure can be catastrophic for your client! Another reason to keep confidentiality is that sometimes student projects look at problems the business faces, and few businesses want their problems to be publicly known. Letting the word get out can ruin investors, bankers, or other creditors' confidence in the firm. As a result, SBI and many schools have confidentiality agreements that the student team members sign and provide the client to ensure both sides that what is said in the project *stays* in the project. A sample confidentiality and nondisclosure agreement is also included at the end of this appendix.

## STAGE 3: WORKING ON THE PROJECT

### Setting Objectives and Responsibilities

Once you begin carrying out the consulting project, it helps to develop a set of objectives that specifies a time frame and the delegation of responsibility. If you are working with a team, you can make assignments based on each student's area of expertise. Marketing majors tend to be assigned marketing surveys, accounting majors tend to be assigned financial analyses, and so on. However, don't be hesitant to work on a part of the project that doesn't align with your major. You can apply some creative thinking to areas outside your domain and expand your skills by applying your business knowledge in this way. Be sure your consulting objectives meet the following criteria:

- They are as specific as possible. A general objective, such as "conduct a market survey" is not specific. "Perform a survey of at least 50 potential customers in the defined market area via telephone to determine if these individuals are aware of the company, the types of information used by customers in making a purchasing decision, and the characteristics customers look for in deciding on a particular firm's products or service,"[5] is a much more detailed and clear objective.
- If you are working in a student team, make sure every member is involved in setting and sharing the objectives. Responsibility and accountability ensure project success.
- Project objectives should have a time frame, and be realistic and attainable. Without these, motivation will drop, and the project will veer off course.
- Develop a project management chart (an action plan), with all steps, time frame, and person responsible listed. Some examples of steps needed to complete a market survey could include: define the market area, develop the initial design of the survey; send the team adviser and the client a copy of the survey for feedback, revise survey, select the survey sample, pilot the survey on a subsample of respondents, revise and edit survey based on pilot test, administer the survey.

As you continue work on the project, remember to communicate with the client regularly, including informing the client about project issues or problems as they occur. Your client may be able to help you with additional resources and information if you interact frequently and honestly throughout the project. Adhere to your action plan and manage your deadlines. If you anticipate problems with the project or if you encounter problems with team members or the client, see your team adviser or professor immediately.

### Gathering Appropriate, High-Quality Information

A typical project involves gathering both primary (original research collected by you) and secondary (published data collected by others) sources of information. Hopefully your preliminary analysis (mentioned above) will help you narrow your later searches to only the exact data you need. Depending on the data needed, you may need to use creative thinking techniques to find data. For example, a banker or investment analyst who specializes in a particular industry or an officer of the trade or professional association for your client's industry might be able to give you very specific information about survival rates, causes of problems, or companies that have beaten the odds. Also think about others at your school whom you might ask for information, including librarians and small business reference specialists.

It often makes sense to start with online and library print sources such as Hoover's or Standard & Poor's Industry Reports. Many college/university libraries have access to online searchable databases such as McGraw Hill's Standard & Poor's database or Gales's Business & Company Resource Center, and you can always find government census data (www.census.gov), and trade association Web sites (the Strategy chapter has a skill module on finding trade or industry associations). Primary data that you collect on your own can include surveys and interviews to measure attitudes or opinions about your client's product or service.

Guidelines for good survey design (which is also covered earlier in the marketing chapters) include the use of open-ended as well as closed-ended questions. An example of an open-ended question is, "What do you like best about this product?" This permits the people completing your survey to tell you as much as they want to about the issue. You can also include some structured questions, such as, "How would you classify the 'sweetness' of this pastry?" following with a scale of responses that range from "very sweet" to "not at all sweet." Open-ended questions give you information that you couldn't possibly otherwise obtain, since you may not have thought to ask all the right questions. Surveys often are anonymous and confidential, so that the information you collect is more likely to be accurate and honest. If you are conducting a survey, you can choose to do it in person, by telephone, or online. We do not recommend mailed surveys because they take too long to collect. Try to obtain a minimum 10–30 percent response rate, so that your findings are generalizable to a larger population.

