

HIRODC Postgraduate Training Institute



A Postgraduate - Only Institution



#094

**Executive Leadership, Change Management
and Worker Motivation**

Postgraduate Short Course

Leading To:

DIPLOMA - POSTGRADUATE IN

**Executive Leadership, Change
Management and Worker Motivation, Quad
Credit, 120 Credit-Hours**

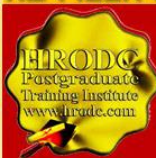
Accumulating to A

**Postgraduate Certificate,
With 60 Additional Credit-Hours, or A**

POSTGRADUATE DIPLOMA


With 240 Additional Credit-Hours

HIRODC 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.



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HRODC Postgraduate Training Institute, A Postgraduate-Only Institution
Our UK Government's Verification and Registration


Our Institute is Verified by, and Registered with, the United Kingdom (UK) Register of Learning Providers (UKRLP), of the Department for Education (DfE). Its UK Provider Reference Number (UKPRN) is: 10019585 and might be located at: <https://www.ukrlp.co.uk/>.

Course Coordinator:

Prof. Dr. R. B. Crawford is the Director of HRODC Postgraduate Training Institute, A Postgraduate-Only Institution. He has the following Qualifications and Affiliations:

- Doctor of Philosophy {(PhD) {University College London (UCL) - University of London}};
- MEd Management (University of Bath);
- Postgraduate (Advanced) Diploma Science Teacher Ed. (University of Bristol);
- Postgraduate Certificate in Information Systems (University of West London, formerly Thames Valley University);
- Diploma in Doctoral Research Supervision, (University of Wolverhampton);

Executive Leadership, Change Management and Worker Motivation - Page 2 of 31



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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;

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➤ Personal Tutor

For Whom This Course is Designed

This Course is Designed For:

Classroom-Based Duration and Cost:	
Classroom-Based Duration:	20 Days
Classroom-Based Cost:	£20,000.00 Per Delegate
Online (Video-Enhanced) Duration and Cost	
Online Duration:	40 Days @ 3 Hours Per Day
Online Cost:	£13,400.00 Per Delegate

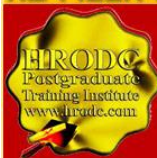
Classroom-Based Course and Programme Cost includes:

- Free Continuous snacks throughout the Event Days;
- Free Hot Lunch on Event Days;
- Free City Tour;
- Free Stationery;
- Free On-site Internet Access;
- Postgraduate Diploma/ Diploma – Postgraduate –or
- Certificate of Attendance and Participation – if unsuccessful on resit.

Students and Delegates will be given a Selection of our Complimentary Products, which include:

- **Our Branded Leather Conference Folder;**
- **Our Branded Leather Conference Ring Binder/ Writing Pad;**
- **Our Branded Key Ring/ Chain;**
- **Our Branded Leather Conference (Computer – Phone) Bag – Black or Brown;**
- **Our Branded 8-16 GB USB Flash Memory Drive, with Course Material;**
- **Our Branded Metal Pen;**

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Executive Leadership, Change Management and Worker Motivation, Leading to Diploma Postgraduate - in Executive Leadership, Change Management and Worker Motivation, Quad Credit, 120 Credit-Hours, Accumulating to A Postgraduate Certificate, with 60 additional Credit-Hours, a Postgraduate Diploma, with - 240 additional Credit-Hours

- **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.**

Executive Leadership, Change Management and Worker Motivation Course

Leading to Diploma – Postgraduate – in Change Management and Worker Motivation, Quad Credit, and 120 Credit-Hours, Accumulating to a Postgraduate Certificate, with 60 Additional Credit-Hours, or a Postgraduate Diploma, with 240 Additional Credit-Hours

Executive High Performance Leadership Course Objectives

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

- Distinguish between the concepts of 'leader' and 'managerial leader';
- Demonstrate their understanding of at least 2 approaches to leadership;
- Demonstrate their understanding of the relationship between fielder's situational model & McGregor's Theory 'X' & Theory 'Y' leadership styles;

- Plot the relationship between managers with high & low least preferred co-worker (LPC), characteristics, respectively;
- Demonstrate their understanding of the High and Low LPC Leaders' degree of behavioural control over their subordinates, respectively;
- Explain the relationship between the 'goal-path model' of leadership & the expectancy theory of motivation;
- Suggest problems with equalities or traits approaches; and
- 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.

