

SERVICE LEARNING HOST PROJECTS – SENIOR CAPSTONE**0.5 Credit Units****TR 12 – 1:30 p.m.****JMHH F-36****SPRING 2019**

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TEACHING ASSISTANTS

Depending on enrollment, Wharton MBAs will serve as TAs and help provide constructive feedback on individual and group progress in the course. The TAs will have previous experience mentoring students and facilitating groups. Each TA will facilitate no more than three groups or 15 students.

LEARNING TEAMS

Enrollment in MGMT 399 is limited to 30 Wharton seniors. Instructors will assign five students to each group with the aim of maximizing diversity among group members.

COURSE OBJECTIVES

MGMT 399 builds on the foundation established by the pre-requisites in the Leadership Journey. As seniors, you will draw on the self-awareness you acquired in WH101, the speaking skills you

practiced in WH201, and the teamwork and interpersonal skills you honed in MGMT/ WH 301. Moreover, MGMT 399 serves as a capstone course by giving you the opportunity to work with a robust nonprofit and in order to frame the problems and address the challenges your host organization faces; in the process, you will use your creative and critical thinking skills, apply what you have learned, and reflect on your growth and development through iterative feedback and constructive coaching. As a highly experiential course, MGMT 399 is relatively unstructured, giving you ample opportunity to demonstrate leadership by providing direction and teamwork by pulling together to deliver results for your host. MGMT 399 will enable you to draw on your Wharton undergraduate education and apply what you have learned in a way that promises to provide real impact for your host organization and a meaningful and memorable experience for you.

In short, MGMT 399 gives Wharton seniors the opportunity to:

- Engage in a service learning and experiential course
- Demonstrate leadership and work as a team on a real, host engagement
- Think creatively, critically, and practically for the benefit of your host
- Refine your interpersonal communication and presentation skills
- Heighten your self-awareness through feedback and reflection

CLASSROOM EXPECTATIONS

You are required to attend every class, come and go on time, stay engaged in group and class discussions, keep on top of your work, and manage the host relationship. Unless instructed otherwise, keep laptops closed and electronic devices off and out of sight during class sessions.

ACADEMIC INTEGRITY

During the course of the semester, you will be representing your group, the course, The Wharton School, and the University of Pennsylvania. As a representative of the University, your behavior and conduct must be exemplary. The University's code on academic integrity "prohibits acts of academic dishonesty that include cheating, plagiarism, fabrication, multiple submission, misrepresentation of academic records, facilitating academic dishonesty and gaining unfair advantage in an academic exercise." If you are unsure if an action constitutes a violation, please refer to the code and consult with your instructors: <http://www.upenn.edu/academicintegrity/>.

READINGS

The readings required in MGMT 399 are pertinent to the host engagement. For example, you will need to research primary sources in order to get a good understanding of the problems and challenges your host organization faces. You will also want to research and read secondary sources in support of your analysis and recommended solutions.

OVERVIEW OF ASSIGNMENTS

This spring, student groups will work with the Global Water Alliance/ US EPA. Your group will have the opportunity to rank the challenges posed by Global Water Alliance, and instructors will do their best to award your group one of its topmost choices (See Canvas for a description of the project and its challenges). In order to facilitate an introduction, send a copy of your resume to Stacy Franks who will forward resumes to the host in advance of the kick-off meeting on January 24. Be aware that you may need to sign a confidentiality agreement before the host engagement begins.

After the kick-off meeting, you will have the chance to refine your understanding of the challenge your host organization would like you to address and to report on your progress by giving a series of informal, ungraded oral presentations for review and comment. You will also give a series of formal oral presentations, including a **Status Update**, **Practice Presentation**, and **Final Presentation**, the culmination of your work for your host.

