

HRODC Postgraduate Training Institute



A Postgraduate - Only Institution



158

Team Leadership, Team Dynamics and Time Management: Enhancing Leadership Effectiveness for Improved Organisational Performance

Course or Seminar

Leading To:



**DIPLOMA - POSTGRADUATE IN
Team Leadership, Team Dynamics and Time Management (Double Credit)**

Accumulating to .

POSTGRADUATE DIPLOMA

Progressing To A Masters Degree –

MBA – MSc – MA

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A Division of HRODC Ltd. UK Reg. No. 6088763. V.A.T. Reg. No. 8958 765 38
Prof. Dr. R.B. Crawford - Director HRODC Postgraduate Training Institute
PhD (London), MEd.M. (Bath), Adv. Dip. Ed. (Bristol), PGCIS (TVU), ITC (UWI), MAAM, MAOM, LESAN, MSCOS, MISGS, Visiting Prof. P.U.P.

Registered with the UK Register of Learning Providers (UKRLP), Department for Business, Innovation and Skills (BIS), formerly Department of Innovation, Universities and Skills (DIUS).



UKRLP Registration No. 10019585
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Postgraduate Full-Time and Short Courses
London, UK & International Locations

HRODC Postgraduate Training Institute - UKRLP Registration



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HRODC Postgraduate Training Institute is a Division of Human Resource and Organisational Development Consultancy (HRODC) Limited.
It is Registered in England UK, with Registration #6088763
and V.A.T. Registration No. 895876538

Course Co-ordinator:

Prof. Dr. R. B. Crawford – Director HRODC Postgraduate Training Institute

- PhD (University of London);
- MEd. M. (University of Bath);
- Adv. Dip. Ed. (University of Bristol);
- PGCIS (Thames Valley University);
- ITC (UWI);
- Member of the Standing Council of Organisational Symbolism (MSCOS);
- Member of the Asian Academy of Management (MAAM);
- Member of the International Society of Gesture Studies (MISGS);
- Member of the Academy of Management (MAOM);
- LESAN;
- Professor, HRODC Postgraduate Training Institute;
- Visiting Professor, Polytechnic University of the Philippines (PUP).

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For Whom This Course is Designed

This Course is Designed For:

- Business Development Experts;
- Company Secretaries;
- Corporate Directors;
- Divisional Managers;
- Entrepreneurs;
- Executive Directors;
- Human Resource Development Managers;
- Human Resource Management Managers;
- Line Managers;
- Management Consultants;
- Management Development Directors;
- Organisational Leaders;
- Performance Consultants;
- Project Team Leaders;
- Senior Executives and Managers;
- Senior Leaders who oversee the activities of teams;
- Specialist Team Leaders;
- Talent Managers;
- Team Development Personnel;
- Team Leaders;
- Team members themselves;
- Team Supervisors;
- Training and Development Managers;
- Training Directors;
- Transaction Analysts;
- All others who are desirous in enhancing their expertise in meeting management, Multi-tasking, goal-setting, prioritising, team formation, team development, team behaviour, resonance control, transactional analysis and other salient aspects of

time management, leadership and team dynamics.

Duration: 10 Days

Cost: £10,000.00 Per Delegate

Please Note:

- V.A.T. (Government Tax) does not apply to Corporate Sponsored Individuals, taking Programmes or Courses in any location - within or outside the UK.
- It applies only to Individuals and Corporations based in the UK and to Non-UK Individual Residents taking courses in the UK.

Cost includes:

- Free Continuous snacks throughout the Event Days;
- Free Hot Lunch on Event Days;
- Free City Tour;
- Free Stationery;
- Free On-site Internet Access;
- Diploma – Postgraduate – in **Team Leadership, Team Dynamics and Time Management**; or
- Certificate of Attendance and Participation – if unsuccessful on resit.

