

Add Course Request

Submitted on: 2012-02-23 14:43:07

1. COURSE SUBJECT	GPS
2. COURSE NUMBER (OR PROPOSED NUMBER)	4300W
3. COURSE TITLE	Collaborative Leadership
4. INITIATING DEPARTMENT or UNIT	Center for Continuing Studies
5. NAME OF SUBMITTER	Maxine E Lentz
6. PHONE of SUBMITTER	Phone: +1 860 486 6974
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8. CONTACT PERSON	Maxine E. Lentz
9. UNIT NUMBER of CONTACT PERSON (U-BOX)	4056
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11. EMAIL of of contact person	Email: maxine.lentz@uconn.edu
12. Departmental Approval Date	11/9/11
13. School/College Approval Date	11/9/11
14. Names and Dates of additional Department and School/College approvals	
15. Proposed Implementation Date	Term: Fall, Year: 2012
16. Offered before next printed catalog is distributed?	Yes
17. General Education Content Area	
18. General Education Skill Code (W/Q). Any non-W section?	W No
19. Terms Offered	Semester: Fall Spring Summer Year: Every_Year
20. Sections	Sections Taught: 5 annually
21. Student Number	Students/Sections: 95
22. Clarification: As the number of students in the Bachelor of Studies degree grows we believe that this course will increase in demand as the "W" course in the major, i.e. concentration. As a result, the number of sections offered will increase.	
23. Number of Credits	3 if VAR Min: Max:

	credits each term
24. INSTRUCTIONAL PATTERN	
Online and face-to-face. Face-to-face will meet one evening a week for 3 hours for the entire semester.	
25. Will this course be taught in a language other than English?	No If yes, then name the language:
26. Please list any prerequisites, recommended preparation or suggested preparation: Recommended Prerequisite: GPS 3100	
27. Is Instructor, Dept. Head or Unit Consent Required ?	No
28. Permissions and Exclusions: Open only to Juniors or higher Open only to Majors	
29. Is this course repeatable for credit ?	No If yes, total credits allowed: Allow multiple enrollments in same term?
30. Grading Basis	Graded
31. If satisfactory/unsatisfactory grading is proposed, please provide rationale : NA	
32. Will the course or any sections of the course be taught as Honors? AsHonors	
33. Additional Details:	
34. Special Attributes: Stamford Regional Campus, Hartford Regional Campus, Avery Point Regional Campus, Waterbury Regional Campus	
35. REGIONAL CAMPUS AVAILABILITY: The course will be offered alternatively at the following regional campuses: Stamford Regional Campus, Hartford Regional Campus, Avery Point Regional Campus, Waterbury Regional Campus. It is a new course for the regional campuses and is required for the Bachelor of Professional Studies degree completion, a new program that was approved by DHE in June 2010 and CCS started accepting students in fall 2011.	
36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY: GPS 4300W Collaborative Leadership (3 credits) (either semester) This course examines the significance and application of collaborative leadership for organizational effectiveness. Students will draw upon contemporary theories and models of leadership, particularly those that stress the interconnectedness of relationships and processes across organizational boundaries.	
37. RATIONALE FOR ACTION REQUESTED a) The course is a required course for the new degree completion program, Bachelor of	

Professional Studies.

b) Not applicable

c) Because it is proposed to be a "W" course the maximum enrollment will be 19 students.

d) There is no effect on other departments.

e) There is no overlap with other courses.

f) Center for Continuing Studies was in consultation with the School of Business throughout the development of the Bachelor of Professional Studies degree.

g) This course will be offered at regional campuses for Bachelor of Professional Studies and Bachelor of General Studies students.

h) Not applicable

I) The course will not be cross-listed.

j) The course will not be experimental.

38. SYLLABUS:

Online URL: ([https://web2.uconn.edu/senateform/request/course_uploads/mel10003-1328541315-Collaborative Leadership course v3 with changes accepted for GEOC.docx](https://web2.uconn.edu/senateform/request/course_uploads/mel10003-1328541315-Collaborative_Leadership_course_v3_with_changes_accepted_for_GEOC.docx))

39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this question

a. Course Description:GPS4300W Collaborative Leadership (three credits) (either semester) Open to students in BPS or BGS, others with permission. Recommended Prerequisite GPS 3100. This course examines the significance of collaborative leadership for organizational effectiveness. Students will draw upon contemporary theories and models of leadership, including those that stress the interconnectedness of relationships and processes across organizational boundaries.

b.Course Requirements require weekly readings from the textbook as well as supplemental readings/articles, participation in weekly discussion groups, self-assessments, written case studies, brief papers and a more substantial final paper.

c. Frameworks for classical and contemporary theories of leadership.

