

**HUMAN COMMUNICATION STUDIES**  
**LEADERSHIP – TOXIC & INTOXICATING LEADERSHIP**  
**HCOM 445**  
**Spring 2023**

**Instructor:** Dr. S. Irene Matz  
 Associate Professor

**Office Hours:**  
 Tuesday/Thursday 10:00 – 11:00 a.m.  
 Or by appointment

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**Class Meeting Time & Place**

**Tuesday 4:00-6:45 p.m. Schedule No. 12760**  
**Room: CP 128**

**Course**

Required Texts: Northouse, P. G. (2022). *Leadership theory and practice* (9<sup>th</sup> ed.). Thousand Oaks, CA: Sage Publications.

Lipman-Blumen, J. (2005). *The allure of toxic leaders why we follow destructive bosses and corrupt politicians – and how we can survive them*. New York: Oxford University Press.

Other Suggested Readings:

Chaleff, I. (2015). *Intelligent disobedience*. Oakland, CA: Berrett-Koehler Publishers, Inc.

Riggio, R.; Chaleff, I. & Lipman-Blumen, J. (2008). *The art of followership*. San Francisco: Jossey-Bass.

Goleman, D. (2000). *Working with emotional intelligence*. New York: Bantam Books.

Hoel, H. & Cooper, C.L. (2002) *Workplace bullying*. London: Taylor & Francis.

Howell, Jon P. (2013). *Snapshots of great leadership*. New York: Routledge.

Kellerman, B. (2008). *Bad leadership*. Harvard Business School Press. Boston, Massachusetts.

Course Description:

Prerequisites: appropriate junior, senior and graduate level theoretical coursework; upper division writing course from discipline. The course explores theories and concepts in communication, focusing on leadership styles, connective leadership, dynamics of relationships between toxic leaders and followers, gender differences in leaders, bullies in the workplace, and ethical issues.

### Learning Goals, Objectives & Outcomes:

- Learn collaborative and cooperative leaders styles
  - Identify various styles of leadership with various historical and current leaders
    - Transformational, autocratic, consensual, servant, & inclusive leadership
  - Identify gender and leadership
  - Identify toxic behaviors and intoxicating behaviors
  - Identify the prodromes or warning signs of toxicity
- Study leadership approaches, conceptual frameworks and effects on others
  - Identify leaders who used various approaches and styles and its effects
  - Learn various conceptual frameworks of leaders
- Discover the dynamics of relationships as it relates to leadership
  - Followership with leaders and their influences
  - Identify various followers' styles and motivators
  - Identify why toxic leaders are followed
- Learn about bullies in the workplace
  - Identify these behaviors and who has the power to influence
  - What are the prodromes or warning signs
- Study ethical standards and leadership ethics
  - Focus on real life examples of violations of ethics
  - How can we guard against webs of deception
- Visit the Museum of Tolerance
  - Learn about toxic groups and organizations both recent and historical
  - Recognize the chronology and incremental toxic growth of leadership and followership

### **Course Policies**

University regulations require that you are provided with a statement about plagiarism and other informational services in the course syllabus.

#### **Academic Dishonesty**

Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts. (please see <http://www.fullerton.edu/senate/PDF/300/UPS300-021.pdf>.)

#### **Plagiarism**

Plagiarism is defined as the act of taking the specific substance of another and offering it as one's own without giving credit to the source. Sources must be cited accurately and appropriately. When sources are used, acknowledgment of the original author or source must be made following standard scholarly practice. Cases of plagiarism will constitute dismissal from the course with a failing grade.

### **Differently abled**

Students with documented special needs are supported through the Disabled Student Service (DSS) office, UH 101, 657-278-3117 and as documented at [www.fullerton.edu/disabledservices/](http://www.fullerton.edu/disabledservices/). If you have a need, but have chosen not to register at the DSS office, please discuss with me so that I am aware and can make special accommodations for you. I cannot support you with special needs if you do not make me aware of these. I promise confidentiality, support, and understanding. I am here to make your life easier, not more difficult; I hope to gain your trust.

