HRODC Postgraduate Training Institute

A Postgraduate-Only Institution

#226.M5

People and Risk Management. in Protocol. Travel, Events, Hospitality. and Tourism Management

Postgraduate Short Course

Leading To:

DIPLOMA - POSTGRADUATE IN

People and Risk Management, in Protocol, Travel. Events, Hospitality, and Tourism Management, Triple-Credit, 90 Credit-Hours

Accumulating to A

Postgraduate Certificate, With 90 Additional Credit-Hours, or A

POSTGRADUATE DIPLOMA

With 270 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.

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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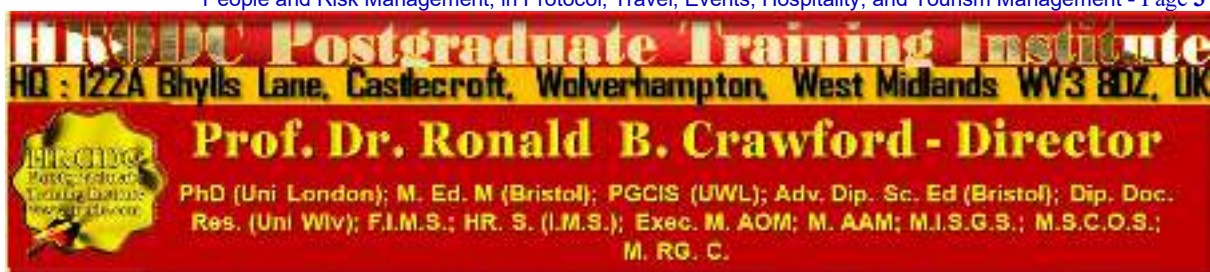
- Teaching Certificate;

- 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

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

- Chief Executive Officers;
- Chief Executives;
- Chief Secretaries;
- Conflict Resolution Consultants;
- Consultants;
- Corporate Directors;
- Cruise Operators
- Directors of Protocol;
- Divisional Managers;
- Embassy Attaches;
- Embassy Events Managers;
- Event Managers;
- Event Organisers;
- Event Planners;
- Events Contractors;
- Events Managers;
- Events Project Coordinators;
- Events Project Leaders;
- Executive Directors;
- Food and Beverages Managers
- Functional Managers;
- Fund Holders;
- General Investors;
- Government Agency Events Project Managers;
- Guest Relation Managers
- High Commission Events Managers
- High Commission Officials;
- Hotel and Tourism Consultants;
- Hotel Booking Agents

- Hotel Managers;
- Human Resource Management Managers;
- Immigration Personnel;
- International Conflict Managers;
- International Negotiators;
- International Negotiators;
- Lecturers of International Affairs;
- Lecturers of Tourism;
- Lecturers;
- Local Tourism Development Officers;
- Management Consultants;
- Management Development Directors;
- Mediation Officers;
- Middle and senior managers tasked with the direct delivery of events or oversight of specialist sub-contractors;
- National Economists;
- National Government Ministers with Events in their Portfolio;
- National Government Ministers with Tourism in their Portfolio;
- National Tourist Officers;
- Non-Executive Directors;
- Organisational Leaders;
- Performance Consultants;
- Performance Measurement Specialists;
- Productivity Specialists;
- Programme Managers;
- Project Commissioners;
- Project Evaluators;
- Project Managers;
- Project Monitoring Personnel;
- Project Team Leaders;
- Protocol Directors;

- ➢ Protocol officers, including those covering public relations and/or travel arrangements;

- ➢ Protocol Officers;

- ➢ Public Relations Executives;

- ➢ Public Relations Officers;

- ➢ Public Relations Researchers;

- ➢ Quality Improvement Managers;

- ➢ Resort Managers

- ➢ Risk Analysts;

- ➢ Risk Managers;

- ➢ Royal Protocol Officers;

- ➢ Senior Civil Servants;

- ➢ Senior Executives and Managers;

- ➢ Senior Financial Advisors;

- ➢ Senior Financial Officers;

- ➢ Senior Leaders who oversee the activities of Teams;

- ➢ Specialist Team Leaders;

- ➢ Talent Managers;

- ➢ Team Development Personnel;

- ➢ Team Leaders;

- ➢ Team Members;

- ➢ Team Supervisors;

- ➢ Those in PR at the national, regional and community level;

- ➢ Those in PR in public sector, private sector and not-for-profit organisations;

- ➢ Those involved in international activities;

- ➢ Those responsible for Protocol;

- ➢ Tour Operators

- ➢ Tourism Consultants;

- ➢ Tourism Development Officers;

- ➢ Tourism Ministry Officials;

- ➢ Tourism Officials

- ➢ Tourism Promoters;

➢ Training and Development Managers;

➢ Training Directors;

➢ Transaction Analysts;

➢ United Nations Officials;

➢ Value Analysts;

➢ Value Engineers;

➢ Venture Capitalists;

➢ Vice Presidents;

➢ War Officers.