During the course of the semester, one student from your group will serve as the “host contact”—the point person for your group, host, and teaching team. The host contact will copy group members and Stacy Franks on all correspondence. You are required to update your host by email once a week. To stay on task and on track, create a work plan that divides the labor equitably among group members and keep a timeline with “SMART” goals (goals that are specific, measurable, achievable, relevant, and time-bound) assigned to individual group members. If you need a place to work or to make a conference call, Room 2204 SH-DH is available upon request to Stacy Franks.

Professor Keith Weigelt will meet with you each week to monitor progress and to direct you to additional Wharton resources such as Wharton faculty members who have expertise in areas relevant to your project. Professor Anne Greenhalgh will also meet with you each week to facilitate reflection on individual participation and group dynamics and so that group members are mutually accountable and working together as a team. To this end, you will do two rounds of **Individual and Group Feedback and Reflection**.

A NOTE ON GRADING

Since MGMT 399 is highly interactive and experiential, class attendance is required. Lateness and unexcused absences will have a negative impact on your individual performance evaluation and final grade. Although instructors are not obligated to follow a forced curve, grading is relative in comparison to other students and groups. Grade books are also closed once final grades are posted.

Summary of Assignments and Grading							
Individual				Group			
Assignment	Due	Points		Assignment	Due	Points	
First Round Individual Feedback due	2/25	10	25	First Round Group Feedback due	2/25	10	25
Self-Reflection due	2/27			Group Reflection due	2/27		
Second Round Individual Feedback due	5/8	15		Second Round Group Feedback due	5/8	15	
Self-Reflection due	5/10			Group Reflection due	5/10		
				Oral Presentations		Points	
				Status Update	2/21	Complete/incomplete	50
				Practice Presentation	4/18 or 4/25	Complete/incomplete	
				Final Presentation	5/7	50	

SUMMARY OF CLASS SESSIONS

- January 17: Learn about the course, group assignments, and prospective projects
- January 24: Discover your project assignments and host a kick off meeting with your host
- January 31: Consult with Weigelt on scope & Greenhalgh on process
- February 7: Participate in team-on-team consultations facilitated by Greenhalgh & Weigelt
- February 14: Practice giving your host a status update
- February 21: Update your host organization on the status of your project.
- February 28: Take stock of progress and process with Weigelt & Greenhalgh

SPRING BREAK

- March 14: Consult with Weigelt & Greenhalgh on next steps
- March 21: Give a status report
- March 28: Participate in a team-on-team consultation
- April 4: Consult with Weigelt & Greenhalgh on progress and process
- April 11: Give a status report
- April 18: Give a practice presentation for review and feedback
- April 25: Give a practice presentation or dress rehearsal for review and feedback
- May 7: Present your analysis and recommendations to your host and host organization.

ASSIGNMENTS IN DETAIL

Oral Presentations

Your group will give a number of informal, ungraded oral presentations; for example, on February 14, March 21, and April 11, you will give updates on the progress of your group for review and comment by your classmates and instructors. You will also give a series of formal oral presentations, including a Status Update, Practice Presentation, and Final Presentation. The first two are marked complete/ incomplete. The final presentation, a group grade, counts 50% of your final grade.

Status Update

Your Status Update will outline your project's purpose and scope and identify key deliverables. The length of your Update will vary depending on class size. Plan to speak for a minimum of 7 minutes for the presentation, followed by a 5 minute Q&A. Everyone in your group will contribute to the Update, whether by presenting or fielding questions afterwards. Your slide deck will consist of three to five slides for review and comment by your host organization. You will also need to post your deck on Canvas by 11:59 p.m. the night before your presentation. Stacy Franks will print color copies of your deck for your host and instructors.

Practice Presentation

Treat this presentation as the best version of your final presentation to date. Again, the length of the presentation will vary depending on class size. Plan to present for a minimum of 10 minutes, followed by a few minutes of feedback from classmates and instructors. Since your project is a group effort, everyone will have a chance to present. Use this occasion to decide who will give the Practice Presentation to the class and who will present the Final Presentation to the host. On the day you are not presenting, you will join speakers during the Q&A. You will also need to post your slide deck on Canvas by 11:59 p.m. the night before you present. Stacy Franks will print black-and-white copies of your deck for instructors.

