HRODC Postgraduate Training Institute

A Postgraduate-Only Institution

#117

Project Management in Action: Managing World Bank Projects

Postgraduate Short Course

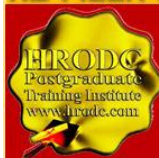### Leading To:

DIPLOMA - POSTGRADUATE IN

World Bank Project Management
Double Credit, 60 Credit-Hours

Accumulating to A

Postgraduate Certificate, With 120 Additional Credit-Hours, or A

Postgraduate Diploma, With 300 Additional Credit-Hours

HRODC Postgraduate Training Institute
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Prof. Dr. Ronald B. Crawford - Director
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HRODC POSTGRADUATE TRAINING INSTITUTE
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### Our UK Government's Verification and Registration

Our Institute is Verified by, and Registered with, the United Kingdom (UK) Register of Learning Providers (UKRLP), of the Department for Education (DfE). Its UK Provider Reference Number (UKPRN) is: 10019585 and might be located at: https://www.ukrlp.co.uk/.

Course Coordinator:

Prof. Dr. R. B. Crawford is the Director of HRODC Postgraduate Training Institute, A Postgraduate-Only Institution. He has the following Qualifications and Affiliations:

- Doctor of Philosophy {(PhD) {University College London (UCL) - University of London)};
- MEd Management (University of Bath);
- Postgraduate (Advanced) Diploma Science Teacher Ed. (University of Bristol);
- Postgraduate Certificate in Information Systems (University of West London, formerly Thames Valley University);
- Diploma in Doctoral Research Supervision, (University of Wolverhampton);

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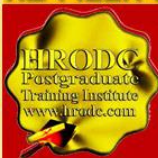
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PhD (Uni London); M. Ed. M (Bristol); PGCIS (UWL); Adv. Dip. Sc. Ed (Bristol); Dip. Doc. Res. (Uni Wlv); F.I.M.S.; HR. S. (I.M.S.); Exec. M. AOM; M. AAM; M.I.S.G.S.; M.S.C.O.S.; M. RG. C.

➢ Teaching Certificate;

➢ Fellow of the Institute of Management Specialists;

➢ Human Resources Specialist, of the Institute of Management Specialists;

➢ Member of the Asian Academy of Management (MAAM);

➢ Member of the International Society of Gesture Studies (MISGS);

➢ Member of the Standing Council for Organisational Symbolism (MSCOS);

➢ Member of ResearchGate;

➢ Executive Member of Academy of Management (AOM). There, his contribution incorporates the judging of competitions, review of journal articles, and guiding the development of conference papers. He also contributes to the Disciplines of:

- Human Resources;
- Organization and Management Theory;
- Organization Development and Change;
- Research Methods;
- Conflict Management;
- Organizational Behavior;
- Management Consulting;
- Gender & Diversity in Organizations; and
- Critical Management Studies.

Professor Dr. Crawford has been an Academic in the following UK Universities:

➢ University of London (Royal Holloway), as Research Tutor;

➢ University of Greenwich (Business School), as Senior Lecturer (Associate Professor), in Organisational Behaviour and Human Resource Management;

➢ University of Wolverhampton, (Wolverhampton Business School), as Senior Lecturer (Associate Professor), in Organisational Behaviour and Human Resource Management;

➢ London Southbank University (Business School), as Lecturer and Unit Leader.

His responsibilities in these roles included:

➢ Doctoral Research Supervisor;

➢ Admissions Tutor;

➢ Postgraduate and Undergraduate Dissertation Supervisor;

➢ Programme Leader;

➢ Personal Tutor

For Whom This Course is Designed
This Course is Designed For:

- Project Management Specialists;
- Project Management Consultants;
- Project Management Practitioners;
- Project Officers
- Project Directors
- Project Managers;
- Entrepreneurs;
- General Managers;
- Field Managers;
- Venture Capitalists
- Investment Managers
- Fund Managers
- Tender Response Units Officials
- Bidding Department Officials;
- Senior Managers;
- Project Leaders;
- Commissioners;
- Fund Holders;
- Revenue Managers;
- Development Agencies;
- Regeneration Officials
- International Associations
- Corporate Managers
- Economic Agencies
- Regional Associations
- All others interested in the Practical Issues associated with Project; Management, Generally, and World Economic Advisor.

