HRODC Postgraduate Training Institute,

A Postgraduate-Only Institution, Verified by, & Registered with, UK's Department for Education.

#020

Business Management, Postgraduate Programme

Leading To:

Postgraduate Diploma in

Business Management.

+44 1902 763 607;
+44 20 8133 2760;
+44 7736 147 507;
+44 7586 676 208.

https://www.hrodc.com
Skype: hrodcltdpgti4
institute@hrodc.com;
london@hrodc.com

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

Prof. Dr. R. B. Crawford - Director
PhD (UCL – Uni London); MEd M. (Uni Bath); PGC IS (Uni West London);
Adv Dip Sc Ed (Uni Bristol); PG Dip Doctoral Research Supervision
(Uni Wolverhampton); F.I.M.S.; HR Specialist (I.M.S.);
Executive M. AOM; M. AAM; M. ISGS; M. SCOS; M. RG.

Programme or Course Coordinator:
Prof. Dr. R. B. Crawford, is the Director of
HRODC Postgraduate Training Institute.
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);

➢ 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);

HRODC Postgraduate Training Institute, A Postgraduate-Only Institution
HQ: 122A Bhylls Lane, Wolverhampton, WV3 8DZ, West Midlands, UK
Primary Website = https://www.hrodc.com
Prof. Dr. R. B. Crawford, Director.

- 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'.

For Whom This Programme is Designed.
This Programme is Designed For:

➢ Any Non-Financial Managers who are required to read, interpret, and contribute to business financial reports;

➢ Assets Accountants;

➢ Attorneys;

➢ Board of Directors;

➢ Business Analysts;

➢ CEOs who are involved with development of long-term customers, suppliers, outsourcing Partners, and other Global Strategic Alliances;

➢ Chief Executive Officers;

➢ Chief Executives;

➢ Chief Secretaries;

➢ Civil Engineers;

➢ Consultants;

➢ Corporate Managers;

➢ Cost Accountant;

➢ Cost and Management Accountant;

➢ Directors;

➢ Entrepreneurs;

➢ Executive Directors;

➢ Executive Managers;

➢ Financial and budget controllers who are moving to wider responsibilities ;

➢ Financial planners and cost analysts;

➢ First appointment managers on fast-track development Programmes;

➢ Functional Managers;
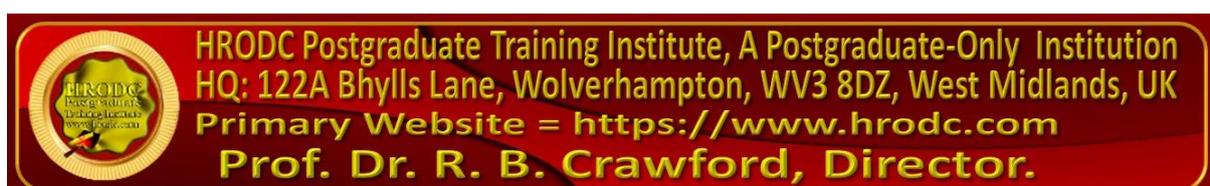
- Fund Holders;
- General Investors;
- Human Resource Managers;
- Human Resource Practitioners;
- Individuals with a genuine interest in Issues associated with Organisational Management.
- Individuals with a genuine interest in Issues associated with Project Management;
- Internal Auditors;
- It May Also Be Beneficial To Consultants and External Accountants who work with managers and executives, in the support of improvements to operational and financial processes.
- Junior Managers;
- Lecturers;
- Line Managers;
- Management Graduates;
- Management Lecturers;
- Managers and Supervisors from every business discipline and department who have to run departments and plan, cost and budget during their business lives;
- Managers who have to plan, cost and budget new business ventures;
- Managers who need to know more about business planning, budgeting, costing terms and techniques;
- Managers who require a refresher programme on the topic or who would benefit from having an opportunity to consider new ideas and methods;
- Managers with direct financial responsibilities;
- Marketing, Engineering and Human Resources Managers;
- Middle Managers;
- Non-Executive Directors;
- Organisational Development Practitioners;
- Performance Measurement Specialists;
- Productivity Specialists;
- Programme Managers;
- Project Commissioners;
- Project Evaluators;
- Project Managers;

- ➢ Project Monitoring Personnel;
- ➢ Project Team Leaders;
- ➢ Public Accountants;
- ➢ Sales and Marketing Executives;
- ➢ Senior Financial Advisors;
- ➢ Senior Financial Officers;
- ➢ Senior managers who supervise people with financial responsibilities;
- ➢ Senior Managers;
- ➢ Senior Managers;
- ➢ Supervisors;
- ➢ Supply-Stream Professionals;
- ➢ Team Members;
- ➢ Value Analysts;
- ➢ Value Engineers;
- ➢ Venture Capitalists;
- ➢ Vice Presidents of Manufacturing and Commercial Businesses;
- ➢ Vice Presidents;
- ➢ Individuals with a genuine interest in Issues associated with Organisational Management.

