

# HRODC Postgraduate Training Institute



**A Postgraduate - Only Institution**



**#032**

**Executive Management**

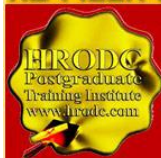
**Programme**

**Leading To:**

**POSTGRADUATE DIPLOMA IN**

**Executive Management**

**HRODC Postgraduate Training Institute**  
HQ : 122A Bhylls Lane, Castlecroft, Wolverhampton, West Midlands WV3 8DZ, UK



**Prof. Dr. Ronald B. Crawford - Director**

PhD (Uni London); M. Ed. M (Bristol); PGCIS (UWL); Adv. Dip. Sc. Ed (Bristol); Dip. Doc.  
Res. (Uni Wlv); F.I.M.S.; HR. S. (I.M.S.); Exec. M. AOM; M. AAM; M.I.S.G.S.; M.S.C.O.S.;  
M. RG. C.



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**Websites:**  
<https://www.hrodc.com/>  
<https://www.hrodc.london>  
[postgraduateshortcourses.com/](https://www.postgraduateshortcourses.com/)

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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/>.**

#### **Programme 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);
- Teaching Certificate;



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- Fellow of the Institute of Management Specialists;
- Human Resources Specialist, of the Institute of Management Specialists;
- Member of the Asian Academy of Management (MAAM);
- Member of the International Society of Gesture Studies (MISGS);
- Member of the Standing Council for Organisational Symbolism (MSCOS);
- Member of ResearchGate;
- Executive Member of Academy of Management (AOM). There, his contribution incorporates the judging of competitions, review of journal articles, and guiding the development of conference papers. He also contributes to the Disciplines of:
  - Human Resources;
  - Organization and Management Theory;
  - Organization Development and Change;
  - Research Methods;
  - Conflict Management;
  - Organizational Behavior;
  - Management Consulting;
  - Gender & Diversity in Organizations; and
  - Critical Management Studies.

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

- University of London (Royal Holloway), as Research Tutor;
- University of Greenwich (Business School), as Senior Lecturer (Associate Professor), in Organisational Behaviour and Human Resource Management;
- University of Wolverhampton, (Wolverhampton Business School), as Senior Lecturer (Associate Professor), in Organisational Behaviour and Human Resource Management;
- London Southbank University (Business School), as Lecturer and Unit Leader.


**His responsibilities in these roles included:**

- Doctoral Research Supervisor;
- Admissions Tutor;
- Postgraduate and Undergraduate Dissertation Supervisor;
- Programme Leader;
- Personal Tutor

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**For Whom This Course is Designed**  
**This Programme is Designed For:**

- Business Angels;
- Management Trainees;
- Management Aspirants;
- Senior Human Resource Management (HRM) Officers;
- Human Resource Development (HRD) Practitioners;
- Retention Officers;
- Recruitment and Selection Officers;
- Induction Managers;
- Role Enhancement Officials;
- External Organisational Development Consultants;
- Internal Organisational Development Consultants;
- Senior Project Managers;
- Internal Change Managers;
- External Change Managers;
- Senior Resource Managers;
- Chief Executives;
- Company Secretaries;
- Departmental Heads;
- Divisional Heads;
- Executive Directors;
- General Managers;
- Managing Directors;
- Senior Secretaries;
- Vice Presidents;
- Board of Directors;
- Chief Executive Officers (CEOs);
- Chief Executives;
- Chief Financial Officers (CFOs);
- Chief Secretaries;
- Company Secretaries;

- Corporate Managers;
- Divisional Heads;
- Entrepreneurs;
- Executive Directors;
- Executive Vice Presidents;
- Human Resource Managers;
- Human Resource Directors;
- Management Graduates;
- Management Lecturers;
- Managing Directors;
- Middle Managers;
- Non-Executive Directors;
- Organisational Development Practitioners;
- Organisational Resource Directors;
- Senior Managers;
- Senior Project Managers;
- Senior Resource Managers;
- Supervisors;
- University Vice Chancellors;
- Venture Capitalists;
- Individuals with a genuine interest in Issues associated with Organisational Structure and Control, and General Management, towards Enhanced Organisational Effectiveness.
- All others who are desirous of enhancing their Proficiency in Executive Management.

## Programme Organisation:

- The *Postgraduate Diploma in Executive Management* consists of 12 X 5-Day Blocks (Blocks 1-12).
- The *Postgraduate Diploma in Executive Management* might be studied as Single Blocks or as a Complete Programme, lasting 12 weeks or 60 days. This is equivalent to 360 Direct Tutor Contact Hours and 240 Hours Supervised and Self-directed Study.

<b>Classroom-Based Duration and Cost:</b>	
<b>Classroom-Based Duration:</b>	<b>12 Weeks (5 Days per Week)</b>
<b>Classroom-Based Cost:</b>	<b>£45,000.00 Per Student</b>
<b>Online (Video-Enhanced) Duration and Cost</b>	
<b>Online Duration:</b>	<b>20 Weeks – 3 Hours Per Day, 6 Days Per Week</b>
<b>Online Cost:</b>	<b>£30,150.00 Per Student</b>

## Classroom-Based Programme Cost includes:

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

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

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

**Daily Schedule: 9:30 to 4:30 pm.**


**Delivery Locations:**

1. Central London, UK;
2. Dubai, UAE;
3. Kuala Lumpur, Malaysia;
4. Amsterdam, The Netherlands;
5. Brussels, Belgium;
6. Paris, France; and
7. Durban, South Africa;
8. Other International Locations, on request.

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<b>Executive Management</b>			
<b>Leading to Postgraduate Diploma in Executive Management,</b>			
<b>Click on Block Title, Below, to View Desired Objectives &amp; Content</b>			
<b>Block Number</b>	<b>Block Title</b>	<b>Page #</b>	<b>Credit Value</b>
1	Organisation and Management: Pertinent Issues	9	Single
2	Managing Individuals and Groups in Organisations	13	Single
3	Organisational Improvement: Revitalising Organisations, Through Organisational Development and Change	18	Single
4	Enhancing Managerial Effectiveness	23	Single
5	The Management of Human Resource	29	Single
6	Managing Individual Performance	36	Single
7	Talent Management	40	Single
8	The Newcomer in an Organisation: A Strategic Approach	44	Single
9	Managing Organisational Quality and Resources	49	Single
10	Managing Internal and External and Cultural Diversity	57	Single
11	Enhancing Objective Accomplishments Through an Enthusiastic Workforce	63	Single
12	Organisational Structure and Control Systems	68	Single

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## **Executive Management, Programme**

### **Leading to Postgraduate a Postgraduate Diploma in Executive Management**

#### **Block 1**

### **Organisation and Management: Pertinent Issues, Leading to Diploma – Postgraduate – in Organisation and Management, and Executive Management Block 1**

#### **Block 1 Objectives**

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

- Classify formal and social organisations;
- Classify business and non-business organisations;
- Recognise power and authority;
- Extricate social & business objectives;
- Classify internal and external accountability;
- Develop strategies to manage an organisation effectually in stable and turbulent times;
- Demonstrate a heightened understanding in carrying out the elements of management;
- Demonstrate their ability to establish an effective co-ordinating mechanism;
- Design a 'leadership strategy', which has a high probability of greatly enhancing worker motivation and improving their morale - factors crucial to organisational success;
- Influence their leadership style in such a way that they develop the flexibility to manage their organisations and subsystems effectively, in stable and turbulent times;
- Discuss the key issues in designing effective organisations;
- Establish objectives in designing the mechanism for success;
- Apply effective time management to competitive situations;

- Demonstrate a heightened understanding about the importance of delegation in human resource & organisational development;
- Demonstrate a heightened understanding about the importance of communication in the process of delegation;
- Determine the factors that delegates should ascertain before delegating tasks;
- Determine the support that delegates should give to their delegates during their performance of the specified tasks.

[Click for Table of Contents](#)

## Block 1 Contents, Concepts and Issues

### B1 - Part 1: Crucial Elements of Organisational Analysis

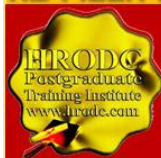
- Introduction to Formal Organisations;
- Definition; Objectives – Social and Business;
- Tasks;
- Division of Work/Labour;
- Delegation;
- Responsibility;
- Accountability;
- Authority;
- Power;
- Roles;
- Informal Organisations;
- Case Study Analysis.

### B1 - Part 2: The Functions of Management: Salient Issues (1)

- The Functions of Management;
- The Management Process: Its Universality;
- Planning: The Basis for the Emanation of Subsequent Functions;
- The Different Types and Levels of Planning;

Postgraduate Diploma in Executive Management Programme - Page 10 of 81

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- Planning As Objective Establishment;
- Planning As a Procedural Issue.
- Organising Process, People and Subsystems;
- Fundamental Issues in Designing Organisations;
- Management Implications for Tall and Flat Structures;
- An Introduction to Basic Organisational Forms:
  - Simple Structure;
  - Functional Structure;
  - Divisional Structure;
  - Matrix Structure.

### **B1 - Part 3: The Functions of Management: Salient Issues (2)**

- Organisational Design as a Function of Organisational Dynamics;
- Important Considerations in Organisational Design.
  - Designing For Effective Product/Service Management;
  - Designing For Communication Effectiveness;
  - Designing For Effective Client/Customer Focus.
- Importance of Vertical and Horizontal Relationships;
- Directing or Leading;
- Directing or Leading? : A Question of Leadership Styles and Administrative Strategies;
- Directing or Leading? : Managerial Control Vs Worker Autonomy;
- The Relationship between Leadership and Worker Motivation;
- Co-Ordinating - Mintzberg's Bases of Co-Ordination;
- Mutual Adjustment;
- Direct Supervision;

[Click for Table of Contents](#)

## B1 - Part 4: The Functions of Management: Salient Issues (3)

- Output;
- Standardisation of Input;
- Standardisation of Work Process;
- Managing Organisations in a Stable Environment;
- Managing Organisations in an Unstable Environment;
- Increased Leisure Time;
- Enhanced Job Satisfaction;
- Reduced Stress;
- More Opportunity to Switch Off After Hours;
- More Room for Forward Planning and Long-Term Solutions;
- Higher Creativity;
- Time Management Tips for Managers;
- Reducing Time Spent On Meetings;
- Meeting Management;
- The Trading Game Scenario.

## B1 - Part 5: Delegating for Organisational Effectiveness

- What Is Delegation?;
- Advantages of Delegation to Delegates;
- What Might Be Delegated?;
- Benefits of Delegation to Delegates;
- Prerequisites for Effective Delegation;
- Support Necessary during Task Performance;
- Importance of Communication in Delegation;
- Importance of Power and Authority in Delegation;
- Problems of Ineffective Delegation.