HRODC Postgraduate Training Institute's Complimentary Products include:

1. HRODC Postgraduate Training Institute's **Leather Conference Folder**;
2. HRODC Postgraduate Training Institute's **Leather Conference Ring Binder/ Writing Pad**;
3. HRODC Postgraduate Training Institute's **Key Ring/ Chain**;
4. HRODC Postgraduate Training Institute's **Leather Conference (Computer – Phone) Bag** – Black or Brown;
5. HRODC Postgraduate Training Institute's **8GB USB Flash Memory Drive**, with Course Material;
6. HRODC Postgraduate Training Institute's **Metal Pen**;
7. HRODC Postgraduate Training Institute's **Polo Shirt**.

Please see product images, as a separate file - Complimentary Products For Students and Delegates, from HRODC Postgraduate Training Institute.

Daily Schedule: 9:30 to 4:30 pm.

Location: Central London and International Locations

[Click to View or Download Schedule - Part 3](#)

[Click to View or Download Respective Mini-Schedules](#)

[Click to Download our Upcoming Programme and Course Schedule](#)

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Team Dynamics: Team Leadership Leading to Diploma-Postgraduate in Team Dynamics

Course Objectives

By the conclusion of the specified learning and development activities, delegates will be able to:

- Address the salient issues associated with Dysfunctional Behaviours;
- Adopt an effective follow-up system in the workplace;
- Adopt appropriate strategies for dealing with interruptions;
- Adopt effective delegation techniques;
- Adopt effective delegation techniques;
- Apply appropriate rewards and, or, punishment that are applied to a given team situation – thereby promoting team ‘functionality’;
- Apply group dynamics to organisational settings;
- Apply the Pareto Principle (80/20 rule) to time management issues;
- Demonstrate their appreciation of the importance of time management;
- Ascertain how to work with disorganised colleagues;

- Ascertain the possible causes and effects of meeting mismanagement; and
- Ascertain their respective goals/objectives;
- Beat work related stress;
- Clarify roles in team settings;
- Conduct an efficient workload analysis;
- Create an effective agenda that will keep the meeting on the track;
- Deal with information overload;
- Decide which tasks can be delegated;
- Demonstrate a heightened understanding of the type and permanence of the leadership of a team;
- Demonstrate a high level of understanding of a team attempts to replace a situational leader, to enhance stability, acceptability or renewed or clarified mission or objectives;
- Demonstrate an awareness of their 'Team Building and Maintenance Roles' that will improve team effectiveness;
- Demonstrate an effective 'leader behaviour' when dealing with dysfunctional behaviours;
- Demonstrate an understanding of the notion that societal socio-economic hierarchy might be informally represented in teams;
- Demonstrate the effectiveness of the strategy that they have devised for dealing with intra-team competition;
- Demonstrate their ability to deal with the psychological effect of disbandment;
- Demonstrate their ability to employ transactional analysis in a team context;
- Demonstrate their ability to manage conflict effectively, incorporating the occasions when it should be encouraged;
- Demonstrate their appreciation of the fact that workers belong to different classes, in society;
- Demonstrate their awareness of the value of team cohesiveness and team solidarity, and the dangers of over-cohesiveness.
- Demonstrate their grasp of the fundamentals of performance management;
- Demonstrate their understanding of the 'risky shift syndrome', outlining the steps that they will take to avert them;

- Demonstrate their understanding of the importance of Gatekeeping in team formal settings;
- Demonstrate their understanding of the theoretical and practice bases of Team Dynamics;
- Demonstrate your understanding of the social and psychological relevance of the stages of formation of a group;
- Describe the effort that they will make to enhance the ‘critical faculty’ of their team;
- Detect Dysfunctional Behaviours in Team Settings;
- Determine how efficient time management increases work effectiveness and productivity;
- Determine how goal setting can lead to proper time management;
- Determine the optimum team size for effective functioning;
- Determine why a temporary team is likely to be more problematic to lead than a permanent team;
- Develop a personal approach in using your time in the most productive way;
- Develop and maintain a good time management habit;
- Develop effective communication strategies that might be applied to team settings, minimising technical language;
- Develop their personal “To-Do List;”
- Develop their personal ABC123 prioritised planning;
- Develop useful techniques for setting and achieving goals;
- Develop ways to maximise their personal effectiveness;
- Develop your own individualised plan of action to maximise their use of time;
- Devise an organized and systematic schedule and handle it properly;
- Devise their personal planner;
- Devise ways to avoiding time crunches;
- Discuss POSEC Method in relation to time management;
- Distinguish between command teams, boards, committees and task forces;
- Distinguish between groups and mere aggregations;
- Distinguish between task forces, committees, command groups and boards;
- Distinguish between Temporary Committees and Standing Committees;
- Distinguish groupthink from teamthink;

