HRODC Postgraduate Training Institute,
A Postgraduate-Only Institution,
Verified by, & Registered With,
UK's Department for Education.

#077

Communication Dynamics and Networking in Organisation, Postgraduate Course.

Leading To:

Diploma – Postgraduate – in

Organisational Communication and Networking, Triple-Credit, 90 Credit-Hours.

Accumulating to a Postgraduate Certificate, with 90 additional Credit-Hours, and a Postgraduate Diploma, with 270 additional Credit-Hours.

Communication Dynamics and Networking in Organisation, Postgraduate Course, Leading to Diploma - Postgraduate - in Organisational Communication and Networking, Triple-Credit, 90 Credit-Hours, accumulating to a Postgraduate Certificate, with 90 additional Credit-Hours, and a Postgraduate Diploma, with 270 additional Credit-Hours.

- ➢ 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);

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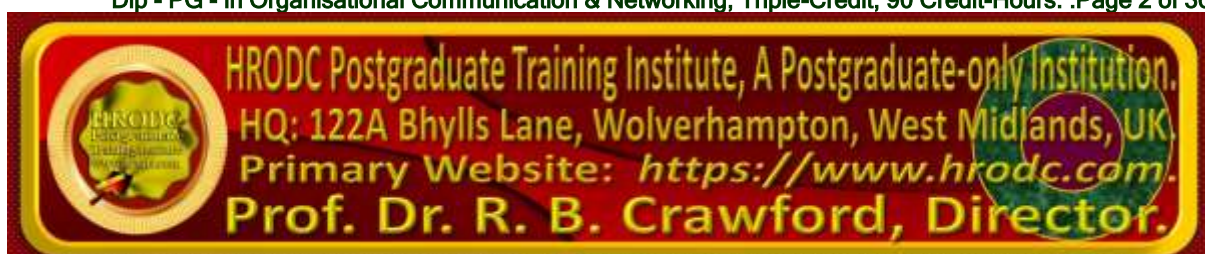
Professor Dr. Crawford has been an Academic in the following UK Universities:

➢ 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.

He was formerly an Expatriate at:

▪ Ministry of Education, Sokoto, Nigeria;

▪ Ministry of Science and Technical Education, Sokoto, Nigeria;

▪ University of Sokoto, Nigeria;

▪ College of Education, Sokoto, Nigeria; and

Former Editor-In-Chief of 'Sokoto Journal of Education'.

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- ➤ Academic and Administrative Support;
- ➤ Application Engineers;
- ➤ Business Development Experts;
- ➤ Company Secretaries;
- ➤ Computer and Information Systems Managers;
- ➤ Consultants;
- ➤ Corporate Directors;
- ➤ Data Encoders;
- ➤ Data Entry Operators;
- ➤ Divisional Managers;
- ➤ Entrepreneurs;
- ➤ Executive Directors;
- ➤ HR Administrative Support;
- ➤ Human Resource Development Managers;
- ➤ Human Resource Management Managers;
- ➤ ICT Specialists;
- ➤ Information Technology Directors;
- ➤ Information Technology Managers;
- ➤ Line Managers;
- ➤ Management Consultants;
- ➤ Management Development Directors;
- ➤ Management Information Systems Directors;
- ➤ Organisational Leaders;
- ➤ Performance Consultants;
- ➤ Programmer Analysts;
- ➤ Project Team Leaders;
- ➤ Researchers;
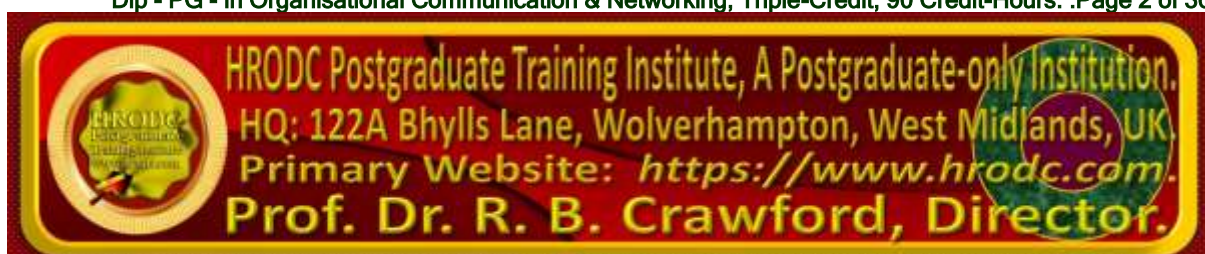
➢ Security Specialists;