Classroom-Based Duration and Cost:	
Classroom-Based Duration:	10 Days
Classroom-Based Cost:	£10,000.00 Per Delegate
Online (Video-Enhanced) Duration and Cost	
Online Duration:	20 Days – 3 Hours Per Day
Online Cost:	£6,700.00 Per Delegate

Classroom-Based Course and Programme 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;

➢ Postgraduate Diploma/ Diploma – Postgraduate –or

➢ Certificate of Attendance and Participation – if unsuccessful on resit.

Students and Delegates will be given a Selection of our Complimentary Products, which include:

➢ **Our Branded Leather Conference Folder**;

➢ **Our Branded Leather Conference Ring Binder/ Writing Pad;**

➢ **Our Branded Key Ring/ Chain**;

➢ **Our Branded Leather Conference (Computer – Phone) Bag – Black or Brown**;

➢ **Our Branded 8-16 GB USB Flash Memory Drive**, **with Course Material;**

➢ **Our Branded Metal Pen;**

➢ **Our Branded Polo Shirt**.;

➢ **Our Branded Carrier Bag**.

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

Delivery Locations:

1. **Central London, UK;**
2. **Dubai, UAE;**
3. **Kuala Lumpur, Malaysia;**
4. **Amsterdam, The Netherlands;**
5. **Brussels, Belgium;**
6. **Paris, France; and**
7. **Durban, South Africa;**
8. **Other International Locations, on request.**

Project Management in Action: Managing World Bank Projects Course

**Leading to Diploma – Postgraduate – in World Bank Project Management
(Double Credit) and 60 Credit-Hours, Accumulating to a Postgraduate Certificate, with 150 Additional Credit-Hours, or a Postgraduate Diploma, with 300 Additional Credit-Hours**

Course Objectives

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

➢ Address key issues associated with meeting management;

➢ Address the salient issues associated with Dysfunctional Behaviours;

➢ Analyze the content of Instruction to Consultant (IOC);

➢ Analyze the procurement type;

➢ 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 scoping strategy to a sustainability setting;

➢ Apply the 'equity' theory to work situation from a 'differentiation perspective', rather

than an 'equality perspective';
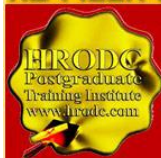
➤ Apply the most appropriate project management methodology to both real and hypothetical settings;

➤ Apply the rules in handling litigation and disputes during the acquisition of contract administration;

➤ Apply tracking timing and costs, contingencies to project management;

➤ Ascertain why the process of alignment focuses on country ownership and government leadership;

➤ Assess the validity of bids and bid security;

➤ Associate fraud risk with project management;

➤ Understand the policies and procedure for its implementation;

➤ Understand conflict of interest which disqualifies one from becoming a consultant;

➤ Use the mechanism in settling the disputes encountered during the process;

➤ Demonstrate a heightened understanding about the process of procuring contract administration;

➤ Learn the purpose of Monthly Operational Summary;

➤ Apply the strategies adopted by World Bank to reduce poverty;

➤ Understand legal terminology, documents, ethics, and the litigation process in procuring contract administration;

➤ Categorize a country as low-income, middle-income and fragile and conflict-affected country;

➤ Cite the functions of Impact Evaluation Reports;

➤ Conduct both pre-feasibility and feasibility studies;

➤ Contracts necessary to address specific country and project issue;

➤ Critically appraise existing motivation strategy within their project settings, identifying and addressing gaps;

➤ Decide on the particular project that your organization can deal with the World Bank;

➤ Deconstruct team management in a problem solving setting;

➤ Define and describe the elements required to determine the merit of the action;

➤ Define risk – generally, and in a project management setting;

➤ 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 ability to identify and comprehend relevant legal and factual issues in settling the dispute arising out of the contract administration;

➢ 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 concept of motives and their value in organisational and subsystem effectiveness;

➢ Demonstrate an understanding of the notion that societal socio-economic hierarchy might be informally represented in teams;

➢ Demonstrate how popular motivation theories have contributed to our understanding of worker behaviour;

➢ Demonstrate how the project cycle works;

➢ Demonstrate knowledge relative to the procedural concepts involved in the litigation and settlement of the dispute that may arise while securing contract administration;

➢ 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 formulate a comprehensive motivation strategy;

➢ Demonstrate their ability to manage conflict effectively, incorporating the occasions when it should be encouraged;

➢ Demonstrate their ability to translate motivation theory into practice;

➢ Demonstrate their appreciation of the fact that workers belong to different classes, in society;

➢ Demonstrate their appreciation of the need for a variance in intrinsic and extrinsic values if motivation;

➢ 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 concept of project management;

➢ 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 business opportunity during the project cycle;

➢ Describe the effort that they will make to enhance the 'critical faculty' of their team;

➢ Detect Dysfunctional Behaviours;

➢ Determine how the information is made available to public;

➢ Determine major sector which can benefit from the World Bank's project;

➢ Determine the authority which has jurisdiction over the action;

➢ Determine the circumstances under which the firm participating in the procurement process has conflict of interest;

➢ Determine the defense available to the parties.