- Enumerate the benefits of effective time management;
- Enumerate the different time management tips for managers;
- Establish a basis for standard setting in their teams;
- Evaluate the effectiveness of their strategy for addressing situations where team members seek sympathy;
- Exhibit a knowledge of the intimidating effect that class might have on team members, and, hence, the leader's responsibility to ensure that this informal hierarchy is dispensed with in the promotion of a 'classless team';
- Exhibit tact in discouraging team member distracting behaviours;
- Explain the bases for the feeling of 'Togetherness' or 'Awareness' IN An Aggregation;
- Explain the concept of batching technique and its relationship to time management;
- Explain the concept of Eisenhower method;
- Explain the occasions in which a situational leader is likely to emerge;
- Explain the pickle jar theory;
- Explain the Team Typological Bases;
- Explain the Time Management Matrix;
- Explain why a team's disbandment might have a negative psychological effect on members and the team leader;
- Formulate strategies in handling unexpected job emergencies;
- Gain a balance between professional goals and personal time;
- Handle e-mails, task and calendar systematically;
- Identify the different meeting menaces and learn how to deal with them;
- Identify their professional goals and personal time;
- Identify time bandits and devise strategies for dealing with them;
- Identify time wasters and adopt strategies for eliminating them;
- Illustrate how they might resolve interpersonal problems among team members;
- Illustrate how they will determine the contribution of each team member to team goal accomplishment;
- Illustrate how they will enhance the issue of 'gatekeeping' to ensure that team members, in general, participate in team meetings, extending support to the weak, ensuring that introverted team members are not intimidated or 'crushed' by the

extroverted;

- Implement techniques for minimising disruptions;
- Indicate how they will establish key competencies in teams;
- Indicate how they will help team members to channel their energies into task performance, establishing realistic goals;
- Indicate how they will recognise resonance in their teams, outline the steps that they will take to avert or reduce its occurrence, outlining how they will ‘cautioning’ resonators;
- Indicate how they will reward exceptional performance in their teams;
- Indicate how they would handle blocking, effectively;
- Indicate the range of tangible rewards that might be utilised in a team;
- Indicate the steps that they will take to harmonising their teams;
- Information, who might, nevertheless, be able to perform evaluative role;
- Internalise the dysfunctional effect of ‘resonation’ in a team context;
- Demonstrate their understanding of the factors contributing to managers’ time-wasting activities;
- Suggest the most effective ways of dealing with task delegation;
- Suggest how one might address unreasonable requests from one’s manager;
- Outline the difference between being “busy” and “productive;”
- Illustrate how they will assert themselves politely and calmly, within their varying work contexts;
- Illustrate how to diffuse the impact of others;
- Indicate how they will address the issue of interruptions constructively;
- Suggest how they will maintain their responsibility;
- Illustrate how they will manage their workloads more effectively;
- Exemplify how to utilize their gap times;
- Demonstrate the step-by-step process in making effective schedule;
- Indicate how they will utilise the different time management tools to increase their work effectiveness and productivity;
- Manage information flow and retrieval process;
- Manage projects in a systematic way;
- Manage resources more efficiently;

