

**HRODC Postgraduate Training Institute,**



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

**#010.1**

**Human Resource Management,  
Postgraduate Programme.**

**Leading To:**

**Postgraduate Certificate in**

**Human Resource Management.**

**Accumulating to a  
Postgraduate Diploma, with  
180 additional Credit-Hours.**



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



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**HRODC Postgraduate Training Institute**  
***A Postgraduate-Only Institution,***  
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**Prof. Dr. R. B. Crawford - Director**

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

**Programme or Course Coordinator:**

Prof. Dr. R. B. Crawford, is the Director of  
HRODC Postgraduate Training Institute.

He has the following Qualifications and Affiliations:

- Doctor of Philosophy {(PhD) {University College London (UCL) - University of London}};
- MEd Management (University of Bath);
- Postgraduate (Advanced) Diploma Science Teacher Ed. (University of Bristol);
- Postgraduate Certificate in Information Systems (University of West London, formerly Thames Valley University);
- Diploma in Doctoral Research Supervision, (University of Wolverhampton);
- Teaching Certificate;
- Fellow of the Institute of Management Specialists;
- Human Resources Specialist, of the Institute of Management Specialists;
- Member of the Asian Academy of Management (MAAM);

Postgraduate Certificate in Human Resource Management - Page 2 of 33



HRODC Postgraduate Training Institute, A Postgraduate-Only Institution  
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Primary Website = <https://www.hrodc.com>  
Prof. Dr. R. B. Crawford, Director.



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

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

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

**His responsibilities in these roles included:**

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

**He was formerly an Expatriate at:**

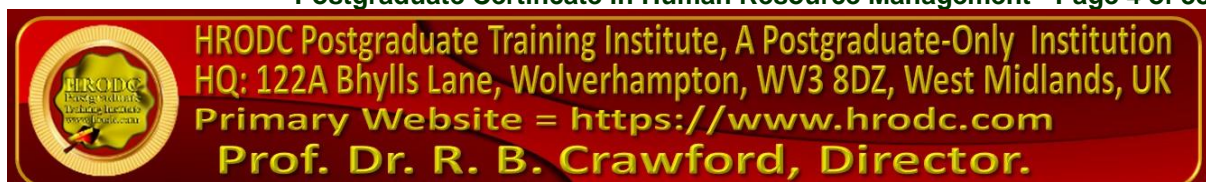
- Ministry of Education, Sokoto, Nigeria;
- Ministry of Science and Technical Education, Sokoto, Nigeria;

- University of Sokoto, Nigeria;
- College of Education, Sokoto, Nigeria; and

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



- Board of Directors;
- Business Analysts;
- Business Development Experts;
- Business Owners;
- Corporate Directors;
- Corporate Managers;
- Divisional Managers;
- Employee Development Managers;
- Entrepreneurs;
- Executive Managers;
- Executives;
- HR Generalists;
- HR Managers;
- HR Professionals;
- Human Resource (HR) Consultants;
- Human Resource (HR) Development Specialists;
- Human Resource (HR) Directors;
- Human Resource (HR) Executives;
- Human Resource (HR) Generalists;
- Human Resource (HR) Managers;
- Human Resource (HR) Planners;
- Human Resource (HR) Professionals;
- Human Resource (HR) Recruitment Specialists;
- Human Resource (HR) Strategists;



- Human Resource Development Managers;
- Human Resource Managers;
- Human Resource Professionals;
- Junior Managers;
- Line Managers;
- Management Consultants;
- Management Development Directors;
- Management Graduates;
- Management Lecturers;
- Middle Managers;
- Officers;
- Organisational Development Practitioners;
- Organisational Leaders;
- Performance Consultants;
- Project Team Leaders;
- Senior Executives and Managers;
- Senior Leaders who oversee the activities of teams;
- Senior Managers;
- Specialist Team Leaders;
- Supervisors;
- Talent Management Officials;
- Talent Managers;
- Team Development Personnel;
- Team Leaders;
- Team Supervisors;
- Training and Development Managers;
- Training Coordinators and Administrators;
- Training Directors;
- Training Managers;
- Transaction Analysts;
- Venture Capitalists;
- All others who are desirous of mastering the Employee Resourcing Process; Training Needs Analysis; Trainer Training; Workforce Planning; Human Resource Recruitment; Human Resource Selection; Human Resource

Strategising; Team Formation, Development, Behaviour, Resonance Control, Transactional Analysis and other salient aspects of Team Dynamics.



