## HUMAN COMMUNICATION STUDIES

## LEADERSHIP – TOXIC & INTOXICATING LEADERSHIP

## HCOM 445

## Spring 2018

**Instructor**: Dr. S. Irene Matz **Office Hours**:

 Associate Professor Tuesday 10:00 – 11:00 a.m.

 Tuesday 2:30 – 3:30 p.m.

 Thursday 2:30-3:30 p.m.

 Or by appointment

**Office**: CP 420-11

**Mail**: CP 420

**Phone**: 657-278-4418 E-mail: imatz@fullerton.edu

Website: http://commfaculty.fullerton.edu/imatz

**Class Meeting Time & Place**

Thursday 4:00-6:45 p.m. CP 129

## Course

Required Texts: Northouse, P. G. (2009). *Leadership theory and practice* (7th 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 Goleman, D. (2000). *Working with emotional intelligence*. New York:

Readings: Bantam Books.

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

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

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

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:

* Learn collaborative and cooperative leaders styles
	+ Identify various styles of leadership with various historical figures
	+ Identify gender differences
	+ Identify toxic behaviors and intoxicating behaviors
* 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
	+ Identify how forming relationships influence others
* Learn about bullies in the workplace
	+ Identify these behaviors and who has the power to influence
* Study ethical standards
	+ Focus on real life examples of violations of ethics
	+ How can we guard against this web of deception

### Assignment & Assessment Percentage

**Attendance & Participation**

A = 0-1 class

B = 2 classes

C = 3 classes

Below = F

**Course Policies**

University regulations require that you are provided with a statement about plagiarismin thecourse syllabus.

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.

Integrity: Academic honesty is a core value at Cal State Fullerton (please see http://www.fullerton.edu/senate/PDF/300/UPS300-021.pdf.) It is cheating if you develop your answers from sources other than those permitted by your professor or represent the work of others as your own. A few specific examples are:

* Using the notes of others
* Using the work of other students
* Handing in work that isn’t yours
* Taking a test for someone else
* Sharing your answers to examination questions or class assignments with others

Attendance: Part of your grade will depend on your attendance. Please reference the attendance scale for your letter grade that will be factored into your final grade. Good attendance and promptness are professional behaviors that reflect a responsible employee who is valued. If you must miss a class, please email or phone the professor prior to the class meeting. Please be on time for classes; tardiness interrupts the entire class – use this opportunity to develop habits that lead to your success. A “F” on attendance will automatically earn you a failing grade for the course unless you previously have contacted the professor. Participation is rated on respect for other students and your professor in addition to your active interest and comments during the course. Doing other work in our class; reading other materials; studying for exams; using your computer for other than taking notes are all examples of behaviors that are disruptive to other students and your professor. Please be respectful!

Disability: Students with documented special needs are supported through the

 Disabled Student Service Office, UH 101, 657-278-3117 and as

 documented at [www.fullerton.edu/disabledservices/](http://www.fullerton.edu/disabledservices/).

Emergency: <http://emergencypreparedness.fullerton.edu>. Make certain that the

 University has your updated and current contact numbers.

Electronics: Please make certain that all cell phones and other technical equipment are turned off during class meetings. Laptops are for class notes only and need professor’s approval before using in class. Other use in class is not appropriate or tolerated.

Flexibility: Please allow for flexibility with our schedule due to class enrollment, class speakers, or other events.

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.**

Grading: Use this as a guide for your written assignments:

 **CLARITY** – structural pattern clear, sentences and paragraphs well developed, transitions and report development.

 **CONCISENESS –** strive for brevity, avoid redundancies, and include well-developed ideas.

 **COMPLETENESS** – introduction, body, and conclusion with support and good development.

 **GRAMMAR** – capitalization, punctuation, references, grammatical correctness, proofreading, professional appearance.

**GRADING SYSTEM**

**PLUS/MINUS GRADING**

**Definition of Grades and**

**Their Corresponding Grade**

**Points**

**A+ 4.0**

**A 4.0**

**A- 3.7**

**B+ 3.3**

**B 3.0**

**B- 2.7**

**C+ 2.3**

**C 2.0**

**C- 1.7**

**D+ 1.3**

**D 1.0**

**D- .7**

**F Failing**

**NOTE: GRADUATE STUDENTS WILL HAVE HIGHER EXPECTATIONS THAN THE UNDERGRADS FOR BOTH ASSIGNMENTS AND ASSESSMENTS.**

**ASSIGNMENT & ASSESSMENT PERCENTAGE**

 **GRADE**

|  |  |  |
| --- | --- | --- |
| **Attendance & Participation** |  **5%** |  |
| **Mid-term Assessment** | **20%** |  |
| **Individual Paper** | **20%** |  |
| **Group Assignment:** |  |
|  **Paper & Oral** | **25%** |  |
|  **Individual Critique** | **10%** |  |
| **Final Assessment** | **20%** |  |