Programme Duration & Cost:
* **Classroom Duration: 12 Weeks; 5 Days Per Week;**
* **Online Duration: 20 Weeks; 3-Hr Day, 6-Day Week;**
* **Classroom Cost: £45,000.00 Per Student;**
* **Online Cost: £30,150.00 Per Student;**
* **Group Cost: Varies with its Size.**

Classroom-Based Cost Includes:

➢ Continuous snacks throughout the Event Days;

➢ Hot Lunch on Event Days;

➢ City Tour;

➢ Stationery;

➢ On-site Internet Access;

➢ Postgraduate Diploma; Postgraduate Certificate; Diploma – Postgraduate; or

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

Students & Delegates are Treated to a Selection of Our Branded Complimentary Products, which Include:

➢ Leather Conference Folder;

➢ Leather Conference Ring Binder/ Writing Pad;

➢ Key Ring/ Chain;

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

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

➢ Branded Metal Pen;

➢ Branded Polo Shirt.; &

➢ Branded 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, UAE;
*Durban, South Africa;
*Kuala Lumpur, Malaysia; &
*Paris, France.
Other Locations, & Inhouse, on Request.

Postgraduate Diploma in Business Management: Programme Objectives.

.

Module 1
Business Management 1.

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

➢ Analyse how delegation contributes towards effective time management;

➢ Analyse the concept of leasing in relation to delegating;

➢ Analyse the perception in each role;

➢ Ascertain how activity-based management improves processes and profitability;

➢ Ascertain the concept of delegation;

➢ Ascertain the impact of cost structure changes;

➢ Ascertain the importance of competitor information and strategic positioning towards the success of an organisation;

- ➢ Ascertain the importance of delegating tasks;
- ➢ Ascertain the importance of equity capital;
- ➢ Ascertain the information contained in profit and loss account pertaining to the company;
- ➢ Ascertain the relationship between an incumbent's experience and role enactment;
- ➢ Ascertain the relationship between an incumbent's role perception and his or her role performance;
- ➢ Ascertain the strategy on how to create a cost-aware organisation;
- ➢ Demonstrate familiarity with the different components of the profit and loss account;
- ➢ Demonstrate familiarity with the outline of strategic management accounting;
- ➢ Demonstrate familiarity with the structure of the cash flow statement;
- ➢ Be knowledgeable of some key cost concepts;
- ➢ Calculate the Return on Investment (ROI) in Education, Training and Development;
- ➢ Calculate Weighted Average Cost of Capital (WACC) using the correct formula;
- ➢ Cite the link between culture and managerial action;
- ➢ Conceptualise classical organisational theory and design, neo-classical, humanistic and contingency organisational design approaches;
- ➢ Contrast job-costing systems and process costing and explain how they are used to accumulate, track and assign product costs;
- ➢ Address the external organisational accountability;
- ➢ Define free cash flows and identify the inclusions thereof;
- ➢ Define gearing;
- ➢ Define important cost terms and give their corresponding purpose;
- ➢ Define investment;
- ➢ Define objectives, generally;
- ➢ Define profit;
- ➢ Define role set;
- ➢ Define role;
- ➢ Define variance analysis and give its function;
- ➢ Define, describe and analyse the nature of an organisation;

➢ Demonstrate a heightened knowledge of how training needs might be devised from Strategic Plans;

➢ Demonstrate a heightened understanding of role relationships;

➢ Demonstrate an appreciation of important of welfare in the development of personal management and human resource management;

➢ Demonstrate an understanding of the concept of power and how it might be applied for the benefit of the organisation;

➢ Demonstrate an understanding of the issue of 'responsibility' and how it translates in superior-subordinate relationships in organizations

➢ Demonstrate awareness of the importance of communication in the process of Human Resource Management;

➢ Demonstrate their ability to conduct a Human Resource Audit;

➢ Demonstrate their ability to determine the type of commitment that motivate particular individuals to join an organisation;

➢ Demonstrate their ability to lead a recruitment and Selection Team;

➢ Demonstrate their ability to manage recruitment and selection within a 'resourcing context'.

➢ Demonstrate their understanding of distinction between Personnel Management and Human Resource Management;

➢ Describe and enumerate some single and dual status organisations;

➢ Describe role as the behavioural expectations of a role set;

➢ Describe self-ideal as a behavioural construct;

➢ Describe the bureaucratic organisations, adhocratic organisations, mechanistic organisations, organismic organisations;

➢ Describe the democratic incumbent, autocratic incumbent, the generous incumbent, the dedicated incumbent, the social self and the role of each;

➢ Design a Job Description;

➢ Design a Personnel Specification;

➢ Design and Weight a Candidate Assessment Form (CAF);

➢ Determine how cost of debt is measured;

➢ Determine how rolling budget makes a manager's budget realistic and attainable;

➢ Determine how the budget of a business is plan and control through cost-management;