**Programme Duration & Cost:**

- \* In-Venues Duration: 6 Weeks; 5 Days Per Week;
- \* Online Duration: 10 Weeks; 3-Hr Day, 6-Day Week;
- \* In-Venues Cost: £25,000.00 Per Student;
- \* Online Cost: £16,750.00 Per Student;
- \* Group Cost: Varies with its Size.



**In-Venues Cost Includes:**


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



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

- Leather Conference Folder;
- Leather Conference Ring Binder/ Writing Pad;
- Key Ring/ Chain;
- Leather Conference (Computer – Phone) Bag – Black or Brown;

Postgraduate Certificate in Human Resource Management - Page 6 of 33



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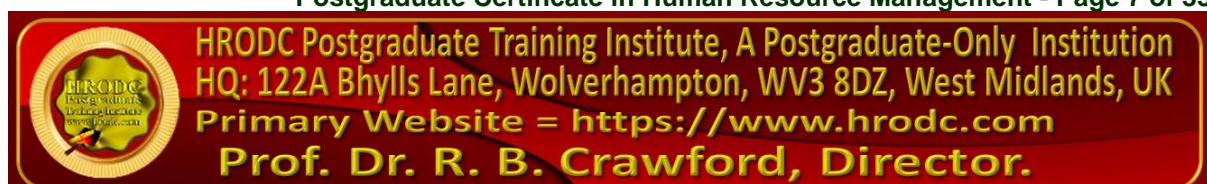


- 8-16 GB USB Flash Memory Drive, with Course Material;
- Branded Metal Pen;
- Branded Polo Shirt.; &
- Branded Carrier Bag.



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

- Demonstrate a heightened understanding of Critical Incident Reports and their value in Training Needs Analysis;
- Address some of the shortcomings of Traditional Appraisal Systems;
- Address the salient issues associated with Dysfunctional Behaviours;



- people and organisations define and manage their learning;
- Ascertain how return on investment can be achieved to justify the funding for the employee's training;
- Ascertain the concept of Delegation;
- Ascertain the importance of Delegating Tasks;
- Demonstrate their ability to employ Transactional Analysis in a Team Context;
- Demonstrate their ability to formulate a comprehensive Motivation Strategy;
- Demonstrate their ability to lead a Recruitment and Selection Team;
- Ascertain the relationship between an incumbent's experience and role enactment;
- Calculate Return on Investment (ROI) from education, training and development;
- Cite Specific legislation and related cases relevant to particular job design issues;
- Analyse education, training, and development programmes, determining their potential effectiveness (fit-for-purpose);
- Analyse how delegation contributes towards effective time management;
- Analyse the concept of leasing in relation to delegating;
- Analyse the perception in each role;
- Apply appropriate rewards and, or punishment that are applied to a given team situation, thereby promoting 'Team Functionality';
- Apply group dynamics to organisational settings;
- Apply the 'equity' theory to work situation from a 'differentiation perspective', rather than an 'equality perspective';
- Ascertain how lifelong learning marks a decisive turning point in the way that Cite the link between culture and managerial action;
- Clarify roles in team settings;
- Conceptualise classical organisational theory and design, Neo-Classical, Humanistic, and Contingency Organisational Design Approaches;
- Conduct an Appraisal Interview;
- Conduct Individual and Panel Interviews;
- Critically appraise existing motivation strategy within their organisations, identifying and addressing gaps;
- Customise, through a synthesis of existing systems, and an appropriate appraisal scheme that takes account of their unique cultural setting;
- Deal with external organisational accountability;
- Defend the use of periodic and exit interviews;
- Define objectives, generally;
- Define reward in an employee relation context;
- Define a role set;



- Define the concept of role;
- Define, describe, and analyse the nature of an organisation;
- Demonstrate a heightened knowledge of how training needs might be devised from Strategic Plans;
- Demonstrate a heightened understanding of how Organisational Training Needs Analysis, Subsystem Training Needs Analysis and Individual Training Needs Analysis are conducted;
- Demonstrate a heightened understanding of role relationships;
- Demonstrate a heightened understanding of the group processes and organisational change;
- Demonstrate a heightened understanding of the types and levels of team leadership;
- Demonstrate a heightened understanding of the underlying notions of Organisational Development, establishing how a effective Training Needs Analysis might lead towards its enhancement;
- Demonstrate a high level of understanding of a team attempts to replace a situational leader, to enhance stability, acceptability or renewed or clarified mission or objectives;
- Demonstrate an awareness of how a Personnel Demand Forecast (PDF) is conducted;
- Demonstrate an awareness of the 'Team Building and Maintenance Roles' that will improve team effectiveness;
- Demonstrate an effective 'leader behaviour' when dealing with dysfunctional behaviours;
- Demonstrate an understanding of the concept of motives and their value in organisational and subsystem effectiveness;
- Demonstrate an understanding of the concept of power and how it might be applied for the benefit of the organisation;
- Demonstrate an understanding of the issue of 'responsibility' and how it translates in superior-subordinate relationships in organizations
- Demonstrate an understanding of the notion that societal socio-economic hierarchy might be informally represented in teams;
- Demonstrate an understanding of the value of Internal Selection;
- Demonstrate how popular motivation theories have contributed to our understanding of worker behaviour;
- Demonstrate the effectiveness of the strategy that they have devised for dealing with intra-team competition;
- Demonstrate the need to balance the 'individualist' and 'collectivist' perspective to motivation;