➢ Determine the eligibility of borrower;

➢ Determine the optimum team size for effective functioning;

➢ Determine the sources of information throughout the cycle that can help the companies identify, track and prepare for the business opportunity;

➢ Determine the type and size of bidding documents;

➢ Determine when rejection of bids justified;

➢ Determine whether a cause of action exist to warrant the filing of legal action in relation to the contract administration;

➢ Determine whether your organization's project is among the projects supported by World Bank;

➢ Determine who can be sanctioned by the World Bank;

➢ Determine who carries out the World Bank's responsibilities during the project cycle;

➢ Determine why a temporary team is likely to be more problematic to lead than a permanent team;

➢ Develop effective communication strategies that might be applied to team settings, minimising technical language;

- Devise a viable sourcing strategy, relevant to a particular project setting;

- Discuss the bank's basic objective in offering guarantees;

- 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 between the different sets of motivation theories, notably content, process and reinforcement;

- Draft the documents required for the approval of the project;

- Elucidate the purpose of the guideline;

- Ensure that project agreements are legally 'water-tight';

- Enumerate the acts considered as corrupt, fraudulent practices, collusive, coercive and obstructive practices;

- Enumerate the acts considered as corrupt, fraudulent, collusive, coercive and obstructive practices;

- Enumerate the data sources for mapping the result platform;

- Enumerate the key areas where the World Group's assistance can have the biggest impact on poverty reduction;

- Enumerate the post-qualification of bidders;

- Enumerate the steps taken to promote harmonization;

- Enumerate those who are eligible to complete for the business opportunities offered by the World Bank;

- Establish a basis for standard setting in their teams;

- Establish who are responsible for managing the implementation of the project;

- Evaluate the applicability of Force Majeure in the contract;

- Evaluate the appropriateness of the application of particular theoretical aspects of motivation to specific situations;

- Evaluate the effectiveness of their strategy for addressing situations where team members seek sympathy;

- Evaluate the objectives of international competitive bidding;

- 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 Country Assistance Strategies (CAS);

- Explain the occasions in which a situational leader is likely to emerge;

- Explain the relevant risk exposure that pertains to specific project settings;

- Explain the role of the bank staff;

- Explain the Team Typological Bases;

- Explain why a team's disbandment might have a negative psychological effect on members and the team leader;

- Find out how notification and advertisement for bidding is done;

- Have demonstrated an understanding of mind mapping and fish bone method;

- Highlight and internalise crucial project planning issues;

- Identify the causes and reasons which will grant them the right to institute the action;

- Identify the conditions of contract;

- Identify the contract which the bank will not finance;

- Identify other methods of procurement and selection;

- Identify the possible beneficiaries of the business opportunities offered by the World Bank;

- Identify the qualifications of consultant;

- Identify the requisites necessary for the filing of the action;

- Identify the role of underwriter in risk mitigation;

- Identify the steps in selection process under QCBS;

- Identify those who can help in case of problems during the publication process;

- Identify what counts as a development result;

- Identify who are considered consultants;

- Identify who can avail of the World Bank's loans, credits, guarantees and technical assistance;

- Illustrate how the contingency approach to motivation might be applied to different situations;

- 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;

➢ Illustrate the pertinent issues associated with project sustainability;

➢ Illustrate the value of liquidity in project management and its associated risk;

- Indicate how currency derivatives market might hold the key to 'project sustainability'.

