

## SERVICE LEARNING HOST PROJECTS – SENIOR CAPSTONE

0.5 Credit Units

TUESDAYS 12 – 1:20 p.m.

SPRING 2021

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### INSTRUCTORS

#### Keith W. Weigelt

Marks-Darivoff Family Professor

Professor of Management

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Office hour: By appointment

#### Anne M. Greenhalgh

Adjunct Professor of Management

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Office hour: By appointment

### PROJECT MANAGER

#### Jill Bazon

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Netter Center for Community Partnerships

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### 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 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 live engagement with a host organization

- 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

## **LEARNING TEAMS**

Enrollment in MGMT 399 is limited to 48 Wharton seniors. Instructors will assign no more than five or six students to each group with the aim of maximizing diversity among group members.

## **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.

## **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 have the chance to rank challenges proposed by host organizations, and instructors will do their best to award your group one of its topmost choices (See Canvas for a description of the challenges posed by host organizations). In order to facilitate an introduction, be prepared to share your resume with your host in advance of your kick-off meeting on February 2. 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** 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 and host. The host contact will copy group members and Jill Bazelon on key correspondence. 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.

Professor Keith Weigelt will meet with you each week to monitor your progress on deliverables. Professor Anne Greenhalgh will meet with you 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**. Professor Jill Bazelon will also meet with you to help you manage your relationship with your host.

<b>Summary of Assignments ~ 100 Points Total</b>			
<b>Individual</b>		<b>Group Assignments</b>	
Attendance	12	Dress Rehearsal Status Update	Complete/ Incomplete
IdeaMachine, Images of Leadership (January 26)	2	(February 23)	
		Status Update	10
Round 1 Individual Feedback (March 3 & 5)	9	(March 2)	
Round 1 Group Feedback (March 3 & 5)	9	Dry Run	Complete/ Incomplete
		(April 13)	
Round 2 Individual Feedback (April 28 & 30)	9	Dress Rehearsal	Complete/ Incomplete
		(April 20)	
Round 2 Group Feedback (April 28 & 30)	9	Final Presentation	40
		(April 27)	
Sub total	50	Sub total	50

## **INDIVIDUAL ASSIGNMENTS IN DETAIL**

### **Attendance**

Since MGMT 399 is a highly participative and experiential class, attendance is required. You will earn one point for each class for a total of 12 points.

### **IdeaMachine, Revisiting your Original Image of Leadership**

You will have the opportunity to revisit your original image of leadership, the one you posted when you were an in-coming student in WH101. When you revisit your image and essay, consider the following. Would you post the same image of leadership and explanation now, as you complete your academic career? Would you select a different image but give a similar explanation? The same image and different explanation? Or would you post a different image and explanation? Revisiting and reposting is worth two points.

### **The Feedback and Reflection Process**

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 addresses your progress as an individual and as a group since mid-term and looks to the future. Each component of the feedback process is worth nine points. You will earn points for the quality of your contribution to your group and for the quality of timely feedback to others.

## **Individual Feedback and Reflection**

### 1. Write about yourself and use first person “I”

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 reflection with one or two suggestions for growth and development; say how you might improve on process or product or both.

### 2. Give feedback to each group member

Keep in mind that feedback at its best is honest and kind; to this end, make your feedback specific, direct, mutual, timely, and actionable. Use second person (“you”) and write as if you were speaking face-to-face. Comment on process and product and make one or two suggestions for improvement.

### 3. Write a self-reflection

Once you have your fellow group members’ feedback in hand, write a short (150-word) summative reflection on your contribution to your group dynamics and to your group’s productivity. You will have the opportunity to revisit your Clifton Strengths and Hogan Career report from WH101 as you play to your strengths and consider one or two opportunities for growth and development.

## **Group Feedback and Reflection**

### 1. Write about your group. Use first person plural, “we” and write directly to your teammates.

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.

### 2. Once you have group members’ comments in hand, write a short (150-word) reflection on your group dynamics and productivity to date and offer one or two recommendations for the future.

## **GROUP ASSIGNMENTS IN DETAIL**

### **Oral Presentations**

Your group will give several informal, ungraded oral presentations on your progress and group dynamics. These informal presentations include dry runs and dress rehearsals, marked “complete/ incomplete.” You will also give two more formal oral presentations, a Status Update and Final Presentation.

### **Status Update**

Your Status Update will outline your project’s purpose and scope and identify key deliverables. Plan to speak for 5 minutes for the presentation, followed by a 3 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. Your Status Update is worth 12 points. Criteria for evaluation include your progress to date, evidence of teamwork, and quality of the host relationship.

### **Final Presentation**

Your Final Presentation will run approximately 15 minutes, followed by a 5 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. Your final presentation is worth 40 points. Criteria for evaluation include the quality of your deliverables, demonstrated teamwork, and relationship with your host organization.

## SUMMARY OF CLASS SESSIONS

- January 26: Learn about the course, your group, and prospective projects
- February 2: Discover your project assignments and hold an introductory meeting with your host
- February 9: Consult with Weigelt on scope, Greenhalgh on process, and Bazelon on managing the host relationship
- February 16: Report on your progress, process, and host relationship
- February 23: Do a dress rehearsal of your Status Update for review and feedback
- March 2: Present your Status Update to your host organization\*  
\*Note: day and time may vary, depending on class size and the availability of hosts
- March 16: Debrief your Status Update and plan next steps
- March 23: Consult on scope, process, and managing the host relationship
- March 30: NO CLASS
- April 6: Report on your progress, process, and host relationship
- April 13: Do a Dry Run for review and feedback
- April 20: Do a Dress Rehearsal for review and feedback
- April 27: Give your Final Presentation to your host organization\*  
\*Again, day and time may vary, depending on class size and the availability of hosts