

**ENTREP464**  
**Fall 2012**

**Entrepreneurial Consulting**

Tuesdays and Thursdays: 9.30-10.45 (room – LC A7)  
Office hours: by appointment Tuesday and Thursday

**Course Overview**

Entrepreneurship is an engine of growth. As a matter of facts 60% of US economy is based on small and medium businesses, thus constituting the necessary pillar for the nation's growth. The current job market condition urges many and many people currently unoccupied to develop their own ideas and start ventures by following a path know as necessity entrepreneurship. Other people become entrepreneurs because they have developed an idea they cannot pass on, therefore ascribing to the process known as opportunity entrepreneurship. Independent of the path, a pool of individuals faces the demanding task of figuring out how to start and run a business. Most of these ventures fail and they fail fast due to a lack of resources, capabilities, skills, experience. This course will give students the chance to try themselves at the challenge of helping an entrepreneur develop a project through the time span of the semester. By forming teams of consultants, the students will engage in a close relationship both with the project and the entrepreneur by analyzing the current condition of the company and by proposing a feasible and achievable course of actions to be taken in order to fulfill the entrepreneur's goals.

**Course Objectives**

The primary objective of this course is to give the student the possibility to experience and witness first-hand what being an entrepreneur means and the related issues and challenges. At the same time it will help the students develop critical and analytical skills by requiring them to solve a business problem embodied by the entrepreneur's project.

**Course Structure**

The class is organized with the help of the Institute for Entrepreneurial Studies of UIC. Senior consultants from the Institute will help the student coordinate work and manage the relationship with clients. Industry experts within IES's network will act as mentors for the teams providing industry insights and guidance. After a few introductory classes on skills development, the teams will meet the clients and start working on their projects. Class time will be used to further the development of problem solving skills through the analysis of business cases excerpted from ABC's Shark Tank and to discuss client/project related matters.

**Required Course Material**

All the relevant material will be posted on Blackboard.

## GRADING

The grade will be based on the performance of the team and the single students on the entrepreneurial project on the basis of:

The entrepreneur's evaluation of the overall work	40%
The instructor's evaluation of	
Report	30%
Presentation	20%
Peer evaluations among team members	10%

## Tentative Course Schedule

	<b>Due Date</b>	<b>Activity</b>	<b>Description</b>	
Week 1	Aug 28 Aug 30	Introduction Students' presentations	Introduction to the class	
Week 2	Sep 4 Sep 6	Entrepreneurs' presentations and group pitches	Projects and teams will be matched	
Week 3	Sep 11 Sep 13	Skills development Review of first client contact preparation	Teams will prepare for their first contact with the client	
Week 4	Sep 18 Sep 20	Skills development Review of first client contact	Teams will meet with the client	
Week 5	Sep 25 Sep 27	Skills development		
Week 6	Oct 2 Oct 4	Problem solving		
Week 7	Oct 9 Oct 11	Team-led discussion of first draft reports	First draft reports are due	
Week 8	Oct 16 Oct 18	Problem solving		

Week 9	Oct 23 Oct 25	Problem solving		
Week 10	Oct 30 Nov 1	Problem solving		
Week 11	Nov 6 Nov 8	Problem solving		
Week 12	Nov 13 Nov 15	Problem solving		
Week 13	Nov 20 Nov 22	Problem solving		
Week 14	Nov 27 Nov 29	Problem solving		
Weeks 15 & 16	Dec 4 Dec 6	Problem solving		
Finals Week	Dec 11 by noon	Final reports	Final reports are due	

All information and schedules are subject to change at the instructor's discretion without written notice. Changes will be announced via email and in class

### Notes on Academic Integrity

As an academic community, the University of Illinois at Chicago is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community -- students, staff, faculty, administrators -- share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students, and as defined herein, shall be handled pursuant to the [Student Disciplinary Policy](#).

Academic dishonesty includes, but is not limited to:

#### Cheating

Either intentionally using or attempting to use unauthorized materials, information, people, or study aids in any academic exercise, or extending to or receiving any kind of unauthorized assistance on any examination or assignment to, or, from another person.

#### Fabrication

Knowing or unauthorized falsification, reproduction, lack of attribution, or invention of any information or citation in an academic exercise.

#### Facilitating Academic Dishonesty/Plagiarism

Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

### Bribes, Favors, Threats

Bribing or attempting to bribe, promising favors to or making threats against, any person, with the intention of affecting a record of a grade, grade, or evaluation of academic performance. Any conspiracy with another person who then takes or attempts to take action on behalf or at the direction of the student.

### Examination by Proxy

Taking or attempting to take an exam for someone else other than the student is a violation by both the student enrolled in the course and the proxy or substitute.

### Grade Tampering

Any unauthorized attempt to change, actual change of, or alteration of grades or any tampering with grades.

### Non-Original Works

Submission or attempt to submit any written work authored, in whole or part, by someone other than the student.

**Penalties for Academic Dishonesty** □ All allegations of student academic misconduct shall be handled pursuant to the [Student Disciplinary Policy](#).

### Judicial Liaison Process

For cases involving academic misconduct, the complainant may choose to submit the case to the Judicial Liaison process. Only students who do not have a prior disciplinary case are eligible for this process. While this process is less formal, it is still designed to insure that students are treated fairly.

In the Judicial Liaison process, the student will be called in to discuss the case with the Executive Director of the Senate Committee on Student Discipline. The issue is discussed and the student is presented with the complainants suggested sanction. The student will then choose to accept or decline the sanction. If the student declines the sanction, the complainant can resubmit the case to the formal process.

### Disability Services Notification

Concerning disabled students, the University of Illinois at Chicago is committed to maintaining a barrier-free environment so that individuals with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for full access and participation in UIC Programs must be registered with the Disability Resource Center (DRC). Please contact DRC at (312) 413-2183 (voice) or (312) 413- 0123 (TDD).