- Determine some exemplifying roles;
- Determine the benefits of the organisation out of the flexed budgets;
- Determine the boundary relationship of a role set;
- Determine the different parts of the balance sheet;
- Determine the factors influencing Human Resource Planning;
- Determine the factors that Delegatees should ascertain before delegating tasks;
- Determine the importance of is cash flow;
- Determine the limitations of CVP analysis;
- Determine the links between corporate planning and human resource planning;
- Determine the organisation's opportunity costs in providing Education, Training and Development for its Employees;
- Determine the place of an incumbent's perceived role expectations on his or her role enactment;
- Determine the resources necessary to enhance individual and team performance;
- Determine the support that Delegators should give to their Delegatees, during their performance of the specified tasks.
- Determine the use of cost management information and its benefits;
- Determine the use of non-financial information together with financial information;
- Determine the uses and purpose of accounting;
- Determine when there is a need to review an organization's Human Resource Plans;
- Differentiate between investment appraisal criteria and investment decisions;
- Differentiate cash from profit as a measure of performance, EBITDA;
- Differentiate direct cost from indirect costs;
- Differentiate fixed and flexed budget and determine under the situation under which they are used;
- Differentiate managerial control and worker autonomy and professionalism in mechanistic organisations;
- Differentiate operational centralisation and decentralisation;
- Differentiate product cost from period costs;
- Differentiate social objectives from business objectives;

- Discover how cost drivers generate cost and give examples of cost drivers;
- Discover how under-costing and over-costing influence profitability;
- Discover how variance analysis helps management understand the present costs and control future costs;
- Discuss, with confidence, the factors that are associated with poor performance;
- Distinguish absorption costing and variable costing;
  - Distinguish among internal, upward and downward organisational accountability;
- Distinguish between Education, Training and Development;
- Distinguish between formal and informal organisations;
- Distinguish between informal management and formal management succession charts;
- Distinguish cash and profit;
- Distinguish fixed cost and variable costs and give examples for each;
- Draft accounting reports and statements;
- Elucidate the concerns of managers in delegating;
- Enumerate examples of business and non-business organisations;
- Enumerate the components of a master budget;
- Enumerate the factors influencing effective delegation;
- Enumerate the purposes of budgeting;
- Enumerate the sources of finance;
- Enumerate the types of variances and give the reasons for their occurrence;
- Establish the cost/volume/profit (CVP) relationships;
- Establish the link between role and the external environment;
- Establish the link between role and the internal environment;
- Establish the link of process development to costing;
- Establish the links between the profit and loss account and balance sheet;
- Establish the links between three accounting statements: the cash flow statement, profit and loss account and balance sheet;
- Establish the relationship between delegation and external candidature;
- Establish the relationship between power, culture and organisational structure;
- Establish the relationship between self-ideal and a performance enhancer;

- ➢ Establish the relationship between strategic accounting systems, and the balanced scorecard;
- ➢ Exhibit their ability to take appropriate measures to improve Individual and Team Performance;
- ➢ Explain cost allocation in joint-cost situation;
- ➢ Explain facets #1 and 2 of authority;
- ➢ Explain how managers and subordinates benefit from delegation;
- ➢ Explain how production-related activities are classified under cost hierarchy;
- ➢ Explain how social objectives lead to profitability gain;
- ➢ Explain how target costing and target pricing help determine and achieve a target cost for a product and specify their implications;
- ➢ Explain some accounting language and terminology;
- ➢ Explain the accountant's role in the organisation;
- ➢ Explain the concept of accruals and monetary concepts;
- ➢ Explain the concept of capital rationing and control of capital investment projects;
- ➢ Explain the concept of delegation as internal promotion;
- ➢ Explain the concept of organisational culture;
- ➢ Explain the concept of segmental expectations;
- ➢ Explain the different classification of culture;
- ➢ Explain the motivation and the behavioural aspects of budgeting;
- ➢ Explain the process and value of Human Resource Audit;
- ➢ Explain the underlying concept of Investors in People (IIP);
- ➢ Explore the bases for 'division of labour/work' in organisations and their relation to organisational effectiveness;
- ➢ Expound the facet of authority, providing practical examples
- ➢ Find out how life cycle product budgeting and costing assist in pricing decision;
- ➢ Find out how zero-based budgeting fixed poorly figured, previously budgeted amount;
- ➢ Give the bases of divisional organisational structure;
- ➢ Identify role segments;
- ➢ Identify some organisational tasks and determine how tasks are grouped;
- ➢ Identify the components of cash flow statement;

- ➢ Identify the concerns of managers in delegating;
- ➢ Identify the different internal and external users;
- ➢ Identify the different planning and operational variances;
- ➢ Identify the different sources of financial information;
- ➢ Identify the key elements of published reports and accounts and explain each;
- ➢ Explain the following aspects of ratio analysis: Profitability; Efficiency and performance; Liquidity; Investment; Cash flow; The DuPont system;
- ➢ Identify the linkages between ABM and ABC;
- ➢ Identify the possible uncertainty and risk in budgeting and planning;
- ➢ Identify the role expectations of social support;
- ➢ Identify the set of complimentary relationship in every role;
- ➢ Identify the single and mixed products;
- ➢ Identify the stages and flow of cost in activity-based costing (ABC);
- ➢ Identify the standard costs of a company;
- ➢ Identify who are the users of accounting and financial information;
- ➢ Illustrate a matrix organisational structure;
- ➢ Illustrate a simple, functional and divisional organisational structure;
- ➢ Illustrate the difference between the hard approach to HRM and Soft approach to HRM;
- ➢ Illustrate, vividly, how the Political, Economic, Social, Technological, Environmental and Legal (PESTEL) Factors impinge on Employee Resourcing, incorporating Human Resource Planning;
- ➢ Indicate the significant aspects in the Development of Personnel Management and Human Resource Management;
- ➢ Explain the budget process, including activity-based budgeting;
- ➢ Enumerate the degree of specificity of role in mechanistic organisations and organismic organisations;
- ➢ Illustrate the importance of delegation in increasing productivity and workflow;
- ➢ Narrate the importance of lines of authority and accountability in organisations towards effective organisation communication;
- ➢ Determine the information contained in the balance sheet pertaining to the company;