- Meet tight deadlines with time to spare;
- Name the different planning tools;
- Order the team formation stages, explaining the psychological issues that beset them and relate them to organisational functioning;
- Outline the steps that they will take to avert groupthink and promote teamthink;
- Plan to make the best use of the time available through the art of effective scheduling;
- Prioritise 'urgent' and 'important' activities;
- Propose an effective remedy to 'member withdrawal';
- Propose an effective way of dealing with interfering behaviour;
- Propose standards of measuring competence in teams;
- Propose suitable intangible rewards that might be applied to a team situation;
- Provide a basis for team standard setting - establishing standards and evaluating progress;
- Provide an indication of their awareness of the fact that team members' class consciousness might relate to the positions that they occupy in the organisation or society;
- Provide an individually synthesized proposal for dealing with aggressiveness;
- Provide examples of command teams, highlighting the situations in which a leader might belong to two Command Teams;
- Provide examples of how a leader should encourage desirable behaviours in a team;
- Put forward a satisfactory way of addressing 'special pleading';
- Realise the importance of agenda;
- Realise the importance of goals;
- Recognise and acknowledge performance improvement in teams;
- Recognise the ineloquent team members;
- Recognise the variety of causes of procrastination and apply relevant techniques to overcome them;
- Reduce time spent in meetings yet contribute more effectively;
- Relate the concept of Maslow's Hierarchy of Needs with effective time management;
- Demonstrate their understanding of Resonance as an issue in team effectiveness;
- Set realistic goals through SMART method;

- Solve problems through the trading game scenario.
- Specify and explain the four D's in time management;
- Specify the effects of poor time management;
- Specify the steps for running productive and effective meeting;
- Suggest how they might employ an effective diversity management that discourages resonance;
- Suggest how to determine which individual members of a team can improve their performance – and subsequently, their contribution to the team as a way of harnessing team synergy;
- Suggest how to establish acceptable performance levels in teams, noting performance indicators;
- Suggest the difference in interpretation of groups and teams;
- Suggest ways of improving team morale, while enhancing their effectiveness;
- Suggest ways to counteract the effect of the informal hierarchy - in teams other than command teams;
- Suggest ways to manage multiple tasks;
- Demonstrate their understanding of the concept of multitasking;
- Demonstrate their understanding of the difference between important and urgent activities/works;
- Demonstrate their understanding of the underlying concept of the prioritisation grid;
- Demonstrate their understanding of the underlying principles of “time” in an organisational wide context;
- Use effective delegation techniques in a workplace setting;
- Use practical techniques for organising work;

Course Contents, Concepts and Issues

Part 1: Salient Team Dynamic Issues

- Groups and Aggregations: Points of Distinction;
- The Type and Permanence of the Leadership of a Team;
- When Does a Situational Leader Emerge?
- How Does the Team Attempts to Replace a Situational Leader, Enhance Stability, Acceptability or Renewed or Clarified Mission or Objectives?
- Why Does a Temporary Team More Problematic to Lead Than a Permanent Team?
- Why Does Team Disbandment Have a Negative Psychological Effect On Members and Leader?;
- An Aggregation - 'Togetherness' or 'Awareness'?
- Aggregation and Interaction;
- Team or Group: A Definition and Distinction;
- Team Dynamics.

Part 2: Team Typologies and Their Bases

- Team Typologies;
- Team Typological Bases;
- Command Team;
- Committees;
- Temporary Committees;
- Standing Committees;
- Task Forces;
- Boards;
- Command Teams and the Organisational Hierarchy;
- Command Teams and the Organisational Functioning.

Fig. 1: A Single Command Team



Fig. 2: A Manager in 2 Command Teams



Part 3: Team Formation, Stage Significance and Task Implications

- Team Formation;
- Team Formation Stage 1: Forming;
- Team Formation Stage 2: Storming;
- How 'True-To-Life' or Realistic Are the Forming and Norming Stages of Team Development?
- Team Formation Stage 3: Norming;
- Team Formation Stage 4: Performing or Total Integration;
- Team Formation Stage 5: Adjourning or Disbanding;
- Deal with the Psychological Effect of Disbandment.