Classroom-Based Duration and Cost:	
Classroom-Based Duration:	15 Days
Classroom-Based Cost:	£15,000.00 Per Delegate
Online (Video-Enhanced) Duration and Cost	
Online Duration:	30 Days @ 3 Hours Per Day
Online Cost:	£10,050.00 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;**

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➢ **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.**

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Course Objectives

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

➢ Address the salient issues associated with Dysfunctional Behaviours;

➢ Adopt appropriate strategies for dealing with interruptions;

➢ Adopt effective delegation techniques;

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M. RG. C.

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

➢ Apply group dynamics to organisational settings;

➢ Appreciate the importance of averting resonation, during meetings;

➢ Ascertain how to work with disorganised colleagues;

➢ Ascertain the possible causes and effects of meeting mismanagement;

➢ Create an effective agenda that will keep the meeting on track;

➢ Create an effective Disaster Recovery Plan;

➢ Deal with information overload;

➢ Decide which tasks can be delegated;

➢ Define communication;

➢ Define Group Dynamics;

➢ Demonstrate a heightened understanding of the different personality types and their corresponding influences;

➢ Demonstrate a heightened understanding of the nature of Strategic Public Relations;

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

➢ Demonstrate a high level of understanding of a team attempts to replace a situational leader, to enhance stability, acceptability or renewed or clarified mission or objectives;

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

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

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

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

➢ Demonstrate the step-by-step process in making effective schedule;

➢ Demonstrate their ability to conduct 'risk assessment';

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

➢ Demonstrate their ability to determine the necessity, and conduct, of meetings;

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

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➢ Demonstrate their ability to establish and maintain itineraries;

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

➢ Demonstrate their ability to promote effective 'inter-agency' and 'intra-agency' communication;

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

➢ Demonstrate their appreciation of the importance of time management;

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

➢ Demonstrate their grasp of the salient issues associated with performance management;

➢ Demonstrate their understanding of Resonation as an issue in team effectiveness;

➢ 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 Continuity Management in the Public Sector;

➢ Demonstrate their understanding of the concept of multitasking;

➢ Demonstrate their understanding of the difference between important and urgent activities/works;

➢ Demonstrate their understanding of the dysfunctionality of resonation during meetings;

➢ Demonstrate their understanding of the factors contributing to managers' time-wasting activities;

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

➢ Demonstrate their understanding of the importance of Strategic Public Relations in 'Image Formulation' and Maintenance;

➢ Demonstrate their understanding of the social and psychological relevance of the stages of formation of a group;

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

➢ Demonstrate their understanding of the underlying principles of "Time" In An Organisational Wide Context;

➢ Demonstrate their verbal and written communication skills, for excellent presentation;

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

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

➢ Detect Dysfunctional Behaviours in Team Settings;

➢ Determine how efficient time management increases work effectiveness and productivity;

➢ Determine how goal setting can lead to proper time management;

➢ Determine the optimum team size for effective functioning;

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

➢ Develop crisis management strategies, for their organisation;

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

➢ Develop strategies in handling crisis which may affect their organisation;

➢ Develop their personal "To-Do List;"

➢ Devise efficient tactics to implement strategies using the tactical management principles;

➢ Distinguish between 'Groupthink' and 'Teamthink';

➢ Distinguish between Command Teams, Boards, Committees and Task Forces;

➢ Distinguish between groups and mere aggregations;

➢ Distinguish between Temporary Committees and Standing Committees;

➢ Distinguish the difference between groupthink and teamthink;

➢ Draft an outstanding contingency plan for their organisation;

➢ Employ strategies to encourage enthusiastic participation and contribution in meetings;

➢ Enumerate the barriers to effective communication and propose some ways to overcome them;

➢ Enumerate the benefits of effective time management;

➢ Enumerate the different time management tips for managers;

➢ Establish a basis for standard setting in their teams;

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

➤ Exemplify how to utilize their gap times;

➤ Exhibit a heightened understanding 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 n understanding of the phases of Forming, Storming, Norming, Performing and Disbandment;

➤ Exhibit tact in discouraging team members' distracting behaviours;

➤ Exhibit their ability to develop appropriate protocol for specific scenario;

➤ Exhibit their enhanced verbal and written communication skills, for improved presentations;

➤ Explain the bases for the feeling of 'Togetherness' or 'Awareness' IN an Aggregation;

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

➤ Explain the Team Typological Bases;

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

➤ Formulate corporate strategies pertinent to the operation of their organisation;

