

**Spring, 2008**  
**Feb. 1-3, 2008**  
**April 11-13, 2008**  
**Burkle -24**

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<b>MGT 365: TOXIC LEADERSHIP (4 units) (Intensive)</b>
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(**PREREQUISITES:** Mgt. 367 or other introductory course on leadership and knowledge of *Connective Leadership: Managing in a Changing World*. New York: Oxford University Press, 2000.)

The primary objective of this course is to understand the dynamics of the relationship between toxic leaders and their followers. The secondary objective is to examine strategies for identifying, coping with, and escaping from toxic leaders. The tertiary objective is to improve participants' leadership effectiveness by evaluating their own leadership behavior against the criteria of toxic leadership.

Toxic leaders first charm, but then manipulate, mistreat, weaken, and ultimately devastate their followers. This course explores why we tolerate – and remain steadfastly loyal to – leaders who are destructive to their followers/employees/constituents, their organizations, their communities, and/or their nations. Why do we seldom unseat, frequently prefer, and sometimes even create toxic leaders?

To answer these questions, we shall examine how these leaders appeal to our deepest needs, playing on our anxieties and fears, on our yearnings for security, high self-esteem, and significance, as well as on our desire to participate in noble enterprises and assure our immortality. We shall consider how psychological needs – such as the longing to be at the heart of the action, to be an insider – can often make us susceptible to toxic leaders. We shall explore how psychosocial forces, those interactions of individuals with their environments, particularly individuals' experiences of success and failure, predispose them either to perceive themselves as leaders or to seek an external leader. In this course, how to recognize the first signs of toxicity and which personal and policy options are critical for dealing with toxic leaders will be important foci.

### **REQUIRED TEXTS**

1. Gellately, Robert. (2002). *Backing Hitler: Consent and Coercion in Nazi Germany*. New York: Oxford University Press.

2. Heifetz, Ronald A. (1994). *Leadership Without Easy Answers*. Cambridge, MA: Belknap Press of Harvard University Press.
3. Lipman-Blumen, Jean. (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.
4. McLean, Bethany and Peter Elkins. (2005). *The Smartest Guys in the Room: The Amazing Rise and Scandalous Fall of Enron*. New York: Portfolio/Penguin Group.
5. Course packet.

### **COURSE PACKET**

1. Maccoby, Michael. (2004). “Why People Follow the Leader: The Power of Transference.” *Harvard Business Review*, September, pp. 1-10.
2. Maccoby, Michael. (2000). “Narcissistic Leaders: The Incredible Pros, the Inevitable Cons,” *Harvard Business Review*, January-February, pp. 1-9.
3. Kelley, Robert E. (1988). “In Praise of Followers,” *Harvard Business Review*, November-December, pp. 2-8.
4. Emshwiller, John R. and John M. Biers. “Enron Prosecutors Gain New Ally.” *The Wall Street Journal*, December 29, 2005.
5. Emshwiller, John R. “Enron Prosecutors, After Plea Bargain, Can Reduce Technical Jargon in Trial.” *The Wall Street Journal*, January 4, 2006.
6. Labaton, Stephen. “Four Years Later, Enron’s Shadow Lingers as Change Comes Slowly.” *The New York Times*, January 5, 2006.

### **GROUP PROJECT DESCRIPTION**

The major project for the class will be developed, executed, and presented by a team of 3-4 people. The purpose of the projects is to provide an opportunity to deepen and expand your knowledge of leadership in a way that exceeds what was required by the syllabus readings. You all will have the flexibility to pick your own topics. You may take a theoretical framework that we studied in our readings and class and use it to go to the next level. That is, use it to do something that amplifies your knowledge and thinking about that framework.

#### **The Evaluation Criteria:**

1. The project must focus on an aspect of leadership that demonstrates not only that you have mastered the material outlined in the syllabus, but that you have increased and deepened your knowledge of the subject beyond the syllabus, class lectures, and discussions. It must also demonstrate that you are starting from a base of knowledge developed in class (i.e., theoretical frameworks, etc.) and that you have a clear substantive understanding of the material, but that you have used the project to apply and develop that understanding. In other words, the project should build upon what you learned in the readings and class material and then advance from that point.

2. The scope of the project must be adequate to demonstrate a serious effort and additional learning on the part of the participants. There is no specific number of pages. Write what you think the topic requires, no more, no less. I am much more interested in quality than quantity. I leave the number of pages up to you and your team as mature students who can make that judgment. Unless you are Einstein, however, an equation with three pages of explanation will probably fail to satisfy this reader.