Final Presentation

Your Final Presentation will run approximately 20 – 30 minutes, followed by a 10 - 15 minute Q&A. Your presentation will reflect your collective creative, critical, and practical thinking for the benefit of your host organization. Your recommendations will guide the structure of your presentation, and your primary and secondary research will support your analysis. You will speak to your host in a conversational, direct, and considerate way, especially when making recommendations. You will also do your best to look and act like a team; for example, you will manage time effectively, share the floor, field questions with confidence, and create slides with high visual impact. To this end, your group will prepare two slide decks: an abridged version that you will present in class and a full deck that includes relevant appendices of supporting documentation. Post your slide deck and appendices on Canvas by 11:59 p.m. the night before you present. Stacy Franks will print color copies of your deck for your host and instructors.

ASSIGNMENTS IN DETAIL (Continued)

Individual and Group Feedback and Reflection

You will have many informal and two formal opportunities to give and take feedback on your contributions as an individual and as a group. The first round of feedback will help you confirm that you are on the right track and will give you the chance to consider what modifications you might make as an individual and as a group in the second half of the semester. The second round of feedback address your progress as an individual and as a group since mid-term and looks to the future, the next time you work in a group. The first round counts 10% each (individual and group), and the second round counts 15% each (individual and group) for a total of 25% individual grade and 25% group grade.

Individual Feedback and Reflection

Go to Canvas to find the link and give feedback on-line, first, to yourself and, second, to group members. Feedback at its best is honest and benevolent; to this end, make your feedback specific, direct, mutual, timely, and actionable. When you write about yourself, use first person “I.” When you give feedback to each group member, use second person (“you”) and write as if you were speaking face-to-face.

Comment on both “process” and “product” and give an example of each. Feedback on process would include comments on level of engagement inside and outside of class, interpersonal skills, the ability to build a positive host relationship, organizational skills, contribution to a positive group dynamic, and demonstrated leadership. Feedback on product would include comments on contributions to task completion, including but not limited to, time spent in meetings, conducting primary or secondary research, doing financial or SWOT analyses, updating the work plan and time sheets, perfecting slide decks, and delivering oral presentations. Conclude your comments with one or two suggestions for growth and development; in other words, say how you and each group member might improve contributions to process or product or both.

The third step is to write a self-reflection. Professor Greenhalgh or your TA will download your teammates’ written comments and post them on Canvas for you to read and use to write a one-page (250-word) reflection on your contribution to your group dynamics and to your group’s productivity. Conclude your self-reflection with one or two opportunities for growth. Post your write-up on Canvas.

Finally, use your posted self-reflection as a springboard for discussion with your group members and TA or Professor Greenhalgh. Take advantage of this unique opportunity to heighten your self-awareness through feedback and reflection.

Group Feedback and Reflection

You will have an opportunity to give feedback to your group as a whole at the same time that you comment on the contributions of individual members, including yourself. When you write about your group, use first person plural, “we.” Again, comment on both process and product and give an example of each. Feedback on process would include comments about positive relationships, mutual support and accountability, and pulling together as a team. Feedback on product would include comments on task completion such as showing initiative, getting off to a strong start, making

progress on short-term goals, and achieving ambitious long-term goals. Conclude with one or two suggestions for improvement; say what your group might do to improve its group dynamics or productivity or both. Submit your comments on-line.

Professor Greenhalgh or your TA will download all comments about your group as a whole and post them on Canvas for you and your colleagues to read. Once you have access to comments, work with your group members to write a brief (250-word) reflection about your group. Comment on the group's dynamics and productivity to date and offer one or two recommendations for the future. Post the write-up on Canvas.

In the short-run, your collective reflection about your group dynamics and productivity will enable you to stay on track or make some mid-course corrections. In the long-run, you have a rare opportunity in an academic setting to learn from lived experience and gain some insight on working as a team on a real, host engagement.