➢ Senior Executives and Managers;

➢ Senior Leaders who oversee the activities of teams;

➢ Senior Security Specialists;

➢ Software Engineers;

➢ Software Quality Assurance Analysts;

➢ Specialist Team Leaders;

➢ Support Specialists;

➢ System Administrators;

➢ Systems Analysts;

➢ Systems Architects;

➢ Systems Software Engineers;

➢ Talent Managers;

➢ Team Development Personnel;

➢ Team Leaders;

➢ Team Supervisors;

➢ Technical Specialists;

➢ Telecommunications Specialists;

➢ Training and Development Managers;

➢ Training Directors;

➢ Training Managers;

➢ Transaction Analysts;

➢ All others desirous of enhancing their skills and competence on Microsoft PowerPoint, multi-tasking, team formation, team development, team behaviour, resonation control, transactional analysis and other salient aspects of leadership and team dynamics.

15-Day Course Duration & Cost:

* **In-Venues Duration: 15 Days;**
* **Online Duration: 30 Days (3 Hrs. Per Day).**
* **In-Venues Cost: £15,000.00 Per Delegate;**
* **Online Cost: £10,050.00 Per Delegate;**
* **Group Cost: Varies with its Size.**

In-Venues Cost Includes:

* **Snacks & Lunch, on Event-Days;**
* **Stationery, Onsite Internet Access, City Tour;**
* **Earned Award (PG Dip; PG Cert; Dip – PG; or Gen. Dip);**
* **Module Credits, for Incomplete Programmes;**
* **Cert. of Attendance & Participation, if Unsuccessful.**

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Our Branded Complimentary Products.

Students & Delegates Will be Treated To a Selection of:
* Leather Conference Folder; Leather Conf. Ring Binder;
* Leather Conference Bag (Black or Brown);
* Polo Shirt (Black, Blue, Navy, Green, Red, White);
* Metal Pen (Green, Blue, Maroon, Gold);
* USB Drive (8-16 GB); Carrier Bag.

Daily Schedule:
09:00 To 16:30
But may Vary, with Location.