[Click for Table of Contents](#)

## **Block 2**

### **Managing Individuals and Groups in Organisations, Leading to Diploma – Postgraduate – in Managing Individuals and Groups in Organisations, and Executive Management Block 2**

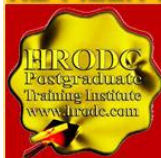
#### **Block 2 Objectives**

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

- Be aware that teams cannot perform effectively unless they understand team dynamics;
- Demonstrate their understanding of their role in the management of teams in organisation;
- Exhibit a good knowledge of the finer-points of team-decision-making;
- Demonstrate that their inter-personal skills are well developed;
- Demonstrate their ability and willingness to contribute to the enhancement of a team's 'problem-solving capability';
- Exhibit an understanding 'role relationships' in organisation;
- Demonstrate an understanding of the importance of understanding the perceptions of their role set;
- Be able to identify the role segments of their role set
- Distinguish between conflict and role conflict;
- Distinguish between intrarole senders and intrarole receivers;
- Demonstrate an enhanced understanding of interrole conflict and intrarole conflict;
- Exhibit their ability to hypothesise the existence of latent conflict;
- Determine the positive effect of conflict in a given situation;
- Demonstrate their ability to manage conflict effectively;
- Demonstrate their ability to choose the most appropriate conflict resolution method for particular situations.
- Employ role negotiation as a conflict management tool.
- Locate employee development in a strategic context;
- Demonstrate their ability to analyse training needs;
- Be able to evaluate the conventional and non-conventional methods of training needs analysis;

Postgraduate Diploma in Executive Management Programme - Page 13 of 81

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M. RG. C.

- Demonstrate their ability to develop and manage a management succession chart;
- Exhibit an understanding of the use of focus groups in training needs analysis;
- Distinguish between demand-led and demand-led training needs;
- Exhibit an understanding of the value of action learning in determining training needs.
- Be able to relate the way in which action research can be used in determining training needs;
- Demonstrate their understanding of the relationship between individual; team and organisational training needs; and
- Have developed a personnel deployment chart.

## Block 2 Contents, Concepts and Issues

[Click for Table of Contents](#)

### B2 - Part 1: Team Dynamics: Empowering High Performance Groups (1)

- Groups: Definition;
- Distinguishing Groups from Aggregations;
- Group Solidarity;
- Group Cohesion;
- Team or Group: A Distinction;
- Team Dynamics;
- Types of Teams;
- Command Teams;
- Committees (Temporary and Standing);
- Task Forces;
- Boards;
- Team Formation:
  - Forming;
  - Storming;
  - Norming/Initial Integration;
  - Performing/Total Integration;
  - Disbandment or Adjourment.

## B2 - Part 2: Team Dynamics: Empowering High Performance Groups (2)

- Purpose of Teams in the Work-Place;
- Team Characteristics;
- The Role Concept: An Introduction;
- How 'True-To-Life' or Realistic Are the Forming and Norming Stages of Team Development?
- Dysfunctional Behaviour in Teams;
- Aggressiveness:
  - Blocking;
  - Interfering;
  - Competing;
  - Seeking sympathy;
  - Withdrawal; and
  - Special pleading.
- Inter-Team Conflict;
- Sources of Inter-Team Conflict;
- Consequences of Dysfunctional Conflict;

## B2 - Part 3: Team Dynamics: Empowering High Performance Groups (3)

- Team Decision-Making;
- Social Identity Theory;
- Team Building and Maintenance Roles: Improving Team Effectiveness;
- Encouraging Members;
- Harmonising;
- Standard Setting;
- Gatekeeping;
- Determining the Optimum Team Size;
- Providing Team Incentives;
- Encouraging Conflict;
- Averting Groupthink;

- Avoiding the Risky Shift Syndrome;
- Employing Transactional Analysis;
- Employing Effective Diversity Management and Discouraging Resonation.

[Click for Table of Contents](#)

## B2 - Part 4: Conflict Management in Organisation

- Role: A Contextual Definition;
- Role Enactors;
- Roles in Organisational and Non-Organisational Settings;
- The Role Set;
- Role Segments;
- Role Expectations;
- Role Sender;
- Conflict and Role Conflict;
- Interpersonal Conflict;
- Interrole Conflict;
- Intrarole Conflict;
- Conflict Management: An Introduction:
  - Latent Conflict;
  - Manifest Conflict;
  - Organisational Value of Conflict;
  - Introducing Conflict;
  - Exploiting Conflict.
- Conflict Resolution Methods:
  - Mutual Resolution;
  - Collegial Intervention
  - Hierarchical Intervention;
  - Debriefing in Conflict situations.
- Role Negotiation: Beyond Worker-Manager Prerogative.



## **B2 - Part 5: Employee Development – Incorporating Training Needs Analysis**

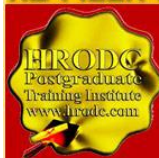
- Rationale For and Definition of Training Needs Analysis;
- Approaches, Methods and Techniques of Training Need Analysis;
- The Traditional Approach to Training Needs Analysis;
- Job Behaviour and Task Analysis;
- Data Is Gathered From Field Observations Using Structured Questionnaires and Formal Interviews;
- Multi-Skilling;
- Knowledge Skills, And Attitudes Development;
- Job, Task and Role Analysis;
- A Strategic Approach to Competency Assessment;
- ‘Supply-Led’ or ‘Pedagogical’ Approach to Training Needs Analysis;
- Demand-Led’ Approach To Training Needs Analysis;
- Behavioural Expectation Scales;

## **B2 - Part 6: Employee Development – Incorporating Training Needs Analysis**

- Focus Groups;
- Action Learning;
- Action Research;
- Process Management;
- Assessment Centres;
- Human Resource Plan;
- Succession Plan;
- Human Resource Audit;
- Critical Incident Reports;
- Individual Performance Appraisal Reports;
- Personnel Deployment Charts;
- Business Plans;
- Strategic Plans;
- Job Evaluation or Job Tasks and Role Analysis;

Postgraduate Diploma in Executive Management Programme - Page 17 of 81

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- Client or Customer Feedback.

[Click for Table of Contents](#)

### **Block 3**

## **Organisational Improvement: Revitalising Organisations through Organisational Development and Change, Leading to Diploma – Postgraduate – in Organisational Improvement: Development and Change, and Executive Management Block 3**

### **Block 3 Objectives**

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

- Demonstrate an understanding of organisational development as a process;
- Exhibit a heightened awareness of the constituents of organisational development;
- Demonstrate an understanding of organisational climate and how it can be gauged;
- Strike a balance between macro organisational development and micro organisational development;
- Demonstrate their ability to incorporate specified elements of the quality of working life in the management of their subsystems and sections;
- Exhibit their ability to use aspects of quality of working life to motivate workers;
- Managed sensitivity training successfully;
- Determine the different stages of process consultation;
- Determine organisational success factors;
- Demonstrate their awareness of the inevitability of 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;
- Demonstrate the need for a proactive stance in relation to organisational change;
- 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 the inevitability of organisational change;
- Demonstrate the need for a proactive stance to organisational change;
- Take steps to create a positive perception of the organisation, among shareholders, funding agents, clients and customers, during a strategic change process;
- Manage the relationship between the organisation and its internal and external stakeholders during the different stages of the change process;
- Determine the factors, which contribute to workers' resistance to change;
- Suggest the efforts, which an organisation might employ to reduce workers' resistance to change;
- Distinguish between change strategies and approaches to change;
- Illustrate the advantages and disadvantages of each change strategy;
- Employ the correct change strategy that will create 'winners' even in a 'most hopeless' situation;
- Determine the situations, in specific relation to scale, level, cost, urgency (both proactive and reactive), where 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;
- Appreciate the importance of change institutionalisation;
- Design measures, which will ensure change institutionalisation;
- 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;
- Distinguish between strategic and operational change;
- Assess the impact of information and communications technologies (ICTs) on the change process;
- Exploit the benefits of information and communications technologies (ICTs) in the planning, communication and implementation of change, being mindful of their drawbacks;

- Match the mode, channel and method of communication with the nature and stage of the change process;
- 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;
- Appreciate the difference between individual stress tolerance levels;
- Devise methods of reducing stress levels;
- Distinguish between the speed of change and 'change acceleration';
- Determine when change acceleration is necessary;
- Devise a strategy that will reduce the negative effects of 'change acceleration';
- Implement Change whilst avoiding human and organisational casualties;
- 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; and
- Demonstrate leadership in the implementation of change, whilst avoiding whilst avoiding Human and Organisational Casualties.

[Click for Table of Contents](#)

## Block 3 Contents, Concepts and Issues

### B3 - Part 1: Organisational Development (1)

- What Is Organisational Development?;
- OD and Organisational Effectiveness;
- Differing Perspectives of Organisational Development;
- Organisational Climate;
- Organisational Culture;
- Organisational Norms;
- Organisational Values
- Organisational Power Structure;
- Worker Commitment;
- Structure of Roles in Organisation.

### B3 - Part 2: Organisational Development (2)

- Inter-Group Collaboration;
- The Combination of the Authority Based In Roles with the Authority Based In Knowledge and Skills;
- The Creation of an Open System of Communication –Vertically, Horizontally, Diagonally; Management Development;
- Micro Organisational Development;
- The Quality of Working Life (QWL);
- Aspects of Quality of Working Life;
- Adequate and Fair Compensation;
- Healthy and Safe Working Conditions;
- Development and Growth of Human Capacities;
- Growth and Security.

### **B3 - Part 3: Organisational Development (1)**

- Social Integration of People;
- Constitutionalism;
- Protection of Total Life Space;
- Social Relevance of Work;
- Sensitivity Training;
- Approach to Organisational Development;
- Organisational Development Interventions;
- Process Consultation;
- Enhancing the Effectiveness of Programmes;
- Macro Organisational Development;
- Determination of Success.

### **B3 - Part 4: Dynamics of Organisational Change Management**

- Influence Change Strategy: When They Should Be Used or Avoided?;
- Control Change Strategies: When They Should Be Used or Avoided?;
- Communicating Organisational 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 and Individual Casualties;

### **B3 - Part 5: Dynamics of Organisational Change Management**

- Confidence;
- Change Tolerance and Individual Stress Levels;
- Managing the External Environment;
- Improving Perception and Instilling;
- Stakeholders, Generally;
- Shareholders and Funding Agents;
- Customers and Clients;
- Potential Customers and Clients;
- Change Institutionalisation;
- Returning To Normality.