➢ Indicate how operating risk might be a financial liability;

➢ Indicate how they will establishing 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 resonation 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 basic elements in a project concept note;

➢ Indicate the part that training and development play in worker motivation;

➢ Indicate the range of tangible rewards that might be utilised in a team;

➢ Indicate the roles of the World Bank during the implementation of the project;

➢ Indicate the steps in appraising the projects;

➢ Indicate the steps that they will take to harmonising their teams;

➢ Internalise the dysfunctional effect of 'resonation' in a team context;

➢ Demonstrate and understanding of the Comprehensive Development Framework which governs the development of World Bank strategies;

➢ Demonstrate an understanding of the regulation for litigation and settlement of the dispute;

➢ Demonstrate an understanding of the process of harmonization and its overall aid effectiveness;

➢ Note the characteristics of bidding documents;

➢ Demonstrate an understanding of the function of Status of Projects in Execution;

➢ Demonstrate an understanding of the general considerations in choosing consultants;

- Demonstrate an understanding of the importance of procurement plan;

- Exhibit knowledge of the necessity and consequences of instituting the action and settling the dispute in connection with contract administration process;

- Demonstrate an understanding of the succeeding process after the project is completed and closed;

- Link settlement risk with 'survival imperative';

- List the responsibility of the borrower and the bank;

- Locate performance related pay, productivity bonuses and other remuneration inducement within existing motivation theory;

- Name the development indicators;

- Name those who are responsible for the project preparation phase;

- Organise in 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;

- Perceive the contents of Completion and Results Report;

- Portray a heightened understanding of project development;

- Prepare your own Environmental Action Plan and Indigenous People's Plan;

- Project a heightened awareness of the need to develop an excellent working relationship with suppliers and sub-contractors;

- 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';

➢ Realize how alignment contributes to a country's capacity for development;

➢ Recall the methodology for mapping the result platform;

➢ Recognise and acknowledge performance improvement in teams;

➢ Recognise the ineloquent team members without relevant current Information, who might, nevertheless, be able to perform evaluative role;

➢ Recognize the problems and global challenges addressed by the World Bank;

➢ Recognize the purpose of the guideline;

➢ Recommend a project control system that may be applied to a given scenario;

➢ Relate risk management to projects and project management;

➢ Resonation as an issue in team effectiveness;

➢ Specify the considerations in the implementation of the projects;

➢ Specify the functions of World Bank Executive Directors;

➢ Specify the non-lending activities of World Bank;

➢ Specify the procurement methods employed on world bank-financed projects;

➢ Suggest how they might employ an effective diversity management that discourages resonation;

➢ 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 other strategies and priorities to reduce poverty and improve living standards;

➢ Suggest the difference in interpretation of groups and teams;

➢ Suggest ways in which financial risk management is relevant to project management;

➢ Suggest ways of improving group morale, while enhancing their effectiveness;

➢ Suggest ways to counteract the effect of the informal hierarchy - in teams other than command teams;

➢ Summarize the strategies undertaken to strengthen the World Bank's ability to monitor and measure the quantitative and qualitative results of IDA and IBRD support;

➢ Synthesize the Trust funds and grants;

➢ Demonstrate an understanding of the effect of Market Dynamics on project risk;

➢ Demonstrate an understanding of the legal issues involved in initiating the litigation in cases of breach of contract;

➢ Demonstrate an understanding of the relationship between project management strategy and risk management:

➢ Verify when the implementation phase begins;

➢ View project structure as the system of relationship that persists;

➢ View the short list of consultant.

Course Contents, Concepts and Issues

Part 1: General Project Management Issues

➢ Concept of Project Management;

➢ Project Sustainability;

➢ Developing a Project;

➢ Project Planning;

➢ Team management & problem solving;

➢ Project management methodologies, tools and techniques;

➢ Some problem solving techniques;

➢ Project control;

➢ Project Purchasing;

➢ Pre-feasibility and feasibility studies;

➢ Scoping, strategy setting and final agreement;

➢ Project structure and managing meetings;

➢ Process and event based methodologies, software packages, flow charts, Imagineering;

➢ Mind Mapping, fish bone method, 'Is and Is Not' and Brain Storming;

➢ Tracking timing and costs, contingencies;

➢ Working with suppliers and sub-contractors.

Part 2: Risk and Financial Risk Management in Advanced Project Management

➢ Defining risk – generally, and in a project management setting;

➢ Relating risk management to projects and project management;

➢ Financial risk management and project management;

➢ Risk exposure in a project setting;

➢ Project risk and 'Market Dynamics';

➢ Liquidity in project management;

➢ Operating risk and financial liability;

➢ Fraud risk and project management;

➢ Link settlement risk with 'survival imperative';

➢ Project management strategy and risk management;

➢ Currency derivatives market and 'project sustainability'.