Our Scheduled Delivery Locations Include:
* Amsterdam, Netherlands;
* Brussels, Belgium;
* Central London, UK;
* Dubai, United Arab Emirates (UAE);
* Kuala Lumpur, Malaysia; &
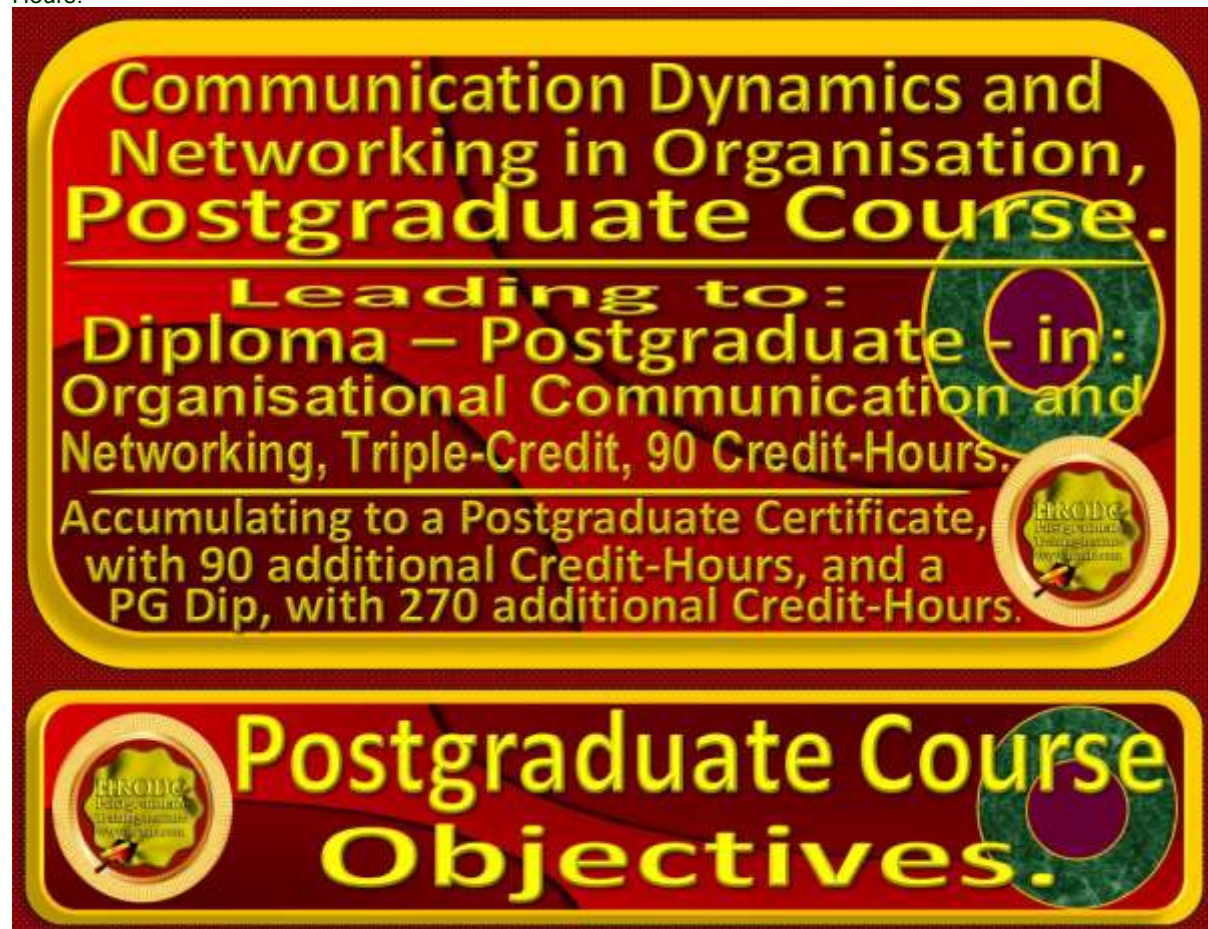* Paris, France.

Other Locations, & Inhouse, on Request.

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

- ➢ Add and delete slides;
- ➢ Add animation to a slide, in Microsoft PowerPoint Presentations;
- ➢ Add text to slides;
- ➢ Add transitions to a slide, in Microsoft PowerPoint Presentations;
- ➢ Change the background colour of slides;
- ➢ Change the slide layout;
- ➢ Create and utilise a master slide;
- ➢ Demonstrate a high level of competence in using Microsoft PowerPoint;
- ➢ Demonstrate effective verbal and non-verbal presentation skills, during the delivery of their oral-visual presentations;
- ➢ Demonstrate familiarity with the PowerPoint interface;
- ➢ Demonstrate their ability to network with colleagues;

➢ Demonstrate their ability to select the information that is relevant to the particular issues being presented, omitting the irrelevant aspects;

➢ Demonstrate their internalisation of the fact that they can effectively network, without being aggressive;

➢ Demonstrate their understanding of Kinesics;

➢ Demonstrate their understanding of the importance of the introduction – in oral-visual presentations;

➢ Demonstrate their understanding of the specific skills and competence needed to be effective in 'networking' at different 'levels';

➢ Demonstrate their understanding of the ways in which Kinesics and Kinesiology might be counterbalanced for communication and networking effectiveness;

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

➢ Develop their own presentations, in Microsoft PowerPoint.