[Click for Table of Contents](#)

## **Block 4 Enhancing Managerial Effectiveness, leading to Diploma – Postgraduate – in Enhancing Managerial Effectiveness, and Executive Management Block 4**

### **Block 4 Objectives**

By the conclusion of the specific learning & development activities, delegates will be able to:

- Appreciate the value of time in an organisational context;
- Regard time as an important resource;
- Apply the principle of throughput accounting to organisational;
- Activities as a motivation towards effective time-management;
- Devise an effective time management strategy;
- Manage meetings more effectively as a time management device;
- Apply effective time management to competitive situations;
- Demonstrate their understanding of the intricacies that are involved in the process of leadership;

- Distinguish between a leader and a managerial leader;
- Relate the theories of leadership to empirical research;
- Demonstrate their understanding of the need to constantly re-evaluate the superior-subordinate that they encourage;
- Exhibit an understanding of the relationship between leader behaviour and leadership styles;
- Demonstrate their understanding of the different aspects of the contingency approaches to leadership;
- 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; and
- Propose ways of reducing cultural infringement in their choice of strategy.

## Block 4 Contents, Concepts and Issues

### B4 - Part 1: Time Management in Context (1)

- Time Management Defined;
- Time in an Organisational Wide Context: Acting in Time;
- The Cost of Time;
- Time Management Tools;
- Maximising Personal Effectiveness;
- Busy vs. Productive;
- Time Wasters/Time Robbers/Time Stealers/Time Bandits;
- Managing Time Wasters/Time Robbers/Time Stealers/Time Bandits;



- Combating Procrastination;
- Diffusing the Impact of Others:
  - Handling Interruptions Constructively;
  - Asserting Yourself Politely and Calmly;
  - Conquering Over-commitment (Learn to say, “No”).

## B4 - Part 2: Time Management in Context (2)

- The Four D's of Time Management:
  - Do;
  - Delegate:
    - ✚ Tasks Which Should Be Delegated;
    - ✚ Effective Delegation Techniques;
    - ✚ How to Delegate.
  - Dump;
  - Defer.
- Managing Multiple Task and Deadlines;
- Combating Work Related Stress;
- Balancing Personal and Professional Life;
- Avoiding Time Crunches;
- Handling Unexpected Job Emergencies;
- Human Multitasking;
- Benefits of Effective Time Management;
- Effects of Poor Time Management;
- Time Management Theories:
  - Maslow's Hierarchy of Needs;
  - The Pickle Jar Theory;
  - Pareto Principle or 80/20 Rule;
  - Eisenhower Method;
  - POSEC Method.

## B4 - Part 3: Effective Meeting Management

- Meeting Management:
  - Creating an Effective Agenda;
  - Importance of Agenda;
  - Steps For Productive and Effective Meeting;
  - Groupthink;
  - Teamthink;
  - Reducing Time Spent on Meeting;
  - Meeting Menaces:
    - ✚ The Waffler;
    - ✚ The Turf Warrior;
    - ✚ The Assassin;
    - ✚ The Dominator;
    - ✚ The Interrupter.
  - Meeting Mismanagement.
- Trading Game Scenario.

## B4 - Part 4: Managerial Leadership and Leader Behaviour in Organisations (1)

- Leadership:- General Definition;
- The Difference between a Leader and a Managerial Leader;
- Transactional Leader Behaviour;
- Charismatic or Transformational Leader;
- Leadership and Authority;
- Management and Power ;
- Management and Control;
- Leadership and Interpersonal Relationship;
- Qualities or Traits Approach To Leadership;
- Task and Person Orientation;
- Contingency or Situational Approaches to Leadership;

- Leadership and Extroversion.

### **B4 - Part 5: Managerial Leadership and Leader Behaviour in Organisations (2)**

- Leadership and Characteristics;
- Leadership and Social Needs;
- Leadership and Power Needs;
- Leadership and Achievement Needs;
- Leader Orientation;
- Person Orientation;
- Employee Centered Leaders;
- Participative Leadership;
- Democratic Leadership;
- Performance Monitoring;
- Leadership and Environmental Variability;
- Leadership-Superior Subordinate Relationship;
- Leadership and Team Development;
- Leadership and Flexibility;
- Leadership and Decision Making;
- Leadership Influence and Reward.

### **B4 - Part 6: Leadership Styles and Administrative Strategies: Improving Management Performance (1)**

- The 'Leader' vs. the 'Managerial Leader';
- Superior-Subordinate Relationships;
- Leader Behaviour;
- Administrative Strategy and the Concept of 'Puisseance';
- Control Administrative Strategy;
- Influence Administrative Strategy;
- Merits and Demerits of Control Strategy;
- Advantages and Disadvantages of Influence Administrative Strategy.

## **B4 - Part 7: Leadership Styles and Administrative Strategies: Improving Management Performance (2)**

- Characteristics of a 'Theory X' Leader;
- Characteristics of a 'Theory Y' Leader;
- Relationship between Leadership Style and Organisational Structure;
- The Implications of Leadership Style for Organisational Problem-Solving and Decision-Making;
- Ascribing Leadership Styles;
- Influencing Your Leadership Style;
- Leadership Style vs. Leader and Organisational Flexibility;
- The Concept of 'Flexion';
- Flexion and Organisational Practices;
- Flexion and Leadership Inflexibility;
- Leadership Style and Cultural Infusion.

[Click for Table of Contents](#)

### **Block 5** **The Management of Human Resource, Leading to Diploma –** **Postgraduate – in The Management of Human Resource, and Executive** **Management Block 5**

#### **Block 5 Course Objectives**

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

- Calculate the Return on Investment (ROI) in Education, Training and Development;
- Demonstrate a heightened knowledge of how training needs might be devised from Strategic Plans;
- Demonstrate an appreciation of importance of welfare in the development of personal management and human resource management;

- 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 design an effective Employee Resourcing Strategy;
- 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;
- Demonstrate understanding of distinction between personal management and human resource management;
- Design a Job Description;
- Design a Personnel Specification;
- Design and Weight a Candidate Assessment Form (CAF);
- Determine the factors influencing Human Resource Planning;
- Determine the factors that Delegates should ascertain before delegating tasks;
- 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 resources necessary to enhance individual and team performance;
- Determine the support that Delegators should give to their Delegates, during their performance of the specified tasks.
- Determine when there is a need to review an organization human resource plans;
- Discuss, with confidence, the factors that are associated with poor performance;
- Distinguish between Education, Training and Development;
- Elucidate the concerns of managers in delegating;
- Exhibit their ability to take appropriate measures to improve Individual and Team Performance;
- Explain the process and value of Human Resource Audit;
- Explain the underlying concept of Investors in People (IIP);

- 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;
- Link Employee Resourcing with Business and Organisational Development;
- Locate Performance Management in an appropriate context;
- Manage the strategic role:
- Relate the part played by Rowntree in the development of personnel management and human resource management;
- Suggest the importance of Human Resource Planning in Organisation Management.

## Block 5 Course Contents, Concepts and Issues

### B5 Part 1: From Personnel to Human Resource Management: A Strategic Development

- A Distinction between Personnel Management and Human Resource Management;
- The advent of Welfare Management;
- The role of Joseph Rowntree in Industrial Welfare Development;
- The Development of Professional Personnel and Human Resource Management;
- Concerns of Personnel Management:
  - Recruitment and Selection;
  - Workers' Welfare and Benefits;
  - Industrial Relations;
  - Staff Appraisal;
  - Training and Development.
- The strategic significance of Human Resource Management;
- Concerns of Human Resource Management:
  - Recruitment;
  - Selection;

- Motivation;
- Human Resource Planning;
- Workforce Management Strategy;
- Flexible Working Strategy

## **B5- Part 2: Human Resource Management As A Strategic Tool**

- The rationale for Human Resource Planning (HRP);
- The link between HRP and Corporate Planning;
- Human Resource Forecasting (HRF);
- Designing, implementing and reviewing the effectiveness of HRP;
- The role of Employee Resourcing in Corporate Strategies and Goals;
- The role of internal and stakeholders in the Employee Resourcing process;
- Emergent and Contingency Approaches to Employee Resourcing;
- The role of Employee Resourcing in Business and Subsystem Strategy;
- The role of Employee Resourcing in the Development of Organisational Strategy;
- Organisational Strategy and Employee Resourcing Strategy Compatibility.

## **B5 - Part 3: Strategising Employee Resourcing (1)**

- Logicalising Internal and External Selection Processes;
- Internal and External Selection Processes as an Organisational Development Phenomena;
- Rationalising Internal Selection as a Process;
- Staff Turnover and its Negative and Positive Impact on the Organisation;
- Recruitment and Selection as a Resourcing Activity;
- The Importance of Human Resource Forecasts;
- Methods of Forecasting Human Resource Needs of the Organisation;
- The Political, Economic, Social, Technological, Environmental and Legal (PESTEL) Factors, in the External Uncontrollable Environment and how they impinge on Employee Resourcing, incorporating Human Resource Planning;

- Strategic Operational Review' (SOR) As Prerequisite for Human Resource Forecasting.

## **B5 - Part 4: Strategising Employee Resourcing (2)**

- Importance of Human Resource Audit;
- Conducting Human Resource Audit;
- Personnel Deployment Chart (PDC);
- Management Succession Chart (MSC);
- Job Analysis;
- Job Description;
- Personnel Specification;
- Market Targeting;
- Designing and Placing Advertisement;
- Designing a Candidate Assessment Form (CAF);
- Weighting and Using a Candidate Assessment Form (CAF);
- Non-Conventional Personnel Selection;
- Short Listing Candidates;
- Conducting Selection Interviews;

## **B5 - Part 5: Motivation in Human Resource Management**

- Directing or Leading: Setting The Stage;
- The Conceptual Bases of Motivation;
- Theoretical Bases of Motivation: An Overview;
- Distinguishing Between Knowledge and Skills;
- Competence and Performance: A Conceptual Exploration;
- Is there a Definitive Relationship between Competence and Motivation?
- Content Theories and Some of Their Contributors:
- Maslow's Hierarchy of Needs;
- Analysis of Maslow's Claims;
- McClelland's Studies;
- Taylor: Money and Motivation;



- Motivator-Hygiene Factor: Herzberg's Contribution.
- Process Theories;
- Equity Theory;
- Goal-Setting Theory;
- Expectancy Theory;
- Equitable Reward Systems;
- Reinforcement Theories.

## **PB5 - Part 6: Contextualising Motivation in Human Resource Management**

- The Extent to Which Salary or Wages Inducement Motivate Workers;
- Performance Related Pay (PRP);
- Productivity Bonuses;
- Efficiency Gains;
- Profit Share;
- 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;
- Designing an Effective Motivation Strategy.