Course Contents, Concepts and Issues

Executive High Performance Leadership Course Contents, Concepts and Issues

- The Concepts of 'Leader' and 'Managerial Leader';
- The Leader and Authority;
- The Leader and Influence;
- The Manager and the Conferment of Power;
- The Application of Control and 'Power Cohesion';
- The 'Managerial Leader' and the Ability to Vary Strategy;
- Power as a Recourse of the Managerial Leader;
- Leadership and Interpersonal Relationship;
- Approaches to Leadership;
- Qualities or Traits Approach to Leadership;
- Task and Person Orientation;
- Participative Leadership;
- Transactional Leadership;
- Transformational Leadership;

- Contingency or Situational Approaches to Leadership;
- Leaders vs. Non-Leaders in Relation to Confidence and Intelligence;
- Leadership and Extroversion;
- Problems with Traits Approach';
- Social, Power and Achievement Needs and Their Relevance to Leadership;
- 'Task and Leader-Qualities Match';
- The Perceived Consequence of Task Orientation and Reduced Relationship Orientation for Managerial Effectiveness;
- The Consequence of Person or Consideration Oriented Leadership on Employee Satisfaction and Subsequent Staff Turnover;
- Contingent Factors and Leader Effectiveness or Ineffectiveness;
- Perceived Value of 'Democratic Leader Behaviour', Dispensing Participative Leadership;
- Perceived Value of 'Autocratic Leader Behaviour';
- Value of 'Performance Monitoring' to Individual Effectiveness;
- Result Orientation Leadership vs. Process Oriented Leadership;
- Transformational;
- Leadership and Charisma;
- Mission Progress Articulation;
- Leading Through Delegation;
- Subordinates' Perception of Transformational Leadership vs. Transactional Leadership;
- Contingency Approaches to Leadership and the Crucial Nature of an Organisation's Environmental Variables;
- Contingency Approaches vs. Universalist Approaches to Leadership;
- Contingency Approaches to Leadership and Their Relationship to Trait and Style Orientations;
- Employee Development or Maturity and Its Relevance to Superior-Subordinate Relationships;
- Superior-Subordinate Relationships as Leader Behaviour;
- Superior-Subordinate Relationships as Control and Influence;
- Superior-Subordinate Relationships as Power and Authority;

- Least Preferred Co-Worker (LPC) – Low and High;
- Characteristics of LPC Managers and Their Relationship to McGregor's Theory X and Theory Y;
- Characteristics of Low LPC Managers and Their Relationship to Autocratic Leader Behaviour;
- Characteristics of Low LPC Managers and Their Relationship with Theory X;
- Characteristics of Low LPC Managers and Their Relationship to Task Control;
- Characteristics of High LPC Managers and Their Relationship to McGregor's Theory Y Leader;
- Characteristics of High LPC Managers and Their Relationship to Permissive Leader Behaviour;
- LPC Leaders and Their Relationship with Production Orientation;
- LPC Leaders and Their Perception of the Behaviour That They Need to Exhibit to Achieve Productivity Improvement;
- LPC Leaders and the Concept of 'Power Distance';
- LPC Leaders and Their Emphasis on Meeting Targets;
- LPC Leaders and the Level of Regard They Have For Superior-Subordinate Relationship;
- Relevance of Situational Variables on Leader Behaviour:
 - Leader-Member Relation;
 - Task Structure.

Leadership Styles Course Objectives

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

- Distinguish between control and influence administrative strategies;
- Demonstrate their understanding of the positive and negative implications of a manager's choice of administrative strategy for the management of his or her organisation;
- Demonstrate an understanding of the relationship which exists between administrative

strategy and leadership style;

- Assess the leadership style of a superior or colleague;
- Demonstrate an understanding of the relationship between a manager's leadership style and the type of structure which he or she is likely to implement;
- Demonstrate their ability to carefully select administrative strategies so as to promote leader and organisational flexibility;
- Propose ways of reducing cultural infringement in their choice of strategy;
- Demonstrate their Understanding of Managers' Responsibility for Tasks Performance;
- Effectively Illustrate the extent to which Managers have Responsibility for the Effective Functioning of Organisation, Division and Department;
- Devise ways of Affecting Workers' Behaviour towards Effective Task Performance;
- Address Managers' Choice of Options towards Effect Behavioural Change;
- Relate Managers' Effort for Ensuring Subordinates' Conformity to Behavioural Expectations;
- Suggest the Options that Managers have to employ Administrative Strategies;
- Demonstrate an understanding of the General Use of The Concept of 'Strategy;'
- Demonstrate a heightened understanding of Management or 'Administrative Strategy;'
- Exhibit an understanding of the relationship between 'Administrative Strategy' and Worker-Conformity to Behavioural Expectations;
- Explain the concept of 'Puissance' as 'Choices' towards Organisational Functioning;
- Explain the concept of Puissance, as 'Will' or 'Force;'
- Demonstrate their understanding of 'Puissance' as Force and 'Assent;'
- Distinguish between the Concepts of Power and Authority;
- Suggest the relationship between Puissance and the 'Managerial Leader;'
- Address the extent to which a Managerial Leader has both Power and Authority;
- Distinguish between Implicit and explicit subordinate agreements;
- Resolve the relationship between a Manager's Power and his or her Control of Organizational Resources;
- Illustrate their understanding of the often forgotten facet of Authority (The Second Facet of Authority);
- Present an 'internalised' understanding of the Concept of Influence;