- ➤ Explain, with suitable examples, the organisation's accountability to owners or sponsors, clients, users, or customers, creditors, and sector or industry;
- ➤ Demonstrate their knowledge of organisational and accounting control systems;
- ➤ Illustrate how to delegate authority for effective task performance;
- ➤ Suggest how to delegate responsibility with delegated tasks;
- ➤ Explain how to develop competitive advantage;
- ➤ Demonstrate their ability to perform break-even analysis;
- ➤ Demonstrate their ability to predict business failure using the ALTMAN z-score;
- ➤ Link Employee Resourcing with Business and Organisational Development;
- ➤ Link resources, activities and management;
- ➤ List some structural typologies and describe each;
- ➤ Locate Performance Management in an appropriate context;
- ➤ Manage the risk of internal 'sabotage';
- ➤ Manage the strategic role:
- ➤ Name the three major influences on pricing decisions;
- ➤ Outline the activity-based budgeting process;
- ➤ Perform a risk analysis;
- ➤ Peruse business objectives through business objectives;
- ➤ Prepare a cash flow statement for their company;
- ➤ Provide a working definition of accountability;
- ➤ Realise the value of standard costing as a management tool;
- ➤ Relate the part played by Rowntree in the development of personal management and human resource management;
- ➤ Specify the limitations of the conventional balance sheet;
- ➤ Specify the new role for managers and accountants.
- ➤ Suggest solutions to some problems in budgeting;
- ➤ Suggest the importance of Human Resource Planning in Organisation Management;
- ➤ Suggest ways to improve organisational culture.
- ➤ Suggest ways to integrate continuous improvement into variance analysis;
- ➤ Demonstrate their understanding of organisational structure as roles and

relationships;

➢ Demonstrate their understanding of the concept of internal selection mechanism;

➢ Demonstrate their understanding of the principle of profit and profitability;

➢ Demonstrate their understanding of the principle of transfer pricing;

➢ Demonstrate their understanding of d the time value of money;

➢ Utilise the sensitivity analysis in decision-making to overcome risk and uncertainty;

➢ Utilise the sensitivity analysis in decision-making to overcome risk and uncertainty.

Module 1
Business Management 1.

M1. Part 1: Contextualising Organisational Analysis

M1. Part 2: Delegation as an Operational Imperative

M1. Part 3: Contextualising Delegation

M1. Part 4: Role in an Organisational Context

M1. Part 5: The Organisation's Internal and External Accountability

M1. Part 6: Organisational Design Metaphors and Relationships

M1. Part 7: Understanding Organisational Culture

M1. Part 8: From Personnel to Human Resource Management: A Strategic Development

HRODC Postgraduate Training Institute, A Postgraduate-Only Institution
HQ: 122A Bhylls Lane, Wolverhampton, WV3 8DZ, West Midlands, UK
Primary Website = https://www.hrodc.com
Prof. Dr. R. B. Crawford, Director.

M1. Part 9: Human Resource Management As A Strategic Tool

M1. Part 10: Strategising Employee Resourcing (1)

M1. Part 11: Strategising Employee Resourcing (2)

M1. Part 12: Motivation in Human Resource Management

M1. Part 13: Contextualising Motivation in Human Resource Management

M1. Part 14: Diversity Management and Its Importance in Human Resource Management

M1. Part 15: Diversity Management or Mismanagement: Organisational Enhancement or Catastrophe?

M1. Part 16: Project Management: Overview

M1. Part 17: Project Initiation

M1. Part 18: Project Planning Process

M1. Part 19: Project Execution and Control

M1. Part 20: Project Monitoring and Evaluation

M1. Part 21: Project Termination or Closure

M1. Part 22: Management and Cost Management Fundamentals: A Review of Key Cost Concepts

M1. Part 23: Different Approaches to Costing (1)

M1. Part 24: Cost Planning and Pricing Decisions: Life – Cycle – Costing, Target Costing and Target Pricing

M1. Part 25: A Strategic View of the Business Environment (1)

M1. Part 26: A Strategic View of the Business Environment (2)

M1. Part 27: The Financial Statements and Financial Analysis

M1. Part 28: Budgeting and Short-term Planning

M1. Part 29: Budgetary Control, and Long-Term Planning DCF and Capital Investment Appraisal

M1. Part 30: Financing the Business and Strategic Accounting

M1. Part 31: A Strategic View of the Business Environment (1)

M1. Part 32: A Strategic View of the Business Environment (2)

M1. Part 33: The Financial Statements and Financial Analysis

M1. Part 34: Budgeting and Short-term Planning

M1. Part 35: Budgetary Control, and Long-Term Planning DCF and Capital Investment Appraisal

M1. Part 36: Financing the Business and Strategic Accounting

Module 2
Business Management 2.