Part 3: Motivating Workers in Advanced Project Management

➢ Directing Or Leading in a project setting;

➢ The Concept of Motivation;

➢ Applying Content Theories of Motivation to Project Settings;

➢ Taylor's Money-Motivator as a reward strategy;

➢ Motivator-Hygiene Factor: Using Herzberg's ideas as a basis for an effective 'Employee Relations Strategy';

➢ Applying Equity Theory: Recognising Inequity;

➢ Goal-Setting Theory: Performance Management Application;

➢ Expectancy Theory: What does Valence holds for project management targets?;

➢ Improving Project Sustainability Through an Equitable Reward System;

➢ Reinforcement Theories;

➢ Reinforcement Theory;

➢ Motivation & Contingency Theory: Accounting for Situational Variables;

➢ Is Performance Related Pay (PRP) applicable to a Project Management Setting?;

➢ Designing An Effective Motivation Strategy: Accounting for Internal and External Project Dynamics;

➢ Introducing Talent Management: Creating and Equitable Solution;

➢ The extent to which salary or wages inducement motivate workers.

Part 4: World Bank's Focus – A World Free of Poverty (1)

➢ Strategies:

- Comprehensive Development Framework;
- Country Assistance Strategies;
- Poverty Reduction Strategies;
- Non-lending Activities;
- Debt Relief (HIPC);
- Low Income Countries Under Stress.

➢ Country Diversity:

- Low Income Countries;
- Middle Income Countries;
- Fragile and Conflict-Affected Countries.

➢ Development Effectiveness:

- Harmonization;
- Alignment;
- Aid Effectiveness Review.

Part 5: World Bank's Focus – A World Free of Poverty (2)

➢ Project Database:

- Country lending Summaries;
- What is a Project?;
- Project Major Sector;
- Procurement Method;
- How the Project Cycle Works:
  - Pre-pipeline;
  - Country Strategy and Project Identification;
  - Project Preparation;
  - Project Appraisal;

- Project Approval;
- Project Implementation;
- Project Completion;
- Evaluation.

➢ Project Status:

- Board Work Program;
- Monthly Operational Summary;
- Status of Projects in Execution;
- Implementation Completion and Results Report.

Part 6: World Bank's Focus – A World Free of Poverty (3)

➢ Policies and Procedures:

- Operational Manual;
- Safeguard Policies;
- Procurement;
- Disbursement;
- Sanctions;
- Disclosure;
- Debt.

➢ Products and Services:

- Investment and Development Policy Operations;
- Banking Products;
- Trust Funds and Grants;
- Guarantees;
- Non-Lending Activities.

➢ How We Measure Results:

- A Dynamic Framework for Capturing Results;
- Several Initiatives Are underway:
  - Core Sector Indicators;
  - IDA at Work and World Bank at Work;
  - Results Measurement System;

🔸 Implementation Completion Reports.

Part 7: World Bank's Focus – A World Free of Poverty (4)

➢ Projects and Lending:

- 🔵 How much does the World Bank lend every year?;
- 🔵 Where can I find information about how much a country is repaying the Bank?;
- 🔵 What happens if a country can't repay what it owes?;
- 🔵 Why does the Bank lend to some countries that do not have democratic political systems, or have poor human rights records?;
- 🔵 Does the Bank always make developing countries privatize their industries and assets?;
- 🔵 Do political considerations play a part in whom the Bank lends to?;
- 🔵 How can I find the name of a project task lead?;
- 🔵 Does the public get to comment on Bank projects prior Bank approval?;
- 🔵 What happens when a project isn't working, can it be changed?.

➢ Mapping for Results Platform:

- 🔵 Data Sources;
- 🔵 Methodology;
- 🔵 Open Data;
- 🔵 Partners.

Part 8: Team Dynamics: Introducing Team Leadership (1)

➢ 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;

Part 9: Team Dynamics: Introducing Team Leadership (2)

- Team or Group: A Definition and Distinction;
- Team Dynamics;
- 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;
- 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;

Part 10: Team Dynamics: Introducing Team Leadership (3)

- Deal With The Psychological Effect of Disbandment;
- 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.