➢ Distinguish between groups and mere aggregations;

➢ Distinguish between task forces, committees, command groups and boards;

➢ Distinguish between the various PowerPoint views;

➢ End with a blank slide, in Microsoft PowerPoint;

➢ Exhibit an understanding of the importance of proximity in social environments;

➢ Exhibit their ability to select the most appropriate PowerPoint template, in line with the type of presentation they intend to deliver;

➢ Explicitly demonstrate' that they took the necessary steps in the preparation for their oral-visual presentation;

➢ Hide slides in a presentation, in Microsoft PowerPoint;

➢ Illustrate, through role play, that they are able to effectively communicate during their 'networking' encounter with people outside their immediate command group;

➢ Indicate, with confidence, their strategy for networking with 'stranger groups';

➢ Insert hyperlinks, in Microsoft PowerPoint Presentations;

➢ Insert Images in Microsoft PowerPoint Presentations;

➢ List at least 3 pitfalls of networking, explaining how they might be averted;

➢ List at least five barriers to communicationin organisation, explaining how they might be averted or addressed, in order to improve communication effectiveness;

➢ Loop a slideshow, in Microsoft PowerPoint;

➢ Navigate through a presentation;

➢ Open new and existing presentations;

➢ Place communication networking in an organisational context;

➢ Prepare and deliver electronic presentations;

➢ Programme their presentations to provide 'dim effect', thereby enhancing the readability and psychological effect of the information they present;

➢ Propose a simple but clear definition of 'communication networking' ;

➢ Provide at least three cultural interpretations and misinterpretations examples of kinesics;

➢ Rearrange slides in the slide sorter view;

➢ Select the appropriate background design of a presentation, in Microsoft PowerPoint;

➢ Set their PowerPoint presentation slides to automatic run, timing it to coincide with their allocated time;

➢ Suggest how informal groups might be empowered to enhance organisational effectiveness.

➢ Suggest the difference in interpretation of groups and teams;

➢ Suggest the extent to which external networking events might be valuable to individual workers and the organisation, as a whole;

➢ Suggest the part that they can play in order to make the communication of their colleagues more effective;

➢ Suggest the steps that they will take to continue to improve their confidence, particularly as it relates to networking;

➢ Use action buttons, in Microsoft PowerPoint Presentations;

➢ Use proper images, animations, and transitions in a presentation, in Microsoft PowerPoint;

➢ Use the various print options, in Microsoft PowerPoint;

➢ View a slideshow on full screen;

➢ View in kiosk mode, in Microsoft PowerPoint;

➢ Address the salient issues associated with Dysfunctional Behaviours;

➢ Adopt an effective follow-up system in the workplace;

➢ Adopt appropriate strategies for dealing with interruptions;

➢ Adopt effective delegation techniques;

➢ Adopt effective delegation techniques;

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

➢ Apply group dynamics to organisational settings;

➢ Apply the Pareto Principle (80/20 rule) to time management issues;

➢ Demonstrate their appreciation of the importance of time management;

➢ Ascertain how to work with disorganised colleagues;

➢ Ascertain the possible causes and effects of meeting mismanagement; and

➢ Ascertain their respective goals/objectives;

➢ Beat work related stress;

➢ Clarify roles in team settings;

➢ Conduct an efficient workload analysis;

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

➢ Deal with information overload;

➢ Decide which tasks can be delegated;

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

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

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

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

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

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

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

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

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

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

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

➢ Demonstrate their grasp of the fundamentals of performance management;

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

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

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

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

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

➢ Detect Dysfunctional Behaviours in Team Settings;

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

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

➢ Determine the optimum team size for effective functioning;

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

➢ Develop a personal approach in using your time in the most productive way;