- Provide a Practical Illustration of Power, and 'Control' as an affective 'domain;'
- Explain Control as an Administrative Strategy;
- View Influence as an Administrative Strategy;
- Demonstrate their understanding of Normative Re-Educative Administrative Strategy;
- Demonstrate their Rational Empirical Administrative Strategy;
- Internalise the Place of Reward and Punishment in Affecting Workers' Behaviour;
- Explain the Place of Threat or Promise in Affecting Workers' Behaviour;
- Resolve the Issue of 'Threat and Fear VS Promise and Positive Expectation;'
- Successful Debate the Authority and its 'Affect' on Workers' Behaviour;
- Explain how Managers might Influence Workers' Behaviour, without the Threat of Force;
- Demonstrate their ability to Apply the Control Administrative Strategy;
- Regard Reward as a Positive Reinforcement;
- Apply the Influence Administrative Strategy in a Realistic Situation;
- Suggest the Relationship between Leadership Style and the Influence Administrative Strategy;
- Demonstrate their understanding of the relationship between the Control Administrative Strategy and the Theory X Leadership Style;
- Explain Leadership Styles as a 'Non-Conscious' Decision of Managers;
- View Leadership Style as an Ascribed 'Status;'
- Distinguish between Leadership Style and 'Leader Behaviour;'
- Explain Leadership Style using the Concept of 'Flexion;'
- Exemplify Leadership Styles as Managers' Choice of Administrative Strategies;
- Illustrate the extent to which Influence Strategy relates to 'Theory Y' Leadership Style;
- Explain the Leadership Style Continuum;
- Demonstrate a heightened understanding of Leadership Style and Latent Behaviour;
- Link Particular Leadership Style with Subordinates' Manifest Behaviour;
- Explain Leadership Style as a Motivating Factor;
- Assess the relationship between Leadership Style and the Contingency Approaches;
- Debate the relationship between Leadership Style and Organisational Structure;
- View Organisational Structure as a Leadership 'Choice;'

- Illustrate the Link between Theory X Leadership Style and the Functional Structure;
- Associate Theory X Leadership Style with the Divisional Structure;
- Assess the relationship between Theory X Leadership Style and the Matrix Structure;
- Indicate that they understand the relationship between Leadership Styles and Structural Relationships;
- Represent the Leadership Style and Communication;
- Associate Leadership Style with Levels of Role Specificity;
- Demonstrate an awareness of the relationship between Contingency Approaches to Leadership and Environmental Variables;
- Advise on the extent to which Leadership and Environmental Variables, Affect Organisations; and
- 'Vocalise' the relationship between the Contingency Approaches to Leadership and Employee Development.

Leadership Styles Course Contents, Concepts and Issues

- Managers' Responsibility for the Effective Functioning of Organisation, Division and Department Functions Effectively;
- Affecting Workers' Behaviour towards Effective Task Performance;
- Managers' Choice of Options to Effect Behavioural Change;
- Ensuring Subordinates' Conformity to Behavioural Expectations;
- Options as Administrative Strategies;
- The General Use of the Concept of Strategy;
- A Management or 'Administrative Strategy';
- 'Administrative Strategy' and Worker-Conformity to Behavioural Expectations;
- 'Puissance' as Choices towards Organisational Functioning;
- Puissance, as 'Will' or 'Force';
- 'Puissance' as Force;
- 'Puissance' as 'Assent';
- The Concept of Power;
- The Concept of Authority;

- Legitimate Authority;
- Puissance and the 'Managerial Leader';
- The Managerial Leader and Power and Authority;
- Implicit and explicit subordinate agreement;
- The concept of Power;
- Power and Organizational Resources;
- The Concept of Authority;
- The Second Facet of Authority;
- The Concept of Influence;
- Power, and 'Control' as affective 'domain';
- Control as an Administrative Strategy;
- Influence as an Administrative Strategy;
- Normative Re-Educative Administrative Strategy;
- Rational Empirical Administrative Strategy;
- The Place of Reward and Punishment in Affecting Workers' Behaviour;
- The Place of Threat or Promise in Affecting Workers' Behaviour;
- 'Threat, Promise, Fear or Positive Expectation' ;
- Authority and its 'Affect' on Workers' Behaviour;
- Influencing Workers' Behaviour – Without The Threat of Force;
- Application of the Control Administrative Strategy;
- Reward as a Positive Reinforcement;
- Application of The Influence Administrative Strategy;
- Leadership Style Defined;
- Leadership style and the Influence Administrative Strategy;
- Leadership style and the Control Administrative Strategy;
- The Theory X Leadership Style;
- The Theory Y Leadership Style;
- Leadership Styles and 'Non-Conscious' Decision of Managers;
- Leadership Style as an Ascribed 'Status';
- Distinguishing Leadership Style from 'Leader Behaviour';
- Leadership Style and the Concept of 'Flexion';
- Leadership Styles and Managers' Choice of Administrative Strategies;

- Influence Strategy and 'Theory Y' Leadership Style;
- A 'Theory X' Leadership Style;
- The Leadership Style Continuum;
- Leadership Style and Latent Behaviour;
- Leadership Style and Manifest Behaviour;
- Leadership Style as a Motivating Factor;
- Leadership Style and the Contingency Approaches;
- Leadership Style and Organisational Structure;
- Organisational Structure as a Leadership 'Choice';
- Theory X Leadership Style and the Functional Structure;
- Theory X Leadership Style and the Divisional Structure;
- Theory X Leadership Style and the Matrix Structure;
- Leaderships and Structural Relationships;
- Leadership Style and Communication;
- Leadership Style and Role Specificity;
- Contingency Approaches to Leadership and Environmental Variables;
- Leadership and the Environmental Variables, Which Affect Organisations;
- Contingency Approaches to Leadership as a Departure From The Universalist Approaches to Leadership.