[Click for Table of Contents](#)

## **Block 6**

### **Managing Individual Performance, Leading to Diploma – Postgraduate – in Managing Individual Performance, and Executive Management Block 6**

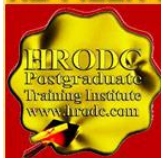
#### **Block 6 Objectives**

By the conclusion of the established learning activities, delegates will be able to:

- Locate performance management in an appropriate context;
- Discuss the factors that are associated with poor performance;
- Exhibit their ability to take appropriate measures to improve individual and team performance;
- Establish and monitor targets;
- Determine the resources necessary to enhance individual and team performance;
- Determine the appropriate extrinsic reward that might contribute to improve performance;
- Develop a strategy manage poor performance;
- Locate performance appraisal within performance management structure;
- Determine the objectives of performance appraisal;
- Illustrate the organisational individual and subsystems benefits of performance appraisal;
- Explain at least three appraisals systems;
- Evaluate the effectiveness of individual appraisal systems;
- Conduct an appraisal interview;
- Implement a 360 degree appraisal programme;
- Customise, through a synthesis of existing systems, and an appropriate appraisal scheme that takes account of their unique cultural setting;
- Address some of the short coming s of traditional appraisal systems;
- Demonstrate their ability to avert the halo and thorny effects in appraisal;
- Define reward in an employee relation context;
- Suggest the importance of reward management in organisation;
- Explain the bases of reward management;
- Explain the reward model;
- Provide an appraisal of a specific remuneration system;

Postgraduate Diploma in Executive Management Programme - Page 34 of 81

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- Determine the factors that negatively or positively affect remuneration systems;
- Formulate and evaluate a recommended remuneration package;
- Understand and formulate pay or remuneration structures;
- Determine the criteria that are used to evaluate remuneration structure; and
- Explain and evaluate the rationale for performance related pay.

[Click for Table of Contents](#)

## Block 6 Contents, Concepts and Issues

### B6 - Part 1: Human Resource and Performance Management

- Assessing the Nature and Causes of Performance Problems:
  - Managing Poor Performance;
  - Managing Absence;
  - Dealing with Harassment.
- The Effective Management of Retirement, Redundancy, Dismissal and Voluntary Turnover;
- Evaluating the Mechanisms Available For Preventing or Alleviating Poor Performance;
- Working From Corporate Mission and Strategy;
- Performance Targets;
- Tactical Performance Targets;
- Operational Performance Targets;
- Linking Performance Management with Operational Processes and Systems;
- Initiate Appropriate Reward Systems;
- Individual Development Plans;
- Performance and Reward Cycle.

## B6 - Part 2: Staff Performance Appraisal (1)

- Performance Appraisal: A Definition;
- Objectives of Performance Appraisal;
- Why Some Managers Are Afraid To Appraise;
- Performance and the Halo Effect;
- Performance Appraisal and the Thorny Effect;
- Organisational Benefits and Performance Appraisal;
- Individual Benefits of Performance Appraisal;
- Subsystem Benefits of Performance Appraisal;
- The Appraisal Cycle;
- Systematising Performance Appraisal;

## B6 - Part 3: Staff Performance Appraisal (2)

- Some Problems with Performance Appraisal;
- Punitive Aspects of Performance Appraisal;
- Some Popular Appraisal Systems;
- Graphic Rating Scales;
- Ranking;
- Paired Comparison;
- Self Appraisal;
- Critical Incident;
- Management by Objectives (MBO);
- 360 Degree Appraisal;
- The Appraisal Setting.

## **B6 - Part 4: Reward Management: Developing an Effective and Equitable Career Structure**

- Employee Reward: A Definition;
- Defining Reward Management;
- The Basis of Reward Management;
- Reward Management Strategies: Provide Support for Corporate Values;
- Reward Management Derived From Business Strategy and Goals;
- Reward Management and Its Links to Organizational Performance;
- Reward Management and the Driving Force for Individual Behaviour;
- Reward Management and Its Relationship to Leadership Styles;
- Reward Management and Competition;
- Reward Management and the Attraction to High Calibre Personnel;
- Encouraging Positive and Effective Organisational Culture;
- Culture and Organisational Values;

## **B6 - Part 5: Reward Management: Developing an Effective and Equitable Career Structure**

- Level and Type of Motivation Customer or Clients, Product or Service;
- Degree of Learning That Is Encouraged and General Identity;
- Remuneration Systems;
- Factors Affecting Remuneration Systems;
- Government' Reduced or Increased Spending;
- Increased or Decreased Labour Force Availability;
- Increased Demand for Quality;
- Organization's Expansion, Contraction or Diversification Plans;
- Increased Competition;
- Remuneration Packages, Including Salary and Welfare Benefits and Payments;
- Pay or Remuneration Structures;
- Pay Structures, Purpose, Criteria and Types;
- Performance Related Pay (PRP).

[Click for Table of Contents](#)

## **Block 7 Talent Management, Leading to Diploma – Postgraduate – in Talent Management, and Executive Management Block 7**

### **Block 7 Objectives**

By the conclusion of the established learning activities, delegates will be able to:

- Demonstrate an understanding of the bases of organisational talent management;
- Determine the role that might be identified as talent management positions;
- Assume the correct perimeters within which the psychological contract will be applied;
- Make assumptions regarding the perceptions and expectations of the (talent managed) incumbent;
- Determine when head hunting is appropriate;
- Determine head hunting agencies' effectiveness;
- Develop a head hunting strategy that is in line with organisational goals;
- Will be able to identify sources of potential talents;
- Identify exceptional talents;
- Devise a strategy through which internal talents can be sourced;
- Effectively manage organisational talents;
- Determine the key success factors in effective talent management;
- Devise an effective communication structure that will avert the isolation of exceptional talents;
- Locate talent management within the executive cadre;
- Effectively manage high performance teams;
- Prepare high performance teams for their organisational;
- Provide the high performance teams with the level of autonomy that they need to perform their tasks;
- Provide the appropriate learning environment for high performance teams to progress;

- Attend to the continuous professional development (CPD) of high performance teams;
- Subtly monitor team output;
- Provide the impetus for talents to perform effectively through equitably rewards;
- View equity as merit driven, rather than a common wheel prerogative;
- View the unequal distribution of rewards in a positive organisational light;
- Work towards an integrated, rather than a segregated reward structure, within which talents are effectively rewarded; and
- Implement performance related pay in its varying facets to systematise the pay structure.

[Click for Table of Contents](#)

## Block 7 Contents, Concepts and Issues

### B7 - Part 1: Fundamentals of Talent Management

- Defining Talent: An Organisational Perspective;
- The Importance of Talent Management to Organisational Survival;
- The Organisational Level That Should Be Concerned With Talent Management;
- Role Identification for Talent Management;
- Psychological Contract in Talent Management.

### B7 - Part 2: Head Hunting Strategy

- Defining Head Hunting;
- Sources for Head Hunting;
- Internally Driven Head Hunting;
- Internally Managed Head Hunting;
- Out Sourcing Head Hunting;
- The Role of Head Hunting Agencies;
- The Behaviour of Head Hunting Agencies;
- Cost Comparison of Internal and External Sourcing of Head Hunting;
- Valuing Human Capital.

## B7 - Part 3: Managing Organisational Talents

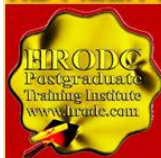
- Talent Relationship Management;
- Talent and Executive Development;
- Approaches to Talent Management;
- Key Success Factors In Talent Management;
- Employee Retention;
- Career Management:
  - Career Theory;
  - Career Development, Management;
  - Management and Succession Planning.
- Management Succession Charts;
- Psychometric Testing;
- The Psychological Contract and the Impact on Employee Retention.

## B7 - Part 4: Launching and Empowering High Performance Teams

- High Performance Teams as Autonomous Work Teams;
- Self Directed Work Teams as Self Managed Teams;
- Enhancing the Contribution of High Performance Teams;
- Averting Risky Shift in High Performance Teams;
- Providing Autonomy to High Performance Teams;
- Delivering Assignment at 'Loading Level' In the Scheduling Sequence;
- Providing a Support Mechanism to High Performance Teams;
- Dealing With Decision Repercussions of High Performance Teams;
- Taking an Internal Customer Relations Stance in Managing High Performance Teams;
- Providing Appropriate Intrinsic and Extrinsic Incentives to Enhance and Sustain Motivation;
- Providing High Performance Teams with an Understanding of Team Dynamics;
- Helping High Performance Teams to Understand Their Roles;
- Provide Decision Support for High Performance Teams;
- Developing the Interpersonal Skills of High Performance Teams;
- Enhancing the Problem Solving Capacity of High Performance Teams;

Postgraduate Diploma in Executive Management Programme - Page 40 of 81

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- Providing an Understanding of Role Relationships;
- Improving Communication and Effective Oral-Visual Presentations;
- Enhancing Competence Level of High Performance Teams;
- Developing Expertise in Meeting Management;
- Providing Members with the Expertise to Address Mutual Conflict Resolution;
- Monitor, Unhinderingly, the Output of High Performance Teams;
- Relaxing Managerial Presents, Without Losing Control;
- Influencing High Performance Teams.

## **B7 - Part 5: Talent Management Reward Structure**

- Pragmatising Equity;
- Equity as Fairness;
- Equity as Inequality;
- Integrating Remuneration System That Rewards Talent;
- Performance Related Pay;
- Systemising Performance Related Pay;
- Productivity Bonuses As Performance Related Pay;
- Creating Equity in Team Reward Schemes;
- Reward Performance without Disincentivising Low Achievers;
- Consolidating Reward Structure and Pay Scales.

[Click for Table of Contents](#)

**Block 8**  
**The Newcomer in an Organisation: A Strategic Approach, Leading to Diploma – Postgraduate – The Newcomer in an Organisation, and Executive Management Block 8**

**Block 8 Objectives**

By the conclusion of the established learning activities, delegates will be able to:

- Demonstrate an understanding of the problems with which a newcomer to an organisation has to contend;
- Identify the special problems that are associated with a newcomer's disorientation;
- Illustrate their conversance with geographical displacement that a newcomer is likely to experience;
- Empathise with the difficulty that a newcomer will have learning as a result of information overload;
- Indicate their subscription to the need to phase and contextualise information dissemination to a newcomer;
- Determine the point at which induction, in reality, begins;
- Demonstrate their ability to structure an induction programme;
- Demonstrate how to conduct an exit interview;
- Ensure that the organisation's;
- Intellectual property is protected at every level of the employee involvement;
- Devise an appropriate mentoring and coaching system to facilitate the learning and development of the newcomer;
- Stage probationary evaluation and systematic feedback;
- Determine local Intellectual Property Law;
- Effectively apply Intellectual Property Rights conventions to organisational benefits;
- Determine who owns the Intellectual Property Rights in varying scenarios;
- Devise an effective mentoring and coaching strategy;
- Demonstrate their understanding of the confidentiality and trust that must be upheld in mentoring, if the system is to work successfully;

- Use the mentoring system as a professional development and organisational improvement strategy; and
- Determine the type and level of training that a mentor or a potential mentor needs.