- Demonstrate the relationship between Job Evaluation or Job Tasks and Role Analysis and the determination of training gaps, in Training Needs Analysis;
- Demonstrate the use of Human Resource Plan in the determination of individual training needs;
- Demonstrate their ability to manage recruitment and selection within a 'resourcing context';
- Demonstrate their ability to avert the halo and thorny effects in appraisal;
- Demonstrate their ability to conduct a Human Resource Audit;
- Demonstrate their ability to conduct a Job Analysis;
- Demonstrate their ability to deal with the psychological effect of disbandment;
- Demonstrate their ability to determine the type of commitment that motivates specific individuals to join an organisation;
- Demonstrate their ability to manage conflict effectively, incorporating the occasions when it should be encouraged;
- Demonstrate their ability to translate motivation theory into practice
- Demonstrate their appreciation of the fact that workers belong to different classes, in society;
- Demonstrate their appreciation of the need for a variance in intrinsic and extrinsic values of motivation;
- Demonstrate their awareness of the value of team cohesiveness and team solidarity, and the dangers of over-cohesiveness;
- Demonstrate their competence in the measurement of efficiency gains and suggest ways on how to enhance it;
- Demonstrate their grasp of the fundamentals of Performance Management;
- Demonstrate their understanding of the 'risky shift syndrome', outlining the steps that they will take to avert it;
- Demonstrate their understanding of the importance of 'Gatekeeping' in teams' formal settings;
- Demonstrate their understanding of the legal bases of Employee Resourcing;
- Demonstrate their understanding of the theoretical and practice bases of Team Dynamics;
- Demonstrate what Personnel Deployment Charts (PDC) are and how they may be used in the determination of Departmental Training Needs;
- Demonstrate their understanding of the social and psychological relevance of the stages of formation of a team;
- Describe and enumerate some single and dual status organisations;
- Describe at least two Non-Conventional Selection Methods;

- Describe role as the behavioural expectations of a role set;
- Describe the key procedures and skills required to implement Action Learning;
- Describe the Organisational Learning Process as part of a Training Needs Analysis;
- Describe the role of Training in the promotion of Macro Organisational Development and Micro Organisational Development;
- Design an effective induction Package;
- Design A Job Description and a Personnel Specification for specified roles;
- Design effective ways of stabilizing staff turnover;
- Detect Dysfunctional Behaviours;
- Determine how Client or Customer Feedback can be used in determining gaps that workers' pre-existing in skills, knowledge and expertise;
- Determine how Task Competencies Analysis Report can be used in enhancing the effectiveness of departmental and individual training needs analysis;
- Determine some exemplifying role behaviour;
- Determine the appropriate extrinsic rewards that might contribute to workers' improved performance;
- Determine the boundary relationships of a role set;
- Determine the criteria that are used to evaluate remuneration structure;
- Determine the criteria that are used to evaluate a Remuneration Structure;
- Determine the different ways of developing synergy in the learning process;
- Determine the factors that negatively or positively affect remuneration systems;
- Determine the objectives of Performance Appraisals;
- Determine the optimum team size for its effective functioning;
- Determine the organisation's opportunity costs in providing Education, Training, and Development for its employees;
- Determine the place of an incumbent's perceived role expectations on his or her role enactment;
- Determine the resources necessary to enhance individual and team performance;
- Determine the training applications of Experiential Learning and learn how to utilise effectively the powerful potential of Learning From Experience;
- Determine why a temporary team is likely to be more problematic to lead than a permanent one;
- Develop a strategy to manage poor performance;
- Develop effective communication strategies that might be applied to team settings, minimising technical language;
- Develop the necessary skills, through some collaborative learning opportunities;



