HRODC Postgraduate Training Institute

HRODC Postgraduate Training Institute www.hrodc.com

#050

Team Dynamics: Team Leadership

Course or Seminar

Leading To:

DIPLOMA - POSTGRADUATE IN

Team Dynamics

Accumulating to

POSTGRADUATE DIPLOMA

Progressing To A Masters Degree –

MBA – MSc – MA

Wolverhampton (HQ)

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HRODC Postgraduate Training Institute - UKRLP Registration

HRODC Postgraduate Training Institute is Registered with the UK Register of Learning Providers (UKRLP), of the Department for Business, Innovation and Skills (BIS), formerly Department of Innovation, Universities and Skills (DIUS).
Its Registration Number is 10019585 and can be verified at http://www.ukrlp.co.uk/

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)

For Whom This Course is Designed

This Course is Designed For:

- ✓ Corporate Directors
- ✓ Divisional Managers
- ✓ Management Consultants
- ✓ Senior Executives and Managers
- ✓ Team Leaders
- ✓ Organisational Leaders
- ✓ Senior Leaders who oversee the activities of teams
- ✓ Supervisors
- ✓ Training Directors
- ✓ Performance Consultants
- ✓ Management Development Directors
- ✓ Business Owners
- ✓ Entrepreneurs
- ✓ Team members themselves

Duration: 5 Days

Cost:

- ✓ **£4,000.00 Per Delegate for UK Delivery**
- ✓ **£5,000.00 Per Delegate for Delivery outside the UK**

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 Country Souvenir;

- ✓ Free Stationery;

- ✓ Free On-site Internet Access;

- ✓ Leather Conference Folder;

- ✓ Conference Ring Binder;

- ✓ Institute's Polo Shirt.

- ✓ Diploma – Postgraduate - or

- ✓ Certificate of Attendance and Participation – if unsuccessful on resit.

Course runs from 9:30 to 4:30 pm.

Location: Central London and International Locations

Schedule - Part 1:
http://hrodc.com/HRODC_Seminar_Schedule_06-07.International_Seminar_Schedule_UK_Seminars.htm

Click to book this course:
http://www.hrodc.com/Course_Booking_Form_London_Dubai_Kuala_Lumpur_Paris_Johannesburg_Cairo_Jeddah_Abu_Dhabi_Kuwait_MBA_MSc_MA_Course.htm

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:

- ✓ Distinguish between groups and mere aggregations;

- ✓ Suggest the difference in interpretation of groups and teams;

- ✓ Demonstrate your understanding of the social and psychological relevance of the stages of formation of a group;

- ✓ Distinguish between task forces, committees, command groups and boards;

- ✓ Apply group dynamics to organisational settings;

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

- ✓ Demonstrate a heightened understanding of the type and permanence of the leadership of a team;

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

- ✓ 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;

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

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

- ✓ Explain the bases for the feeling of 'Togetherness' or 'Awareness' IN An Aggregation;

- ✓ Demonstrate their understanding of the theoretical and practice bases of Team Dynamics;

- ✓ Explain the Team Typological Bases;

- ✓ Distinguish between command teams, boards, committees and task forces;

- ✓ Provide examples of command teams, highlighting the situations in which a leader might belong to two Command Teams;

- ✓ Distinguish between Temporary Committees and Standing Committees;

- ✓ Order the team formation stages, explaining the psychological issues that beset them and relate them to organisational functioning;

- ✓ Demonstrate their ability to deal with the psychological effect of disbandment;

- ✓ Detect Dysfunctional Behaviours;

- ✓ Address the salient issues associated with Dysfunctional Behaviours;

- ✓ Provide an individually synthesized proposal for dealing with aggressiveness;

- ✓ Indicate how they would handle blocking, effectively;

- ✓ Propose an effective way of dealing with interfering behaviour;

- ✓ Demonstrate the effectiveness of the strategy that they have devised for dealing with intra-team competition;

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

- ✓ Propose an effective remedy to 'member withdrawal';

- ✓ Put forward a satisfactory way of addressing 'special pleading';

- ✓ Demonstrate an effective 'leader behaviour' when dealing with dysfunctional behaviours;

- ✓ Exhibit tact in discouraging team member distracting behaviours;

- ✓ Provide examples of how a leader should encourage desirable behaviours in a team;

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

- ✓ Propose suitable intangible rewards that might be applied to a team situation;

- ✓ Apply appropriate rewards and, or, punishment that are applied to a given team situation – thereby promoting team 'functionality';

- ✓ Demonstrate an awareness of their 'Team Building and Maintenance Roles' that will improve team effectiveness;

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

- ✓ Establish a basis for standard setting in their teams;

- ✓ Demonstrate their understanding of the importance of Gatekeeping in team formal settings;

- ✓ Determine the optimum team size for effective functioning;

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

- ✓ Outline the steps that they will take to avert groupthink and promote teamthink;

- ✓ Demonstrate their understanding of the 'risky shift syndrome', outlining the steps that they will take to avert them;

- ✓ Demonstrate their ability to employ transactional analysis in a team context;

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

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

- ✓ Demonstrate their grasp of the fundamentals of performance management;

- ✓ Illustrate how they might resolve interpersonal problems among team members;

- ✓ Indicate how they will help team members to channel their energies into task performance, establishing realistic goals;

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

- ✓ Clarify roles in team settings;

- ✓ Provide a basis for team standard setting - establishing standards and evaluating progress;

- ✓ Illustrate how they will determine the contribution of each team member to team goal accomplishment;

- ✓ Recognise and acknowledge performance improvement in teams;

- ✓ Indicate how they will reward exceptional performance in their teams;

- ✓ Indicate how they will establishing key competencies in teams;

- ✓ Suggest how to establish acceptable performance levels in teams, noting performance indicators;

- ✓ Propose standards of measuring competence in teams;

- ✓ 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;

- ✓ 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;

- ✓ Recognise the ineloquent team members;

- ✓ Without relevant current;

- ✓ Information, who might, nevertheless, be able to perform evaluative role;

- ✓ Resonation as an issue in team effectiveness;

- ✓ 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;

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

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

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

- ✓ 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;

- ✓ 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';

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

- ✓ Demonstrate their awareness of the value of team cohesiveness and team solidarity, and the dangers of over-cohesiveness.

Course Contents, Concepts and 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

- Team Typologies

- Team Typological Bases

- Command Team

- Committees

- Temporary Committees

- Standing Committees

- Task Forces

- Boards

Fig. 1: A Single Command Team

National Director British Operation

Manager Southern Area — Manager Central Area — Manager Northern Area

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Fig. 2: A Manager in 2 Command Teams

- 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

- 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

- 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

- 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

- 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 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

- Resonation as an Issue in Team Effectiveness

- Recognising Resonation

- Taking Steps to Avert or Reduce Resonation

- '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

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*, delegates may register for the Masters Degree, after their successful completion of Course #7: *Research Project: Design, Conduct & Report*.

✓ The Delegates' 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). Additional details are provided in the document entitled: regulation For HRODC Postgraduate Training Institute Diploma – Postgraduate - Postgraduate Diploma and Masters Degree – MA, MBA, MSc.

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.

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

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