Key tenets of collaborative leadership theories and approaches.

Competencies, actions, tasks and styles of effective collaborative leaders

Strengths and weaknesses of classical theories of leadership with collaborative leadership models in selected case environments.

Strategies that apply collaborative leadership across organizational and cultural boundaries.

Linkages between organizational change processes and effective collaborative leadership in professional workplace settings.

Effectively management and leadership in professional organizational environments for enhanced creativity and innovation, and improved efficiency and effectiveness.

Collaborative leadership approaches in a variety of professional organizational contexts and situations.

d. GPS4300W is not currently a general education course.

40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question

41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria

- a. **Arts and Humanities:**
- b. **Social Sciences:**
- c. **Science and Technology:**
 - i. **Laboratory:**
- d. **Diversity and Multiculturalism:**
 - 43. **International:**
- e. **Q course:**
- f. **W course:**

GPS 4300W Collaborative Leadership will satisfy the University requirement to complete a "W" course associated with students major (for BPS this is referred to as a concentration). Students will apply the course content in the process of drafting and revising 2 brief papers (3 pages each, 20% of the grade) and 2 case studies(2 pages each, 20% of the grade). These papers will go through both faculty review and peer reviews. Students will revise these papers on the basis of comments and suggestions for improvement. Also students will complete a final paper approximately 8 to 10 pages (40% of the grade) in length. The paper will developed in four stages and each stage requires completion and approval before proceeding.

The syllabus includes the statement that in order to pass the course the student must pass the "W" component of the course.

Refer to the attached syllabus for a more detailed description of the feedback that will be provided students and the steps for the revision process.

42. RESOURCES:

Does the department/school/program currently have resources to offer the course as proposed
YES

If NO, please explain why and what resources are required to offer the course.

43. SUPPLEMENTARY INFORMATION:

ADMIN COMMENT:

Senate approved W 4.23.12 // GEOCWapp_032012AP. newW_022812AP.

GPS 4300W Collaborative Leadership

Course Description

This course examines the significance and application of collaborative leadership for organizational effectiveness. Students will draw upon contemporary theories and models of leadership, particularly

those that stress the interconnectedness of relationships and processes across organizational boundaries.

Credits: 3

Either semester.

Recommended Prerequisite GPS3100

Formats: In-classroom and online.

Learning Objectives

At the end of the course, students will be able to:

1. Develop a framework for classical and contemporary theories of leadership.
2. Describe key tenets of collaborative leadership theories and approaches.
3. Describe the primary competencies, actions, tasks and styles of effective collaborative leaders
4. Compare and contrast strengths and weaknesses of classical theories of leadership with collaborative leadership models in selected case environments.
5. Formulate strategies that apply collaborative leadership across organizational and cultural boundaries.
6. Discuss the linkages between organizational change processes and effective collaborative leadership in professional workplace settings.
7. Illustrate how to more effectively manage and lead professional organizational environments for enhanced creativity and innovation and improved efficiency and effectiveness.
8. Evaluate and critique collaborative leadership approaches in a variety of professional organizational contexts and situations.

Course Outline

Module 1: Course Introduction: Classical Theories of Leadership (1 week)

Module 2: Differentiating Between Managers and Leaders (1 week)

Module 3: Leading Across Boundaries: The Birth of Collaborative Leadership in Professional Settings (2 weeks)

Module 4: The Basic Tasks of the Collaborative Leader (1 week)

Module 5: Understanding Leader-Follower Dynamics: The Role of the Collaborative Leader in Cultivating Organizational Trust (1 week)

Module 6: The Role of the Collaborative Leader in Fostering Creativity and Innovation in High Performance Teams (1 week)

Module 7: Managing Across Space and Time: Virtual Teams and the Collaborative Leader (1 week)

Module 8: Collaborative Leaders as Change Agents in the Professional Workplace (1 week)