➤ Formulate strategies in handling unexpected job emergencies;

➤ Formulate their individualized plan of action, to maximise their use of time;

➤ Handle exhibition planning and participation;

➤ Identify the different meeting menaces and learn how to deal with them;

➤ Identify their professional goals and personal time;

➤ Identify time bandits and devise strategies for dealing with them;

➤ Identify time wasters and adopt strategies for eliminating them;

➤ Illustrate how they might resolve interpersonal problems among team members;

➤ Illustrate how they will assert themselves politely and calmly, within their varying work contexts;

➤ 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 how they will manage their workloads more effectively;

➤ Illustrate how to diffuse the negative impact of others;

➤ Illustrate their ability to manage the risk to their organisations, using the principles of continuity management and disaster recovery;

➤ Implement techniques for minimising disruptions;

➤ Indicate how they will address the issue of interruptions constructively;

➤ Indicate how they will establish key competencies in teams;

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

➤ Indicate how they will recognise resonation in their teams, outline the steps that they will take to avert or reduce its occurrence, outlining how they will be 'cautioning' resonators;

➤ Indicate how they will reward exceptional performance in their teams;

➤ Indicate how they will utilise the different time management tools to increase their work effectiveness and productivity;

➤ Indicate how they would handle blocking, effectively;

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

➤ Indicate the risk mitigation measures that they will employ, in different scenarios;

➤ Indicate the steps that they will take to harmonise their teams;

➤ Indicate their acceptance of the importance of goals;

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

➤ Make special arrangements and planning for vehicular convoys;

➤ Manage information flow and retrieval process;

➤ Manage projects in a systematic way;

➤ Manage resources more efficiently;

➤ Manage the risk to their business or organisation, using the principles of continuity management and disaster recovery;

➤ Meet tight deadlines with time to spare;

➤ Name the different planning tools;

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

➢ Outline the difference between being "busy" and "productive;"

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

➢ Plan to make the best use of the time available through the art of effective scheduling;

➢ Prioritise 'urgent' and 'important' activities;

➢ Propose an effective remedy to 'member withdrawal';

➢ Propose an effective way of dealing with interfering behaviour;

➢ Propose measures towards a team's performance improvement;

➢ Propose standards of measuring competence in teams;

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

➢ Propose useful techniques for setting and achieving goals;

➢ Provide a basis for a team's standard setting - establishing standards and evaluating progress;

➢ Provide an indication of their awareness of the fact that team members' class consciousness might relate to the positions that they occupy in the organisation or society;

➢ Provide an individually synthesized proposal for dealing with aggressiveness;

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

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

➢ Put forward a satisfactory way of addressing 'special pleading';

➢ Realise the importance of agenda;

➢ Solve problems through the 'Trading Game Scenario'.

➢ Specify the negative effects of poor time management;

➢ Specify the steps that managers and team leaders need to take, to ensure productive and effective meetings;

➢ Suggest at least three causes of procrastination, proposing relevant techniques to overcome them;

➢ Suggest how one might address unreasonable requests from one's manager;

➢ Suggest how one might develop and maintain a good time management habit;

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

➢ Suggest how they will maintain their responsibility;

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➢ 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, observing performance indicators;

➢ Suggest how to reduce time spent in meetings, without impairing operational effectiveness;

➢ Suggest the differences in interpretation of groups and teams;

➢ Suggest the efforts necessary to avert etiquette breaches by mission members;

➢ Suggest the most effective ways of dealing with task delegation;

➢ Suggest the protocol that might be initiated in International Relations, for Internal Disaster Management;

➢ Suggest ways for effective implementation and maintenance of corporate identity.

➢ Suggest ways of improving team morale, while enhancing their effectiveness

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

➢ Suggest ways to manage multiple tasks;

➢ Suggest ways to maximize their personal effectiveness;

➢ Use effective delegation techniques in a workplace setting;

➢ Use practical techniques for organising work;

Course Contents, Concepts and Issues

Part 1: Salient Team Dynamics 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?

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➢ 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, in People Management

➢ 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

National Director British Operation

Manager Southern Area | Manager Central Area | Manager Northern Area

Fig. 2: A Manager in 2 Command Teams

Part 3: Team Formation, Stage Significance and Role 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: Team Leadership for Effective People Management (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: Team Leadership for Effective People Management (1)

- 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.

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Part 6: Enhancing Team Performance in The Management of People (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 in The Management of People (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.

