GLOBAL LEADERSHIP: Study Abroad in Thailand

LHRD 4901

Wintersession 2019-2020

INSTRUCTOR INFORMATION

**Instructor and Program Director:** Dr. Oliver S. Crocco  
**Position:** Assistant Professor of Leadership and Human Resource Development  
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**Email:** olivercrocco@lsu.edu  
**Phone:** 225-578-5751

**Instructor:** Dr. Edward Gibbons  
**Position:** Instructor of Leadership and Human Resource Development  
**Office:** Coates Hall, Room 287  
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**Phone:** 225-578-0102

COURSE DESCRIPTION

An examination of contemporary research, practice, and development issues related to leadership in international organizations.

COURSE OVERVIEW

As cultures and economies are increasingly interconnected, the presence of globalization is visible in nearly every aspect of life and work. Global workforce mobility has led to workplaces around the globe becoming more diverse with people bringing their various worldviews and identities to work. Organizations are also increasingly interacting with stakeholders from multiple cultural backgrounds and international contexts. Still, much of the workforce is not competent enough to work in globalized and cross-cultural environments. There is a lack of global leadership in many organizations today.

Preparing students and professionals in every industry to become global leaders who can face global challenges in today’s organizations requires specialized training and focus on global leadership development. It is incumbent on leaders and human resource development professionals whether in higher education, organizations, or communities to enable and empower others to think at a global level and use their knowledge and skills to address the global challenges they face.

GENERAL COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Analyze frameworks of global leadership  
   - *This objective will be accomplished through assignments R3 and R5*
2. Describe how culture, history, religion, and language influence global leadership in organizations
   • *This objective will be accomplished through cultural site visits, organization visits, and assignments R1, R3, and R5*

3. Identify global challenges faced by leaders in for-profit, NGOs, and educational organizations
   • *This objective will be accomplished through organization visits and discussions with leaders of these organizations as well as assignments R3 and R5*

4. Define the particular global leader characteristics that drive effective leadership processes in international organizations
   • *This objective will be accomplished through organization visits as well as assignment R2 and R5*

5. Apply the concepts, approaches, models, and processes of global leadership to their own global leadership development
   • *This objective will be accomplished through assignment R4*

**COURSE STRUCTURE & DELIVERY**

This course is delivered during the 2019-2020 Wintersession. There will be two fall orientation meetings in October and December. Dates and times of these orientation meetings will be announced to all course registrants. Orientation sessions (Sessions #1-5) will begin December 30, 2019 in Chiang Mai, Thailand. Class sessions (Sessions #6-15) will be held from January 2-8, 2020 in Chiang Mai, Thailand.

**PREREQUISITES**

N/A

**TEXTBOOK & COURSE MATERIALS**

**Required Text**


**Recommended**

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<th>Session #</th>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
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<tr>
<td><strong>Session 1</strong>&lt;br&gt;(Orientation)</td>
<td>Monday, December 30</td>
<td>Morning 9:00 AM - 12:00 PM</td>
<td>Language and Culture in Global Leadership, Part 1</td>
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<td><strong>Session 2</strong>&lt;br&gt;(Orientation)</td>
<td>Monday, December 30</td>
<td>Afternoon 1:30 - 4:30 PM</td>
<td>Thai History and Culture, Part 1</td>
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<td><strong>Session 3</strong>&lt;br&gt;(Orientation)</td>
<td>Tuesday, December 31</td>
<td>Morning 9:00 AM - 12:00 PM</td>
<td>Language and Culture in Global Leadership, Part 2</td>
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**Required Reading:**
1) Baker and Phongpaichit (2014) – Chapter 1

**Activity:**
A) Instruction in Thai language and culture with Aj. Ray
B) Instruction on the connection between language, culture, and global leadership

**Assessment:**
A) Thai Language Quiz #1

1) Baker and Phongpaichit (2014) – Chapter 6

**Activity:**
A) Walking Tour of Chiang Mai Old City including a visit to Wat Chedi Luang Varavihara
B) Instruction on the history and culture in Chiang Mai, Thailand

**Assessment:**
A) Reflection Journal Entry #1

1) Baker and Phongpaichit (2014) – Chapter 8

**Activity:**
A) Instruction in Thai language and culture with Aj. Ray
### Instruction on global mindset as competitive advantage

**Assessment:**
- A) Thai Language Quiz #2

#### Session 4 (Orientation)

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<td>Tuesday, December 31</td>
<td>Afternoon 1:30 - 4:30 PM</td>
<td>Thai History and Culture, Part 2</td>
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**Required Reading:**
1) Baker and Phongpaichit (2014) – Chapter 9

