## HUMAN COMMUNICATION STUDIES

## LEADERSHIP – TOXIC & INTOXICATING LEADERSHIP

## HCOM 445

## Spring 2021

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

 Associate Professor Tuesday/Thursday 10:00 – 11:00 a.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**

**Tuesday 4:00-6:45 p.m. Schedule No. 12783 Virtual until notified**

## 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

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:

* Learn collaborative and cooperative leaders styles
	+ Identify various styles of leadership with various historical and current leaders
	+ 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
	+ Followership with leaders and their influences
	+ Identify various followers’ styles and motivators
* 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
	+ 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 servicesin thecourse 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.

**Emergency**

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

<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

**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. *I am here to help you succeed!*

**\*Office hours**

If you want to meet virtually during office hours, please let me know at least 15 minutes before the posted time, and open our class Zoom account. I am also available for a discussion at a time that is convenient for both of us. You may email me, and I will return the message within a few hours if not immediate. Additionally, I am available for phone calls, emails, and Zoom meetings during the office hours or other times.

**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.

**Virtual meeting protocol**

In all candor, this is not my personal modality for teaching. I also feel that you are not given the richness of the face-to-face contact to understand the richness of both the verbal, nonverbal, tone and interchange between your professors and student colleagues. That acknowledged, it is my obligation to make this course as meaningful as possible and create an environment that is conducive to learning. It is important that we all follow the same protocol throughout our class meetings and the semester. Conduct yourselves as though we were in the classroom. **Appropriate dress, cameras on** (unless we have personally discussed reasons why it is difficult to comply), no eating, drinks are allowed (nonalcoholic), **must stay in the zoom meeting and not exit or look at other sites** (emails or other), eliminate distractions, **zoom in a quiet room** (no driving in cars while meeting), and be attentive to others and their conversations. **Microphones on** unless you have a disturbing background noise**. Try to sit appropriately** – not in bed unless that is your only place. Please use the icon to raise your hand so that we hear everyone’s comments. I will be asking questions throughout the class. **Enter the Zoom class at least 5-10 minutes e**arlier so that I can take attendance and we can begin promptly. The bottom line is to be respectful of all, and I vow respect to all. This isn’t ideal, I know, but we can make it more teachable semester.

**Technical support**

Please contact the following link or 657-278-8888 for Canvas or technical support.

<https://canvashelp.fullerton.edu/m/Making> the Most of Canvas1/1274071-how-do-i-add-support-resources-for-students-to-my-cours

**PLUS/MINUS GRADING**

**Definition of Grades and**

**Their Corresponding Grade**

**Points**

**A 1000-930**

**A- 929-900**

**B+ 899-880**

**B 879-830**

**B- 829-800**

**C+ 799-780**

**C 779-730**

**C- 729-700**

**D+ 699-680**

**D 679-630**

**D- 629-600**

**F 599-below**

**NOTE: GRADUATE STUDENTS WILL HAVE HIGHER EXPECTATIONS THAN THE**

**UNDERGRADS FOR BOTH ASSIGNMENTS AND ASSESSMENTS. THE**

**PERCENTAGE WILL REMAIN THE SAME.**

|  |  |  |
| --- | --- | --- |
| **Attendance, Participation** |  **5%** | **50** |
| **Mid-term Assessment** | **20%** | **200** |
| **Individual Paper** | **20%** | **200** |
| **Group Assignment: Oral** | **10%** | **100** |
| **Group Assignment: Written** | **15%** | **150** |
| **Individual Critique Paper** | **10%** | **100** |
| **Final Assessment**  | **20%** | **200** |

|  |  |  |
| --- | --- | --- |
|  | **SCHEDULE****Spring 2021** |  |
| **Date** | **ASSIGNMENT** | **CHAPTER** |
| Tuesday |  |  |
| 1/26 | Introduction to course; self introductions; leadership (Lincoln, Theodore Roosevelt, Franklin D. Roosevelt & Lyndon B. Johnson); **Toast to the semester 🥂** |  |
| 2/2 | Approaches: trait, skills, style, situational | N 1, 2 |
| 2/9 | Approaches continued  | N 3, 4, 5 |
| 2/16 | Toxic Leaders | L 1 |
| 2/23 | ***Part I Group Paper Abstract (150 words)***Women and Leadership | N 15 |
| 3/2 | Why do we want leaders | L 2,3,4 |
| 3/9 | **Mid-term Assessment**  |  |
| 3/16 | Followership ***Defeating the Toxic boss: The Nature of Toxic Leadership and the Role of Followers, Journal of Leadership & Organizational Studies, Vol. 27(2) 117-137, Milosevic et al.*** |  |
| 3/23 | Emotional Intelligence ***Individual paper discussion (paper due)***  | Goleman |
| 3/30 | ***Spring Break***  |  |
| 4/6 | Ethics; Negotiations; Whistleblowers | N 13 |
| 4/13 | Melt Felt (Watergate whistleblower( | DVD |
| 4/20 | Discussion  |  |
| 4/27 | ***GROUP PAPER & POWERPOINT DUE*** |  |
| 5/4 | ***Group Presentations*** |  |
| 5/11 | ***Group Presentations*** |  |
| 5/18 | ***FINAL EXAM – 5:00 – 6:50 P.M.*** |  |

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

***Speakers: President Virjee (date; TBA)***

***Films & clips: Mark Felt; 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 & release.*

 *Carpool with colleagues.*

 *This annual field trip is tentative depending on the pandemic and the restrictions from both the university and the museum. I’m planning it later in the semester so hopefully, we will be able to visit. It truly is the highlight of the semester, and I don’t want us to miss out.*

***Assignments:***

***HCOM 445***

***Spring 2021***

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

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?

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 23, 2021

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

***Oral 10% & Written 15%***

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? /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

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. 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.

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 22, 2021)**

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 27, 2021)**

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 4 & May 11)**

**Individual Critique Paper (10%) due May 4, 2021**

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 pages (minimum)

Grads: 3 pages (minimum)

**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