Consider what would constitute a reasonable amount of work for the number of people on your team and act accordingly. Obviously, at the extreme, an eight-page research paper would not seem appropriate even for a single-person project, anymore than it would in any other graduate level class. The project should reflect a) substantive excellence and b) graduate level effort commensurate with the number of team members.

3. If the project is an empirical research project, it must be described and analyzed according to regular standards for research papers, including whatever footnotes and references are appropriate.

If the project is a film, a computer simulation, a board game, etc., it must be accompanied by a paper that describes and explains the project, its purpose, methodology, results, and, in the case of a game, a manual for its use.

4. Creativity will be one of the criteria by which the project is evaluated.
5. All written aspects of the projects will be evaluated in terms of their demonstration of proper grammar, punctuation, etc. Please edit all written material for typos, misspellings, and grammatical errors (e.g., split infinitives, etc). I tend to stop reading after the third grammatical or typographical error.
6. The lower limit (i.e., what is NOT acceptable) excludes a book review, a class exercise or game simply conducted with our class, or a restatement of material already covered in class.

### **Peer Evaluations for the Project:**

Each student must complete and turn in a confidential, signed peer evaluation for each project member, including a self-evaluation. The peer evaluation form will be distributed by the teaching assistant later in the semester after projects have begun.

**NOTE:** The 20-minute presentations on the last day(s) of class are NOT the project. They are simply an opportunity to share the accomplishments of each group with the entire class. The project must be in the form of something that is handed in for evaluation.

***TWO COPIES OF THE PROJECT and ONE CONFIDENTIAL PEER EVALUATION FORM MUST BE SUBMITTED ON THE LAST DAY OF CLASS. One copy of the project will be returned to the designated person in each project group.***

## READING AND CLASS PARTICIPATION

If class size permits, the course will be conducted as a seminar. To derive the most from the seminar format, all participants should expect to come to class thoroughly prepared to engage in critical analysis and active discussion of the readings. That means doing the reading *before* the class sessions. Participants are advised to do the reading sufficiently ahead of time so that there is ample opportunity to review the materials before each session.

## GRADES

The **course grade** will be based on two major components: 1) the degree and quality of each individual's class participation; 2) the class project grade. All members of a project team will receive the **same grade for the project**. Each student's **course grade** may differ, depending upon degree and quality of each individual's class participation.

## MUSEUM VISIT

A class visit to the Museum of Tolerance will be scheduled for a Sunday afternoon during the interim between the two weekends. The specific date will be determined by the professor and students during the first class meeting.

## CLASS SCHEDULE

### FIRST WEEKEND

Feb. 1-3, 2008

10:00 a.m. - 5:00 p.m. each day

*FRIDAY, FEBRUARY 1, 2008*

### Session 1:

**10:00 a.m. - 10:30 a.m.: Overview & Student/Professor Introductions; Set Museum date.**

### Session 2:

**10:30 a.m. -12:00 noon: Defining Toxic Leaders and a First Glance at Why We Follow**

**Them: Looking Within Ourselves**

#### **Readings:**

1. Lipman-Blumen, Jean. (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.
  - a. Ch. 1. "Toxic Leaders: They're Plentiful," pp. 3-25.
  - b. Ch. 2. "Within Ourselves: Psychological Needs That Make Us Seek Leaders," pp. 29-48.

**Lunch: 12:00 noon -1:00 p.m.**

**Session 3:**

**1:00 p.m.-2:30 p.m.: Looking Deeper Within Ourselves**

**Readings:**

1. Lipman-Blumen, Jean. (2005). *The Allure of Toxic Leaders*
  - a. Ch. 3. "Deeper Within Ourselves: Angst and Illusions about Life, Death, and Immortality," pp. 49-69.

**2:30 p.m.--2:45 p.m.: Coffee Break**

**Session 4:**

**2:45 p.m.--4:15 p.m.: Another Conceptual Framework**

**Readings:**

1. Heifetz, Ronald A. (1994). *Leadership Without Easy Answers*. Cambridge, MA: Belknap Press of Harvard University Press.
  - a. Introduction, pp. 1-9;
  - b. Ch. 1. "Values in Leadership," pp. 13-27;
  - c. Ch. 2. "To Lead or Mislead?" pp. 28-48;
  - d. Ch. 3. "The Roots of Authority," pp. 49-66;
  - e. Ch. 4. "Mobilizing Adaptive Work," pp. 69-100.