Organisational Change Management Course Objectives

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

- Demonstrate their awareness of the inevitability of organisational change;
- Demonstrate the need for a proactive stance in relation to Organisational change;
- Demonstrate their ability to conduct an Internal environmental analysis—SW;
- Exhibit their ability to conduct an external environmental analysis—OT;
- Synthesize the relationship between Internal and external environmental analyses—SWOT;
- Determine the factors, which contribute to workers' resistance to change;

- Suggest the efforts, which an organisation might employ to reduce workers' resistance to change;
- Demonstrate their awareness of change management and human resource implications;
- Distinguish between change strategies and approaches to change;
- Illustrate the advantages and disadvantages of each strategy;
- Manage latent and manifest resistance to change;
- Determine the situations when a particular approach might be appropriate;
- Determine the most effective ways of communicating change decisions to workers;
- Illustrate the advantages and drawbacks of group involvement in decisions related to change;
- Design measures, which will ensure change institutionalisation;
- Demonstrate leadership in the implementation of change, whilst avoiding whilst avoiding Human and Organisational Casualties.

Organisational Change Management Course Contents, Concepts and Issues

- Change and Its Inevitability;
- Anticipating the Need for Change;
- Resistance to Change - Latent & Manifest;
- Change Management and Human Resources Implications;
- Internal and External Environmental Analysis – SWOT;
- Internal Environmental Analysis – SW;
- External Environmental Analysis – OT;
- Pertinent Factors Associated With Change Implementation;
- Approaches to Change: Their Merits & Demerits;
- The Big Bang Approach;
- The Incremental Approach;
- Strategies for Effecting Change;
- Influence Change Strategies: When They Should Be Used or Avoided;
- Control Change Strategies: When They Should Be Used or Avoided;

- Communicating Organisational Change (Organizational Change);
- Communication Media: Mass or Personalised Communication?;
- Mode and Channels of Communication;
- Getting the Message Right;
- Timing of Communication;
- Who Should Communicate What, When?;
- Use of Groups in Change Process;
- Managing Latent and Manifest Resistance to Change;
- Effective, Overall, Change Leadership;
- Leading Change Implementation;
- Selecting the Appropriate Change Agent – Internal or External;
- Speed of Change;
- Change Acceleration: Averting Organisational (Organizational) and Individual Casualties;
- Change Tolerance and Individual Stress Levels;
- Managing the External Environment: Improving Perception and Instilling Confidence;
- Stakeholders, Generally;
- Shareholders and Funding Agents;
- Customers and Clients;
- Potential Customers and Clients;
- Change Institutionalisation: Returning to Normality.

Worker Motivation Course Objectives

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


- Demonstrate an understanding of the concept of motives and their value in organisational and subsystem effectiveness;

- Distinguish between the different sets of motivation theories, notably content, process and reinforcement;
- Demonstrate their ability to translate motivation theory into practice;
- Evaluate the appropriateness of the application of particular theoretical aspects of motivation to specific situations;
- Demonstrate their ability to formulate a comprehensive motivation strategy;
- Critically appraise existing motivation strategy within their organisations, identifying and addressing gaps;
- Formulate a workable motivation strategy;
- Follow the common trends in the popular motivation theories;
- Demonstrate their appreciation of the need for a variance in intrinsic and extrinsic values if motivation;
- Demonstrate how popular motivation theories have contributed to our understanding of worker behaviour;
- Locate performance related pay, productivity bonuses and other remuneration inducement within existing motivation theory;
- Illustrate how the contingency approach to motivation might be applied to different situations;
- Indicate the part that training and development play in worker motivation;
- Manage the process of motivation, taking account of socio cultural and economic differences;
- Manage the motivation process, taking account of the differences in preferences and expectation of workers;
- Apply the 'equity' theory to work situation from a 'differentiation perspective', rather than an 'equality perspective';
- Demonstrate the need to balance the 'individualist' and 'collectivist' perspective to motivation.

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Worker Motivation Course Contents, Concepts and Issues

- Directing or Leading;
- The Concept of Motivation;
- Theories of Motivation;
- Content Theories & Some of Their Contributors;
- Maslow's Hierarchy of Needs;
- Analysis of Maslow's Claims;
- McClelland's Studies;
- Taylor: Money & Motivation;
- Motivator-Hygiene Factor: Herzberg's Contribution;
- Process Theories;
- Equity Theory;
- Goal-Setting Theory;
- Expectancy Theory;
- Equitable Reward Systems;
- Reinforcement Theories;
- Reinforcement Theory;
- Motivation and Contingency Theory;
- Designing an Effective Motivation Strategy;
- The collectivist vs. the individualist perspective of motivation;
- Common Trends in Motivation Theories;
- Intrinsic and Extrinsic Values of Motivation;
- Motivation and Worker Behaviour;
- The Extent to Which Salary or Wages Inducement Motivate Workers;
- Performance Related Pay (PRP);
- Productivity Bonuses;
- Efficiency Gains;
- Profit Share;
- The Contingency Approach to Motivation;
- Social Differentiation in Motivation;

- Culture Differentiation in Motivation;
- Wealth as a Factor in Motivation;
- Class as an Issue in Motivation;
- Individual Expectation and Motivation;
- Individual Preferences as a Motivating Factor.