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Part 8: Addressing Resonation and Issues Associated with Transactional Analysis, in People Management

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

Part 9: Salient Time Management Conceptual Issues

- ➢ Time Management Defined;
- ➢ Time in an Organisational Wide Context: Acting in Time;
- ➢ The Cost of Time;
- ➢ Time Management Tools;
- ➢ Maximising Personal Effectiveness;
- ➢ Busy vs. Productive;

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➢ Time Wasters/Time Robbers/Time Stealers/Time Bandits;

➢ Managing Time Wasters/Time Robbers/Time Stealers/Time Bandits;

➢ Combating Procrastination;

➢ Diffusing the Impact of Others:

➢ Handling Interruptions Constructively;

➢ Asserting Yourself Politely and Calmly;

➢ Conquering Over-commitment (Learn to say, "No").

Part 10: Contextualising Time Management for Effective People Management

➢ The Four D's of Time Management:

➢ Do;

➢ Delegate:

➢ Tasks Which Should Be Delegated;

➢ Effective Delegation Techniques;

➢ How to Delegate.

➢ Dump;

➢ Defer.

➢ Managing Multiple Task and Deadlines;

➢ Combating Work Related Stress;

➢ Balancing Personal and Professional Life;

➢ Avoiding Time Crunches;

➢ Handling Unexpected Job Emergencies;

➢ Human Multitasking;

➢ Benefits of Effective Time Management;

➢ Effects of Poor Time Management;

➢ Time Management Theories:

➢ Maslow's Hierarchy of Needs;

➢ The Pickle Jar Theory;

➢ Pareto Principle or 80/20 Rule;

➢ Eisenhower Method;

➢ POSEC Method.

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Part 11: Important Aspects of Meeting Management, for Objective Accomplishment

- ➢ Meeting Necessity and Frequency;
- ➢ Importance of, and need for, an Agenda;
- ➢ Creating an Effective Agenda;
- ➢ Steps for Productive and Effective Meeting;
- ➢ Meeting Facilitation;
- ➢ Participating and Contributing in Meetings;
- ➢ Managing 'Resonation';
- ➢ Groupthink vs. Teamthink;
- ➢ Reducing Time Spent on Meeting.

Part 12: Salient Communication Issues for Enhanced People Management

- ➢ Defining Communication;
- ➢ Barriers to Effective Communication;
- ➢ Cross Cultural Communication;
- ➢ Importance of Cross-Cultural Communication;
- ➢ Understanding Culture;
- ➢ Characteristics of Culture;
- ➢ Kinesics;
- ➢ Kinesiology;
- ➢ Effective Cross-Cultural Communication;
- ➢ How to Avoid Cross Cultural Problems;
- ➢ Guidelines for Effective Cross-Cultural Communication;
- ➢ Types of Presentation;
- ➢ Formats of Presentation;
- ➢ Characteristics of an effective Presentation;
- ➢ Presentation Skills.

Part 13: Crucial Issues in Risk Management (1)

Defining and Contextualising Risk:

➢ Defining Risk;

➢ Contextualizing Risk;

➢ Formulating Risk Statement;

➢ Perception and Calculation;

Understanding Risk in an Organisation:

➢ Model Towards Understanding Risk;

➢ Enterprise Risk Management;

➢ Risk – Classification.

Pertinent Issues in Enterprise Risk Mange

➢ Risk in Enterprise Risk Management;

➢ Identification of Type of Risk;

➢ Level of Risk;

➢ Property Risks;

➢ Valuing Property;

➢ Liability Legal Grounds;

➢ Liability Risks;

➢ Torts - An Insurance Categorization;

➢ Establishing Negligence;

➢ Types of Damages;

➢ "Res Ipsa Loquitur";

➢ Defenses in a Negligence Suit;

➢ Human Resource Risks;

➢ Review and Update.

Part 14: Crucial Issues in Risk Management (2)

Sequencing the Process:

- ➢ STEP 1: Risk Identification and Categorization;
- ➢ STEP 2: Risk Quantification:
- ➢ Example of Impact And Definitions.
- ➢ STEP 3: Risk Strategies Identification:
- ➢ 4 Categories of Risk Strategies (Countermeasures):
- ➢ Accept;
- ➢ Manage;
- ➢ Contingency plan;
- ➢ Reduce.
- ➢ Risk Strategies;
- ➢ Risk Acceptance;
- ➢ Risk Management;
- ➢ Contingency Planning;
- ➢ Risk Reduction;
- ➢ Risk Transferring;
- ➢ Insurance:
- ➢ Example of Insurance.
- ➢ Risk Reduction Control.
- ➢ STEP 4: Implementation of Strategies:
- ➢ Residual Risk;
- ➢ The Risk Register.
- ➢ STEP 5: Monitoring and Reviewing Results Of Risk Mitigation Measures:
- ➢ Continuous Risk Management (CRM);
- ➢ Risk Assessment and Manifestation of Reality;
- ➢ Crawford's Risk Analysis and Base 10: Probability vs Risk Magnitude.

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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.

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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

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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;**

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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;**

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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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