Part 11: Team Dynamics: Introducing Team Leadership (4)

- ➢ Using Tangible Rewards;

- ➢ Using Intangible Rewards;

- ➢ Bearing Mindful of Team Situation;

- ➢ Applying Appropriate Rewards and, or, Punishment;

- ➢ Promoting Team Functionality;

- ➢ 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;

Part 12: Team Dynamics: Introducing Team Leadership (5)

- ➢ Avoiding the risky shift syndrome;

- ➢ Employing transactional analysis;

- ➢ Employing effective diversity management and discouraging resonation;

- ➢ Encouraging members;

- ➢ Harmonising team;

➢ 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.

Part 13: Team Dynamics: Introducing Team Leadership (6)

➢ 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;

➢ 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 Who;

➢ Harnessing Team Synergy;

Part 14: Team Dynamics: Introducing Team Leadership (7)

➢ 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;

➢ Resonation as an issue in team effectiveness;

➢ Recognising Resonation;

➢ Taking Steps To Avert or Reduce Resonation.

Part 15: Team Dynamics: Introducing Team Leadership (8)

➢ '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 Them 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.

Postgraduate Diploma, Postgraduate Certificate, and Diploma – Postgraduate - Short Course Regulation

Postgraduate Certificate, Postgraduate Diploma, and Diploma – Postgraduate: Their Distinction, Credit Value and Award Title

Postgraduate Short Courses of a minimum of five days' duration, are referred to as Diploma – Postgraduate. This means that they are postgraduate credits, towards a Postgraduate Certificate and Postgraduate Diploma. Postgraduate Certificate and Postgraduate Diploma represent Programmes of Study, leading to Awards bearing their title prefixes. While we, refer to our short studies, of 5 days to five weeks, as 'Courses', those with duration of 6 weeks and more are labelled 'Programmes'. Nevertheless, in line with popular usage, we often refer to all study durations as 'Courses'. Another mark of distinction, in this regard, is that participants in a short course are referred to as 'Delegates', as opposed to the term 'Students', which is confined to those studying a Postgraduate Programme.

Courses are of varying Credit-Values; some being Single-Credit, Double-Credit, Triple-Credit, Quad-Credit, 5-Credit, etc. These short courses accumulate to Postgraduate Certificate, with a total of 180 Credit-Hours (= 6 X 5-Day Courses or 3 X 10-Day Courses), or Postgraduate Diploma, with a total of 360 Credit-Hours (= 12 X 5-Day Courses or 6 X 10-Day Courses).

Delegates studying courses of 5-7 days' duration, equivalent to 30-42 Credit-Hours (Direct Lecturer Contact), will, on successful assessment, receive the Diploma – Postgraduate Award. 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.

Postgraduate Certificate, Postgraduate Diploma, and Diploma – Postgraduate Assessment Requirement

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, Postgraduate Certificate, or Postgraduate Diploma, as appropriate.

In the case of Diploma – Postgraduate, a minimum of 70% overall pass is expected. In order to receive the Awards of Postgraduate Certificate and Postgraduate Diploma, candidates 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 Certificate, 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 Certificate, and Postgraduate Diploma
Application Requirements

Applicants for Diploma – Postgraduate – Postgraduate Certificate, and Postgraduate Diploma 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.

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Admission and Enrolment Procedure

➢ On receipt of all the above documents we will assess applicants' suitability for the Course or Programme for which they have applied;

➢ If they are accepted on their chosen Course or Programme, 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 Course or Programme Tutor will contact him or her, by e-mail or telephone, welcoming him or her to HRODC Postgraduate Training Institute;

➢ Those intending to study in a foreign country, and require a Visa, will be sent the necessary immigration documentation, to support their application;

➢ Applicants will be notified of the dates, location and venue of enrolment and orientation, where appropriate.

Modes of Study and Duration of Postgraduate Certificate and Postgraduate Diploma Programmes

There are two delivery formats for Postgraduate Certificate and Postgraduate Diploma Programmes, as follows:

1. Intensive Full-time (Classroom-Based) Mode, lasting 3 months for Postgraduate Diploma, and 6 weeks for Postgraduate Certificate. These durations are based on six hours' lecturer-contact per day, five days (30 hours) per week, for Postgraduate Diploma;

2. Video-Enhanced On-Line Mode. This interactive online mode lasts twenty (20) weeks, for Postgraduate Diploma, and ten (10) weeks for Postgraduate Certificate. Our calculation is based on three hours per day, six days per week.

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

Introducing Our Video-Enhanced Online Study Mode

In a move away from the traditional online courses and embracing recent developments in technology-mediated distance education, HRODC Postgraduate Training Institute has introduced a Video-Enhanced Online delivery. This Online mode of delivery is revolutionary and, at the time of writing, unique to HRODC Postgraduate Training Institute.