## Block 8 Contents, Concepts and Issues

### B8 - Part 1: Addressing Immediate Problematic Issues of the Newcomer to an Organisation

- Addressing Domestic vs. Work Orientation;
- Dealing with Knowledge and Skill Disorientation;
- Handling Geographic Disorientation;
- Sorting Cultural Misappropriation;
- Detecting and Being Apathetic to Nostalgia;
- Treating Knowledge Gap;
- Recognising and Taking Measures to Address 'Information Bombardment';
- Addressing General Common Anxieties of the Newcomer;
- Dealing with Specific Anxieties of the Newcomer.

### B8 - Part 2: Managing the Newcomer's Organisational Entry

- Incorporating The Newcomer into The Corporate Information, Communication and Technologies (ICT) System;
- Establishing the Newcomer on the Subsystem's Information, Communication and Technologies (ICT) System;
- Familiarising the Newcomer with the Corporate and Subsystem ICT Systems;
- Incorporating the Newcomer into the Remuneration System;
- Ensuring that the Newcomer is on the updated Bank Payment System;
- Practalising the Solution to the Newcomer's Immediate Needs;
- Using Corporate and Subsystem resources to facilitate a resolution to the Newcomer's General Financial and 'Mobility Needs'.

## **B8 - Part 3: Managing the Newcomer's Induction Programme**

- Induction in Context;
- Importance of Induction;
- Induction Programmes: A Strategic View;
- Pre-Selection Induction;
- Post-Selection Induction;
- Using Training, Education, and Development as Talent Management Enhancement;
- The Value of Staff Induction;
- Organising an Induction Programme;
- Delivering an Induction Programme;
- Using Induction to Transmit and Engender 'Corporate Value Subscription';
- Instilling Extrinsic Motivation, through Organisational Reward System;
- Ways of Promoting Intrinsic Motivation;
- Recognising the Newcomer's Commitment Level:
  - Moral Commitment;
  - Remunerative Commitment;
  - Calculative Commitment.
- Using Induction to Influence and Transform the Newcomer's Level of Commitment.

## **B8 - Part 4: Mentoring as a Crucial Element of a Newcomer's Improved and Continued Effectiveness**

- Deconstructing and Contextualising Mentoring;
- Systematising an Organisational Mentoring System;
- Mentoring Period;
- Does Mentoring involve Coaching?
- Mentoring and Professional Development;
- Mentoring and Worker Effectiveness;

- Mentoring and Organisational Effectiveness;
- Mentoring and Confidentiality;
- Selecting Mentors;
- Appointing Mentors;
- Training for Mentors;
- Mentor's Professionalism;
- Mentor's Coaching Skills;
- The relationship between mentoring and 'Tacit Knowledge';
- Tacit Knowledge and Organisational Learning;
- Mentoring and Organisational Learning;
- Mentoring and Explicit Knowledge;
- Mentoring and 'Implicit Learning';
- Formal vs Informal Mentoring Relationship;
- Listening Skills for Mentors;
- Compensatory Time-Off for Mentors.

## **B8 - Part 5: Managing the Newcomer's Probation**

- Contextualising Probation;
- The Legal Bases of Probation;
- Tenure Subject to Successful Probation;
- Valuing and Exploiting Intellectual Capital: A Strategic Perspective;
- Probation and Intellectual Property Rights: Intellectual Property Law;
- Enhancing the Probationary Experience;
- Characteristics of a Profession;
- Probation in a 'Learning Organisational Context';
- Fixed Term Probation;
- Probationary Period in Some Professions;
- Probationary Period in Practice-Based Professions;
- Probationary Assessments as Appraisal;
- Frequency of Probationary Meetings;
- Conduct of Probationary Meetings;

- Formal Monitoring Feedbacks;
- Positive Feedbacks;
- Notice for Improvement;
- Probation and Statutory Employment Rights;
- Termination of Employment During or at the end of Probationary Period;
- Extension of probationary period;
- Determination of Successful Probation;
- Appointment Confirmation;
- Legality for a Determination of Unsuccessful Probation.

## **Block 9**

### **Managing Organisational Quality and Resources, Leading to Diploma – Postgraduate – in managing Organisational Quality and Resources, and Executive Management Block 9**

#### **Block 9 Objectives**

By the conclusion of the specific learning activities, delegates will be able to demonstrate:

- Demonstrate their appreciation for consumer demand for quality;
- Become aware of the consumers' increasing quality consciousness;
- Design and implement a quality programme;
- Suggest how continuous improvement might be designed and implemented;
- Determine how just-in-time system works in practice;
- Specify the difference in 'push' and 'pull' between just-in-time (JIT) system and materials requirement planning (MRP);
- Demonstrate their understanding of the fundamental differences between JIT and MRP;
- Explain the Sourcing strategies, which are necessarily employed in JIT and MRP;
- Circumvent problems posed by single Sourcing;
- Understand the fundamental tenets of Total Quality Management (TQM);
- Show an understanding of the operational constraints of popular quality systems;
- Exhibit appreciation for the finite nature of resources;

- Demonstrate an awareness of the relationship between strategic management & resource management;
- Exhibit awareness of the conflict, which is likely to persist between corporate & operational managers regarding allocation & utilisation of resources;
- Demonstrate awareness of the traditional ways of controlling organisational resources, their benefits & drawbacks;
- Simulate the design, operation & analysis of responsibility centres - i.e.:
  - Revenue centres;
  - Cost or expense centres;
  - Profit centres;
  - Investment centres.
- Design a Resource Management Systems which incorporate Policy Programme & Budgeting System (PPBS) and, or, Management by Objectives (MBO);
- Demonstrate the application of 'Zero-base' Budgeting;
- Undertake facilities audit, employing an Effective Costing Strategy;
- Systematise accounting throughput, relating it to most organisational processes;
- Demonstrate their appreciation for consumer and client demand for quality;
- Demonstrate their awareness of consumers' increasing quality consciousness;
- Exhibit an understanding of the role of Quality Systems in:
  - Creating a Positive Organisational Image;
  - Lowering Operational Costs;
  - Reducing or Averting Product or Service Liability and Litigation.
- Demonstrate their understanding of 'Modern Control Systems';
- Determine the place of mutual adjustment, as a co-ordinating mechanism within specific organisational settings – determined by their sizes and stages of development, and work process;
- Determine how management information systems support organisational control;
- Determine the cybernetic value of computerised information system in general organisational functioning and specifically management control system;
- Evaluate the impact of a haphazard management accounting system on the overall organisational control mechanism;
- Explain the import conversion export process;
- Apply the concept of Equifinality in Organisational Control;

- Indicate when managerial control should be relaxed, to facilitate organisational development, quality improvement and Continuous Professional Development (CPD);
- Establish quality objectives;
- State quality objectives as precisely as possible;
- Set quality objectives in relation to other organisational objectives;
- Relate objectives to specific actions, whenever necessary;
- Pinpoint expected results;
- Specify when goals are expected to be achieved;
- Distinguish between strategic, tactical and operational quality objectives;
- Establish a 'quality-throughput accounting balance';
- Demonstrate how a continuous Improvement Strategy might be Designed and Implemented;
- Illustrate how Just-In-Time System works in practice;
- Establish the difference in 'push' and 'pull' between Just-In-Time (JIT) System and Material Requirement Planning (MRP);
- Demonstrate their understanding of the fundamental differences between JIT and MRP;
- Demonstrate the quality benefits of JIT vs. MRP;
- Indicate the quality issues involved in JIT and MRP;
- Exhibit Their understanding of the Sourcing strategies, which are necessarily employed in JIT and MRP;
- Demonstrate their ability to circumvent problems posed by Single Sourcing;
- Exhibit their understanding of the fundamental tenets of Total Quality Management (TQM);
- Demonstrate their ability to contextualise the following:
  - What is the International Organisation for Standardization (ISO);
  - What '*international standardization*' means;
  - How ISO standards benefit society;
  - The hallmarks of the ISO Brand;
  - ISO and World Trade;
  - ISO and Developing Countries;
  - How to recognize an ISO Standard;
  - The big, wide world of ISO Standards;
  - What makes ISO 9000 and ISO 14000 so special;



- What makes conformity assessment so important;
  - ISO9000 as a Quality Framework;
  - The ISO 9000 Family;
  - ISO 1400: An Introduction.
- Demonstrate their understanding of the role of the British Standard Institution (BSI) as an International Quality Assessment Body;
- Exhibit their ability to plan, establishing & monitor Quality Systems;
- Exhibit an understanding of the fundamental principles of Total Quality Management (TQM);
- Demonstrate their ability to Implement and Monitoring TQM;
- Demonstrate an understanding of the operational constraints of popular quality systems;
- Illustrate the perceptual value of quality assurance;
- Exhibit their ability to establish quality assurance from quality objectives;
- Demonstrate their ability to Quality Benchmarking;
- Evaluate the standards proposed by internationally acclaimed quality protagonists, such as:
- Philip B. Crosby,
  - W. Edwards Deming,
  - Joseph M. Juran,
  - Shigeo Shingo, and
  - Armand V. Eigenbaum.
- Use quality as a basis for conducting an internal and external environmental analysis;
- Demonstrate their ability to use quality as the basis for conducting a strategic operational review;
- Exhibit their ability to initiate and institutionalise incremental quality improvement;
- Demonstrate their ability to Identify areas for quality improvement;
- Exhibit an understanding of the role of communication for quality improvement;
- Demonstrate their understanding of the role OF Research and Development for Quality Improvement.

[Click for Table of Contents](#)

## Block 9 Contents, Concepts and Issues

### B9 - Part 1: Managing Organisational Resources

- Contextualising Organisational Resource;
- Human Resource Vs Non-Human Resource;
- Costing Resources;
- Relationship between Strategic Management and Resource Management;
- Conflict between Corporate and Operational Management in Relation to Resource Utilisation;
- Rationalising Corporate Management's Attempt to Control the Utilisation of Organisational Resources;
- Traditional Methods of Controlling Organisational Resources & The Problems, Which They Present;
- Controlling Organisational Resources through Responsibility Centres:
  - Revenue Centres;
  - Expense or Cost Centres;
  - Profit Centres;
  - Investment Centres.
- Using Policy, Programme & Budgeting System (PPBS) - Incorporating Zero-Base Budgeting as a resource Management System;
- Resource Management through Management by Objectives (MBO);
- Key Issues in Facilities Management;
- Organisational Accounting Throughput.