➢ Develop and maintain a good time management habit;

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

➢ Develop their personal "To-Do List;"

➢ Develop their personal ABC123 prioritised planning;

➢ Develop useful techniques for setting and achieving goals;

➢ Develop ways to maximize their personal effectiveness;

➢ Develop your own individualized plan of action.to maximise their use of time;

➢ Devise an organized and systematic schedule and handle it properly;

➢ Devise their personal planner;

➢ Devise ways to avoiding time crunches;

➢ Discuss POSEC Method in relation to time management;

➢ Distinguish between command teams, boards, committees and task forces;

➢ Distinguish between groups and mere aggregations;

➢ Distinguish between task forces, committees, command groups and boards;

➢ Distinguish between Temporary Committees and Standing Committees;

➢ Distinguish groupthink from team think;

➢ Enumerate the benefits of effective time management;

➢ Enumerate the different time management tips for managers;

➢ Establish a basis for standard setting in their teams;

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

➢ Exhibit a knowledge of the intimidating effect that class might have on team members, and, hence, the leader's responsibility to ensure that this informal hierarchy is dispensed with in the promotion of a 'classless team';

➢ Exhibit tact in discouraging team member distracting behaviours;

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

➢ Explain the concept of batching technique and its relationship to time management;

➢ Explain the concept of Eisenhower method;

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

➢ Explain the pickle jar theory;

➢ Explain the Team Typological Bases;

➢ Explain the Time Management Matrix;

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

- ➤ Formulate strategies in handling unexpected job emergencies;

- ➤ Gain a balance between professional goals and personal time;

- ➤ Handle e-mails, task and calendar systematically;

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

- ➤ Identify their professional goals and personal time;

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

- ➤ Identify time wasters and adopt strategies for eliminating them;

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

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

- ➤ Illustrate how they will enhance the issue of 'gatekeeping' to ensure that team members, in general, participate in team meetings, extending support to the weak, ensuring that introverted team members are not intimidated or 'crushed' by the extroverted;

- ➤ Implement techniques for minimising disruptions;

- ➤ Indicate how they will establish key competencies in teams;

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

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

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

- ➤ Indicate how they would handle blocking, effectively;

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

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

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

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

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

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

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

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

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

➢ Illustrate how to diffuse the impact of others;

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

➢ Suggest how they will maintain their responsibility;

➢ Illustrate how they will manage their workloads more effectively;

➢ Exemplify how to utilize their gap times;

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

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

➢ Manage information flow and retrieval process;

➢ Manage projects in a systematic way;

➢ Manage resources more efficiently;

➢ Meet tight deadlines with time to spare;

➢ Name the different planning tools;

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

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

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

➢ Prioritise 'urgent' and 'important' activities;

➢ Propose an effective remedy to 'member withdrawal';

➢ Propose an effective way of dealing with interfering behaviour;

➢ Propose standards of measuring competence in teams;

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

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

➢ Provide an indication of their awareness of the fact that team members' class

consciousness might relate to the positions that they occupy in the organisation or society;

➤ Provide an individually synthesized proposal for dealing with aggressiveness;

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

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

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

➤ Realise the importance of agenda;

➤ Realise the importance of goals;

➤ Recognise and acknowledge performance improvement in teams;

➤ Recognise the ineloquent team members;

➤ Recognise the variety of causes of procrastination and apply relevant techniques to overcome them;

➤ Reduce time spent in meetings yet contribute more effectively;

➤ Relate the concept of Maslow's Hierarchy of Needs with effective time management;

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

➤ Set realistic goals through SMART method;

➤ Solve problems through the trading game scenario.