**Session 5:**

**4:15 p.m. -5:00 p.m.: And Still Another Framework**

**Readings:**

1. Maccoby, Michael. (2004). "Why People Follow the Leader: The Power of Transference." *Harvard Business Review*, September, pp. 1-10.

***SATURDAY, FEBRUARY 2, 2008***

**Session 6:**

**10:00 a.m. - 11:15 a.m.: Why Followers Want Leaders: The World Around Us**

**Readings:**

1. Lipman-Blumen, Jean. (2005). *The Allure of Toxic Leaders*
  - a. Ch. 4. "A World of Uncertainties and Change; A World of Certainties and Stability," pp. 70-86;

**Session 7:**

**11:15 a.m.-12:30p.m.: When Leaders Confront Crises**

**Readings:**

1. Lipman-Blumen, Jean. (2005). *The Allure of Toxic Leaders*
  - a. Ch. 5. "Leadership in Crisis: The Dangers of Creating God," pp. 87-108;

**Lunch: 12:30 p.m.--1:30 p.m.**

**Session 8:**

**1:30 p.m.-3:00 p.m.: The Demands of the Context**

**Readings**

1. Lipman-Blumen, Jean. (2005). *The Allure of Toxic Leaders*
  - a. Ch. 6. "An Unfinished and Unfinishable World: Self-Esteem, the Achievement Ethic, and the Call to Heroism," pp. 109-121.

**Coffee Break: 3:00 p.m.--3:30 p.m.**

**Session 9:**

**3:30 p.m.--4:30 p.m.: Considering Authority**

**Readings:**

1. Heifetz, Ronald A. (1994). *Leadership Without Easy Answers*. Cambridge, MA: Belknap Press of Harvard University Press.
  - a. Ch. 5. "Applying Power," pp. 101-124.
  - b. Ch. 6. "On a Razor's Edge," pp. 125-149;
  - c. Ch. 7. "Falling Off the Edge," pp. 150-180.

***SUNDAY, FEBRUARY 3, 2008***

**Session 10:**

**10:00 a.m.-11:30 a.m.: Creating Willing Followers and Toxic Leaders**

**Readings:**

1. Lipman-Blumen, Jean. (2005). *The Allure of Toxic Leaders:*
  - a. Ch. 7. "Rationalizations and Control Myths: Keeping Toxic Leaders in Power," pp. 125-138.

**Session 11:**

**11:30 a.m.-12:30 p.m.: Creating Willing Followers and Toxic Leaders (con't)**

**Readings:**

1. Gellately, Robert. (2002). *Backing Hitler: Consent and Coercion in Nazi Germany*. New York: Oxford University Press.
  - a. Introduction, pp. 1-8;
  - b. Ch. 1. "Turning Away from Weimar," pp. 9-33.

**Lunch: 12:30 p.m.-1:30 p.m.**

**Session 12:**

**1:30 p.m.-3:00 p.m.: Distinguishing Good from Bad and Bad from Worse Leaders**

**Readings:**

1. Jaccoby, Michael. (2000). "Narcissistic Leaders: The Incredible Pros, the Inevitable Cons," *Harvard Business Review*, January-February, pp. 1-9.
2. Heifetz, Ronald A. (1994). *Leadership Without Easy Answers*. Cambridge, MA: Belknap Press of Harvard University Press.

- a. Ch. 8. “Creative Deviance on the Frontline,” pp. 183-206;
- b. Ch. 9. “Modulating the Provocation,” pp. 207-231.

**Coffee Break: 3:00 p.m. - 3:15 p.m.**

**Session 13:**

**3:15 p.m. - 4:45 p.m.: Develop Group Projects**

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**SECOND WEEKEND**  
**April 11-13, 2008**  
**10:00 a.m. - 5:00 p.m. each day**

***FRIDAY, APRIL 11, 2008***

**Session 1:**

**10:00 a.m. -11:30 a.m.: Going from Good to Bad**

**Readings**

- 1. Lipman-Blumen, Jean. (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.
  - a. Ch. 8. “Pushing Nontoxic Leaders Over the Line,” pp. 139-160.

