

HRODC Postgraduate Training Institute



A Postgraduate-Only Institution



#050

Team Dynamics: Team Leadership

Postgraduate Short Course

Leading To:

DIPLOMA - POSTGRADUATE IN

Team Dynamics, 36 Credit-Hours

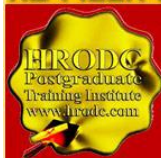
Accumulating to A

Postgraduate Certificate, With 144 Additional Credit-Hours, or A

Postgraduate Diploma, With 324 Additional Credit-Hours

HRODC Postgraduate Training Institute

HQ : 122A Bhylls Lane, Castlecroft, Wolverhampton, West Midlands WV3 8DZ, UK



Prof. Dr. Ronald B. Crawford - Director

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.



HRODC POSTGRADUATE TRAINING INSTITUTE

A Postgraduate – Only Institution

Websites:
<https://www.hrodc.com/>
<https://www.hrodc.london>
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HRODC Postgraduate Training Institute, A Postgraduate-Only Institution


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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- 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:

- Business Development Experts;
- Corporate Directors;
- Divisional Managers;
- Entrepreneurs;
- 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 team formation, team development, team behaviour, resonance control, transactional analysis and other salient aspects of team dynamics.

Classroom-Based Duration and Cost:	
Classroom-Based Duration:	6 Days
Classroom-Based Cost:	£6,000.00 Per Delegate
Online (Video-Enhanced) Duration and Cost	
Online Duration:	12 Days – 3 Hours Per Day
Online Cost:	£4,020.00 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.**

Team Dynamics: Team Leadership Course

Leading to Diploma – Postgraduate – in Team Dynamics and 36 Credit-Hours, Accumulating to a Postgraduate Certificate, with 144 Additional Credit-Hours, or a Postgraduate Diploma, with 324 Additional Credit-Hours

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

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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 ‘resonance’ in a team context;
- Suggest how they might employ an effective diversity management that discourages resonance;
- 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;
- Resonance as an issue in team effectiveness;
- 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;
- 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

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.

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.

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;

- 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

Team Dynamics: Team Leadership, Leading to Diploma Postgraduate - in Team Dynamics, and 36 Credit-Hours, Accumulating to A Postgraduate Certificate, with 144 additional Credit-Hours, a Postgraduate Diploma, with -324 Additional Credit-Hours

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 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 in 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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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. Ronald B. Crawford
Director
HRODC Postgraduate Training Institute