➤ Specify and explain the four D's in time management;

➤ Specify the effects of poor time management;

➤ Specify the steps for running productive and effective meeting;

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

➤ Suggest how to determine which individual members of a team can improve their performance – and subsequently, their contribution to the team as a way of harnessing team synergy;

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

➤ Suggest the difference in interpretation of groups and teams;

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

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

➢ Suggest ways to manage multiple tasks;

➢ Demonstrate their understanding of the concept of multitasking;

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

➢ Demonstrate their understanding of the underlying concept of the prioritization grid;

➢ Demonstrate their understanding of the underlying principles of "time" in an organisational wide context;

➢ Use effective delegation techniques in a workplace setting;

➢ Use practical techniques for organising work.

Postgraduate Course Contents, Concepts, and Issues.

Dip. Postgraduate Course Outline.
While, so far, we have Provided Pertinent Information, Incorporating: Learning Objectives, Duration, Cost, Target Audience, & Coordinator.
We have withheld Details of: Course Contents, Concepts, & Issues. Delegates will receive the Specifics in attendance, At our International Locations, & Online.

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Part 1. Salient Team Dynamic Issues.

Part 2. Team Typologies and Their Bases.

Part 3. Team Formation, Stage Significance and Task Implications.

Part 4. Effective Team Leadership.

Part 5. Harmonizing Relationships, and Managing Conflict.

Part 6. Enhancing Team Performance.

Part 7. Relationship and Information Management, Enhanced Pormance.

Part 8. Communication Effectiveness: Overcoming Barriers, and Networking

Part 9. Designing PowerPoint Presentations.

Part 10. Enhancing Effectiveness of Visual Presentations.

Part 11. Effective Visual Design Features.

Part 12: Ultimately Enhanced Presentations.

Part 13. Finalising Visual Presentations.

Part 14. Keeping Your Audience Focused: Enhancing Learning.

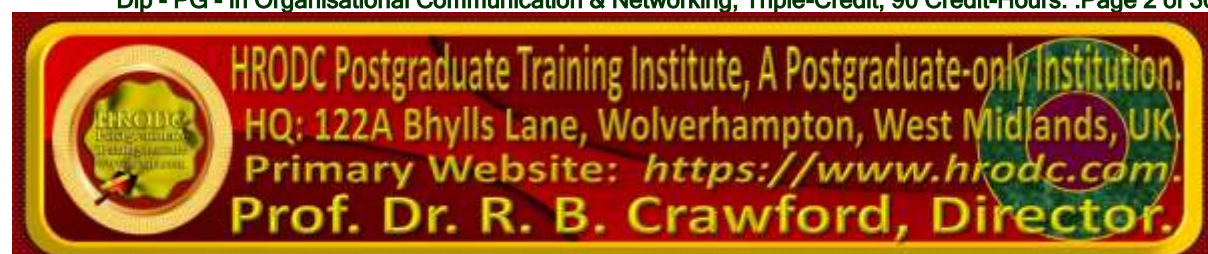## Part 15. Preparing For, and Getting on, The Stage

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Postgraduate Short Courses are of a minimum of five days' In-Venues (10 days' Online) but less than 6 weeks' In-Venues (less than 10 weeks' Online) 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 or accumulating to Awards bearing their title prefixes. While we, refer to our short studies, detailed above, as 'Courses', those with duration of 6 weeks or 12 weeks In-Venues (10- and 20-weeks' Online) are labelled 'Programmes'. Nevertheless, we conform to popular usage, by often referring to all study durations as 'Courses'. A mark of distinction, though, is that participants in a short course are referred to as 'Delegates', as opposed to the ascription 'Students', which is confined to those studying a Postgraduate Programme.