**Session 2:**

**11:30 a.m.-12:30 p.m.: Why Those in the Know Do Nothing and How Do We Spot Toxic Leaders?**

**Readings:**

- 1. Lipman-Blumen, Jean. (2005). *The Allure of Toxic Leaders*
  - a. Ch. 9. “The Odd Couple: The Media and Boards of Directors,” pp. 161-181.
  - b. Ch. 12. “Detecting the Early Signs of Toxicity in Noble Visions and Leaders,” pp. 220-234.

**Lunch: 12:30 p.m. - 1:30 p.m.**

**Session 3:**

**1:30 p.m.-3:00 p.m.: Making Lemonade from Lemon**

**Readings:**

- 1. Lipman-Blumen, Jean. (2005). *The Allure of Toxic Leaders*
  - a. Ch. 10. “Is There Any Silver Lining? Can Any Good Come from Tolerating a Toxic Leader,” pp. 185-199.

**Coffee Break: 3:00 p.m.-3:15 p.m.**

**Session 4:**

**3:15 p.m.-4:45 p.m.: A Typology of Followers**

**Readings:**

Kelley, Robert E. (1988). "In Praise of Followers," *Harvard Business Review*, November-December, pp. 2-8.

**Session 5:**

**4:45 p.m.-5:00 p.m.: Q&A**

**SATURDAY, APRIL 12, 2008**

**Session 6:**

**10:00 a.m.-12:30 p.m.: The Enron Case – Film and Group Work**

**Readings:**

1. McLean, Bethany and Peter Elkins. (2005). *The Smartest Guys in the Room: The Amazing Rise and Scandalous Fall of Enron*. (paperback edition) New York: Portfolio/Penguin Group.
  - a. Skim the entire book.
2. Emshwiller, John R. and John M. Biers. "Enron Prosecutors Gain New Ally." *The Wall Street Journal*, December 29, 2005.
3. Emshwiller, John R. "Enron Prosecutors, After Plea Bargain, Can Reduce Technical Jargon in Trial." *The Wall Street Journal*, January 4, 2006.
4. Labaton, Stephen. "Four Years Later, Enron's Shadow Lingers as Change Comes Slowly." *The New York Times*, January 5, 2006.

**Lunch: 12:30 p.m.-1:30 p.m.**

**Session 7:**

**1:30 p.m. - 3:00 p.m.: Dealing with Toxic/Evil Leaders**

**Readings:**

1. Gellately, Robert. (2002). *Backing Hitler: Consent and Coercion in Nazi Germany*. New York: Oxford University Press.
  - a. Ch. 10. "Dictatorship and People at the End of the Third Reich," pp. 224-255; Conclusion, pp. 256-264.
2. Lipman-Blumen, Jean. (2005). *The Allure of Toxic Leaders*
  - a. Ch. 11. "What Are Our Choices? How Can We Deal with Toxic Leaders?"

**Coffee Break: 3:00 p.m. - 3:15 p.m.**

**Session 8:**

**3:15 p.m. - 4:45 p.m.: What Can We Expect from Ourselves?**

**Readings:**

1. Heifetz, Ronald A. (1994). *Leadership Without Easy Answers*. Cambridge, MA: Belknap Press of Harvard University Press.
  - a. Ch. 11. "The Personal Challenge," pp. 250-276.

**Session 9:**

**4:45 p.m. - 5:00 p.m.: Project Groups Meet for Last-minute discussions.**

*SUNDAY, APRIL 13, 2008*

**Session 10:**

**10:00 a.m.-11:30 a.m.: Liberating Ourselves from Toxic Leaders; Becoming a Leader**

**Readings:**

1. Lipman-Blumen, Jean. (2005). *The Allure of Toxic Leaders*
  - a. Ch. 13. "Freeing Ourselves from Toxic Leaders: Nurturing Reluctant Leaders and Finding the Leader Within," pp. 235-256.

**Session 11:**

**11:30 a.m. - 12:30 p.m.: Recap: The Most Important Lessons  
Group Work**

**Lunch: 12:30 p.m. - 1:30 p.m.**

**Session 12:**

**1:30 p.m. - 2:15 p.m.: Group 1**

**Session 13:**

**2:15 p.m. – 3:00 p.m.: Group 2**

**Coffee Break 3:00 p.m. – 3:15 p.m.**

**Session 14:**

**3:15 p.m. – 4:00 p.m.: Group 3**

**Session 15:**

**4:00 p.m. - 4:45 p.m.: Group 4**

**Session 16:**

**4:45 p.m. - 5:00 p.m.: Wrap Up**

**Due Today:** Two copies of Group Project and all peer evaluations.