You are taught as individuals, on a one-to-one or one-to-small-group basis. You see the tutor face to-face, for the duration of your course. You will interact with the tutor, ask and address questions; sit examinations in the presence of the tutor. It is as real as any face-to-face lecture and seminar can be. Choose from a wide range of Diploma – Postgraduate Courses and an increasing number of Specialist Postgraduate Certificate and Postgraduate Diploma Programmes. You might also accumulate Postgraduate Short Courses, via this mode of study, over a 6-year period, towards a Postgraduate Certificate or Postgraduate Diploma.

Key Features of Our Online Study: Video-Enhanced Online Mode

➢ The tutor meets the group and presents the course, via Video, in a similar way to its classroom-based counterpart;

➢ All participants are able to see, and interact with, each other, and with the tutor;

➢ They watch and discuss the various video cases and demonstrations that form an integral part of our delivery methodology;

➢ Their assessment is structured in the same way as it is done in a classroom setting;

➢ The Video-Enhanced Online mode of training usually starts on the 1st of each month, with the cut-off date being the 20th of each month, for inclusion the following month;

➢ Its duration is twice as long as its classroom-based counterpart. For example, a 5-day (30 Credit Hours) classroom-based course will last 10 days, in Video-Enhanced Online mode. This calculation is based on 3 hours tuition per day, adhering to the Institute's required 30 Credit-Hours;

➢ The cost of the Video-Enhanced Online mode is 67% of similar classroom-based courses;

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➢ For example, a 5-day classroom-based course, which costs Five Thousand Pounds, is only Three Thousand Three Hundred and Fifty Pounds (£3,350.00) in Video-Enhanced Online Mode.

10-Week Video-Enhanced Online Postgraduate Certificate and 20-Week Video-Enhanced Online Postgraduate Diploma

You might study an Online Postgraduate Certificate or Online Postgraduate Diploma, in 10 and 20 weeks, respectively, in the comfort of your office or homes, through HRODC Postgraduate Training Institute's Video-Enhanced Online Delivery. We will deliver the 180 Credit-Hours and 360 Credit-Hours, in line with our regulation, through 'Direct-Lecturer-Contact', within the stipulated timeframe. We aim to fit the tuition around your work, family commitment and leisure, thereby enhancing your maintenance of an effective 'work-study-life-style balance', at times convenient to you and your appointed tutor.

Cumulative Postgraduate Certificate and Postgraduate Diploma Courses

All short courses can accumulate to the required number of Credit-Hours, for the Postgraduate Certificate and Postgraduate Diploma, over a six-year period from 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, as is tabulated below.

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 one or two credits be attempted each year. This will ensure that the required 180 Credit-Hours and 360 Credit-Hours, for the Postgraduate Certificate and Postgraduate Diploma, respectively, are

achieved, within the designated period. These Credit-Values, awards and their accumulation are exemplified below.

Examples of Postgraduate Course Credits: Their Value, Award Prefix & Suffix – Based on 5-Day Multiples		
Credit Value	Credit Hours	Award Title Prefix (& Suffix)
Single-Credit	30-54	Diploma - Postgraduate
Double-Credit	60-84	Diploma – Postgraduate (Double-Credit)
Triple-Credit	90-114	Diploma – Postgraduate (Triple-Credit)
Quad-Credit	120-144	Diploma – Postgraduate (Quad-Credit)
5-Credit	150-174	Diploma – Postgraduate (5-Credit)
6-Credit	180-204	Postgraduate Certificate
7-Credit	210-234	Postgraduate Certificate (+ 1 Credit)
8-Credit	240-264	Postgraduate Certificate (+2 Credits)
9-Credit	270-294	Postgraduate Certificate (+3 Credits)
10-Credit	300-324	Postgraduate Certificate (+ 4 Credits)
11-Credit	330-354	Postgraduate Certificate (+5 Credits)
12-Credit	360	Postgraduate Diploma
360 Credit-Hours = Postgraduate Diploma		
12 X 5-Day Courses = 360 Credit-Hours = Postgraduate Diploma		
10 X 6-Day Courses = 360 Credit-Hours = Postgraduate Diploma		

Exemplification of Accumulated Postgraduate Certificate and Postgraduate Diploma Award Titles