Part 4: Effective Team Leadership (1)

- Dysfunctional Behaviours;
- Addressing Dysfunctional Behaviours;
- Dealing with Aggressiveness;
- Handling Blocking;
- Dealing with Interfering Behaviour;
- Dealing With Intra-Team Competition;
- Addressing Situations Where Team Members Seek Sympathy;
- Dealing with Member Withdrawal;
- Addressing Special Pleading;
- Leader Behaviour in Dealing with Dysfunctional Behaviours;
- Being Tactful in Discouraging Distracting Behaviours;
- Encouraging Desirable Behaviours;
- Using Tangible Rewards;
- Using Intangible Rewards;
- Being Mindful of Team Situation;
- Applying Appropriate Rewards and, or, Punishment;
- Promoting Team Functionality.

Part 5: Effective Team Leadership (2)

- Team Building and Maintenance Roles: Improving Team Effectiveness;
- Encouraging Members;
- Harmonising;
- Standard Setting;
- Gatekeeping;
- Determining the Optimum Team Size;
- Providing Team Incentives;
- Encouraging Conflict;
- Averting Groupthink;
- Avoiding the Risky Shift Syndrome;
- Employing Transactional Analysis;
- Employing Effective Diversity Management and Discouraging Resonance;
- Encouraging Members;
- Harmonising Team.

Part 6: Enhancing Team Performance (1)

- Performance Management;
- Solving Interpersonal Problems among Team Members;
- Helping Team Members to Channel Their Energies Into Task Performance
- Establishing Realistic Goals;
- Developing Effective Communication Strategies;
- Minimising Technical Language;
- Clarifying Roles;
- Standard Setting - Establishing Standards and Evaluating Progress;
- A Determination of the Contribution of Each Team Member to Goal Accomplishment;
- Recognising and Acknowledging Performance Improvement;
- Rewarding Exceptional Performance;

- Establishing Key Competencies.

Part 7: Enhancing Team Performance (2)

- Establishing Acceptable Performance Levels;
- Noting Performance Indicators;
- Measuring Competence;
- Which Individual Members Can Improve Their Performance – and Subsequently, Their Contribution to the Team as A Whole;
- Harnessing Team Synergy;
- Gatekeeping;
- Making It Possible For Others to Participate;
- Supporting the Weak;
- Ensuring That Introverted Team Members Are Not Intimidated or ‘Crushed’ By the Extroverted;
- Recognising the Ineloquent Team Members Without Relevant Current Information to Perform Evaluative Role.

Part 8: Addressing Resonance and Issues Associated with Transactional Analysis

- Resonance as an Issue in Team Effectiveness;
- Recognising Resonance;
- Taking Steps to Avert or Reduce Resonance;
- ‘Cautioning’ Resonators;
- Determining the Optimum Team Size;
- Numbers That Are Best For the Operational Effectiveness of a Team –
- Team Constitutional Contingent Factors;
- Team Numbers and Member Interaction;
- Team Leader’s Direct Communication with Team Members and the Intervening Factors;
- Team Communication as Interaction;

- Necessity of Communication Reciprocation within Teams;
- Team Transaction;
- Team Transitional Analysis;
- The 'Child' In the Team;
- The 'Adult' In the Team;
- The 'Parent' In the Team;
- The Team Leader as a Transaction Analyst.

Part 9: Salient Time Management Conceptual Issues

- Time Management Defined;
- Time in an Organisational Wide Context: Acting in Time;
- The Cost of Time;
- Time Management Tools;
- Maximising Personal Effectiveness;
- Busy vs. Productive;
- Time Wasters/Time Robbers/Time Stealers/Time Bandits;
- Managing Time Wasters/Time Robbers/Time Stealers/Time Bandits;
- Combating Procrastination;
- Diffusing the Impact of Others:
 - Handling Interruptions Constructively;
 - Asserting Yourself Politely and Calmly;
 - Conquering Over-commitment (Learn to say, “No”).

Part 10: Contextualising Time Management

- The Four D's of Time Management:
 - Do;
 - Delegate:
 - ✚ Tasks Which Should Be Delegated;
 - ✚ Effective Delegation Techniques;
 - ✚ How to Delegate.