Module 9: Collaborative Leadership Applied: The Case of Global Supply Chains (1 week)

Module 10: Collaborative Leadership Applied: The Case of Extended Enterprise Partnerships (2 weeks)

Module 11: Collaborative Leadership Applied: Breaking Down Silos (1 week)

Module 12: Collaborative Leadership Applied: Toward the Boundaryless Organization (1 week)

Course Requirements

Writing “W” Requirement

This course satisfies requirements for Writing and Information Literacy. University requirements for a “W” (Writing) courses require students to write and revise a minimum of 15 pages. You will be expected to write and revise your papers for clarity and development of ideas, edited for expression and proofread for grammatical and mechanical correctness.

Four Papers: Part of the writing requirement will be met by writing two case studies (two pages each in modules 6 and 8) and two brief papers (three pages each in modules 3 & 10). To strengthen the submission of these papers, first you will receive draft feedback from at least one of your peers. Then you will submit the papers to me for my feedback. You will revise the papers based on peer and faculty review and submit the final paper for a grade. A more complete description of the process for this writing is in HuskyCT.

Final Paper: A final paper will be approximately 8-10 pages and will provide an opportunity for you to explore a topic of special interest in depth. The paper will be developed in four stages, as shown below, with each stage requiring completion and approval before proceeding. The four stages for the final paper are, as follows:

- Submit final paper topic and summary paragraph
- Submit final paper outline
- Submit detailed final paper outline, including first section draft and anticipated references
- Submit completed final paper

I will give you feedback and suggestions at each stage on how to improve the paper. My feedback should be used as a foundation for the necessary revisions that will be made for the final paper. A more complete description of the process for this writing is in HuskyCT.

In all your writing, I will give you formative comments: such as, posing questions, affirming what is working, pointing out shortfalls, and making suggestions for your revision.

Students must pass the writing component in order to pass the course.

APA Format: If you are not familiar with the American Psychological Association (APA) style, strongly consider purchasing an APA format reference, such as the one recommended below. This publication will prove to be extremely helpful as you move through your academic career (because APA is the preferred format for this and many other programs). Regardless of how you find what you need, your work in this course must be properly cited using APA style.

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association. ISBN-10: 1557987912 or ISBN-13: 978-1557987914

Here is a link to APA information and frequently asked questions:
<http://www.apastyle.org/learn/faqs/index.aspx>.

You should also avail yourself of the resources, workshops and tutoring available at the campus most convenient for you. Free online writing tutoring is available to all students. To use the tutoring service click on: <http://etutoring.org/>

You need to know how and when to cite your work given the resources used. If you take core ideas from a reading and paraphrase them, you **must** credit the authors and provide the details of how the source can be found using APA format.

Please do NOT use outside email.

Enrollment is restricted to 19 students.

Students must pass the writing component in order to pass the course.

Course Materials

Required reading:

● **Archer, D., & Cameron, A. (2008). Collaborative Leadership—How to succeed in an interconnected world. Butterworth Heinemann ISBN 978-0-75-068705-8**

- Linden, Russ (2010), Leading Across Boundaries, Jossey-Bass, ISBN 978-0-470-39677-3
Course packet containing the following articles:
- HBR Article – “Are you a Collaborative Leader?”
- HBR Article – “What Leaders Really Do”
- HBR Article – “Leadership that Gets Results”
- HBS Press excerpt – “Building an Effective Team” from Becoming a Manager: How New Managers

Selected chapters from the following:

- Warren Bennis, On Becoming a Leader
- Warren Bennis, Organizing Genius
- Max DePree, Leadership Jazz
- Mentzer et al., Handbook of Global Supply Chain Management
- Academy of Management Review: Special Edition on Organizational Trust
- Rubin, Hank. (2009). Collaborative Leadership: Developing Effective Partnerships for Communities and Schools. Corwin Press
- Bolman & Deal, Reframing Organizations (chapters 17 & 18)

Note: Other books may be added or substituted on this list

Course Requirements and Grading

Discussions and Participation – 20% of course grade. Students will be expected to post original responses to discussion questions and read and comment on the work of their colleagues throughout the course on a regular basis. The quality (or insightfulness) of comments are more important than the

quantity of postings. The expectation is that you will read and comment on your colleagues work for mutual learning and growth in the field. Dialogue is the basis of learning and serves to clarify, challenge, critique, and affirm our understandings.