All Specialist Postgraduate Certificate and Postgraduate Diploma Programmes have their predetermined Award Titles. Where delegates do not follow a Specialism, for accumulation to a Postgraduate Diploma, they will normally be Awarded a General Award, without any Specialist Award Title. However, a Specialist Award will be given, where a delegate studies

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at least seventy percent (70%) of his or her courses in a specialist grouping. These are exemplified below:

1. **Postgraduate Diploma in Accounting and Finance;**

2. **Postgraduate Certificate in Accounting and Finance;**

3. **Postgraduate Certificate in Aviation Management;**

4. **Postgraduate Diploma in Aviation Management;**

5. **Postgraduate Certificate in Industrial Health and Safety Management, Incorporating Oil and Gas Safety;**

6. **Postgraduate Diploma in Industrial Health and Safety Management, Incorporating Oil and Gas Safety;**

7. **Postgraduate Certificate in Business Communication;**

8. **Postgraduate Diploma in Business Communication;**

9. **Postgraduate Certificate in Corporate Governance;**

10. **Postgraduate Diploma in Corporate Governance;**

11. **Postgraduate Certificate in Costing and Budgeting;**

12. **Postgraduate Diploma in Costing and Budgeting;**

13. **Postgraduate Certificate in Client or Customer Relations;**

14. **Postgraduate Diploma in Client or Customer Relations;**

15. **Postgraduate Certificate in Engineering and Technical Skills;**

16. **Postgraduate Diploma in Engineering and Technical Skills;**

17. **Postgraduate Certificate in Events Management;**

18. **Postgraduate Diploma in Events Management;**

19. **Postgraduate Certificate in Health and Safety Management;**

20. **Postgraduate Diploma in Health and Safety Management;**

21. **Postgraduate Certificate in Health Care Management;**

22. **Postgraduate Diploma in Health Care Management;**

23. **Postgraduate Certificate in Human Resource Development;**

24. **Postgraduate Diploma in Human Resource Development;**

25. **Postgraduate Certificate in Human Resource Management;**

26. **Postgraduate Diploma in Human Resource Management;**

27. **Postgraduate Certificate in Information and Communications Technology (ICT);**

28. **Postgraduate Diploma in Information and Communications Technology (ICT);**

29. **Postgraduate Certificate in Leadership Skills;**

30. **Postgraduate Diploma in Leadership Skills;**

31. **Postgraduate Certificate in Law – International and National;**

32. **Postgraduate Diploma in Law – International and National;**

33. **Postgraduate Certificate in Logistics and Supply Chain Management;**

34. **Postgraduate Diploma in Logistics and Supply Chain Management;**

35. **Postgraduate Certificate in Management Skills;**

36. **Postgraduate Diploma in Management Skills;**

37. **Postgraduate Certificate in Maritime Studies;**

38. **Postgraduate Diploma in Maritime Studies;**

39. **Postgraduate Certificate in Oil and Gas Operation;**

40. **Postgraduate Diploma in Oil and Gas Operation;**

41. **Postgraduate Certificate in Oil and Gas Accounting;**

42. **Postgraduate Diploma in Oil and Gas Accounting;**

43. **Postgraduate Certificate in Politics and Economic Development;**

44. **Postgraduate Diploma in Politics and Economic Development;**

45. **Postgraduate Certificate in Procurement Management;**

46. **Postgraduate Diploma in Procurement Management;**

47. **Postgraduate Certificate in Project Management;**

48. **Postgraduate Diploma in Project Management;**

49. **Postgraduate Certificate in Public Administration;**

50. **Postgraduate Diploma in Public Administration;**

51. **Postgraduate Certificate in Quality Management;**

52. **Postgraduate Diploma in Quality Management;**

53. **Postgraduate Certificate in Real Estate Management;**

54. **Postgraduate Diploma in Real Estate Management;**

55. **Postgraduate Certificate n Research Methods;**

56. **Postgraduate Diploma in Research Methods;**

57. **Postgraduate Certificate in Risk Management;**

58. **Postgraduate Diploma in Risk Management;**

59. **Postgraduate Certificate in Sales and Marketing;**

60. **Postgraduate Diploma in Sales and Marketing;**

61. **Postgraduate Certificate in Travel, Tourism and International Relations;**

62. **Postgraduate Diploma in Travel, Tourism and International Relations.**

The actual courses studied will be detailed in a student or delegate's Transcript.

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