<http://fdc.fullerton.edu/teaching/syllabus.php>

- ◇ Academic Dishonesty Policy
- ◇ Emergency Preparedness
- ◇ Undergraduate Student Learning goals
- ◇ General Education: Programmatic Student Learning Goals & Outcomes
- ◇ Graduate Student Learning Goals
- ◇ Student Learning Outcomes by Degree Programs
- ◇ Library Support
- ◇ Final Exam Schedule

### **Emergency**

<http://emergencypreparedness.fullerton.edu>. Make certain that the University has your updated and current contact numbers.

### **Health Services for Students**

- CAPS 24/7 crisis phone services for students: (657) 278-3030
- YOU@Fullerton: A free and confidential wellness portal that connects students to academic, physical and mental health resources. Students should visit <https://you.fullerton.edu>.
- CAPS appointments for students: (657) 278-3040 or visit:
- <https://www.fullerton.edu.edu/caps/>

### **Flexibility**

Please allow for flexibility with our schedule due to class enrollment, class speakers, or other events that need a schedule adjustment. If assignment dates changed, it will always be to your advantage and give you more time not less. If there are changes, you always have the opportunity to hand the assignment in on the first deadline.

### **Assignments**

All assignments are accepted on or before the due date. Assignments should be “professional” quality and must be completed and handed in for a final grade. Please type all assignments and use APA citation style. This is an upper-division course and it is expected that you will hand in quality work that includes grammar, syntax, spelling, and appropriate APA citation.

I do not offer extra credit assignments. If you complete the course requirements with commitment, you will have given ample time for this course and learning opportunities and to allow more assignments make it more difficult for you.

If you need extra time or accommodations, please privately let me know whether you are enrolled in DSS or not. *I am here to help you succeed!*

APA guide: <https://owl.english.purdue.edu/owl/resource>

### **Academically challenging**

I want this course to challenge you academically and personally for your growth potential. Your personal video will help me know your goals for the class so that I can appreciate your potential, challenging opportunities, and commitment to the course.

### **Technical support**

Please contact the following link or 657-278-7777 for technical support.

### **PLUS/MINUS GRADING Definition of Grades and Their Corresponding Grade Points**

<b>A</b>	<b>500-465</b>
<b>A-</b>	<b>464-450</b>
<b>B+</b>	<b>449-440</b>
<b>B</b>	<b>439-415</b>
<b>B-</b>	<b>414-400</b>
<b>C+</b>	<b>399-390</b>
<b>C</b>	<b>389-365</b>
<b>C-</b>	<b>364-350</b>
<b>D+</b>	<b>349-340</b>
<b>D</b>	<b>339-315</b>
<b>D-</b>	<b>314-300</b>
<b>F</b>	<b>299-below</b>

<b>Assignment</b>	<b>Points</b>
<b>Attendance (1 point each session)</b>	<b>15</b>
<b>Individual shared article</b>	<b>15</b>
<b>Mid-term Assessment</b>	<b>100</b>
<b>Individual Paper</b>	<b>100</b>
<b>Group Assignment: Oral</b>	<b>50</b>
<b>Group Assignment: Written</b>	<b>100</b>
<b>Team case study</b>	<b>20</b>
<b>Final Assessment</b>	<b>100</b>