- Dump;
- Defer.
- Managing Multiple Task and Deadlines;
- Combating Work Related Stress;
- Balancing Personal and Professional Life;
- Avoiding Time Crunches;
- Handling Unexpected Job Emergencies;
- Human Multitasking;
- Benefits of Effective Time Management;
- Effects of Poor Time Management;
- Time Management Theories:
 - Maslow’s Hierarchy of Needs;
 - The Pickle Jar Theory;
 - Pareto Principle or 80/20 Rule;
 - Eisenhower Method;
 - POSEC Method.

Part 11: Setting Goals/ Objectives, Planning and Getting Organised

- Setting Goals and Objectives:
 - What You Want to Achieve;
 - Importance of Goal;
 - Setting Realistic Goals Through SMART Method;
 - Techniques for Setting and Achieving Goals.
- Planning:
 - Management and Planning Tools;
 - Using a Planner;
 - Developing Action Plan.
- Getting Organised:
 - Organising Your Workspace, Files and Folders;
 - E-mail, Task and Calendar Managing;

- Information Flow and Retrieval Process;
- Information Overload;
- Schedule Management:
 - ✚ Scheduling to Create Work/Life Balance;
 - ✚ Creating Dynamic “To-Do List”;
 - ✚ Reducing Mental Clutter.
- The Batching Technique;
- Utilise Time Gaps;
- Effective Follow-up System;
- Developing Time Management Habit.

Part 12: Scheduling, Prioritising, and Time Management Applications

- Scheduling:
 - Effective Scheduling;
 - Steps in Scheduling.
- Prioritising:
 - The Prioritisation Grid;
 - Important vs. Urgent;
 - Time Management Matrix (Covey’s Four Quadrant Matrix);
 - To-Do List;
 - ABC123 Prioritised Planning;
 - Decision Matrix.
- Time Management and Manager:
 - How Most Managers Apportioned Their Time;
 - Time Management Tips for Managers;
 - Effective Resource Management;
 - Workload Analysis;
 - Managing Workload;
 - Managing Disorganised Staffs.

Part 13: Achieving Effective Time Management Through Systematic Meeting Management

- Meeting Management:
 - Creating an Effective Agenda;
 - Importance of Agenda;
 - Steps For Productive and Effective Meeting;
 - Groupthink;
 - Teamthink;
 - Reducing Time Spent on Meeting;
 - Meeting Menaces:
 - ✚ The Waffler;
 - ✚ The Turf Warrior;
 - ✚ The Assassin;
 - ✚ The Dominator;
 - ✚ The Interrupter.
 - Meeting Mismanagement.
- Trading Game Scenario.

Synopsis of Diploma – Postgraduate, Postgraduate Diploma and Postgraduate Degree Regulation

Postgraduate Diploma and Diploma – Postgraduate: Their Distinction and Assessment Requirement

Delegates studying courses of 5-9 days' duration, equivalent to 30-54 Credit Hours (direct lecturer contact), will, on successful assessment, lead to the Diploma – Postgraduate. This represents a single credit at Postgraduate Level. While 6-day and 7-day courses also lead to a Diploma – Postgraduate, they accumulate 36 and 42 Credit Hours, respectively. Delegates and students who fail to gain the required level of pass, at Postgraduate Level

will receive a Certificate of Attendance and Participation. The Certificate of Attendance and Participation will not count, for cumulative purpose, towards the Postgraduate Diploma.

Courses carry varying credit values; some being double credit, triple credit, quad credit and 5-credit, etc. These, therefore, accumulate to a Postgraduate Diploma. As is explained, later, in this document, a Postgraduate Diploma is awarded to students and delegates who have achieved the minimum of 360 Credit Hours, within the required level of attainment.

Credit Value and Credit Hours examples of Diploma – Postgraduate Courses are as follows:

Credit Value	Credit Hours
Single-Credit	30-36
Double-Credit	60-72
Triple-Credit	90-108
Quad-Credit	120-144
10-Credit (X36 Credit-Hours) to 12-Credit (X30 Credit-Hours)	360

Other Credit Values are calculated proportionately.