In line with the above notion, a Postgraduate Certificate might be earned through a 6 weeks' Intensive In-Venues Study, or 10 Online Delivery. Similarly, a Postgraduate

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Diploma might be studied for 12 weeks In-Venues or 20 weeks. They might also be taken through a blend of both modes, providing that a minimum of 6 and 12 Credits and 180 or 360 Credit-Hours, respectively, are earned. You might Pick and Mix Courses, to create your preferred blend of Disciplines, or follow a predesigned Specialist route. They might accumulate from our Postgraduate Short Courses, or through continuous study. Please click to view and download our List of Specialist Postgraduate Certificate, and Postgraduate Diploma Programmes

Credit-Hours and Credit-Values, in Diploma – Postgraduate - Award

Credit-Hours are the actual amount of time that a lecturer or tutor spends with his or her students or delegates, in both In-Venues and Online Deliveries. Each Five-Day In-Venues, or a Ten-Day Online (3 hours per day) Course consists of 30 Credit-Hours, while a 6-Day In-Venues (12-day Online) course amounts to 36 Credit-Hours. Because Credit-Values are calculated in multiples of 30 Credit-Hours, 60-89 Credit-Hours have a Double-Credit (2 Credit) value, while 90 Credit-Hours earn a Triple-Credit (3 Credits).

A delegate who successfully completes a Postgraduate Short Course of 30 or more Credit-Hours,   but which is less   than 180   Credit-Hours   (Postgraduate Certificate), is awarded a Diploma – Postgraduate. This Award is assigned Credit-Values and Credit-Hours, as are exemplified by the following:

1. Diploma – Postgraduate – in Organisational Change Management, 30 Credit-Hours;

2. Diploma - Postgraduate - in Trainer Training: Training for Trainers, Double-Credit, 60 Credit-Hours:

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Hours.

3. Conveyancing and Property Valuation: Property Law, Double-Credit, 72 Credit-Hours:

4. Diploma – Postgraduate – in University and Higher Education Administration, Triple-Credit, 90 Credit-Hours;

5. Diploma – Postgraduate – in Tourism and International Relations, Quad-Credit, 120 Credit-Hours.

As in the first example, above, where the Credit-Value is not noted in an Award, it must be assumed that it is a Single-Credit Value.

Postgraduate Diploma Award

A Postgraduate Diploma Award is achieved with a minimum of 360 Credit-Hours, through continuous study, or an accumulation of Credit-Hours.

Postgraduate Certificate Award

A Postgraduate Certificate might be gained with a minimum of 180 Credit-Hours, through continuous study or Credit-Hours' accumulation.

Cumulative Postgraduate Certificate, and Postgraduate Diploma Awards

All Postgraduate Short Courses accumulate to a Postgraduate Certificate and a Postgraduate Diploma, on a 'Pic and Mix' or Specialist basis. This means that we maintain academic records for each delegate, indicating the courses studied, with their Credit-Value and Credit-Hours, as are indicated above, **'Credit-Hours and Credit-Values, in Diploma – Postgraduate – Award'.** The Credit-Hours are aggregated to accumulate to at least 180 and 360 Credit-Hours, for a Postgraduate Certificate and a Postgraduate Diploma, respectively. Each Short Course Award (below a Postgraduate Certificate) indicates both its Credit-Value and Credit-Hours, excepting for Single-Credit.

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Hours.

Accumulated Postgraduate Certificate, and Postgraduate Diploma Awards

All Specialist Postgraduate Certificate and Postgraduate Diploma Programmes have predetermined Award Titles. Delegates who do not follow a specialism, for accumulation to a Postgraduate Certificate and Postgraduate Diploma, receive a Generalist, rather than a Specialist, Award. However, a Specialist Award is given to delegates who studied at least seventy percent (70%) of their courses in a specialist grouping, as are exemplified above, under the heading **'Postgraduate Diploma and Postgraduate Certificate Specialist Award Titles'.**