### B9 – Part 2: Quality Rationale and Information Management

- Quality: A Definition;
- Clients' Quality Consciousness;
- The Law and Development of Quality Assurance;
- Using Quality As A Tool To:
  - Create a Positive Organisational Image;

- Lower Operational Costs;
  - Reduce or Avert Product or Service Liability Litigation.
- Modern Control Systems;
  - Management Information System;
  - Computerised Information Systems;
  - Information Speed;
  - Information Retrieval;
  - Management Accounting System.

### **B9 – Part 3: The Import – Conversion – Export Process and Control Systems (1)**

- The Import- Conversion –Export Process;
- The Import Process;
- The Conversion Process;
- The Export Process;
- Operational Control System;
- Service Operation;
- Process Scheduling;
- Loading;
- Sequencing;
- Detailed Scheduling.

### **B9 – Part 4: The Import – Conversion – Export Process and Control Systems (2)**

- Inventory Control;
- Cost Control;
- Quality Control;
- Controlling Utilisation of Organisational Resources;
- Co-Ordinating as a Control Mechanism;
- Mutual Adjustment;
- Direct Supervision;

- Standardisation of Work Process;
- Standardisation of Input-Skills, Knowledge and Attitudes;
- Standardisation of Output;
- Organisational Structure as a Control Function;

## **B9 - Part 5: Quality Management and Organisational Communication**

- Communication Dissemination;
- Decision Making Involvement;
- The 'In' Inventory;
- The 'Out' Inventory;
- The 'JIT' Inventory System;
- The Kanban System;
- Establishing Quality Objectives;
- Stating Precise Objective;
- Setting Quality Objectives In Relation To Other Organisational Objectives;
- Relating Objectives to Specific Actions;
- Pinpointing Expected Results;
- Specifying When Goals Are Expected To Be Achieved;
- Distinguishing Between Strategic, Tactical and Operational Quality Objectives;
- Establishing a 'Quality-Throughput Accounting Balance';
- Continuous Improvement Programme;
- Guidelines for Achieving Quality:
  - Philip B. Crosby,
  - W. Edwards Deming,
  - Joseph M. Juran,
  - Shigeo Shingo,
  - Armand V. Eeigenbaum.


## B9 - Part 6: JIT vs MRP, and Pertinent Quality Systems

- Just-In-Time (JIT) Compared with Material Requirements Planning (MRP);
- JIT Vs MRP: Component and Material Sourcing Strategy;
- The Quality Benefits of JIT vs. MRP;
- The Quality Issues Involved in JIT and MRP;
- Kaizen or Continuous Improvement;
- Modern Quality Systems;
- The British Standard Institution (BSI) as an International Quality Assessment Body;
- The Fundamental Principles of Total Quality Management (TQM);
- Implementing and Monitoring TQM;
- What is the International Organisation for Standardization (ISO);
- What '*International Standardization*' Means;
- The Hallmarks of the ISO Brand;
- ISO and World Trade;
- ISO and Developing Countries;
- How to Recognize an ISO Standard;
- The Big, Wide World of ISO Standards;
- What Makes ISO 9000 and ISO 14000 So Special;
- What Makes Conformity Assessment So Important;
- The ISO9000 Family;
- ISO 1400: Pertinent Issues.

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[Click for Table of Contents](#)

**Block 10**  
**Managing Internal and External Cultural Diversity, Leading to Diploma – Postgraduate – in Managing Internal and External Cultural Diversity, and Executive Management Block 10**

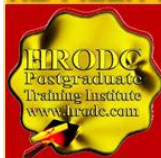
**Block 10 Objectives**

By the conclusion of the established learning activities, delegates will be able to:

- Develop a working definition of communication;
- Determine the important role that an initiator plays in contributing to an effective communication process;
- Determine when communication attempt has been successful;
- Determine the factors that contribute to successful communication;
- Make a definite judgement as to when it is appropriate to release particular types of information;
- Suggest the communication media that is appropriate in varying scenario;
- Demonstrate their understanding of the importance of non-verbal communication;
- Provide an appropriate distinction between kinesics and kinesiology;
- Exhibit an understanding of the application of kinesics and kinesiology in organisational communication;
- Determine the processes for which communication in which communication is crucial in organisations;
- Determine the aspects of organisational operation to which enhanced communication can make a vital contribution;
- Demonstrate their willingness to appraise the value of centralise communication vs. decentralised communication;
- Demonstrate their understanding of the extent to which communication can be used as a control mechanism;
- Suggest at least three barriers to communication and how they might be averted or addressed;
- Distinguish between the four types of organisational culture developed in the session;
- Link organisational cultural type with particular organisational structure;

Postgraduate Diploma in Executive Management Programme - Page 54 of 81

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- Match organisational culture with preferred communication pattern and type;
- Determine the effect of particular organisation culture on communication effectiveness;
- Determine the cultural the cultural factors that impair the process of communication;
- Suggest the role that emotions play in communication enhancement or impairment;
- Demonstrate an understanding of the importance of emotional labour in averting communication problems;
- Exhibit a high level of competence in managing multiculturalism in their organisation through communication enhancement;
- Use communication to demonstrate the value of gender differences in teams, departments and the organisation as a whole;
- Use kinesics and kinesiology to better understand the emotions of people in organisations;
- Distinguish between equal opportunities and diversity management;
- Demonstrate their awareness of the bases for racial, ethnic and gender discrimination, focusing on the social identity perspective;
- Determine the organisational benefits of organisational diversity, on the bases of cost, resource acquisition, marketing, and creativity & system flexibility;
- Obtain an awareness of vital diversity factoids, useful to their organisation's effective operation;
- Design a system by which organisational diversity will be managed;
- Devise a managed approach to organisational culture;
- Devise a strategy for the creation of a bias-free human resource management;
- Devise ways to encourage a 'gender friendly' work environment - manifest in a bias-free career & promotion system and reduction in work-family conflict;
- Demonstrate their understanding of 'sentience' as a basis for discrimination;
- Devise a system by which gender, racial and ethnic heterogeneity are promoted;
- Obtain an awareness of the de-moralising effect of 'resonation';
- Recognise resonation, taking the necessary steps to avert or prevent its reoccurrence;
- Demonstrate their ability to manage complaints and disciplinary systems in such a way that all opportunities for discrimination are removed;

- Demonstrate their ability to apply their knowledge of organisational diversity to reducing the likelihood of 'sentience';
- Apply their understanding of organisational diversity to promote a desirable level of cohesiveness, reducing the likelihood of 'groupthink';
- Demonstrate competence in 'diversity counselling';
- Demonstrate expertise in 'relationship management';
- Exhibit the ability to detect tendencies towards 'sentience' as a direct result of diversity;
- Demonstrate the ability to effectively manage in situations where sentience exists, progressing towards its elimination;
- Demonstrate their ability to formulate, implement and monitor an effective diversity policy; and
- Demonstrate exceptional leadership in the management of a diverse workforce.

[Click for Table of Contents](#)

## Block 10 Contents, Concepts and Issues

### B10 - Part 1: Communication in Organisation (1)

- Communication: A Definition;
- When Is Communication Effective?
- The Role of the Communication Initiator;
- Modes of Transmission of Communication;
- Timing of Communication;
- Non Verbal Communication;
- Intentional and Unintentional Communication;
- Kinesics as Communication;
- Kinesiology as Communication.



## B10 - Part 2: Communication in Organisation (2)

- The Countervailing Effects of Kinesics and Kinesiology;
- Improving Organisational Communication through an Enhanced Understanding of Kinesics and Kinesiology;
- Importance of Communication in Organisations;
- Communication and Work Process Information;
- Communication and Policy Initiatives;
- Communicating Strategic, Tactical and Operational Strategies;
- Communicating Problems and Seeking Advice;
- Subsystem Communication;
- Organisation Wide Communication.

## B10 - Part 3: Communication in Organisation (3)

- Communication and Organisational Control;
- Communication and Decision Formulation and Implementation;
- Information Dissemination as a Factor of Effective Communication;
- Communication and Resource Allocation;
- Communication Barriers:
  - Organisational hierarchy;
  - Boss Consciousness;
  - Mistrust;
  - Technical Language;
  - Technical Data;
  - Power Distance Emotion.

## B10 - Part 4: Organisational Culture and Communication

- Organisational Culture;
- Task Culture;
- Role;
- Person;

- Power Cultures;
- The Relationship between Organisational Culture and Organisational Structure;
- Methods of Communication:
  - Oral;
  - Written;
  - Non-Verbal.
- Electronic (Computer Aided Communication).

## **B10 - Part 5: Communication and the Organisation's Cross Cultural Environment**

- Barriers to Effective Communication:
  - Filtering;
  - Selective Perception;
  - Emotions;
  - National Language;
  - Culture;
  - Cultural Differences.
- Miss-Management of Multiculturalism;
- Gender Differences;
- Conflict between Body Language and Spoken Words;
- Efforts to Avert or Eliminate Communication Barriers;
- The Type and Level of Communication That Each Organisational Culture Encourages;
- The Extent to Which Particular Organisational Cultures Encourage or Impair Communication.

## **B10 - Part 6: The Management of Workforce Diversity: A Value added Inclusion**

- Discrimination as Social Identity;
- Understanding and Dealing with Sentience;
- The Effectiveness of the British Legislation in Protecting the Rights of the Disadvantaged Groups;

- Gender Disparity in Organisations: An Analysis of the Status of Women in the Workplace;
- Diversity Mismanagement and Its Consequence for Organisational Survival: Some Case Examples;
- Beyond Equal Opportunities: Towards Diversity Management;
- Diversity Management and Effective Human Resource Utilization;
- Constitution of Committees and Task Forces.

## **B10 - Part 7: The Management of Workforce Diversity: A Value added Inclusion**

- Gate Keeping;
- Avoiding 'Resonation';
- Utilizing Marketing Intelligence;
- Activities Necessary for an Effective Management of Organisational Diversity;
- Managing Organisational Culture;
- Ensuring Human Resource Management System Is Bias Free;
- Managing Diversity Through:
  - Recruitment;
  - Training;
  - Education;
  - Development.
- Managing Diversity In:
  - Appraisal;
  - Compensation;
  - Benefits;
  - Promotion.
- Creating a Higher Career Involvement of Women: Eliminating Dual Career Routes.