For Whom This Programme is Designed.
This Programme is Designed For:

- Assistant Vice Chancellor for Advancement;
- Board of Directors;
- Brand Managers;
- Client Service Managers;
- Consultants;
- Corporate Administration Advisor;
- Corporate Directors;
- Corporate Managers;
- Customer Service Managers;
- Department Heads;
- Development Training Coordinator;
- Director of Leadership, Services and Consulting;
- Director, Executive and Leadership Development;
- Director, Strategic Business Improvements;
- Divisional Directors;
- Entrepreneurs;
- Executive and Management Development Directors;
- Executive Managers;
- External Change Agents;
- HR Leader, Global HR Leadership Development;
- Human Resource Managers;
- Human Resource Personnel;
- Human Resource Professionals;

- Individuals with a genuine interest in Issues associated with Organisational Management.
- Internal Change Agents;
- Internal Corporate Consultant;
- Junior Managers;
- Lead Employees who need to excel at designing, developing, and delivering successful training programmes;
- Learning and Development Facilitator;
- Learning and Organizational Effectiveness Manager;
- Life Cycle Specialists;
- Line Managers and Design Teams;
- Management Graduates;
- Management Lecturers;
- Manager, Global Organizational and Leadership Development;
- Managing Director, Teacher Leadership Development;
- Marketing Consultant;
- Marketing Executives;
- Marketing Lecturers;
- Marketing Researchers;
- Middle Managers;
- Organisational Change Agents;
- Organisational Development (OD) Professionals and Practitioners;
- Organisational Development Practitioners;
- Performance Consultants;
- Product Designers;
- Professional Development Manager;
- Project Management Team Lead;
- Relationship Managers;
- Sales Executives;
- Sales Managers;
- Senior Managers;
- Specialist, Professional Learning;
- Supervisors;
- Supervisors;
- Talent Development and Learning Specialist;

- ➢ Team Leaders – Materials Management;
- ➢ Team Leaders;
- ➢ Training and Development Specialists;
- ➢ Training and Quality Assurance Coordinator;
- ➢ Training Specialists;
- ➢ Vice Provost, Faculty Affairs;
- ➢ Vulnerability Management Team Lead;
- ➢ People who are desirous of gaining the needed expertise in training and development.
- ➢ Those interested in ensuring that there is a high rate of return on Marketing Investment;
- ➢ Anyone who wants to build expertise in organizational design and change management;
- ➢ All others, desirous of managing the change process effectively.

Postgraduate Diploma in Business Management: Programme Objectives.

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

- ➢ Appreciate the difference between individual stress tolerance levels;
- ➢ Appreciate the importance of change institutionalisation;
- ➢ Appropriately define organisational structure;
- ➢ Assess the impact of information and communications technologies (ICTs) on the change process;
- ➢ Assess the importance of effective communication in successful Organisational Development and Change.
- ➢ Assess the likely effect of power distance on the effectiveness of change communication, taking steps to create a favourable situation within the internal and external environments;
- ➢ Be able to equip a training room for maximum impact and effectiveness, within organisational budget and other constraints;

- ➢ Be aware of the taxonomy of educational objectives and translate these into individual capability and achievements;
- ➢ Be capable of designing evaluation questionnaire for individual courses, training programmes, and presenters;
- ➢ Be conversant with the theories of learning and memory crucial to the development and implementation of training programmes;
- ➢ Be equipped with the immediate and future training and development needs;
- ➢ Chart the value of influence and rational empirical change strategies in ensuring worker comment to the change process;
- ➢ Demonstrate a positive perception of the value of a learning organisation to co-operate effectiveness;
- ➢ Demonstrate an awareness of the fundamental issues associated with Organisational design and their implications for effective organisational functioning;
- ➢ Demonstrate an understanding of organisational climate and how it can be gauged;
- ➢ Demonstrate an understanding of organisational development as a process;
- ➢ Demonstrate an understanding of the importance of inter-personal skills in the continuing performance of autonomous work teams;
- ➢ Demonstrate an understanding of the relationship between high performance teams and 'Risky;
- ➢ Demonstrate and understanding of the place of equity in the functioning of high productivity teams;
- ➢ Demonstrate exceptional leadership in the management of the learning environment;
- ➢ Demonstrate leadership in the implementation of change, whilst avoiding whilst avoiding human and organisational casualties;
- ➢ Demonstrate the ability to place equity in the context of organisational reward;
- ➢ Demonstrate the need for a proactive stance in relation to organisational change;
- ➢ Demonstrate their ability to conduct an internal environmental analysis-SW;
- ➢ Demonstrate their ability to conduct individual, team and organisational training needs analysis;