Because of the intensive nature of our courses and programmes, assessment will largely be in-course, adopting differing formats. These assessment formats include, but not limited to, in-class tests, assignments, end of course examinations. Based on these assessments, successful candidates will receive the Diploma – Postgraduate, or Postgraduate Diploma, as appropriate.

In the case of Diploma – Postgraduate, a minimum of 70% overall pass is expected. In order to receive the Award of Postgraduate Diploma, candidate must have accumulated at least the required minimum ‘credit-hours’, with a pass (of 70% and above) in at least 70% of the courses taken.

Delegates and students who fail to achieve the requirement for Postgraduate Diploma, or Diploma - Postgraduate - will be given support for 2 re-submissions for each course. Those delegates who fail to achieve the assessment requirement for the Postgraduate Diploma or Diploma - Postgraduate - on 2 resubmissions, or those who elect not to receive them, will be awarded the Certificate of Attendance and Participation.

Diploma – Postgraduate, Postgraduate Diploma and Postgraduate Degree Application Requirements

Applicants for Diploma – Postgraduate, Postgraduate Diploma and Postgraduate Degrees are required to submit the following documents:

- Completed Postgraduate Application Form, including a passport sized picture affixed to the form;
- A copy of Issue and Photo (bio data) page of the applicant's current valid passport or copy of his or her Photo-embedded National Identity Card;
- Copies of credentials mentioned in the application form.

Admission and Enrolment Procedure

- On receipt of all the above documents we will make an assessment of the applicants' suitability for the Programme for which they have applied;
- If they are accepted on their Programme of choice, they will be notified accordingly and sent Admission Letters and Invoices;
- One week after the receipt of an applicant's payment or official payment notification, the relevant Programme Tutor will contact him or her, by e-mail or telephone, welcoming him or her to HRODC Postgraduate Training Institute;
- Non-European Students will be sent immigration documentation, incorporating a Visa Support Letter. This letter will bear the applicant's photograph and passport details;
- Applicants will be notified of the dates, location and venue of enrolment and orientation;

- Non-UK students will be sent general information about ‘student life’ in the UK and Accommodation details.

Modes of Study for Postgraduate Diploma Courses

There are three delivery formats for Postgraduate Diploma Courses, as follows:

1. Intensive Full-time Mode (3 months);
2. Full-time Mode (6 month);
3. Video-Enhanced On-Line Mode.

Whichever study mode is selected, the aggregate of 360 Credit Hours must be achieved.

Cumulative Postgraduate Diploma Courses

All short courses can accumulate to the required number of hours, for the Postgraduate Diploma, over a six-year period from the first registration and applies to both general and specialist groupings. In this regard, it is important to note that short courses vary in length, the minimum being 5 days (Diploma – Postgraduate) – equivalent to 30 Credit Hours, representing one credit. Twelve 5-day short courses, representing twelve credits or the equivalent of 360 Credit Hours are, therefore, required for the Award of Postgraduate Diploma.

A six-day course (Diploma – Postgraduate) is, therefore, equivalent to 36 hours Credit Hours, representing one credit. Therefore, ten short courses, of this duration, equates to the required 360 Credit Hours, qualifying for the Award of Postgraduate Diploma. While double-credit courses last between ten and fourteen days, triple-credit courses range from fifteen to nineteen days. Similarly, quad-credit courses are from sixteen to nineteen days. On this basis, the definitive calculation on the Award requirement is based on the number of hours studied (aggregate credit-value), rather than merely the number of credits achieved. This approach is particularly useful when a student or delegate studies a mixture of courses of different credit-values.

For those delegates choosing the accumulative route, it is advisable that at least two credits be attempted per year. This will ensure that the required number of credit hours for the Postgraduate diploma is achieved within the six-year time frame.

Progression to Postgraduate Degree – MA, MBA, MSc

- On the successful completion of the *Postgraduate Diploma*, students may register for the Postgraduate Degree, after their successful completion of Course #7: *Research Project: Design, Conduct & Report*.
- The students' Degree Registration Category will be dictated by the courses or modules studied at Postgraduate Diploma Level. The categories relate to Master of Business Administration (MBA); Master of Arts (MA) Master of Science (MSc); Executive Master of Business Administration (Executive MBA).