Team Dynamics Course Objectives

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

- Distinguish between groups and mere aggregations;
- Suggest the difference in interpretation of groups and teams;
- Demonstrate your understanding of the social and psychological relevance of the stages of formation of a group;
- Distinguish between task forces, committees, command groups and boards;
- Apply group dynamics to organisational settings;
- Suggest ways of improving group morale, while enhancing their effectiveness;
- Demonstrate a heightened understanding of the type and permanence of the leadership of a team;
- Explain the occasions in which a situational leader is likely to emerge;
- Demonstrate a high level of understanding of a team attempts to replace a situational leader, to enhance stability, acceptability or renewed or clarified mission or objectives;
- Determine why a temporary team is likely to be more problematic to lead than a permanent team;
- Explain why a team's disbandment might have a negative psychological effect on members and the team leader;
- Explain the bases for the feeling of 'Togetherness' or 'Awareness' in an Aggregation;
- Demonstrate their understanding of the theoretical and practice bases of Team Dynamics;
- Explain the Team Typological Bases;

- Distinguish between command teams, boards, committees and task forces;
- Provide examples of command teams, highlighting the situations in which a leader might belong to two Command Teams;
- Distinguish between Temporary Committees and Standing Committees;
- Order the team formation stages, explaining the psychological issues that beset them and relate them to organisational functioning;
- Demonstrate their ability to deal with the psychological effect of disbandment;
- Detect Dysfunctional Behaviours;
- Address the salient issues associated with Dysfunctional Behaviours;
- Provide an individually synthesized proposal for dealing with aggressiveness;
- Indicate how they would handle blocking, effectively;
- Propose an effective way of dealing with interfering behaviour;
- Demonstrate the effectiveness of the strategy that they have devised for dealing with intra-team competition;
- Evaluate the effectiveness of their strategy for addressing situations where team members seek sympathy;
- Propose an effective remedy to 'member withdrawal';
- Put forward a satisfactory way of addressing 'special pleading';
- Demonstrate an effective 'leader behaviour' when dealing with dysfunctional behaviours;
- Exhibit tact in discouraging team member distracting behaviours;
- Provide examples of how a leader should encourage desirable behaviours in a team;
- Indicate the range of tangible rewards that might be utilised in a team;
- Propose suitable intangible rewards that might be applied to a team situation;
- Apply appropriate rewards and, or, punishment that are applied to a given team situation – thereby promoting team 'functionality';
- Demonstrate an awareness of their 'Team Building and Maintenance Roles' that will improve team effectiveness;
- Indicate the steps that they will take to harmonising their teams;
- Establish a basis for standard setting in their teams;
- Demonstrate their understanding of the importance of Gatekeeping in team formal settings;

- Determine the optimum team size for effective functioning;
- Demonstrate their ability to manage conflict effectively, incorporating the occasions when it should be encouraged;
- Outline the steps that they will take to avert groupthink and promote teamthink;
- Demonstrate their understanding of the 'risky shift syndrome', outlining the steps that they will take to avert them;
- Demonstrate their ability to employ transactional analysis in a team context;
- Internalise the dysfunctional effect of 'resonance' in a team context;
- Suggest how they might employ an effective diversity management that discourages resonance;
- Demonstrate their grasp of the fundamentals of performance management;
- Illustrate how they might resolve interpersonal problems among team members;
- Indicate how they will help team members to channel their energies into task performance, establishing realistic goals;
- Develop effective communication strategies that might be applied to team settings, minimising technical language;
- Clarify roles in team settings;
- Provide a basis for team standard setting - establishing standards and evaluating progress;
- Illustrate how they will determine the contribution of each team member to team goal accomplishment;
- Recognise and acknowledge performance improvement in teams;
- Indicate how they will reward exceptional performance in their teams;
- Indicate how they will establishing key competencies in teams;
- Suggest how to establish acceptable performance levels in teams, noting performance indicators;
- Propose standards of measuring competence in teams;
- Suggest how to determine which individual members of a team can improve their performance – and subsequently, their contribution to the team as a way of harnessing team synergy;
- Illustrate how they will enhance the issue of 'gatekeeping' to ensure that team members, in general, participate in team meetings, extending support to the weak,

ensuring that introverted team members are not intimidated or 'crushed' by the extroverted;

- Recognise the ineloquent team members without relevant current Information, who might, nevertheless, be able to perform evaluative role resonance as an issue in team effectiveness;
- Indicate how they will recognise resonance in their teams, outline the steps that they will take to avert or reduce its occurrence, outlining how they will 'cautioning' resonators;
- Suggest ways to counteract the effect of the informal hierarchy - in teams other than command teams;
- Demonstrate their appreciation of the fact that workers belong to different classes, in society;
- Demonstrate an understanding of the notion that societal socio-economic hierarchy might be informally represented in teams;
- Provide an indication of their awareness of the fact that team members' class consciousness might relate to the positions that they occupy in the organisation or society;
- Exhibit a knowledge of the intimidating effect that class might have on team members, and, hence, the leader's responsibility to ensure that this informal hierarchy is dispensed with in the promotion of a 'classless team;'
- Describe the effort that they will make to enhance the 'critical faculty' of their team; and
- Demonstrate their awareness of the value of team cohesiveness and team solidarity, and the dangers of over-cohesiveness.

