Power and Influence in Leadership
DPLS 777 – Spring 2015

*Syllabus in Process*

*Please Note: This information is preliminary. Final syllabus and all assignments will be posted on Black Board. Additionally, the major assignments will be discussed the first class day.

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Power and Influence in Leadership  
DPLS 777- Spring 2015 (3 credits)  

COURSE INFORMATION

| Instructor: Kem Gambrell, Ph.D. | Day of the Week/Time: Saturdays; 8 a.m.-noon |
| Email: gambrell@gonzaga.edu | Dates: 1/17, 1/24, 2/7, 2/21, 3/7, 3/21 |
| Phone: 509-313-3488 | Location: Tilford 105 |
| Office: Tilford 226 | |
| Office Hours: Please call or email for an appointment | |

*Syllabus in Process*

*Please Note: This information is preliminary. Final syllabus and all assignments will be posted on Black Board. Additionally, the major assignments will be discussed the first class day. Any readings required for the first day of class will be emailed to students several weeks before class begins.*

School and Department Theme Statement:
The Doctoral Program in Leadership Studies and the School of Professional Studies at Gonzaga University seek to build "people for others," people able to define their own sense of identity, live within a moral framework, and articulate and advance social justice.

Course Overview:
If leadership is about relationships, power is the ability to influence others. In the organizations, the dynamics of power and influence surround us. They play a role – often a fundamental role – in nearly the all aspects of life, from individual relationships, career advancement to broad organizational change. This course is designed to study the large body of theory and research regarding power, influence and political skills, with the applied context of individual, community and organizational leadership. Students will analyze research critically from a theoretical and empirical perspective, apply the concepts, as well as develop an aptitude for leadership applications.

My Course Philosophy:
My goal and philosophy of the course is to help students begin/continue to analyze and practice leadership from a foundational leadership perspective. Power and Influence is one of basic leadership theories and helps leadership understand “how” relationship impacts influencing others to achieve the “goal”. Thus, this class will utilize a variety of learning methodologies, including case study, dramaturgical and roleplaying.
Course Goals:

By the end of the course the student will be able to demonstrate the following:

1. Critique articles in the power and influence field.
2. Analyze shortcomings, limitations, and gaps in power and influence research.
3. Compare and contrast the theoretical underpinnings of power and influence theories.
4. Apply theories of power and influence to individuals, community and organizational settings.
5. Demonstrate various power and influence theories.
6. Integrate major leadership perspective with models of power and influence.

DPLS Learning Goals:

As part of the DPLS learning community, students will:

1. Understand principles of contemplation and discernment in order to facilitate personal development and to become more authentic leaders.
2. Understand the role of ethics in leadership, and develop ethical reasoning and reflection skills that will enhance positive, healthy relationships and that will move self and others toward the goodness of life.
3. Inspire, create, and lead based on respect for and accountability to others, their organizations, and humanity as a whole.
4. Understand organizations as social constructions that are living, dynamic systems. This leads to purposeful thought, words, and action regarding the change process at the individual, organizational, and global level.
5. Through the practice of positive organizational leadership, develop the ability to seek goodness, engender and amplify it, in personal, organizational, and global systems.
6. Understand and prize diversity and promote global approaches to issues, with special attention to the implications of diversity for individuals, organizations, and societies.
7. Become increasingly committed to social justice, and through their participation in community activities, refining the skills relevant to bringing about more humane social institutions.
8. Develop research competencies that are founded on practices of rigorous scholarship and that inform a practice of seeking truth in social science.

Gonzaga Mission Statement

Gonzaga University is an exemplary learning community that educates students for lives of leadership and service for the common good. In keeping with its Catholic, Jesuit, and humanistic heritage and identity, Gonzaga models and expects excellence in academic and professional pursuits and intentionally develops the whole person -- intellectually, spiritually, physically, and emotionally.
Through engagement with knowledge, wisdom, and questions informed by classical and contemporary perspectives, Gonzaga cultivates in its students the capacities and dispositions for reflective and critical thought, lifelong learning, spiritual growth, ethical discernment, creativity, and innovation.