**Activity:**
- A) Cultural Site Visit #1: Chiang Mai Arts and Cultural Center
- B) Instruction on Chiang Mai history and culture including its relationship with Myanmar and Laos

**Assessment:**
- A) Reflection Journal Entry #2

#### Session 5

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<tr>
<td>Wednesday, January 1</td>
<td>Afternoon 1:30 - 4:30 PM</td>
<td>The Rise of Globalization</td>
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**Required Reading:**
1) Black and Morrison (2014) – Chapter 1

**Activity:**
- A) Cultural Site Visit #2: Wat Phra That Doi Suthep (there will be an option for hiking to the temple along the Pilgrim’s Trail in the morning for those inclined. Others will arrive by taxi)
- B) Instruction on how the rise of globalization and the importance of education global leaders

**Assessment:**
- A) Reflection Journal Entry #3

#### Session 6

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<td>Thursday, January 2</td>
<td>Morning 9:00 AM - 12:00 PM</td>
<td>Globalization and International Organizations</td>
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**Required Reading:**
1) Black and Morrison (2014) – Chapter 2
**Activity:**
- A) Organization Visit #1 – Thai Cooking School + Discussion with Leader
- B) Instruction with interactive dialogue on what it means to lead a for-profit organization that interacts with people from all over the world

**Session 7**
| Thursday, January 2 | Afternoon 1:30 - 4:30 PM | A Framework for Global Leadership |

**Required Reading:**
1) Black and Morrison (2014) – Chapter 3

**Activity:**
- A) Organization Visit #1 – Thai Cooking School + Discussion with Leader
- B) Instruction on the characteristics and qualities necessary to lead an organization with international and how the experiences of the leader of the cooking school align with the framework of global leadership presented in the textbook

**Assessment:**
- A) Reflection Journal Entry #4

**Session 8**
| Friday, January 3 | Morning 9:00 AM - 12:00 PM | Global Leader Characteristic: Savvy |

**Required Reading:**
1) Black and Morrison (2014) – Chapter 7

**Activity:**
- A) Organization Visit #2 – Payap University, meeting with former Vice President for Internationalization
- B) Instruction on the complexities of global leadership in educational organizations, working with diverse stakeholders around the world, and the importance of savvy in developing global leadership competence

**Session 9**
| Friday, January 3 | Afternoon 1:30 - 4:30 PM | Global Leader Characteristics: Inquisitiveness |

**Required Reading:**
1) Black and Morrison (2014) – Chapter 4
Activity:
A) Organization Visit #2 – Payap University, meeting with former Director of the Institute of Religion, Culture, and Peace
B) Instruction related to the ability of global leaders to understand, empathize, and explore a wide spectrum of perspectives related to motivation, engagement, policy, and beliefs

Assessment:
A) Reflection Journal Entry #5

FLEX WEEKEND – January 4-5

The purpose of this flex weekend is to allow students to demonstrate their competence as emerging global leaders and pursue activities of their interest. One of the core characteristics of global leaders is inquisitiveness. Therefore, this flex weekend allows students to follow their curiosity and pursue particular activities important to them. Another core characteristic of global leaders is character. Developing character requires giving students the opportunity to make responsible choices. That said, all students must notify and get approval from Dr. Crocco and Dr. Gibbons with regard to weekend activities. If students plan to leave Chiang Mai for the weekend (e.g. Bangkok, Sukhothai), students must fill out a Waiver for Weekend Travel (https://www.lsu.edu/intlpro/apa/faculty/waiver_for_weekend_travel.pdf). Below is a list of recommended weekend activities in Chiang Mai.

- Saturday Night Walking Street at South Gate
- Sunday Night Walking Street at Tha Pae Gate
- Elephant Nature Park (half day or full day)
- Chiang Mai Ultimate Frisbee Club
- Ziplining with Flight of the Gibbon (full day)
- Wororot Market (Gad Luang)
- Muay Thai Boxing
- Art in Paradise 3D Museum
- Night Bazaar
- Whitewater Rafting on Mae Taeng River (full day)
- Kad Suan Kaew old city mall
- Wattana Art Gallery
- Chiang Mai Community Church (Christian services in Thai and English)
- Ban Ho Mosque

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<tr>
<th>Session 10</th>
<th>Monday, January 6</th>
<th>Morning 9:00 AM - 12:00 PM</th>
<th>Global Leader Characteristics: Perspective</th>
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Required Reading:
### Session 11
**Monday, January 6**
**Afternoon 1:30 - 4:30 PM**