[Click for Table of Contents](#)

## Block 11

### Enhancing Objectives Accomplishments through an Enthusiastic Workforce, Leading to Diploma – Postgraduate – in Learning and Motivation, and Executive Management Block 11

#### Block 11 Objectives

By the conclusion of the specific learning & 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;
- Follows 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;
- Suggest the approaches, which might be adopted in designing an organisation;
- Design an organisation adhering to the principles of horizontal and vertical relationships;
- Distinguish between the basic types of structure;
- Recommend the most appropriate structure for an organisation, taking contingent factors into account;
- Obtain an awareness of the relationship between organisational structure and leader and organisational flexibility;
- 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;
- Demonstrate their ability to encourage the type of superior-subordinate relationship, which will be conducive to organisational success;
- Converse with the theories of learning and memory crucial to the development and implementation of training programmes;
- Obtain an awareness of the taxonomy of educational objectives and translate these into individual capability and achievements;
- Determine the most appropriate way to organise training and development courses;
- Equip a training room for maximum impact and effectiveness, within organisational budget and other constraints;
- Design courses that account for individual training needs and learning curve;
- Design learning objectives, mindful of what can be realistically achieved in terms of the experience and motivation of delegates;
- Design learning experiences that will ensure that learning objectives are met taking account of relevant factors associated with established principles of learning;
- Design appropriate delegate activities relevant to the stated learning objectives;
- Demonstrate their ability to prepare for and make effective oral presentations;
- Demonstrate their ability to conduct individual, team and organisational training needs analysis;

- Use different internal sources of information to assess individual, team and organisation-wide immediate and future training and development needs;
- Demonstrate capability of designing evaluation questionnaire for individual courses, training programmes, and presenters;
- Determine when training intervention is necessary;
- Link organisational and subsystem business strategy to training and development strategy;
- Position the training department within organisational corporate structure;
- Design appropriate in-course evaluation;
- Design appropriate assessments and assessment strategy of award-bearing components of training programmes;
- Effectively structure training courses to incorporate formal presentations, delegate activities and evaluation;
- Incorporate appropriate 'Ice-breaker' and 'Closure' activities that will enhance the effectiveness of individual training courses;
- Demonstrate exceptional leadership in the management of the learning environment;
- Effectively manage commissioning relationships; and
- Effectively manage a training department.

[\*\*Click for Table of Contents\*\*](#)

## Block 11 Contents, Concepts and Issues

### B11 - Part 1: Motivating Workers: Intrinsic and Extrinsic Rewards (1)

- Directing or Leading;
- The Concept of Motivation;
- Theories of Motivation;
- Content Theories and Some of Their Contributors;
- Maslow's Hierarchy of Needs;
- Analysis of Maslow's Claims;
- McClelland's Studies;

- Taylor: Money and Motivation;
- Motivator-Hygiene Factor: Herzberg's Contribution;

### **B11 - Part 2: Motivating Workers: Intrinsic and Extrinsic Rewards (2)**

- 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;

### **B11 - Part 3: Motivating Workers: Intrinsic and Extrinsic Rewards (3)**

- 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.

## B11 - Part 4: Trainer Training for Executive Management

- Learning and Memory;
- Conditions Conducive To Learning and Memory;
- The Taxonomy of Educational Objectives;
- Establishing Learning Objectives;
- Value of Varied Learning Experiences;
- Determining the Content of Training Programmes;
- Designing Delegate Activities, In Line With Established Objectives;
- Effective Oral Presentations;
- Designing Training Courses;
- Designing Icebreaker and Closure Activities;
- Creating an 'Ideal' Setting;
- Designing Course Evaluation Questionnaires.

[Click for Table of Contents](#)

### Block 12 Organisational Structure and Control Systems, Leading to Diploma – Postgraduate – in Organisational Structure and Control Systems, and Executive Management Block 12

#### Block 12 Objectives

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

- Apply the concept of Equifinality in organisational control;
- Appropriately define organisational structure;
- Contextualise Standardisation of Work Process;
- Delineate the Importance of Communication in Organisation;
- Delineate the relationship between organisational structure and leader and organisational flexibility




- Delineate the relationship between Organisational Structure and Organisational Control Function;
- Demonstrate an awareness of the fundamental issues associated with Organisational design and their implications for effective organisational functioning;
- Demonstrate their ability to encourage the type of superior-subordinate relationship which will be conducive to organisational success
- Demonstrate their understanding of the different bases of co-ordination;
- Demonstrate their understanding of the factors associated with leadership Style Ascription;
- Design an organisation adhering to the principles of horizontal and vertical relationship;
- Determine how management information systems support organisational control;
- Determine the cybernetic value of computerised information system in general organisational functioning and specifically management control system;
- Determine the level of worker autonomy to permit when dealing with highly motivated staff;
- Determine the place of mutual adjustment, as a co-ordinating mechanism within specific organisational settings – determined by their sizes and stages of development, and work process;
- Directly associate the Levels of Worker Autonomy and Managerial Control with Organisational Effectiveness;
- Discuss the co-ordinating mechanism in a simple structure;
- Distinguish between different organisational structures;
- Distinguish between Just-In-Time (JIT) system and Material Requirements Planning (MRP);
- Distinguish between Mutual Adjustment and Direct Supervision;
- Distinguish between Organismic and Mechanistic Structures;
- Distinguish between the basic types of Organisational Structure;
- Distinguish between the different types of Matrix Structures;
- Establish the key features of a vibrant Management Accounting System;
- Evaluate the impact of a haphazard Management Accounting System on the overall Organisational Control Mechanism;
- Exemplify Process Scheduling;

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- Explain Policy Planning and Budgeting Systems, defending its value in Budgetary Control;
- Explain the approaches to Organisational Design;
- Explain The Import- Conversion –Export Process and the place of Remedial Action in the promotion of Equifinality;
- Explain the Import Conversion Export Process;
- Explain, with explicit examples, Structurally Derived Control System;
- Explain, with explicit examples, the ‘Operational Control System’;
- Explore the significant differences between Standardisation of Output, on the one hand, and Standardisation of Input, on the other;
- Identify an Organisational Structure Type, from its verbal or textual description;
- Identify horizontal relationships in organisational design;
- Illustrate ‘The Conversion Process’ in their individual organisational setting;
- Illustrate communication channels in an organisational chart;
- Illustrate lines of authority in an organisational chart;
- Illustrate the effect of organisational structure on communication within an organisation;
- Illustrate their ability to design an appropriate organisational structure that takes account of contingent internal and external environmental factors;
- Indicate the importance of communication in organisation for the purpose of Corporate and Operational Decision-making;
- Indicate the importance of vertical and horizontal relationships in organisational design;
- Indicate when Managerial Control should be relaxed, to facilitate Organisational Development (OD) and Continuous Professional Development (CPD);
- Inform managers of the importance and constituents of an effective Management Information System;
- Match the organisational design approach with the level of development of the organisation;
- Name at least three Bases of Co-ordinating, according to Mintzberg;
- Name the Fundamental Organisational Structures and their variations;
- Outline the bases of an effective Computerised Information Systems;
- Outline, with vivid examples, the communication requirement for Individual, Subsystem and System Needs and Functions.

- Practicalise Corporate and Subsystem Communication Needs:
- Provide at least three examples of a 'Service Operation';
- Provide at least three points in support of the use of Zero-Base Budgeting, in promoting Organisational Control;
- Provide at least two practical examples of the 'KANBAN System';
- Provide examples of different bases of Divisionalisation;
- Provide the bases for Structural Contingencies
- Provide the bases of Organisational Communication Needs for Programme Formulation and Execution;
- Provide the rationale for Organisational Communication Need to facilitate Emergencies and Contingencies;
- Provide vivid examples of The Import Process;
- Recommend the most appropriate structure for a particular organisation, taking contingent factors into account;
- Show the vertical relationships in an Organisational Chart;
- Suggest at least three ways of Controlling the Utilisation of Organisational Resources;
- Suggest the approaches which might be adopted in designing an organisation;
- Suggest the reason that organisations need to ensure that their Organisational Information Speed is optimal;
- Tell their counterparts how the Sequencing process operates in their own organisations;
- 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;
- Typify the Loading in their individual organisations.

[Click for Table of Contents](#)

## Block 12 Contents, Concepts and Issues

### B 12 - Part 1: Contextualising Organisational Structure (1)

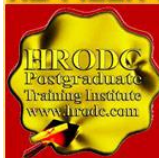
- Defining Organisations;
- Social Organisations;
- Formal Organisations;
- Salient Elements of Organisational Analysis;
- Organisational Roles and Relationships;
- Organisational Responsibilities
- Organisational Accountability:
  - Internal Organisational Accountability;
  - Upward Organisational Accountability;
  - Downward Accountability.
- The Organisation's External Accountability:
  - Accountability To Owners/Sponsors;
  - Accountability To Clients/Users/Customers;
  - Accountability To Creditors;
  - Accountability To Sector Or Industry;
  - Accountability To The State.

### B12 - Part 2: Contextualising Organisational Structure (2)

- Contextualising Authority and Authority Structure:
  - Traditional Authority;
  - Charismatic Authority;
  - Legitimate Authority;
  - Professional Authority.
- Power
- Organisational Power Sources:
  - Power Derived from Authority
  - Power resulting from Control Over Resources

Postgraduate Diploma in Executive Management Programme - Page 68 of 81

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- Power resulting from Control over information, access to and control over the information flow
- Power derived from Control over uncertainty
- Unobtrusive Power
- Delegation in Organisations:
  - Bases of Organisational Delegation;
  - Delegation and Professional Authority;
  - Delegation and Superior-Subordinate Relationship;

## B12 - Part 3: Organisational Design: Typologies and Principles

- An Introduction to Organisational Design;
- Approaches to Organisational Design;
- Classical Organisational Design;
- Bases of Classical Organisational Design:
  - Formal Authority;
  - Rules and Regulations;
  - Precedent for the establishment of future policy.
- Protagonists of the Classical Approach to organisational Design:
  - Max Weber;
  - Frederick Taylor;
  - Henri Fayol.
- Neo-Classical Organisational Design;
- Protagonists of Neo-Classical Organisational Design:
  - Douglas McGregor;
  - Rensis Likert;
  - Chris Argyris.
- Scientific Management to Organisational Design: Mechanistic Approach to Organisational Design;
- Human Relations Movement: Humanistic Approach to Organisational Design;
- Contingency Approaches to Organisational Design: Structure-Environment Match:
  - Organisational Structure for a Stable Environment;
  - Organisational Structure for Changing Environment;

- Organisational Structure for Turbulent Environment.
- Organisational Structure and Internal and External Relationships;
- Levels of Control and Role Specificity;
- Mechanistic and Organismic Structures and Their Types of Relationships;
- A Case in Point: The Mechanistic Factory Setting.