Interviews give you rich, highly detailed information, but they are much more time consuming than distributing surveys. Therefore, it is not realistic to expect to collect information from as many people by interviewing them as you could by surveying them. But, there are advantages for choosing the interview method. If interviews are conducted in person, you have the opportunity to observe the facial and body gestures of the subjects, which can often communicate much more to you than their words. Even on the phone, you are able to pursue and probe topics "off the main point" that might turn out to be very interesting and relevant. Ask permission to tape-record the interview so that you don't have to rely on memory or notes.

Finally, consider using nonreactive methods, so-called because people are unaware that they are being "measured." For example, observe the number of customers that enter a store, which displays they visit, and their reactions to these displays. These nonreactive methods can yield very important information since your measures are not biased by people's tendency to sometimes tell you what you expect to hear. When you interpret your data, take care not to make unwarranted projections or conclusions based on data analysis. One way to avoid this is to be sure you can support each and every conclusion or recommendation you make. Cite the numbers, statistics, and actual responses (anonymously, of course) that led you to the conclusion.

Wherever you gather your data, make sure you have permission to do so. Malls for example are popular places to find potential customers, but doing a survey in a mall without permission may get you charged in some places with trespassing. Usually explaining you are students from a local college who are working on a project is enough to get permission to observe or survey, but always make sure first.

## STAGE 4: PREPARING THE FINAL REPORT

The consulting report you present to your client should meet the following criteria:

- The report addresses the client's needs that were assessed at the start of the fieldwork and mutually agreed upon between the student(s) and the client. Clearly demonstrate how your work has (or will) make a difference in the client's business (e.g., profitability, increased market awareness, ROI, reducing costs, etc.).
- The report is well-documented, written logically and cohesively, and uses language understood by the client for whose benefit it is written. It should look professional and be free of grammatical errors.
- Recommendations include options and alternative courses of actions that can be taken. A set of action steps is given, with time frame, personnel and other resources required, and agreed upon between the student(s) and the client. Any knowledge or instructions that the client needs to carry out your recommendations are provided or a referral is given.
- Supporting evidence from external sources is included, with references to all works cited.

What should be included in the final consulting report?

1. Letter of transmittal thanking the client for working with the student team.
2. Cover page, including the client and business name, and the student(s)' names.
3. Executive summary, containing the key ideas of the report. It should contain a brief statement of the project purpose, a summary of the methodology employed, summaries of the key findings and results from the team's research, and the key recommendations the team wishes to offer to the client. The summary should be no more than three pages long.
4. Table of contents.
5. Statement of the project purpose (you can put the signed statement here). This defines the business problem.
6. Brief history and background of the client organization.
7. Detailed description of the methodology employed by the team and the analyses conducted.

8. Findings and results: presentation of data; the facts you discovered through research and conducted at the client's request.
9. Discussion of the team's findings: draw on information from various parts of the project and present new conclusions that are meaningful to the client. This section should list the alternative courses of action for the client.
10. Recommendations: a detailed description of the proposed course of action and the specific methods the client should use to implement the recommendations.
11. Bibliography: Provide complete citations of all sources of information you used in the project.
12. Appendixes: Exhibits, figures, tables, and other supporting documents that illustrate key points from the report.
13. A client letter acknowledging receipt and presentation of the report.

Your final consulting report and presentation to the client are the "deliverables," and they reflect the major focus of your efforts during the project. Your report and its recommendations essentially answer these questions for your client: What did you (or the student team) learn as a result of the research? What new information can you provide the client that will help the client increase his or her firm's performance? What do you suggest the client might do to improve operations? Before you present your findings to your client, you might even ask, "What do I think I found out in this research?" That can be a springboard for discussion and help you avoid a reaction of, "I already knew that."

## STAGE 5: COMPLETING THE CONSULTING PROJECT

### The Client's Evaluation of the Fieldwork

Although the primary consulting activities have been completed after you submit your final report and present your findings to your client, the consulting process has not yet concluded. There is usually a formal mechanism that allows the client to evaluate the project and the performance of the student consultant(s). This can consist of a rating sheet, a narrative summary describing strengths and weaknesses of the project, oral discussion with the student consultant(s) or the team adviser, or some combination of these evaluation methods. You will receive feedback on your performance from the client's perspective, helping you determine how well you met the client's needs. The client evaluation is an important part of the fieldwork process. Most students have little or no consulting experience with firms in the community when they undertake a consulting project, so this feedback gives you insights that can help you develop your professional skills within the learning environment of the college/university.