Team Dynamics Course Contents, Concepts and Issues

- Groups and Aggregations: Points of Distinction;
- The type and permanence of the leadership of a team;
- When does a situational leader emerge;
- How does the team attempts to replace a situational leader, enhance stability, acceptability or renewed or clarified mission or objectives?;

- Why does a temporary team more problematic to lead than a permanent team?;
- Why does team disbandment have a negative psychological effect on members and leader?;
- An Aggregation 'Togetherness' or 'Awareness'?;
- Aggregation and Interaction;
- Team or Group: A Definition and Distinction;
- Team Dynamics;
- Team Typologies;
- Team Typological Bases;
- Command Team;
- Committees;
- Temporary Committees;
- Standing Committees;
- Task Forces;
- Boards.

Postgraduate Diploma, Postgraduate Certificate, and Diploma – Postgraduate - Short Course Regulation

Postgraduate Certificate, Postgraduate Diploma, and Diploma – Postgraduate: Their Distinction, Credit Value and Award Title

Postgraduate Short Courses of a minimum of five days' duration, are referred to as Diploma – Postgraduate. This means that they are postgraduate credits, towards a Postgraduate Certificate and Postgraduate Diploma. Postgraduate Certificate and Postgraduate Diploma represent Programmes of Study, leading to Awards bearing their title prefixes. While we refer to our short studies, of 5 days to five weeks, as 'Courses', those with duration of 6 weeks and more are labelled 'Programmes'. Nevertheless, in line with popular usage, we often refer to

all study durations as 'Courses'. Another mark of distinction, in this regard, is that participants in a short course are referred to as 'Delegates', as opposed to the term 'Students', which is confined to those studying a Postgraduate Programme.

Courses are of varying Credit-Values; some being Single-Credit, Double-Credit, Triple-Credit, Quad-Credit, 5-Credit, etc. These short courses accumulate to Postgraduate Certificate, with a total of 180 Credit-Hours (= 6 X 5-Day Courses or 3 X 10-Day Courses), or Postgraduate Diploma, with a total of 360 Credit-Hours (= 12 X 5-Day Courses or 6 X 10-Day Courses).

Delegates studying courses of 5-7 days' duration, equivalent to 30-42 Credit-Hours (Direct Lecturer Contact), will, on successful assessment, receive the Diploma – Postgraduate Award. This represents a single credit at Postgraduate Level. While 6-day and 7-day courses also lead to a Diploma – Postgraduate, they accumulate 36 and 42 Credit Hours, respectively.

Postgraduate Certificate, Postgraduate Diploma, and Diploma – Postgraduate Assessment Requirement

Because of the intensive nature of our courses and programmes, assessment will largely be in-course, adopting differing formats. These assessment formats include, but not limited to, in-class tests, assignments, end of course examinations. Based on these assessments, successful candidates will receive the Diploma – Postgraduate, Postgraduate Certificate, or Postgraduate Diploma, as appropriate.


In the case of Diploma – Postgraduate, a minimum of 70% overall pass is expected. In order to receive the Awards of Postgraduate Certificate and Postgraduate Diploma, candidates must have accumulated at least the required minimum 'Credit-Hours', with a pass (of 70% and above) in at least 70% of the courses taken.

Delegates and students who fail to achieve the requirement for Postgraduate Certificate, Postgraduate Diploma, or Diploma - Postgraduate - will be given support for 2 re-submissions for each course. Those delegates who fail to achieve the assessment requirement for the

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Postgraduate Diploma or Diploma - Postgraduate - on 2 resubmissions, or those who elect not to receive them, will be awarded the Certificate of Attendance and Participation.

Diploma – Postgraduate, Postgraduate Certificate, and Postgraduate Diploma

Application Requirements

Applicants for Diploma – Postgraduate – Postgraduate Certificate, and Postgraduate Diploma are required to submit the following documents:

- Completed Postgraduate Application Form, including a passport sized picture affixed to the form;
- A copy of Issue and Photo (bio data) page of the applicant's current valid passport or copy of his or her Photo-embedded National Identity Card;
- Copies of credentials mentioned in the application form.

Admission and Enrolment Procedure

- On receipt of all the above documents we will assess applicants' suitability for the Course or Programme for which they have applied;
- If they are accepted on their chosen Course or Programme, they will be notified accordingly and sent Admission Letters and Invoices;
- One week after the receipt of an applicant's payment or official payment notification, the relevant Course or Programme Tutor will contact him or her, by e-mail or telephone, welcoming him or her to HRODC Postgraduate Training Institute;
- Those intending to study in a foreign country, and require a Visa, will be sent the necessary immigration documentation, to support their application;
- Applicants will be notified of the dates, location and venue of enrolment and orientation, where appropriate.