- ➢ Demonstrate their ability to encourage the type of superior-subordinate relationship which will be conducive to organisational success;
- ➢ Demonstrate their ability to incorporate specified elements of the quality of working life in the management of their subsystems and sections;
- ➢ Demonstrate their ability to prepare for and make effective oral presentations;
- ➢ Demonstrate their awareness of change management and human resource implications;
- ➢ Demonstrate their awareness of the inevitability of organisational change;
- ➢ Demonstrate their understanding of at least 2 approaches to leadership;
- ➢ Demonstrate their understanding of the High and Low LPC Leaders' degree of behavioral control over their subordinates, respectively;
- ➢ Demonstrate their understanding of the relationship between fielder's situational model & McGregor's Theory 'X' & Theory 'Y' leadership styles;
- ➢ Demonstrate your understanding of the social and psychological relevance of the stages of formation of a group;
- ➢ Design a strategy for the initiation development launching empowerment and support of high-performance teams in their organizations;
- ➢ Design an organisation adhering to the principles of horizontal and vertical relationship;
- ➢ Design appropriate assessments and assessment strategy of award-bearing components of training programmes;
- ➢ Design appropriate delegate activities relevant to the stated learning objectives;
- ➢ Design appropriate in-course evaluation;
- ➢ Design courses that account for individual training needs and learning curve;
- ➢ Design learning experiences that will ensure that learning;
- ➢ Design learning objectives, mindful of what can be realistically achieved - in terms of the experience and motivation of delegates;
- ➢ Design measures, which will ensure change institutionalisation;
- ➢ Determine organisational success factors;
- ➢ Determine the different stages of process consultation;
- ➢ Determine the factors, which contribute to workers' resistance to change;

- ➢ Determine the importance of training and development in the 'culturing' of high-performance teams;
- ➢ Determine the key role that organisational change agent play in driving the process forward;
- ➢ Determine the most appropriate Organisational Change strategy that should be employed in particular change and organisational contexts;
- ➢ Determine the most appropriate way to organise training and development courses;
- ➢ Determine the most effective ways of communicating change decisions to workers;
- ➢ Determine the situations when a particular approach might be appropriate;
- ➢ Determine the situations, in specific relation to scale, level, cost, urgency (both proactive and reactive), where a particular approach might be appropriate;
- ➢ Determine the type, level and stage of change that might be best suited to the 'employment' of internal or external change agents, respectively, maintaining an effective working environment;
- ➢ Determine ways of reducing latency in organisational change process;
- ➢ Determine when change acceleration is necessary;
- ➢ Determine when training intervention is necessary;
- ➢ Develop an awareness of the relationship between organisational structure and leader and organisational flexibility;
- ➢ Devise a strategy that will reduce the negative effects of 'change acceleration';
- ➢ Devise methods of reducing stress levels;
- ➢ Discuss the co-ordinating mechanism in a simple structure;
- ➢ Discuss the positive effect of high-performance teams to the enhancement of 'Organisational Learning' and 'Learning Organisation';
- ➢ Distinguish between change strategies and approaches to change;
- ➢ Distinguish between different organisational structures;
- ➢ Distinguish between groups and mere aggregations;
- ➢ Distinguish between organismic and mechanistic structures;
- ➢ Distinguish between strategic and operational change;

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

- ➢ Distinguish between the basic types of structure;

- ➢ Distinguish between the concepts of 'leader' and 'managerial leader';

- ➢ Distinguish between the different types of matrix structures;

- ➢ Distinguish between the speed of change and 'change acceleration';

- ➢ Effectively manage a training department;

- ➢ Effectively manage commissioning relationships; and

- ➢ Effectively structure training courses to incorporate formal presentations, delegate activities and evaluation;

- ➢ Employ the correct change strategy that will create 'winners' even in a 'most hopeless' situation;

- ➢ Establish the symbiotic relationship between Organisational Development and Organisational Change;

- ➢ Exhibit a heightened awareness of the constituents of organisational development;

- ➢ Exhibit their ability to conduct an external environmental analysis;

- ➢ Exhibit their ability to use aspects of quality of working life to motivate workers;

- ➢ Explain 'Person' or 'Consideration Oriented' leaders and their relationship with employee satisfaction and subsequent staff turnover level Point to specific empirical research supporting the relationship between participative leadership behaviour and organisational effectiveness.

- ➢ Explain the approaches to organisational design;

- ➢ Explain the motivation behind the excellence of high-performance teams;

- ➢ Explain the relationship between the 'goal-path model' of leadership & the expectancy theory of motivation;

- ➢ Exploit the benefits of Information and Communications Technologies (ICTs) in the planning, communication and implementation of change, being mindful of their drawbacks;

- ➢ Identify an organisational structure from verbal description;

- ➢ Identify horizontal relationships in organisational design;

- ➢ Illustrate communication channels in an organisational chart;

- Illustrate how the issue of added value might be instilled by high performance teams;
- Illustrate how their organisations can benefit from high performance teams;
- Illustrate lines of authority in an organisational chart;
- Illustrate the advantages and disadvantages of each change strategy;
- Illustrate the advantages and drawbacks of group involvement in decisions related to change;
- Illustrate the effect of organisational structure on communication within an organisation;
- Illustrate the importance of members' understanding of team dynamics for effecting their team building and maintenance roles;
- Illustrate the role of the internal and external Organisational Development Consultant (OD) in supporting the development maintenance and crisis management of high-performance teams;
- Illustrate the value of high-performance teams in enhancing organisational development;
- Illustrate their ability to design an appropriate organisational structure that takes account of contingent internal and external environmental factors;
- Implement change, whilst avoiding human and organisational casualties;
- Incorporate appropriate 'Ice-breaker' and 'Closure' activities that will enhance the effectiveness of individual training courses;
- Indicate the function of communication as a medium of the transmission of values and role relationships in autonomous work teams;
- Indicate the importance of vertical and horizontal relationships in organisational design;
- Link organisational and subsystem business strategy to training and development strategy;
- List the different stages of operational control;
- Manage latent and manifest resistance to change;
- Manage Sensitivity Training successfully;
- Manage the relationship between the organisation and its internal and external stakeholders during the different stages of the change process;
- Match the mode, channel and method of communication with the nature and stage of the change process;