**Global Leader Characteristics:**
- **Character**

**Activity:**
- A) Cultural Site Visit #3 – One-day Meditation Retreat Workshop
- B) Instruction related to mindfulness and what it means to be a mindful leader especially as it relates to taking the perspective of others

### Session 12
**Tuesday, January 7**
**Morning 9:00 AM - 12:00 PM**

**Becoming a Global Leader**

**Required Reading:**
1) Black and Morrison (2014) – Chapter 6

**Activity:**
- A) Cultural Site Visit #3 – One-day Meditation Retreat Workshop
- B) Instruction on the connection between mindfulness and character development in global leadership

**Assessment:**
- A) Reflection Journal Entry #6

### Session 13
**Tuesday, January 7**
**Afternoon 1:30 - 4:30 PM**

**Developing Global Leadership in Others**

**Required Reading:**
1) Black and Morrison (2014) – Chapter 9

**Activity:**
A) Organization Visit #3 – Urban Light + discussion with leader on global leadership skills required to lead anti-trafficking organization
B) Instruction on how leaders can develop global leadership in others

**Assessment:**
A) Reflection Journal Entry #7

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<tr>
<th>Session 14</th>
<th>Wednesday, January 8</th>
<th>Morning 9:00 AM - 12:00 PM</th>
<th>Global Leadership and Career Development</th>
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**Required Reading:**
1) Black and Morrison (2014) – Chapter 10

**Activity:**
A) Cultural Site Visit #4 – Nam Thok Bua Thong
B) Instruction related to global leadership and career development

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<tr>
<th>Session 15</th>
<th>Wednesday, January 8</th>
<th>Afternoon 1:30 - 4:30 PM</th>
<th>Mapping Your Future as a Global Leader</th>
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**Required Reading:**
1) Black and Morrison (2014) – Chapter 11

**Activity:**
A) Cultural Site Visit #4 – Nam Thok Bua Thong
B) Instruction related to developing and implementing a personal global leadership development plan

**Assessment:**
A) Reflection Journal Entry #8

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<tr>
<th>Closing Dinner</th>
<th>Wednesday, January 8</th>
<th>Evening</th>
<th>Final Reflections and Emerging Global Leader Award Presentation</th>
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**Activity:**
A) Closing dinner and reflection
B) Announcement of the recipient of the Emerging Global Leader Award
ASSESSMENTS

There are 5 requirements in this course, which are given the denotation R1-R5. All assignments are designed to help you develop your skills and understanding in evaluation in HRD. All assignments must be submitted via Moodle. All papers should have a cover page and references that do not count toward the required page number of the assignment. In addition to the assignment details in this syllabus, all assignment details will be discussed in the course videos to help you understand clearly what is required of you.

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<tr>
<td>R1 – Thai Language Quizzes</td>
<td>January 2, 2020</td>
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<td>R2 – Global Leadership Inventory</td>
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<td>Response Paper</td>
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<td>R3 – Daily Reflection Journal</td>
<td>January 9, 2020</td>
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<td>(Minimum 8 Entries)</td>
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<td>R4 – Personal Global Leadership</td>
<td>January 9, 2020</td>
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<td>Development Plan</td>
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<td>R5 – Course Engagement</td>
<td>Daily participation in class sessions and engagement with classmates and material</td>
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R1 – Thai Language Quizzes (10%) – January 2, 2020

Purpose: The purpose of this assignment is to test your emerging knowledge of the Thai language and your ability to use basic Thai phrases to communicate with Thai people. Since Thai language and culture are interconnected, you will also learn how to communicate respectfully and abide by local Thai customs.

Process: There will be two Thai language quizzes following the two 3-hour sessions of Thai language and culture instruction (Sessions 1 and 3). The quizzes will consist of 10 short questions based on the learning of the session.

Outline/Format of Deliverable: Be present at the quiz, fill out the answers, and return the quiz to one of the instructors.
R2 – Global Leadership Inventory Response Paper (15%) – January 6, 2020

Purpose: The purpose of this assignment is to employ a mechanism to help you assess your current level of global leadership competence and then to reflect on and interpret those results in a way that communicates your understanding of the concepts.

Process: Go to your Black and Morrison (2014) textbook, flip to the Global Leadership Inventory (p. 228), fill out and score your responses, and write a 3-page reflection paper.