### Ongoing Communication with the Client

Some of the recommendations from student consultants take months to put into practice, and it may be helpful to the client to talk to or e-mail you occasionally to get additional insights, opinions, or assistance, or just to ask questions. It is not always possible to consider every possible circumstance that will arise in the course of implementing a consultant's recommendations. Therefore, if the client can maintain some contact with the students, further help can be given and the likelihood that the client will be able to successfully implement the team's recommendations improves significantly. When providing counsel or advice on matters that impact people's businesses and ultimately their lives, there is a greater responsibility to ensure that the client receives the best possible consultation and makes the right decisions.[6]

The world of small business consulting is complex, and many issues and problems must be resolved and actions taken to make it a positive experience and a high-quality result for the students and the clients. Student consulting teams need to understand the fieldwork process and must be actively involved in the management of the process to satisfy the client. A well-managed process is crucial to the overall success of the project. There are numerous examples of a well-managed team working with an "average" client and doing outstanding work. At the same time, we have seen many instances of potentially "good" cases and clients ruined by a team that does not control the fieldwork process. A commitment to understanding the nature of the client's needs, developing and executing a plan of action, and providing high-quality results is essential to maximize the benefit of the consulting experience.[7]

## ETHICS AND THE SMALL BUSINESS CONSULTING PROJECT

As a student consultant to small businesses in your community, you must uphold the highest level of ethical standards as a representative of your university or college and as a citizen of your community. SBI has drafted a set of ethical guidelines. Accordingly, student consultants *should not:*

- Hold a vested interest in companies that maintain business relationships with client firms.
- Accept personal gifts or gratuities from clients.
- Accept employment or remuneration from a client firm while still engaged in consulting.
- Consult personally to a client firm that is owned or managed by an immediate family member.
- Share current client data with others outside the student team, case supervisor, faculty advisers, and SBI class members without a signed client waiver of confidentiality.
- Practice discriminatory case selection procedures against any potential client.[8]

## CONCLUSION: THE ROLE OF SMALL BUSINESS CONSULTING IN YOUR EDUCATION

No other situation gives you quite the same opportunity to integrate your education with practical experience in the community of small business. In a live case you are able to use your business skills to conduct an assessment of an existing company, not an artificial case study. You have the chance to immerse yourself in the business for an extended period of time with the perspective of an objective outsider (rather than an employee), pursue alternative solutions (calling for your creativity as well as your business ingenuity), and present the findings to your client in the hope of having real impact on the lives of others.

Baylor University has a program entitled, Business Excellence Scholarship Team (BEST). According to Kendall Artz, chairman of the Department of Management & Entrepreneurship at Baylor Business School:

"Consulting projects are a unique opportunity for students to take their theoretical training and apply it to real-world problems. It is really invaluable to enable them to see that just because we talk about things in the classroom, they are not always applicable to the situation you may find yourselves in."[9]

Some universities and colleges sponsor contests showcasing the best student consulting projects. SBI sponsors a case of the year competition as well. In one example, at the University of North Texas, teams of students engage in competition to provide the best quality business case project on real firms. The contest helps students develop and communicate their ideas clearly, and presentation skills are much in demand by employers. Cheryl Taylor Pruden, of Irving, Texas, who graduated with a degree in human resource management, felt that the experience was very worthwhile. She noted:

"It was hard, fast-paced and made you think. The competition offers many practical applications that greatly enhance students' ability to work in a team environment, negotiate and compromise, communicate effectively, and speak confidently in public."[10] Similarly, Robert Skains, a nontraditional student in his 30s and a senior at the University of North Texas, said the experience was worthwhile because it "brought together a variety of subjects like accounting, finance, marketing, management, and information systems . . . These projects let you see the whole picture of strategic planning and implementation of solutions for companies."[11]

For more information on student consulting projects, see the SBI Web site, available at http://smallbusinessinstitute.org, that contains guidelines, tips, and other resources for students and case supervisors. There is also a book devoted to the live case by Lisa Gundry and Aaron Buchko, called *Field Casework: Methods for Consulting to Small and Start-up Businesses* (Sage Publications, 1996).