- Match the organisational design approach with the level of development of the organisation;
- Meet the objectives - taking account of relevant factors associated with established principles of learning;
- Name the fundamental organisational structures and their variations;
- Plot the relationship between managers with high & low least preferred co-worker (LPC), characteristics, respectively;
- Position the training department within organisational corporate structure;
- Provide at least three alternative phrases for the concept of high-performance teams;
- Provide examples of different bases of divisional structure;
- Provide the bases for structural contingencies;
- Recommend the most appropriate structure for an organisation, taking contingent factors into account;
- Show the vertical relationships in an organisational chart;
- Strike a balance between macro-organisational development and micro-organisational development;
- Suggest how effective conflict management might enhance the lifespan of high productivity teams;
- Suggest how informal groups might be empowered to enhance organisational effectiveness.
- Suggest problems with equalities or traits approaches;
- Suggest the approaches which might be adopted in designing an organisation;
- Suggest the degree to which leadership styles plays a part in affecting the success or failure of the change process;
- Suggest the difference in interpretation of groups and teams;
- Suggest the efforts, which an organisation might employ to reduce workers' resistance to change;
- Suggest the most appropriate operational stage that is supportive of the continuance of high productivity in high performance teams;
- Synthesize the relationship between internal and external environmental analyses-SWOT;

➢ Take steps to create a positive perception of the organisation, among shareholders, funding agents, clients and customers, during a strategic change process;

➢ Translate the positive and negative factors of particular types of structure to the design of an organisation which will enhance the effectiveness of an enterprise;

➢ Use case examples to illustrate the need for culturing the appropriate leadership styles and strategies that are conducive to the sustainability of high-performance teams in their organizations;

➢ Use different internal sources of information to assess organisational health.

Module 2
Business Management 2.

M2. Part 1: Marketing: Creating and Capturing Customer Value

M2. Part 2: Company and Marketing Strategy: Partnering to Build Customer Relationships

M2. Part 3: Analysing the Marketing Environment

M2. Part 4: Managing Marketing Information to Gain Customer Insights

M2. Part 5: Understanding Consumer and Business Buyer Behaviour

M2. Part 6. Customer-Driven Marketing Strategy: Creating Value for Target Customers

M2. Part 7: Products, Services, Brands, and Customer Value:
Managing Product Life Cycle

M2. Part 8 - Organisational Development: Salient Issues

M2. Part 9 - Micro and Macro Organisational Development: Their Respective Direct and Indirect Contribution to Organisational Improvement and Eventual Effectiveness (1)

M2. Part 10 - Micro and Macro Organisational Development: Their Respective Direct and Indirect Contribution to Organisational Improvement and Eventual Effectiveness (2)

M2. Part 11 - Contextualising the Organisational Change Management Process (1)

M2. Part 12 - Contextualising the Organisational Change Management Process (2)

M2. Part 13: Education, Training and Development

M2. Part 15: Learning & its Application to Organisations (1)

M2. Part 16: Learning & its Application to Organisations (2)

M2. Part 17: Role of Internal Trainer (1)

M2. Part 18: Role of Internal Trainer (2)

M2. Part 19: Training Interventions

M2. Part 20: Training Policy and Strategy

M2. Part 21: Induction, Appraisal and Probation

M2. Part 22: Learning Organisation: An Introduction

M2. Part 23: Organisational Learning & Learning Organisation

M2. Part 24: Leadership and Managerial Leadership

M2. Part 25: Executive Leadership and Performance

M2. Part 26: Perception, Contingency, and Actualisation in Leadership

M2. Part 27: Executive Leader Development

M2. Part 28: The High-Performance Leadership Game (1)

M2. Part 29: The High-Performance Leadership Game (2)

M2. Part 30: Contextualising Organisational Structure

M2. Part 31: Organisational Design: Typologies and Principles

M2. Part 32: Organisational Design Features

M2. Part 33: Organisational Control, Communication and Decision-making in Matrix and Hierarchical Structures

M2. Part 34: Empirical Exploration of Organisational Control, Communication Pattern and Decision-making in Matrix and Hierarchical Structures

M2. Part 35: Organisational Structure and Flexibility: An Empirical Exploration

Postgraduate Short Courses are of a minimum of five days' Classroom-Based (10 days' Video-Enhanced Online) but less than 6 weeks' Classroom-Based (less than 10 weeks' Video-Enhanced 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-Classroom (10- and 20-weeks' Video-Enhanced 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 Classroom-Based Study, or 10 weeks' Video-Enhanced, or Face-To-Face, Online Delivery. Similarly, a Postgraduate Diploma might be studied for 12 weeks In-classroom or 20 weeks Video-Enhanced Face-To-Face. 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
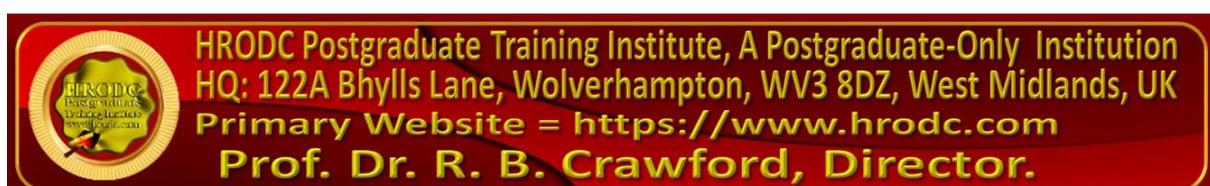