Outline/Format of Deliverable:
   a) Introduction to global leadership and the Global Leadership Inventory (be sure to describe the four dimensions covered in the inventory)
   b) Summary of your scores across the four dimensions
   c) Interpretation of your scores – what does this mean for your life as an emerging global leader?
   d) Reflect on the potential uses of this inventory in research and practice in organizations

Grading Rubric:
   • Content: Did you include all the required aspects of the assignment as outlined above? Were all areas adequately described? (50%)
   • Writing Style, APA Format, and Grammar/Spelling: Did you write in a clear and compelling way? Did you adequately cite external materials? Did the paper abide by APA format? (25%)
   • Critical Thinking: Did you simply describe information, or did you reflect, critique ideas, question assumptions, and demonstrate analytical skills? This includes using course materials and external sources to bolster your analysis. (25%)

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TOTAL

R3 – Daily Reflection Journal (30%) – January 9, 2020

Purpose: The purpose of this assignment is to critically reflect on your experiences throughout this course. Reflection is a core aspect of high-quality cross-cultural learning and adult development, both of which are integral to global leadership development.
Process: There are eight reflection journal prompts on 12/30, 12/31, 1/1, 1/2, 1/3, 1/6, 1/7, 1/8. These will be handed in together as one journal on the due date.

Outline/Format of Deliverable: Each journal entry should be roughly 200-400 words. It can be handwritten or typed up at a local internet café. You can also use your own personal journal and simply photocopy the specific entries for the course and submit those together on the due date. Together, the format of this deliverable should be a legible pack of at least eight 200-400 word entries.

Grading Rubric:
- Content: Did you include all the required aspects of the assignment as outlined above? Were all areas adequately described? (50%)
- Writing Style, APA Format, and Grammar/Spelling: Did you write in a clear and compelling way? Did you adequately cite external materials? Did the paper abide by APA format? (25%)
- Critical Thinking: Did you simply describe information, or did you reflect, critique ideas, question assumptions, and demonstrate analytical skills? This includes using course materials and external sources to bolster your analysis. (25%)

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R4 – Personal Global Leadership Development Plan (25%) – January 9, 2020

Purpose: The purpose of this assignment is to develop a personal global leadership development plan to spur your own future development as an emerging global leader.

Process: Building on your Global Leadership Inventory, you will reflect on your weaknesses, identify your strategic global leadership development goals in these areas, identify the metrics used to measure them, and identify specific action items daily, weekly, monthly, and annually to achieve the strategic global leadership development goals.

Outline/Format of Deliverable:
Dr. Oliver S. Crocco and Dr. Edward Gibbons

a) Reflection on two weakest global leadership competencies according to the GLI
b) Description of your strategic global leadership development goals over the next five years
c) Description of metrics used to evaluate how you will determine progress in these strategic goals
d) Description of 3-5 action items for each strategic goal
e) Reflection on anticipated obstacles in the completion of this plan and mechanisms to ensure progress

Grading Rubric:

- Content: Did you include all the required aspects of the assignment as outlined above? Were all areas adequately described? (50%)
- Writing Style, APA Format, and Grammar/Spelling: Did you write in a clear and compelling way? Did you adequately cite external materials? Did the paper abide by APA format? (25%)
- Critical Thinking: Did you simply describe information, or did you reflect, critique ideas, question assumptions, and demonstrate analytical skills? This includes using course materials and external sources to bolster your analysis. (25%)

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R5. Course Engagement and Reflection (30%) – December 31, 2019 – January 8, 2020

Purpose: The purpose of course engagement is to foster the highest quality learning in yourself as well as with your colleagues in this course

Expectations:

a. Since this class is a short-term study abroad excursion, you are expected to be fully present for every session. Being fully present for such an immersive experience will require getting adequate sleep and mindful of others.

b. Before each session, students are required to complete all required reading.
Grading Rubric:

- Each session, there are three possible points of engagement. These points are not difficult to achieve. If you are obviously not participating (for example you are continually checking your phone), you may not receive the full three points of participation that session. That said, this has not been a problem in the past.

ADVISING POLICIES

Our goal is to be available to meet your learning needs as much as possible and support a smooth delivery of this course in Thailand. In addition to email and phone, we are available to meet in person or on Skype/Zoom/Google Hangout. Please contact us to arrange a meeting.

During the study abroad experience, we will be available 24/7 by phone and/or in our rooms.