SAMPLE

## Consulting Agreement

**Client:** (Name of Client)

**Project** (Title of Project)

**Student Consultants:**
(Names of Students)

**Re:** Consulting Contract

**Objective**

The primary objective of this project is to develop a comprehensive business plan for (Client Name). The business plan will have emphasis placed on the business and industry rather than on detailed financial projections. Through comprehensive research, the Student Consulting Team (SC Team) will also achieve the following objectives:

- Define the mission and goals of your business.
- Identify your customers and potential customers.
- Identify your strengths, weaknesses, opportunities, and threats.
- Determine your competitive advantages and disadvantages.

**Methodology**

The Student Consulting Team will conduct research in the areas of industry, product analysis, market research, marketing, operations (organization of management team, staffing), and financing.

Business plan research will concentrate on the following areas:

1. People: This section will include a brief biography (including résumé) of each of the members of the entrepreneurial team.
2. Opportunity: A synopsis of the business, industry analysis, opportunities within the industry, and how the business may plan to take advantage of these opportunities.
3. Context: The group will research the market as a whole including macroeconomic issues as well as industry regulations.
4. Risk/Reward: Although little emphasis will be placed on this section, the group will do a brief analysis.

**Deliverables**

The SC Team will provide (Client Name) with the following:

1. A comprehensive business plan that allows the business to become more focused in determining the future direction and strategy of (Client Name).
2. A final report and presentation that includes the following research objectives:
   - Summary of the people involved in the (Client Name) entrepreneurial team.
   - The business opportunity—a description of the business.
   - Context analysis of the external environment, industry, and opportunities within the industry relating to (Client Name).

- Research of the market and its regulations.
- Risk/Reward: brief and limited financial projections of the business.
- Conclusions and recommendations.

**Estimated Timetable**

| **Stage** | **Timeline** |
|---|---|
| Contract Approval | Wednesday January 19 |
| Context Analysis | Thursday, Jan. 20–Thursday, Feb. 3 |
| Opportunity Analysis | Thursday, Feb. 3 – Thursday, Feb. 17 |
| People and Risk/Reward | Thursday, Feb. 17 – Tuesday, Feb. 29 |
| Wrap-up | Tuesday, Feb. 29 – Tuesday, March 7 |

## SAMPLE

## Confidentiality and Nondisclosure Agreement

**WHEREAS,** (Client), owner, (Name of Client's Business) agrees to furnish (Student Consultants' Names), hereby known as the Student Consulting Team (SC Team), certain confidential information relating to ideas, inventions, or products for the purposes of determining an interest in developing, manufacturing, selling, and/or joint venturing.

**WHEREAS,** (SC Team) agrees to review, examine, inspect, or obtain such confidential information only for the purposes described above, and to otherwise hold such information confidential pursuant to the terms of this Agreement.

**BE IT KNOWN,** that (Client Name) has or shall furnish to the SC Team certain confidential information and may further allow the SC Team the right to discuss or interview representatives of (Client Name) on the following conditions:

1. SC Team agrees to hold confidential or proprietary information or trade secrets ("confidential information") in trust and confidence and agrees that it shall be used only for the contemplated purposes, shall not be used for any other purpose, or disclosed to any third party.
2. No copies will be made or retained of any written information or prototypes supplied without the permission of (Client Name).
3. At the conclusion of any discussions, or upon demand by (Client Name), all confidential information, including prototypes, written notes, photographs, sketches, models, memoranda, or notes taken shall be returned to (Client Name).
4. Confidential information shall not be disclosed to any employee, consultant, or third party unless they agree to execute and be bound by the terms of this Agreement, and have been approved by (Client Name).

I have read the terms and conditions of this consulting contract and confidentiality agreement. I agree and approve of the above details and conditions herein. I hereby authorize (Client Name)'s SC Team to commence work on this project/projects as of the undersigned date.

Client

Signature: ____________________ Date: ____________

Print name: ____________________

Student

Consultants' Date: ____________

Signatures: ____________________