<b>SCHEDULE Spring 2023</b>		
<b>Date</b>	<b>ASSIGNMENT</b>	<b>CHAPTER</b>
Tuesday		
1/24	Introduction to course; self-introductions; leadership; toxic leadership <b>Toast to the semester 🍷</b>	L 1
1/31	Toxic Leadership; Psychological Needs; Allure of Toxic Leaders; Form Groups for Final Project	L 2, 3, 4, 5, 6
2/7	Leadership Approaches, trait, skills, behavioral, situational	N 2, 3, 4, 5
2/14	Transformational Leadership, (Lincoln, Theodore Roosevelt, Franklin D. Roosevelt & Lyndon B. Johnson)	N 8
2/21	<b>Part I Group Paper Abstract (150 words)</b> Servant Leadership	N 10
2/28	Inclusive Leadership	N 12
3/7	<b>Mid-term Assessment</b>	
3/14	Followership <b><i>Defeating the Toxic boss: The Nature of Toxic Leadership and the Role of Followers, Journal of Leadership &amp; Organizational Studies, Vol. 27(2) 117-137, Milosevic et al.</i></b>	N 13
3/21	Emotional Intelligence <b><i>Individual paper discussion (paper due)</i></b>	Goleman et al.
3/28	<b><i>Spring Break</i></b>	
4/4	Gender and Leadership	N 14
4/11	Movie	DVD
4/18	Discussion	
4/25	<b><i>GROUP PAPER &amp; POWERPOINT DUE</i></b> <i>Leadership Ethics</i>	N 15
5/2	<b><i>Group Presentations &amp; Discussions</i></b>	
5/9	<b><i>Group Presentations &amp; Discussions</i></b>	
5/16	<b><i>FINAL EXAM – 5:00 – 6:50 P.M.</i></b>	

**KEY:** N – Northouse text & L = Lipman-Blumen text

**Speakers:** TBA

**Films & clips:** *Guyana Tragedy; Judgment at Nuremberg Tribunals clips*

Field trip:

*Museum of Tolerance in Los Angeles – Sunday afternoon; dinner and discussion at Factor’s Restaurant after tour hosted by professor. We will have a private room and possibly meeting of the owner whose mother is a Holocaust survivor.*

*The specific date will be determined by students and professor first week. Need signed permission with release form and emergency contact person and number. .*

*Carpool with colleagues.*

***Assignments:***  
***HCOM 445***  
***Spring 2023***

***INDIVIDUAL PAPER (100 points)***

Research a toxic (bad) or intoxicating (good) leader of your choice. Leaders are judged by scholars, historians and the general public as immoral, evil, toxic, moral, trustworthy, ethical or good. Review our discussions, readings and theories of leadership – both good and bad – and write a paper that reflects these in comparison to the leader. Include in your discussion – did the person have a strong influence (why or why not); was the outcome of this leader disastrous for followers and others or was the outcome influential; why did people follow this person; what characteristics were apparent; can you speculate reason for the person’s toxicity and motivation; what style of leadership did the person exhibit (autocratic, consultative, etc.); anything in the person’s background that helps to understand or explain behaviors? What was your interest in choosing this person to research? Doris Kerns Goodwin has written about leadership. You may want to read and reference her writings.

Write a discussion paper that relates our class discussions, course readings and your findings.

- Use APA report style
- Five pages in length – double spaced (minimum)
- Title page
- Minimum of ten sources
- Include a reference page

*Graduate Students:*

- 10 pages in length – double spaced (minimum)
- 20 sources
- Above requirements

Please submit your paper in Canvas as well as a hard copy at the beginning of class.

You will informally discuss your findings on due date March 21, 2023. All papers due, in hard copy turned into class at the beginning of the class.

**GROUP ASSIGNMENT:****Oral 50 points & Written 100 points****Due Date: April 25, 2023****All papers and PowerPoint slides (three to a page) are due in hard copy format to the professor at the beginning of the class.****Group Presentations will be delivered on May 2<sup>nd</sup> and 9<sup>th</sup>. A schedule will be distributed.**

You will participate in a group of 3-5 members. At the completion of the project, all members will complete a confidential peer evaluation of all members, including themselves. Your individual grade will reflect your participation in the group and their feedback. *Graduate students will be assigned to groups and use their experience and knowledge to help guide the work; although, they may or may not be the leader of the group. This gives undergraduate students the opportunity to learn from the graduate students in how to research, write a research paper using APA rules, working and learning together. In addition to being a group participant/member, they will serve as mentors. Remember that all group members are responsible for the final paper. Make certain that you have read, edited, and corrected any errors. Graduate students will be responsible for the same participation as other members.*