Modes of Study and Duration of Postgraduate Certificate and Postgraduate Diploma Programmes

There are two delivery formats for Postgraduate Certificate and Postgraduate Diploma Programmes, as follows:

1. Intensive Full-time (Classroom-Based) Mode, lasting 3 months for Postgraduate Diploma, and 6 weeks for Postgraduate Certificate. These durations are based on six hours' lecturer-contact per day, five days (30 hours) per week, for Postgraduate Diploma;
2. Video-Enhanced On-Line Mode. This interactive online mode lasts twenty (20) weeks, for Postgraduate Diploma, and ten (10) weeks for Postgraduate Certificate. Our calculation is based on three hours per day, six days per week.

Whichever study mode is selected, the aggregate of 360 Credit Hours must be achieved.

Introducing Our Video-Enhanced Online Study Mode

In a move away from the traditional online courses and embracing recent developments in technology-mediated distance education, HRODC Postgraduate Training Institute has introduced a Video-Enhanced Online delivery. This Online mode of delivery is revolutionary and, at the time of writing, unique to HRODC Postgraduate Training Institute.

You are taught as individuals, on a one-to-one or one-to-small-group basis. You see the tutor face to-face, for the duration of your course. You will interact with the tutor, ask and address questions; sit examinations in the presence of the tutor. It is as real as any face-to-face lecture and seminar can be. Choose from a wide range of Diploma – Postgraduate Courses and an increasing number of Specialist Postgraduate Certificate and Postgraduate Diploma Programmes. You might also accumulate Postgraduate Short Courses, via this mode of study, over a 6-year period, towards a Postgraduate Certificate or Postgraduate Diploma.

Key Features of Our Online Study: Video-Enhanced Online Mode

- The tutor meets the group and presents the course, via Video, in a similar way to its classroom-based counterpart;
- All participants are able to see, and interact with, each other, and with the tutor;
- They watch and discuss the various video cases and demonstrations that form an integral part of our delivery methodology;
- Their assessment is structured in the same way as it is done in a classroom setting;
- The Video-Enhanced Online mode of training usually starts on the 1st of each month, with the cut-off date being the 20th of each month, for inclusion the following month;
- Its duration is twice as long as its classroom-based counterpart. For example, a 5-day (30 Credit Hours) classroom-based course will last 10 days, in Video-Enhanced Online mode. This calculation is based on 3 hours tuition per day, adhering to the Institute's required 30 Credit-Hours;
- The cost of the Video-Enhanced Online mode is 67% of similar classroom-based courses;
- For example, a 5-day classroom-based course, which costs Five Thousand Pounds, is only Three Thousand Three Hundred and Fifty Pounds (£3,350.00) in Video-Enhanced Online Mode.

10-Week Video-Enhanced Online Postgraduate Certificate and 20-Week Video-Enhanced Online Postgraduate Diploma

You might study an Online Postgraduate Certificate or Online Postgraduate Diploma, in 10 and 20 weeks, respectively, in the comfort of your office or homes, through HRODC Postgraduate Training Institute's Video-Enhanced Online Delivery. We will deliver the 180 Credit-Hours and 360 Credit-Hours, in line with our regulation, through 'Direct-Lecturer-Contact', within the stipulated timeframe. We aim to fit the tuition around your work, family

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

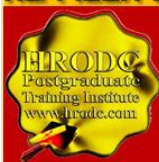
Cumulative Postgraduate Certificate and Postgraduate Diploma Courses

All short courses can accumulate to the required number of Credit-Hours, for the Postgraduate Certificate and Postgraduate Diploma, over a six-year period from first registration and applies to both general and specialist groupings. In this regard, it is important to note that short courses vary in length, the minimum being 5 days (Diploma – Postgraduate) – equivalent to 30 Credit Hours, representing one credit, as is tabulated below.

On this basis, the definitive calculation on the Award requirement is based on the number of hours studied (aggregate credit-value), rather than merely the number of credits achieved. This approach is particularly useful when a student or delegate studies a mixture of courses of different credit-values.

For those delegates choosing the accumulative route, it is advisable that at least one or two credits be attempted each year. This will ensure that the required 180 Credit-Hours and 360 Credit-Hours, for the Postgraduate Certificate and Postgraduate Diploma, respectively, are 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)



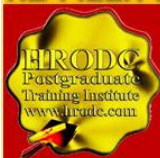
Examples of Postgraduate Course Credits: Their Value, Award Prefix & Suffix – Based on 5-Day Multiples		
Credit Value	Credit Hours	Award Title Prefix (& Suffix)
6-Credit	180-204	Postgraduate Certificate
7-Credit	210-234	Postgraduate Certificate (+ 1 Credit)
8-Credit	240-264	Postgraduate Certificate (+2 Credits)
9-Credit	270-294	Postgraduate Certificate (+3 Credits)
10-Credit	300-324	Postgraduate Certificate (+ 4 Credits)
11-Credit	330-354	Postgraduate Certificate (+5 Credits)
12-Credit	360	Postgraduate Diploma
360 Credit-Hours = Postgraduate Diploma		
12 X 5-Day Courses = 360 Credit-Hours = Postgraduate Diploma		
10 X 6-Day Courses = 360 Credit-Hours = Postgraduate Diploma		