The Gonzaga experience fosters a mature commitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for the planet. Grateful to God, the Gonzaga community carries out this mission with responsible stewardship of our physical, financial, and human resources.

**Required Texts/Reading Materials:**


Washington, DC American Psychological Association. (Required of program)

Machiavelli “The Prince” (There are a number of publishers for this book)

Tjosvold, D. & Wisse, B. (Eds.). (2009). *Power and interdependence in organizations*  

**Other required course material will be posted on BB or emailed to class. Please check BB weekly.**

Optional/Suggested Reading Materials: (Sections of these readings will be used in class).


**My Role:**

My role in this course is NOT to lecture or provide lengthy videos or presentations, but rather to facilitate a process that allows us all to bring our own interests and expertise to the class. My goal is to provide materials, experiences, and expertise that will encourage the class to interact with each other and engage in “in-depth” discussions of the readings and other course materials. As someone conscious that there are many learning styles, it is my goal and personal expectation to present material in a variety of ways to better help facilitate learning and comprehension. I encourage respectful exchanges and even differing opinions and hope to see us all learn from each other – including those who support our opinions/viewpoints as well as those who present
opinions/viewpoints that differ from our own. My role will be to provide facilitation, guidance, encouragement and clarification (as needed).

Students Role:
As a student in the DPLS program, your role is to actively engage in helping create, and being an enthusiastic colleague in the development and maintenance of a healthy and productive learning environment. To do this requires continued preparation, communication with the instructor and your classmates, as well as being willing to ask questions and contribute to understanding. In addition, coming with an open and curious mind-set, willing to explore and consider other perspectives is strongly encouraged. As a doctoral level learner, active contribution, participation and attendance are a necessity.

Statement on Intercultural and Diversity Awareness:
This course will be conducted such that all perspectives, beliefs, world views, etc. will be welcomed, respected, and encouraged. As a doctoral level class, engaging with and learning from a multitude of perspectives is a necessity. It is also my firm belief that openness to others is a fundamental value and both an ethical and moral imperative. Please consult the Gonzaga Website at: http://www.gonzaga.edu/About/fed-state-regulatory-compliance.asp for a more complete expression of the University’s position and commitment to these values. You may also consult the University Mission at: http://www.gonzaga.edu/About/Mission/MissionStatement.asp

Academic Honesty:
As a doctoral student, DPLS expects the highest level of academic performance. As such, appropriate citation and “truth-telling” is not just a requirement, but also an expectation. For details on Gonzaga University’s Code of Academic Honesty policy, please see: https://www.gonzaga.edu/campus-resources/Offices-and-Services-A-Z/Academic-Vice-President/AcademicHonestyPolicy2002.pdf

Title IX Statement:
Gonzaga University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Gonzaga. If you have been the victim of sexual misconduct we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct I must report the matter to the Title IX Coordinator. Should you want to report to a confidential source you may contact the following:
- Gonzaga Health Center | 509.313.4052 | 704 E Sharp Avenue
- Gonzaga Counseling Center | 509.313.4054 | 324 E Sharp Avenue
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role. | 509.313.4242
- University Lutheran Community Services and SAFeT | 509.624.RAPE*

Writing:
Students will be held to graduate level writing expectations, which includes not only correct grammar and spelling, but also a higher level of critical thinking. For the MBA program, this
includes writing clearly and concisely, as well as using APA Publication Manual (6th edition) standards. While it is my job to provide comments and feedback to students, especially in regards to course content, it is not my intent to edit student’s papers.

**Grading & Homework:**
Leadership is at the core of effective business and organizational practice. Developing relationships with colleagues, active participation, thoughtful introspection, and the ability to examine the art and science of leadership are important leadership and classroom “tools”. With this in mind, listed below are the course assignments:

**Late work will not be accepted** unless mitigating circumstances and *prior* arrangements with me have been made. Being absent from class does not constitute cause from turning work in on time. Please discuss any conflicts with me, prior to missing class.

**Assignments and Homework:**

*To be determined:*

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