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Power and Influence in Leadership  
DPLS 777- Spring 2018 (3 credits)  

COURSE INFORMATION

Instructor: Kem Gambrell, Ph.D.  
Email: gambrell@gonzaga.edu  
Phone: 509-313-3488  
Office: Tilford 226  
Office Hours: Please call or email for an appointment  
Day of the Week/Time: Saturdays; 8 a.m.-noon  
Dates: 1/20, 2/3, 2/17, 3/3, 3/24, 4/7, April 20-21 (Leadership Symposium), 4/28  
Location: TBD  

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 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”. It is also a perspective that is better learned through experience. Thus, this class will utilize a variety of learning methodologies, including case study, dramaturgical and roleplaying.  

Course Goals:  

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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:

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

**Other required course material will be posted on BB. Generally, access to advanced materials will be available, however at times, some will be uploaded to BB at the time needed.**

**Please check BB weekly.**

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.

How to “manage” Kem:

*(Here are a couple of things to consider as you and I work together in and outside of the classroom)*
1) I consider a graduate program to be a journey. Thus, I expect that you (and I) will learn and grow along the way.

2) Be patient with yourself, with me, and with your colleagues.

3) Communicate. I can’t help or advocate for you if I don’t know what is going on. I am happy to schedule a meeting with you to talk about your needs, and how you can be successful in the program. I have even been known to meet off campus for a cup of tea.

4) I am open to explaining things several different times and ways- if you are confused ask for clarification- it’s okay! And...I enjoy trying to explain the multiple options, so ask.

5) My desire and intent is to help you navigate class and the program successfully. Have some faith in the process, me and you.

6) The goal is to learn this stuff well, not get an “A”. Success is completing the journey (aka the diploma), not the grade. Please remember that the grade does not dictate how much or how well you have learned, or what you will do with the information in the future. So be here to absorb all you can.

7) I like to have fun and enjoy it- life is too short! I hope you want to have some fun as well. So let’s not take any of this too seriously.

8) Be open to the joy and the messiness of engagement, struggle, contemplation and stretching yourself, and helping your colleagues stretch. This is what growth and learning are all about. “Go where you have never gone before...”

9) This class we will do a number of role play and other engaging activities to “practice” power and influence...be prepared to play and deconstruct the undertakings.

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 for a more complete expression of the University’s position and commitment to these values. You may also consult the University Mission.

It is my intention to conduct this course in such a manner that a clear respect for diversity is maintained throughout the course content, activities, and with materials used. This includes respect for treatment of materials related to gender, sexual orientation, disability, age, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), culture (beliefs, customs, arts, and institutions of a society), and other differences. Feedback and suggestions are welcomed.

Student Academic Success:
Gonzaga University will make reasonable accommodations for persons with documented disabilities. Students should notify Disability Resources, Education, & Access Management

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located at Foley 209, extension 4134 and their instructors of any special needs. Instructors should be notified the first day of classes.

**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 click [HERE](#).

**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 DPLS 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.

Unless otherwise noted, **all assignments** must be professionally produced. The references used in your written assignments should be scholarly (APA). You should critically assess the worth and potential biases of your sources when including anything other than scholarly works. Your citations should be primarily based on books, journal articles, etc. This includes appropriate citation. If needed, please use the Writing Center on campus for help and APA assistance.

**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.
Grading Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98% - 100 %</td>
</tr>
<tr>
<td>A</td>
<td>94% - 97%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 93%</td>
</tr>
<tr>
<td>B+</td>
<td>88% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>84% - 87%</td>
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<tr>
<td>B-</td>
<td>80% - 83%</td>
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<tr>
<td>C+</td>
<td>78% - 79%</td>
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<td>C</td>
<td>74% - 77%</td>
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Grading Criteria:

- **Class participation (40%)**:
  
  For this class, attendance is imperative. A number of in-class activities will be conducted and active presence and participation is a must. In addition, often activities will be done in a team format, so playing well and effectively with others is also essential. Furthermore, a high degree of preparation, as well as quality and quantity of input will be expected. You are expected to participate each week and to come to class having read the material, prepared for dialogue and interaction with your classmates and I. If necessary, this may also include short in-class quizzes to encourage reading.

- **Assignments (30%)**:
  
  There will be several assignments done both inside and outside of class time. One of these is the “case analysis” where course material to date, will be applied to a case study given by the instructor. In addition, there will be a major group project for this course that will be “presented” during the Leadership Symposium that students will be required to complete. (April 20-21st). Further details will be discussed in class and posted to BB.

- **Writing Exam (30%)**:
  
  For the final paper, the students will be asked to write a literature review on a power and influence topic of their choice. Because this is a literature review, personal opinions are not to be included. Grammar and punctuation will be included in the evaluation. Further details will be discussed in class and posted to BB.