Exemplification of Accumulated Postgraduate Certificate and Postgraduate Diploma Award Titles

All Specialist Postgraduate Certificate and Postgraduate Diploma Programmes have their predetermined Award Titles. Where delegates do not follow a Specialism, for accumulation to a Postgraduate Diploma, they will normally be Awarded a General Award, without any Specialist Award Title. However, a Specialist Award will be given, where a delegate studies at least seventy percent (70%) of his or her courses in a specialist grouping. These are exemplified below:

- 1. Postgraduate Diploma in Accounting and Finance;**
- 2. Postgraduate Certificate in Accounting and Finance;**
- 3. Postgraduate Certificate in Aviation Management;**
- 4. Postgraduate Diploma in Aviation Management;**
- 5. Postgraduate Certificate in Industrial Health and Safety Management, Incorporating Oil and Gas Safety;**

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6. **Postgraduate Diploma in Industrial Health and Safety Management, Incorporating Oil and Gas Safety;**
7. **Postgraduate Certificate in Business Communication;**
8. **Postgraduate Diploma in Business Communication;**
9. **Postgraduate Certificate in Corporate Governance;**
10. **Postgraduate Diploma in Corporate Governance;**
11. **Postgraduate Certificate in Costing and Budgeting;**
12. **Postgraduate Diploma in Costing and Budgeting;**
13. **Postgraduate Certificate in Client or Customer Relations;**
14. **Postgraduate Diploma in Client or Customer Relations;**
15. **Postgraduate Certificate in Engineering and Technical Skills;**
16. **Postgraduate Diploma in Engineering and Technical Skills;**
17. **Postgraduate Certificate in Events Management;**
18. **Postgraduate Diploma in Events Management;**
19. **Postgraduate Certificate in Health and Safety Management;**
20. **Postgraduate Diploma in Health and Safety Management;**
21. **Postgraduate Certificate in Health Care Management;**
22. **Postgraduate Diploma in Health Care Management;**
23. **Postgraduate Certificate in Human Resource Development;**
24. **Postgraduate Diploma in Human Resource Development;**
25. **Postgraduate Certificate in Human Resource Management;**
26. **Postgraduate Diploma in Human Resource Management;**
27. **Postgraduate Certificate in Information and Communications Technology (ICT);**
28. **Postgraduate Diploma in Information and Communications Technology (ICT);**
29. **Postgraduate Certificate in Leadership Skills;**
30. **Postgraduate Diploma in Leadership Skills;**
31. **Postgraduate Certificate in Law – International and National;**
32. **Postgraduate Diploma in Law – International and National;**

33. **Postgraduate Certificate in Logistics and Supply Chain Management;**
34. **Postgraduate Diploma in Logistics and Supply Chain Management;**
35. **Postgraduate Certificate in Management Skills;**
36. **Postgraduate Diploma in Management Skills;**
37. **Postgraduate Certificate in Maritime Studies;**
38. **Postgraduate Diploma in Maritime Studies;**
39. **Postgraduate Certificate in Oil and Gas Operation;**
40. **Postgraduate Diploma in Oil and Gas Operation;**
41. **Postgraduate Certificate in Oil and Gas Accounting;**
42. **Postgraduate Diploma in Oil and Gas Accounting;**
43. **Postgraduate Certificate in Politics and Economic Development;**
44. **Postgraduate Diploma in Politics and Economic Development;**
45. **Postgraduate Certificate in Procurement Management;**
46. **Postgraduate Diploma in Procurement Management;**
47. **Postgraduate Certificate in Project Management;**
48. **Postgraduate Diploma in Project Management;**
49. **Postgraduate Certificate in Public Administration;**
50. **Postgraduate Diploma in Public Administration;**
51. **Postgraduate Certificate in Quality Management;**
52. **Postgraduate Diploma in Quality Management;**
53. **Postgraduate Certificate in Real Estate Management;**
54. **Postgraduate Diploma in Real Estate Management;**
55. **Postgraduate Certificate in Research Methods;**
56. **Postgraduate Diploma in Research Methods;**
57. **Postgraduate Certificate in Risk Management;**
58. **Postgraduate Diploma in Risk Management;**
59. **Postgraduate Certificate in Sales and Marketing;**
60. **Postgraduate Diploma in Sales and Marketing;**
61. **Postgraduate Certificate in Travel, Tourism and International Relations;**
62. **Postgraduate Diploma in Travel, Tourism and International Relations.**

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The actual courses studied will be detailed in a student or delegate's Transcript.

Service Contract, incorporating Terms and Conditions

[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)

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The submission of our application form or otherwise registration by of the submission of a course booking form or e-mail booking request is an attestation of the candidate's subscription to our Policy Terms and Conditions, which are legally binding.

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Director
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