## B12 - Part 4: Organisational Design Features

- Vertical Relationships in Organisational Design;
- Horizontal Relationships in Organisational Design;
- Lines of Authority and Accountability in Organisational Design;
- Types of Organisational Structure:
  - The Simple Structure;
  - The Functional Structure;
  - The Divisional Structure and Its Internal Relationships.
- Bases of Divisionalisation:
  - Product Divisional Structure;
  - Service Divisional Structure;
  - Geographic or Regional Divisional Structure.
- The Matrix Structure:
  - Divisional Matrix Structure;
  - Functional Matrix Structure;
  - Customised Matrices.
- The Divisional Structure Compared with the Functional Structure on the Basis of:
  - Communication,
  - Co-Ordination,
  - Worker Autonomy.
- The Organisation of the Matrix Structure;
- Identifying and Designing Organisational Structures.

## B12 - Part 5: Organisational Control System and Structural Relationship (1)

- Control as an Operational Necessity;
- Control as a Co-ordinating Mechanism;
- Bases of Co-ordinating:
  - Mutual Adjustment;
  - Direct Supervision;
  - Standardisation of Work Process;
  - Standardisation of Output;
  - Standardisation of Input.
- Structurally Derived Control System;
- Importance of Communication in Organisation;
- Corporate and Subsystem Needs:
  - Programmes;
  - Decisions;
  - Problems;
  - Emergencies and Contingencies;
  - Individual, Subsystem and System Needs and Functions.
- Traditional Control Systems;
- Modern Control Systems;
- Management Information System;
- Computerised Information Systems;
- Information Speed;
- Information Retrieval;
- Management Accounting System;
- Zero-Base Budgeting;
- Policy Planning and Budgeting Systems;
- The Import- Conversion –Export Process;
- The Import Process;
- The Conversion Process.

## **B12 - Part 6: Organisational Control System and Structural Relationship (2)**

- The Export Process;
- Operational Control System;
- Service Operation;
- Process Scheduling;
- Loading;
- Sequencing;
- Detailed Scheduling;
- Inventory Control;
- Cost Control;
- Quality Control;
- Controlling Utilisation of Organisational Resources;
- Levels of Worker Autonomy and Managerial Control;
- Co-Ordinating as a Control Mechanism;
- Mutual Adjustment;
- Direct Supervision;
- Standardisation of Work Process;
- Standardisation of Input-Skills, Knowledge and Attitudes;
- Standardisation of Output;
- Organisational Structure as a Control Function;
- Communication Dissemination;
- Decision Making Involvement;
- Role Specificity;
- Just In Time (JIT) vs. Material Requirements Planning;
- Material Requirements Planning Inventory System;
- The 'IN' Inventory;
- The 'OUT' Inventory;
- The 'JIT' Inventory System;
- The KANBAN System.

[Click for Table of Contents](#)



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

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

Postgraduate Short Courses of a minimum of five days' duration, are referred to as Diploma – Postgraduate. This means that they are postgraduate credits, towards a Postgraduate Certificate and Postgraduate Diploma. Postgraduate Certificate and Postgraduate Diploma represent Programmes of Study, leading to Awards bearing their title prefixes. While we refer to our short studies, of 5 days to five weeks, as 'Courses', those with duration of 6 weeks and more are labelled 'Programmes'. Nevertheless, in line with popular usage, we often refer to all study durations as 'Courses'. Another mark of distinction, in this regard, is that participants in a short course are referred to as 'Delegates', as opposed to the term 'Students', which is confined to those studying a Postgraduate Programme.


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

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

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

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

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

Delegates and students who fail to achieve the requirement for Postgraduate Certificate, Postgraduate Diploma, or Diploma - Postgraduate - will be given support for 2 re-submissions for each course. Those delegates who fail to achieve the assessment requirement for the Postgraduate Diploma or Diploma - Postgraduate - on 2 resubmissions, or those who elect not to receive them, will be awarded the Certificate of Attendance and Participation.

## Diploma – Postgraduate, Postgraduate Certificate, and Postgraduate Diploma Application Requirements

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

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

## 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 1<sup>st</sup> of each month, with the cut-off date being the 20<sup>th</sup> 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

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achieved, within the designated period. These Credit-Values, awards and their accumulation are exemplified below.

<b>Examples of Postgraduate Course Credits: Their Value, Award Prefix &amp; Suffix – Based on 5-Day Multiples</b>		
<b>Credit Value</b>	<b>Credit Hours</b>	<b>Award Title Prefix (&amp; Suffix)</b>
<b>Single-Credit</b>	<b>30-54</b>	<b>Diploma - Postgraduate</b>
<b>Double-Credit</b>	<b>60-84</b>	<b>Diploma – Postgraduate (Double-Credit)</b>
<b>Triple-Credit</b>	<b>90-114</b>	<b>Diploma – Postgraduate (Triple-Credit)</b>
<b>Quad-Credit</b>	<b>120-144</b>	<b>Diploma – Postgraduate (Quad-Credit)</b>
<b>5-Credit</b>	<b>150-174</b>	<b>Diploma – Postgraduate (5-Credit)</b>
<b>6-Credit</b>	<b>180-204</b>	<b>Postgraduate Certificate</b>
<b>7-Credit</b>	<b>210-234</b>	<b>Postgraduate Certificate (+ 1 Credit)</b>
<b>8-Credit</b>	<b>240-264</b>	<b>Postgraduate Certificate (+2 Credits)</b>
<b>9-Credit</b>	<b>270-294</b>	<b>Postgraduate Certificate (+3 Credits)</b>
<b>10-Credit</b>	<b>300-324</b>	<b>Postgraduate Certificate (+ 4 Credits)</b>
<b>11-Credit</b>	<b>330-354</b>	<b>Postgraduate Certificate (+5 Credits)</b>
<b>12-Credit</b>	<b>360</b>	<b>Postgraduate Diploma</b>
<b>360 Credit-Hours = Postgraduate Diploma</b>		
<b>12 X 5-Day Courses = 360 Credit-Hours = Postgraduate Diploma</b>		
<b>10 X 6-Day Courses = 360 Credit-Hours = Postgraduate Diploma</b>		


### **Exemplification of Accumulated Postgraduate Certificate and Postgraduate Diploma Award Titles**

All Specialist Postgraduate Certificate and Postgraduate Diploma Programmes have their predetermined Award Titles. Where delegates do not follow a Specialism, for accumulation to a Postgraduate Diploma, they will normally be Awarded a General Award, without any Specialist Award Title. However, a Specialist Award will be given, where a delegate studies

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at least seventy percent (70%) of his or her courses in a specialist grouping. These are exemplified below:


1. **Postgraduate Diploma in Accounting and Finance;**
2. **Postgraduate Certificate in Accounting and Finance;**
3. **Postgraduate Certificate in Aviation Management;**
4. **Postgraduate Diploma in Aviation Management;**
5. **Postgraduate Certificate in Industrial Health and Safety Management, Incorporating Oil and Gas Safety;**
6. **Postgraduate Diploma in Industrial Health and Safety Management, Incorporating Oil and Gas Safety;**
7. **Postgraduate Certificate in Business Communication;**
8. **Postgraduate Diploma in Business Communication;**
9. **Postgraduate Certificate in Corporate Governance;**
10. **Postgraduate Diploma in Corporate Governance;**
11. **Postgraduate Certificate in Costing and Budgeting;**
12. **Postgraduate Diploma in Costing and Budgeting;**
13. **Postgraduate Certificate in Client or Customer Relations;**
14. **Postgraduate Diploma in Client or Customer Relations;**
15. **Postgraduate Certificate in Engineering and Technical Skills;**
16. **Postgraduate Diploma in Engineering and Technical Skills;**
17. **Postgraduate Certificate in Events Management;**
18. **Postgraduate Diploma in Events Management;**
19. **Postgraduate Certificate in Health and Safety Management;**
20. **Postgraduate Diploma in Health and Safety Management;**
21. **Postgraduate Certificate in Health Care Management;**
22. **Postgraduate Diploma in Health Care Management;**
23. **Postgraduate Certificate in Human Resource Development;**
24. **Postgraduate Diploma in Human Resource Development;**
25. **Postgraduate Certificate in Human Resource Management;**
26. **Postgraduate Diploma in Human Resource Management;**

27. **Postgraduate Certificate in Information and Communications Technology (ICT);**
28. **Postgraduate Diploma in Information and Communications Technology (ICT);**
29. **Postgraduate Certificate in Leadership Skills;**
30. **Postgraduate Diploma in Leadership Skills;**
31. **Postgraduate Certificate in Law – International and National;**
32. **Postgraduate Diploma in Law – International and National;**
33. **Postgraduate Certificate in Logistics and Supply Chain Management;**
34. **Postgraduate Diploma in Logistics and Supply Chain Management;**
35. **Postgraduate Certificate in Management Skills;**
36. **Postgraduate Diploma in Management Skills;**
37. **Postgraduate Certificate in Maritime Studies;**
38. **Postgraduate Diploma in Maritime Studies;**
39. **Postgraduate Certificate in Oil and Gas Operation;**
40. **Postgraduate Diploma in Oil and Gas Operation;**
41. **Postgraduate Certificate in Oil and Gas Accounting;**
42. **Postgraduate Diploma in Oil and Gas Accounting;**
43. **Postgraduate Certificate in Politics and Economic Development;**
44. **Postgraduate Diploma in Politics and Economic Development;**
45. **Postgraduate Certificate in Procurement Management;**
46. **Postgraduate Diploma in Procurement Management;**
47. **Postgraduate Certificate in Project Management;**
48. **Postgraduate Diploma in Project Management;**
49. **Postgraduate Certificate in Public Administration;**
50. **Postgraduate Diploma in Public Administration;**
51. **Postgraduate Certificate in Quality Management;**
52. **Postgraduate Diploma in Quality Management;**
53. **Postgraduate Certificate in Real Estate Management;**
54. **Postgraduate Diploma in Real Estate Management;**

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- 55. Postgraduate Certificate in Research Methods;**
- 56. Postgraduate Diploma in Research Methods;**
- 57. Postgraduate Certificate in Risk Management;**
- 58. Postgraduate Diploma in Risk Management;**
- 59. Postgraduate Certificate in Sales and Marketing;**
- 60. Postgraduate Diploma in Sales and Marketing;**
- 61. Postgraduate Certificate in Travel, Tourism and International Relations;**
- 62. Postgraduate Diploma in Travel, Tourism and International Relations.**

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

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

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