**University of Rhode Island**

**EDC 586 Problems in Education**

**TOPIC:** The 3-D Dimensions of Leadership  
**Short Title (for transcript):** 3D DIMENS LDRSHP  
**Credits:** 3 graduate level credits  
**Instructor:** J. Eugene Knott PhD ABPP

**Course Description: (Please limit to 3 concise sentences)**
This graduate course examines the three most consequential aspects of leadership: How leaders make decisions, delegate work, and use vision to drive engagement & results. This includes how to make choices with awareness of bias, with smart applications for delegating work and authority, and with direct and dynamic ways of ensuring engagement and desired outcomes.

**Class Location, Meeting Dates and Times:**
This graduate course delivers its content through a hybrid format, combining pre-class work, between session assignments, online learning with behavioral rehearsal, and zoom classroom experiential instruction modules, including text-based and instructor-generated exercises.


**Course Goals:** To acquire knowledge, rubrics and wisdom regarding decision-making in the 3 key arenas of leader deciding: visionary choices, delegation decisions and driving results enterprise-wide.

**Student Learning Outcomes:** Participants will learn…
- how to ensure due diligence prior to decision-making, especially re: company or organization direction and purpose  
- a platform for addressing the universality of bias  
- forms and frameworks for acute smart delegation  
- means & measures for engaging workers in the work & with other stakeholders  
- optimal behaviors and actions for driving results

**Attendance Policy:** This is a January 2021 J-term course, so no absences will be forgiven without major grading penalties, and missing more than 1 session will mean the course cannot be completed.

**Grading Policy:** Standard A to F grading applies.

**Classroom Protocols:**  
**Academic Honesty & Integrity:** Students are expected to maintain the highest standards of academic integrity, which are consistent with expectations of the program, department, Graduate School, and student affairs profession. A student's name on any written work is regarded as assurance that the work is the result of the student's own thought and study. Work should be stated in the student's own words and properly attributed to its source. Students have an obligation to
know how to quote, paraphrase, summarize, or reference the work of others with integrity. See the [graduate student manual](#) for more details.

**Special Considerations:** If you have a documented disability which may require individual accommodations, please make an appointment with me prior to the class meeting. We will discuss how to meet your needs to ensure your full participation and fair assessment procedures. If you have not yet established services through DSS, please contact them to request accommodations. DSS is located Memorial Union 302, 401-874-2098, uri.edu/disability/, dss@etal.uri.edu.

**Standards of Behavior:** Students are expected to treat faculty and fellow classmates with dignity and respect. Students are responsible for being familiar with and adhering to the published “[Student Code of Conduct](#)” which can be accessed in the University Student Handbook.

**The Graduate Writing Center:** URI has a Graduate Writing Center. It is a great campus resource for improving writing. Appointments can be made online.

<table>
<thead>
<tr>
<th>Sessions (Dates)</th>
<th>Topics Covered</th>
<th>Related Readings/Homework</th>
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| 1/4 & 1/5  
6-8 p.m. | **Segment I**  
Overview of course objectives & methods  
Identification of course learning project  
Origins, evidence & elements of the 3 ‘D’ topics; the 4 Villains  
Basic Decision-making models & Vision & Choice | Introductions to course, participants, formats and learning objectives  
Overview of topics  
H/H: pp. 1-29 |
| 1/6, 1/7,  
1/11 & 1/12  
6-8 p.m. | **Segment II**  
Individual and collective de-biasing  
Background and forms of bias  
Neuroscience of decision-making  
Practicing de-biasing in org. choices: hiring, direction & special leadership challenges | Clinic 1  
H/H: pp. 32-89 |
| 1/13, 1/14 &  
1/18  
6-8 p.m. | **Segment III**  
When, why, to whom and how to delegate  
Delegating with smart trust and processes  
Desired outcomes vs. development objectives  
Leadership Levels and Choosing | Clinic 2  
H/H: pp. 92-153 |
<table>
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<th>Date</th>
<th>Time</th>
<th>Segment IV</th>
<th>Course</th>
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<tbody>
<tr>
<td>1/19</td>
<td>6-8 p.m.</td>
<td>Sharpening the “Device”: Ambiguity &amp; Knowns Making ‘Crisis’ Choices</td>
<td>Clinic 3</td>
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<td>H/H: pp. 194-253</td>
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<tr>
<th>Date</th>
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<tr>
<td>1/20 &amp; 1/21</td>
<td>6-8 p.m.</td>
<td>Course Projects Summative Aspects of the 3-D Dimensions</td>
<td>H/H: pp. 267-272</td>
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</tbody>
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