Credit-Hours and Credit-Values, in Diploma – Postgraduate - Award

Credit-Hours are the actual amount of time that a lecturer or tutor spends with his or her students or delegates, in both Classroom-based and Video-Enhanced Deliveries. Each Five-Day Classroom-Based, or a Ten-Day Video-Enhanced (3 hours per day) Course consists of 30 Credit-Hours, while a 6-Day Classroom-based (12day Video-Enhanced) 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:

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.

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;
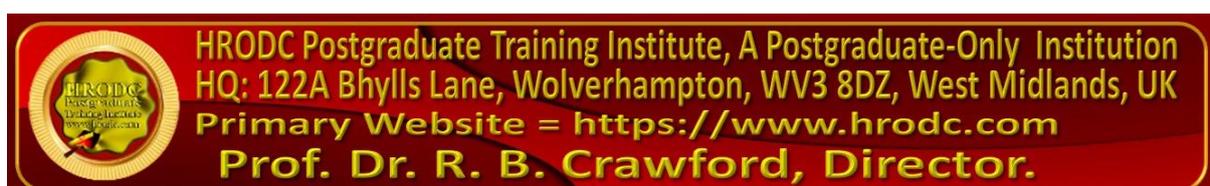
- ➢ Upon receipt of an applicant's payment, we will send him or her an Official Payment Receipt, and Admission Letter, bearing a copy of the Passport-Type in the respective Application Form.
- ➢ Those intending to study in a foreign country, and require a Visa, will be sent the necessary Immigration 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, Postgraduate Certificate, and Diploma – Postgraduate - Awards.

Because of the intensive nature of our Courses and Programmes, for In-Classroom, and Video-Enhanced 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.

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

- ➢ Diploma – Postgraduate - Award;
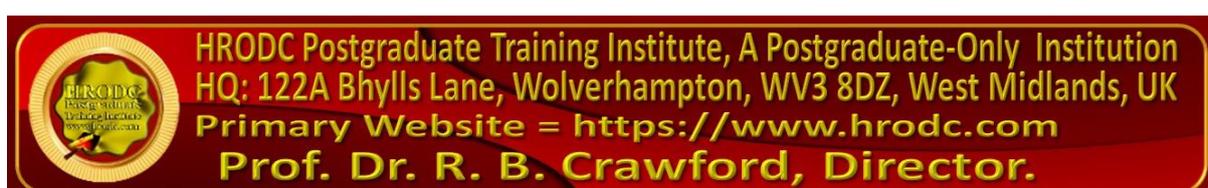
➢ Postgraduate Certificate Award; or

➢ 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.

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 lecturer, ask, and address questions; sitting examinations, in his or her presence. 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 12-year period, towards a Postgraduate Certificate or Postgraduate Diploma.
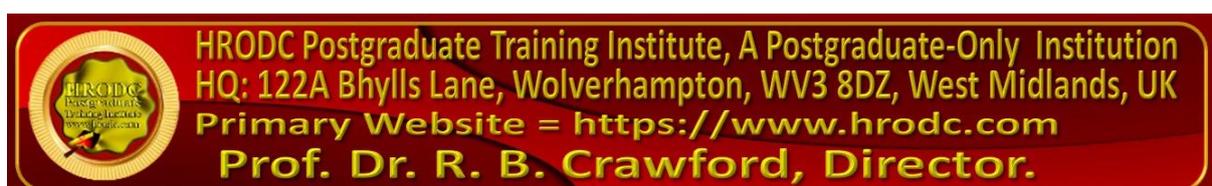
Key Features of Our Online Study: Video-Enhanced Online

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

➢ All participants can 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 the duration of 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.

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
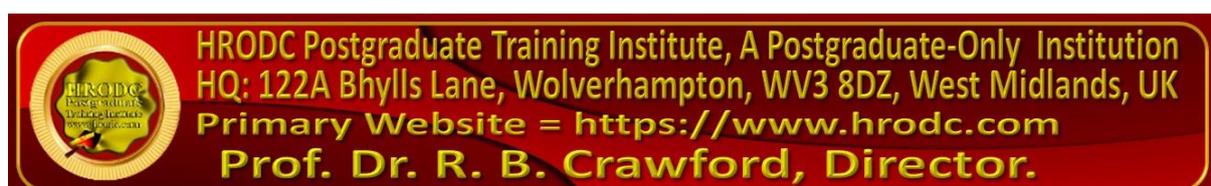
commitment and leisure, thereby enhancing your maintenance of an effective 'work-study-life-style balance', at times convenient to you and your appointed tutor.

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.

HRODC Postgraduate Training Institute, A Postgraduate-Only Institution
HQ: 122A Bhylls Lane, Wolverhampton, WV3 8DZ, West Midlands, UK
Primary Website = https://www.hrodc.com
Prof. Dr. R. B. Crawford, Director.