**Hypothetical example of weighted letter grades for this course.**

Attendance B (3.0) X 5% = .15

Mid-term A- (3.7) X 20% = .74

Final Assessment C+ (2.3) X 20% = .46

Individual Paper B (3.0) X 20% = .60

Final Group A (4.0) X 25% = 1.0

Individual Critique A- (3.7) X 10% = .37

Semester Grade = 3.32 (B+)

|  |  |  |
| --- | --- | --- |
|  | **SCHEDULE** |  |
| **Date** | **ASSIGNMENT** | **CHAPTER** |
| Thursday |  |  |
| 1/25 | Introduction to course; self introductions; leadership | N 1 |
| 2/1 | Approaches: trait, skills, style, situational | N 2,3,4,5 |
| 2/8 | Toxic Leaders | L 1 |
| 2/15 | ***Review of above theories and concepts*** |  |
| 2/22 | Women and Leadership***Part I Group Paper Abstract (150 words)*** | N 13 |
| 3/1 | Why do we want leaders | L 2,3,4 |
| 3/8 | Snapshots of leadership | Handout |
| 3/15 | ***Mid-term Assessment***  |  |
| 3/22 | Emotional Intelligence***Individual paper discussion (paper due)*** | HarvardReview article;Goleman |
| 3/29 | Spring break |  |
| 4/5 | Snapshots of leaderships | Handout |
| 4/12 | Ethics***Part II Group Paper due*** | N 15; |
| 4/19 | Snapshots of bad leaderships | Handout |
| 4/26 | ***Group presentations*** |  |
| 5/3 | ***Group presentations*** |  |
| 5/10 | ***Group presentations*** |  |
| 5/17 | ***FINAL EXAM – 5:00 P.M.***  |  |

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

***Schedule:***

Guest speakers during the semester:

 You will create questions for our guests and I will forward to them.

Speakers: TBD

Film & video clips:

 *American President; Working Girl; Wall Street; Thirteen Days; Guyana Tragedy: The Story of Jim Jones; Christopher Reeve video clip on leadership; Death in the Bunker: The True Story of Hitler’s Downfall; The Devil Wears Prada*

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 possible 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 & release.*

 *Carpool with colleagues.*

 *Need a volunteer to collect museum fees.*

***Assignments:***

***HCOM 445***

***Spring 2018***

***Dr. Matz***

***INDIVIDUAL PAPER (20%):***

**Research a toxic leader of your choice. Leaders are judged by scholars, historians and the general public as immoral, evil or toxic. 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; why did people follow this person; what characteristics were apparent; can you speculate reason for the person’s toxicity; what style of leadership did the person exhibit (autocratic, consultative, etc.); anything in the person’s background that helps to understand or explain behaviors?**

**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**

**You will informally discuss your findings on due date March 22nd.**

***GROUP ASSIGNMENT (25%):***

**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 work together since they have more requirements and expectations.***

**The project will include a corporation 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.**

**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?**

**• 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**

**Your group will have 30 minutes to discuss your findings. You may present in any format that you choose – PowerPoint, Prezi, other.**

***Graduate Students:***

* **All of the above**
* **20 pages & 40 sources journal articles**

**The above represents minimum requirements and a "C" paper. 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. These can also be used in your oral presentation.**

**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 22nd)**

**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* (due April 26)**

**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* (April 26, May 4 & 11)**

**Individual Critique Paper (10%) due May 5th**

This paper is a reflection of your experience with the group. What did you learn, what were the group dynamics, what would you do differently, what roles did people play, did you feel included and did you ensure all members felt included? Use research, theories and concepts to support your reflections.

Undergrads: 2-3 pages (minimum)

Grads: 4-5 pages (minimum)

Note:

This is a course that I designed over 10 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 responsible, it is imperative that we all learn to identify those behaviors that make leadership strong and especially identify those warning signs of toxic leadership. 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!

*Let me close with one line from the playwright Aeschylus (Matthews, 2017, 255):*

 *“He who learns must suffer. Even in our sleep, pain that cannot forget falls drop by drop upon the heart, until, in our own despair, against our will, comes wisdom through the awful grace of God.”*