BEHAVIORAL EXPECTATIONS

As a result of the fact that this course is a study abroad excursion through LSU’s Academic Program’s Abroad (https://www.lsu.edu/intlpro/apa/) and the School of Leadership and Human Resource Development (https://www.lsu.edu/chse/slhrd/index.php), students are expected to adhere to all behavioral requirements throughout the course. These include, but are not limited to, all requirements of student behavior that apply at LSU and the state of Louisiana.

RISK MANAGEMENT

As a result of the fact that this course is off-campus and sponsored by LSU’s Academic Programs Abroad, all students and faculty will be covered by International SOS to provide medical and emergency services (https://www.internationalsos.com). Part of the student’s program fee is also allocated to covering insurance during this time.

THE EMERGING GLOBAL LEADER AWARD

At the end of the course, Dr. Crocco and Dr. Gibbons will give out the Emerging Global Leader Award to one student who displays an emerging sense of the characteristics of a global leader throughout the study abroad excursion.

PREPARATION OF WRITTEN MATERIALS

Being a global leader and/or professional in human resource development or another field often requires the ability to communicate effectively in writing. Therefore, students must work to develop and demonstrate this ability in class. It is expected that all written materials submitted in this course be organized in a logical manner and written in clear and understandable language. Submitted papers should be free of typographical, spelling, and grammatical errors. I strongly recommend the free website/program Grammarly. It does not perfectly address every issue, but it can catch some errors and bring other things to your attention.
All written assignments should follow APA guidelines. This means (among other things) that they should be double-spaced, use 12-point Times New Roman font, and have 1-inch margins on all sides. All pages should be numbered. Each paper should have a title page that contains the title of the paper, the student’s name, the date, and the name of the course. As a note of style, I also prefer the Oxford comma and one space after periods. Your Personal Reflection Journal (R3) does not have to be in APA format.

**LATE ASSIGNMENTS**

Late assignments will be deducted 5 percentage points per day (24-hour period) late. For example, if you submit a paper on time you might get an 85%. However, if you submitted that same paper 1 day late, it would receive an 80%. If you submitted that same paper 3 days late, it would receive a 70%. Life happens during university. If, for some reason, a huge life event occurs and you are unable to submit an assignment, please contact me over the phone and discuss your particular circumstance with me.

The grading scale for this course is:

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<th>Grade</th>
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**ATTENDANCE**

LSU Policy Statement 22 governs class attendance. Class attendance is the responsibility of the student. The student is expected to attend all classes. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. The course instructor will determine the validity of a student’s reason(s) for absences and will assist those students who have valid reasons.

Valid reasons for absences include:

- Illness
- Serious family emergency
- Special curricular requirements such as judging trips or field trips
- Court-imposed legal obligations such as subpoenas or jury duty
- Military obligations
- Serious weather conditions
- Religious observances. See the interfaith calendar website (www.interfaithcalendar.org) for an updated calendar of holidays and primary holy days of the various religions. Faculty members are expected to be sensitive to the different religious traditions represented in the LSU community, and to assist students in making up examinations or other assigned work that may be missed due to absences required by religious observances.
• Participation in varsity athletic competitions or university musical events

The student is responsible for providing reasonable advance notification and appropriate documentation of the reason for the absence. If there are absences without proper documentation, the student’s grade is subject to a 10-point decrease for each absence. Since this is a fully online course, there is no attendance per se. That being said, if a student misses a Moodle Forum post for one of the aforementioned reasons, leniency can be provided and late posts can be turned in for credit.

**LSU STUDENT CODE OF CONDUCT**

The LSU student code of conduct explains student rights, excused absences, and what is expected of student behavior. Students are expected to understand this code as described here: http://students.lsu.edu/saa/students/code. Any violations of the LSU student code will be duly reported to the Dean of Students.

**CREDIT HOUR EXPECTATION**

This is a three-hour undergraduate credit hour class. Students are expected to spend approximately two hours per credit hour per week on assignments and readings for this course. For more information see: http://catalog.lsu.edu/content.php?catoid=12&navoid=822

**ACADEMIC INTEGRITY**

Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense. For more information, see: http://students.lsu.edu/saa/faculty/academicintegrity/samples

**ACCOMODATIONS**

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Louisiana State University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from Disability Services in 115 Johnston Hall,
indicating the existence of a disability and the suggested accommodations. For more information, see: http://students.lsu.edu/disability/information-faculty-staff/sample-syllabus-statements

**EQUITY STATEMENT**

LSU does not condone and will not tolerate discrimination, harassment, or intimidation of any person in the University community for any reason. Please make every effort to maintain an atmosphere where everyone feels comfortable sharing and responding to ideas. Students will show respect for others in the classroom. In addition, a student who disrupts instruction will be asked to leave the classroom and will lose participation points for the day/week.