The project will include a corporation (profit or nonprofit) and its leadership tracked for at least a 10-year period or longer (depending on the leadership change over the years). Your research should include the corporate and leadership philosophy, style, theoretical framework and outcomes. The goal is to analyze your findings and gain insight into our studies and the corporate world, especially focusing on the leadership and its effect on the organization – its members, profit and loss, stakeholders, stockholders, and reputation both inside and outside the organization.

Some of your findings should include:

How has the leadership changed over the years? According to our studies, what type of leadership was exhibited? What weaknesses and strengths did you discover-corporate, individual? How did the leadership affect the organization, its members, shareholders, stakeholders? What were challenges that they faced during this period? How did they respond?

- Use primary and secondary research
- Use APA report style
- Ten pages in length-double spaced (minimum)
- Title page
- Minimum of 20 sources
- One paper per group
- Include a reference page
- Include:
  - ✓ Journal articles
  - ✓ Newspaper articles
  - ✓ Magazines (*Time*, *Newsweek*, others)
  - ✓ Books

- ✓ Annual reports
- ✓ Interviews
  
- ✓ Consider the following to enhance your paper and grade. Include tables, figures, stock charts, diagrams maps or other visual devices in the text to help explain your story to the reader. Interviews with employees are also helpful. These can also be used in your oral presentation.

Your group will have 30 minutes to discuss your findings. You may present in any format that you choose —PowerPoint, Prezi, or other followed by a Q & A session (15 minutes) that gives you the opportunity to answer questions that may have not been addressed in your presentation. If you are including film clips, do a practice to ensure that it works properly.

### ***Team Case Study (20 Points)***

Teams (2 members) will be assigned to a case study, then present your case to the class and discuss it using course theories and concepts. A one-page bullet point with your references will be due on the date of your presentation. A schedule will be assigned.

### ***Current Event Article (15 points)***

Students will bring in an article of interest each week that relates to our course to share with the class. These will be shared at the beginning of the class. You will have five (5) minutes. You will be given one (1) point per week. No paper is due.

Make this an unforgettable, enjoyable experience. Be creative. You have limited guidelines because I want you to be innovative in designing your project. Good luck!

### **Group Schedule**

***Part I- Abstract (due February 21, 2023) Hard copy to the professor at the beginning of class.***

Write 150-word abstract about your study-purpose of the case study. Include a clear statement of the critical issues and leadership.

***Part II- Group Paper and PowerPoint (due April 25, 2023) Hard copy to the professor at the beginning of class.***

This should follow several drafts. Your goal is to make it cogent, correct, terse and interesting to read, but above all, accurate. Your final paper should include rank ordering of the critical issues in the organization and its importance. Your conclusion should include the present status of the organization and your implications about the study.

***Part III – Group Presentations (May 2<sup>nd</sup> and May 9<sup>th</sup>).***

#### **Note:**

This is a course that I designed many years ago, and it is taught in the spring only. I enjoy teaching leadership because it is vital for businesses, industry, government, academe, medical and all professions. Whether it is a small group or a global responsibility, it is imperative that we all learn to identify those behaviors that make leadership strong and especially identify those warning signs of toxic and intoxicating leadership. It is important that we critique our leaders and demand strong leaders with character, strong values and ethics. I respect your feedback to continue to make this course stronger and better. I look forward to your input during and at the end of the semester.

*Let's learn, have fun, and enjoy the fellowship of all members of our HCOM 445 community! I love this class and am hopeful, if I am successful, that it will be your favorite class, too.*

*S. Irene Matz, Ph.D.*

***Leaders are born with innate traits; leadership can be learned.***

Abraham Lincoln (Lincoln's Last Trial 2018)