Written Cases -- 20% of course grade.

There will be two (2) cases to be analyzed. Each case requires a write up of approximately two pages and will require you to address a series of questions based on readings and theories related to that specific case. These cases will be peer reviewed before submission.

Brief Papers -- 20% of course grade

There will be two (2) short papers of approximately three pages in length that will be written on leadership methodology topics germane to the course. Topics may be selected from a list to be furnished by the instructor or another topic of interest to you and approved by the instructor. These papers will be peer reviewed before submission.

Final Paper – 40% of course grade.

The final paper requires that you apply knowledge gained through this course including relevant concepts, theoretical approaches, case examples and contemporary issues discussed. In particular, the final paper must leverage the analyses, recommendations and writing of the two written short papers and two written cases. As part of your paper’s development, you are required to submit a paper topic and prepare a proposal outline (on the general subject of Situational Application of Successful Collaborative Leadership) with at least 4-5 references by key due dates. The final paper should be 8 to 10 pages in APA style, single spaced in Times New Roman 12 point font. The final paper will be staged through the following four steps:

- Submit final paper topic and summary paragraph
- Submit final paper outline
- Submit detailed final paper outline, including first section draft and anticipated references
- Submit completed final paper

I will provide appropriate feedback and a Go/No Go decision at each of the first three stages to allow you to proceed to the next stage. Your paper is to be well written in the active voice, with proper grammar and spelling. The specific requirements are provided in a linked *Term Paper Project Rubric* in HuskyCT. The deadline for submitting your *Term Paper Project* is listed in the HuskyCT *Calendar and Assignments* tools. Additional details and parameters for the final paper will be provided in the course.

Final letter grades for this course will be determined based on the following scale:

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7

77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Due Dates

The Calendar tool in HuskyCT lists all due dates for the course. All course deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly.

Feedback and Grades

I will make every effort to provide feedback and grades in a timely manner. To keep track of your performance in the course, use the *My Grades* tool. In addition, the *Assignments* tool has its own grading feedback mechanisms for paper submissions.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the University of Connecticut's Student Code, available at http://www.community.uconn.edu/student_code.html. Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on

Academic Integrity in Undergraduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism please visit the Center for Continuing Studies Writing, Research and Plagiarism Web site

<http://continuingstudies.uconn.edu/onlinecourses/webct/olr/wrr.html> .

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proof read all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, *The Core Rules of Netiquette* at <http://www.albion.com/netiquette/corerules.html>

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures* to follow:

Matriculated students should add or drop a course through Peoplesoft.

Non-degree students should complete the Add/drop form.

*Procedures for dropping summer session courses vary. Contact the Student and Financial Services office at 800-622-9907 for more information.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

Undergraduate Catalog at <http://www.catalog.uconn.edu>

Academic Calendar http://www.registrar.uconn.edu/calendar_11_15.htm

The University's Academic Calendar contains important semester dates.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

The University of Connecticut's online course management system, HuskyCT, is a product of Blackboard, Inc. "Blackboard measures and evaluates accessibility levels using two sets of standards; Section 508 of the Rehabilitation Act issued from the United States federal government and the Web Accessibility Initiative (WAI) issued by the World Wide Web Consortium (W3C)." (Retrieved December 1, 2008 from <http://www.blackboard.com/company/accessibility.aspx>).

Software and Platform Requirements

- Microsoft Word
- Microsoft Powerpoint
- Adobe Acrobat Reader
- Internet Access

This course is completely facilitated online using the learning management platform, HuskyCT. Ensure your Internet browser and browser settings are HuskyCT compatible by viewing the following settings information. If you have difficulty accessing HuskyCT, call the Learning Resource Center (LRC) at (860) 486-1187, or visit its online help (including instant chat) at <http://lrc.uconn.edu/help>

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in Microsoft Word or Microsoft PowerPoint program formats.
- Copy and paste text, graphics or hyperlinks.
- Use Microsoft PowerPoint and Microsoft Word to create and share information.
- Work within two or more browser windows simultaneously.
- Open and access PDF files
- Proper writing with APA citations

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research.