Applicants for Diploma – Postgraduate; Postgraduate Certificate; and Postgraduate Diploma are required to submit the following documents:
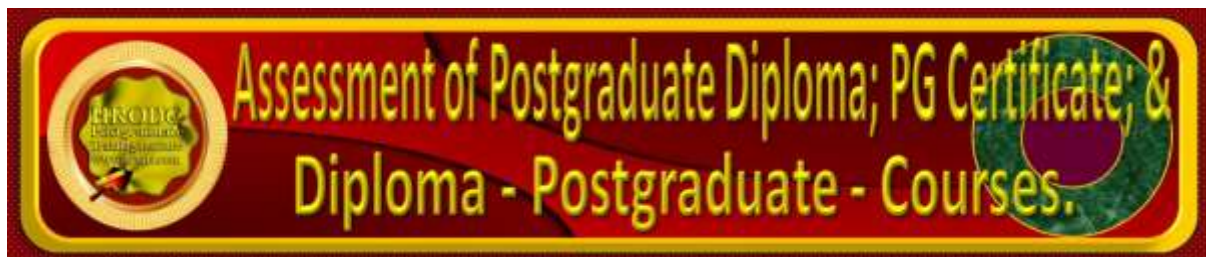
➢ Completed Postgraduate Application Form, including a passport sized picture affixed to the appropriate section;

➢ A copy of Issue and Photo (bio data) page/s of the applicant's current valid passport or copy of 'Photo-embedded' National Identity Card;

➢ Copies of credentials stated in the Application Form.

Admission and Enrolment Procedure

➢ On receipt of all the above documents, they will be forwarded to our 'Admissions Committee', which 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 Invoices;

➢ Upon receipt of an applicant's payment, we will send him or her an Official Payment Receipt, and Admission Letter, bearing a copy of the Passport-Type in the respective Application Form.

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

➢ Joining Instruction will be sent to Students and Delegates, on time to prepare for their enrolment. The incorporated information include:

- o Venue Name, Location, with specific address;
- o Details of Airport Transfer, where appropriate;
- o Start date and time;
- o Registration details;
- o Daily Schedule;
- o Local Transportation Details;
- o Residential Accommodation Details;
- o Leisure and Shopping Facilities, in the area;
- o General Security Information; among others.

Assessment of Postgraduate Diploma; PG Certificate; & Diploma - Postgraduate - Courses.

Because of the intensive nature of our Courses and Programmes, for In-Venues, and Online modes, assessment will take place during or at the end of the **'active teaching period'**, adopting differing formats. These structures include, but are not limited to:

➢ In-Class Tests;

➢ Text-Case Analyses;

➢ Video-Case Analyses;

➢ 'Out-of-Class Assignments;

➢ Individual Presentations;

➢ Group Presentations; and

➢ End of Course Examinations.

HRODC Postgraduate Training Institute, A Postgraduate-only Institution. HQ: 122A Bhylls Lane, Wolverhampton, West Midlands, UK. Primary Website: https://www.hrodc.com. Prof. Dr. R. B. Crawford, Director.

Based on these assessments, successful candidates will receive either a:

➢ Diploma – Postgraduate - Award;

➢ Postgraduate Certificate Award; or

➢ Postgraduate Diploma Award.

For all the above Awards, a minimum of 70% overall pass is expected. 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.

You might study a Postgraduate Diploma, or Postgraduate Certificate, in 20 or 10 weeks, respectively, in the comfort of your offices or homes, through our Postgraduate Training Institute's Online Delivery Mechanism. We are committed to your achieving the 360 or 180 Credit-Hours, respectively, in line with our Regulation, within the stipulated timeframe. The direct "Student-Lecturer-Contact-Times" of 3 hours per day, 6 days per week will ensure that these requirements are met. 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.

Click, or copy and paste the URL, below, into your Web Browser, to view our Service Contract, incorporating Terms and Conditions.

https://www.hrodc.com/Service_Contract_Terms_and_Conditions_Service_Details_Delivery_Point_Period_Cancellations_Extinuating_Circumstances_Payment_Protocol_Location.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.

Communication Dynamics and Networking in Organisation, Postgraduate Course, Leading to Diploma - Postgraduate - in Organisational Communication and Networking, Triple-Credit, 90 Credit-Hours, accumulating to a Postgraduate Certificate, with 90 additional Credit-Hours, and a Postgraduate Diploma, with 270 additional Credit-Hours.