**ACADEMIC SUCCESS**

The primary ingredients of your academic success are attending class, managing your time efficiently, taking good notes, and developing good critical thinking and communication abilities. LSU has a number of excellent resources that will assist you in developing these skills. The place to begin is the Center for Academic Success (http://students.lsu.edu/academicsuccess). The CAS offers guidance on what learning strategies are best suited to your talents, tutoring in the basic subjects, and workshops on a variety of topics, from note taking to time management. Communication Across the Curriculum (http://cxc.lsu.edu) assist students in developing the communication skills necessary for academic and professional success. Finally, with respect to professional success, the LSU Olinde Career Center (http://students.lsu.edu/careercenter) can assist you in choosing a major and a profession that best suits your talents and passions and help you develop a four-year career plan to ensure success when you graduate from LSU.

**STUDENT RESOURCES**

Resources are available on campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

LSU Center for Academic Success Tutorial Center, B-31 Coates Hall, 578-2872
LSU Writing Center, B-18 Coates Hall, 578-4439
Career Services, 1502 CEBA Building, 578-2162
Student Health Center, Health Promotion, and Mental Health Services, 578-6271

**NONDISCRIMINATION STATEMENT**

The classroom environment should encourage student respect for others and their opinions, regardless of race, color, religion, national origin, ancestry, gender, age, veteran status, and sexual orientation. Faculty and staff in the School of Human Resource Education and Workforce Development are committed to cultural diversity and nondiscrimination towards all students.

**INSTRUCTOR BIOS**

**Dr. Oliver S. Crocco** is an Assistant Professor of Leadership and Human Resource Development at Louisiana State University (LSU). AT LSU, Dr. Crocco teaches Advanced Mixed Methods Research, Program Development and Evaluation, Evaluation in Human
Resource Development, Principles of Workforce Development, and Global Leadership. Before coming to LSU, Dr. Crocco was a Lecturer of Human and Organizational Learning at the George Washington University (GW) in Washington, D.C. where he began working with the American National Standards Institute on a project that examines the impact of recertification across a variety of occupations and industries. He received his Ed.D. in Human and Organizational Learning from GW and his Ed.M. from Harvard University in Human Development and Psychology. Coming from his four years working at Payap University in Chiang Mai, Thailand Dr. Crocco is also passionate about organizational development and change of community-based organizations. While in Thailand, he collaboratively developed a certificate program in organizational development that was offered to community-based organization workers in Myanmar and along the Thai-Myanmar border. Dr. Crocco’s research focuses on evaluation in HRD, HRD in Southeast Asia, strengthening human resource development research and education through higher education, and enhancing cultural competence in university and work contexts. He is the Chair of the Leadership Special Interest Group (SIG) of the Association of Human Resource Development.

Dr. Edward Gibbons is an Instructor and Undergraduate Program Coordinator in the School of Leadership and Human Resource Development at Louisiana State University (LSU). After six years in the U.S. Marine Corps, he transitioned to the private sector focusing primarily on workforce and leadership development, C-level services, and corporate turnaround efforts. Dr. Gibbons instructs undergraduate courses in Human Resource Development, for the School Leadership and Human Resource Development, and Master of Business Administration courses in Organizational Behavior for the E.J. Ourso College of Business. Additionally, he is a consultant with Success Labs, a Louisiana based management consulting firm that offers guidance on leadership development, executive coaching, organizational development, and strategic & succession planning to companies positioned in the industrial sector. He has collaborated with numerous Fortune 500 & 1000 companies such as Fluor Federal Petroleum, CF Industries, Genesis Energy, Albemarle Corporation, and Axiall Corporation, successfully developing their leadership teams and high potential talent. For his most recent assignment, Dr. Gibbons served as a turn-around executive and interim COO to a Baton Rouge-based firm specializing in electrical apparatus and equipment distribution to the industrial, utility, and commercial sectors. For his current consulting engagement, Dr. Gibbons is serving as an interim COO to a Mississippi based, organic pesticide manufacturer. He received a bachelor's degree from The Ohio State University in 2005 and graduated with an MBA from Tulane University in 2011 where he briefly studied abroad in Shanghai, China. In 2015, he graduated with a Master of Science in Workforce Development and a PhD in Human Resource and Organizational Development from LSU in 2016.

The Instructor reserves the right to modify this syllabus to meet student needs and the course objectives.