Specialism and Degree Award Titles

The title of the degree will be indicative of the specialism studied or its generalist nature, as exemplified below:

- Master of Science - Advanced Oil and Gas Accounting: International Petroleum Accounting (MSc Advanced Oil and Gas Accounting: International Petroleum Accounting);
- Master of Science - Accounting and Finance (MSc Accounting and Finance);
- Master of Science - Real Estate Management (MSc Real Estate Management);
- Master of Science - Tourism and International Relations (MSc Tourism and International Relations);
- Master of Science – Human Resource Training and Development Management (MSc HR Training and Development Management);
- Master of Business Administration (MBA);
- Executive Master of Business Administration (Executive MBA);
- Master of Business Administration – Finance (MBA Finance);
- Master of Business Administration – Accounting (MBA Accounting);

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Prof. Dr. R.B. Crawford - Director HRODC Postgraduate Training Institute

PhD (London), MEd.M. (Bath), Adv. Dip. Ed. (Bristol), PGCIS (TVU), ITC (UWI), MAAM, MAOM, LESAN, MSCOS, MISGS, Visiting Prof. P.U.P.

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Postgraduate Full-Time and Short Courses
London, UK & International Locations

- Master of Arts - Human Resource Management (MA Human Resource Management);
- Master of Arts - Information and Communication Management (MA Information and Communication Management).

Dissertation: Topics, Supervision and Examination

- The knowledge and skills gained from the research methods course will enable students to formulate their research proposal.
- With the guidance of their research methods tutor, they will submit a Synopsis or Research Proposal
- On the approval of their synopsis, their Postgraduate Degree Registration will be formalised and they will, in earnest, begin their dissertation research.
- Students' choice of Dissertation area and topic must closely reflect their specialism and expected Award Title;
- The Postgraduate Degree Award Board, which will convene twice during each Academic Year, will determine whether the rules have been complied with, in this regard, and will, where necessary, change a registered Award Title, to reflect the reality of a programme choice;
- The length of the Dissertation will be between 15,000 and 20,000 words. Higher or lower limits will be accepted through special dispensation only, tabled through their Dissertation Supervisors;
- Students will each be assigned one Main Dissertation Supervisor, for formal tuition, and a Dissertation Mentor, who will provide them with informal advice, in conjunction with their Main Dissertation Supervisor;
- Each Dissertation Mentor will also mediate the relationship between the Student and his or her Dissertation Supervisor;
- Students' Viva Voce, or Oral, Examination will be conducted within 3 months of the submission of their Dissertation;
- The Dissertation Examination will be conducted by an External and an Internal Examiner;

- The External Examiner will be drawn from a recognized University and will be an Academic in the Discipline being examined, who is not otherwise associated with HRODC Postgraduate Training Institute;
- The Internal Supervisor will be an HRODC Postgraduate Training Institute's tutor, who is neither the Students' main Dissertation Supervisor or their Dissertation Mentor;
- The submission date of a Postgraduate Dissertation is expected to be within 12 calendar months of a candidate's initial registration for the Degree but can be extended, on application, to a period not exceeding 24 months;
- In the event that Students are not successful on their first attempt, they will be given the opportunity to make minor amendments to, or revise, their Dissertation, with the guidance of their Dissertation Supervisors.
- The maximum total submission and resubmission period should not exceed 36 calendar months from the date of first registration for a particular Postgraduate Degree;
- Additional details and general aspects of these regulations are contained in the document: *Postgraduate Degree - Dissertation Guidelines*.

Terms and Conditions

HRODC Policy Terms and Conditions Are Available for viewing at:

<http://www.hrodc.com/COSTS.htm>

Or Downloaded, at:

http://www.hrodc.com/Brochure_Download_Centre.Company_Brochures_Seminar_Brochures_Seminar_Schedule.htm

The submission of our application form or otherwise registration by of the submission of a course booking form or e-mail booking request is an attestation of the candidate's subscription to our Policy Terms and Conditions, which are legally binding.

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