- Describe, with examples, the concepts of Managerial Control, Worker Autonomy, and Professionalism, in Mechanistic and Organismic Organisations;
- Differentiate between Operational Centralisation and Decentralisation;
- Differentiate between Social Objectives and Business Objectives;
- Outline some of the factors that might be associated with poor performance;
- Distinguish between Education, Training and Development as important Organisational Investments;
- Distinguish between Internal, Upward and Downward 'Organisational Accountability';
- Enumerate the factors influencing Effective Delegation;
- Establish a basis for Standard Setting in their Teams;
- Establish and Monitor Work-related Targets;
- Establish the Efficiency Gains that an organisation might derive from the Education, Training, and Development of its employees;
- Establish the link between a role and its External Environment;
- Establish the link between role and the Internal Environment;
- Establish the Symbiotic Relationship between Power, Culture and Organisational Structure;
- Distinguish between Command Teams, Boards, Committees, and Task Forces;
- Distinguish between Formal and Informal Organisations;
- Distinguish between groups and mere aggregations;
- Distinguish between informal and formal Management Succession Charts;
- Distinguish between Temporary Committees and Standing Committees;
- Distinguish between the different sets of Motivation Theories, notably Content, Process, and Reinforcement;
- Elucidate the concerns that managers have, resulting in their hesitation to Delegate;
- Describe self-ideal as a behavioural construct;
- Describe the bureaucratic organisations, adhocratic organisations, mechanistic organisations, organismic organisations;
- Describe the democratic incumbent, autocratic incumbent, the generous incumbent, the dedicated incumbent, the social self and the role of each;
- Describe the effort that they will make to enhance the 'critical faculty' of their team;
- Elucidate the use of Management Succession Plans in the determination of Individual Developmental Needs;
- Enumerate examples of Business and Non-Business Organisations;
- Enumerate the Approaches, Methods and Techniques of Training Needs Analysis, explaining each in detail;

- Establish the relationship between the Self-Ideal and a Performance Enhancer;
- Evaluate the appropriateness of the application of some theoretical aspects of motivation to specific situations;
- Evaluate the effectiveness of Individual Appraisal Systems to Performance Measurement;
- Evaluate the effectiveness of their strategy for addressing the situations where team members seek sympathy;
- Exhibit a knowledge of the intimidating effect that class might have on team members, and, hence, the leader's responsibility to ensure that this informal hierarchy is dispensed with in the promotion of a 'Classless Team';
- Exhibit an understanding of the desirability of a limited turnover of staff;
- Exhibit tact in discouraging team members' distracting behaviours;
- Exhibit their ability to take appropriate measures to improve Individual and Team Performance;
- Explain and evaluate the rationale for Performance Related Pay (PRP);
- Explain at least three Appraisals Systems;
- Explain facets Numbers 1 and 2 of Authority;
- Explain how managers and subordinates benefit from Delegating;
- Explain how social objectives might lead to Profitability Gains;
- Explain how Supervisory Reports might best be used to determine the Skills, Knowledge. and Attitude deficiency of an individual, in the performance of his or her role;
- Explain the bases for the feeling of 'Togetherness' or 'Awareness' in an 'Aggregation';
- Explain the bases of Reward Management;
- Explain the concept of Delegation as Internal Promotion;
- Explain the concept of Organisational Culture;
- Explain the concept of Segmental Expectations;
- Explain the different Classification of Culture;
- Explain the occasions in which a situational leader is likely to emerge;
- Explain the process and value of Human Resource Audit;
- Explain the process of 360 Degrees Feedback, the data analysis process, and the way in which the information that has been produced, might be used in determining the know, skills and attitudes that need to be developed for the individuals concerned;
- Explain the Reward Model;
- Explain the Team Typological Bases;
- Explain the underlying concept of Investors in People (IIP);

- Explain what Assessment Centres are and the way in which the information from them might be used as a basis for determining Individual Competency Levels;
- Explain why a team's disbandment might have a negative psychological effect on members and the team leader;
- Explore the bases for 'Division of Labour or Work', in organisations and their relation to organisational effectiveness;
- Expound the Facets of Authority, providing practical examples;
- Expound the common trends in the popular motivation theories;
- Formulate a workable Motivation Strategy;
- Formulate and evaluate a recommended Remuneration Package;
- Suggest the organisational benefits that are associated with initiatives akin to 'Investors-in-People';
- Establish the positive bases of a Divisional Organisational Structure;
- Highlight the value of Operational Plans in the determination of Departmental Training Needs;
- Highlight the value of Training Needs Survey in Training Needs Analysis;
- Identify at least three tasks that can, and should, be delegated in Internal Selection;
- Identify how an organisation might facilitate Organisational Development;
- Identify the Role Segments of a specified Role;
- Identify some Organisational Tasks, determining the bases of their grouping;
- Suggest the main concerns that managers have, regarding delegation;
- Identify the difference between delegating authority, on the one hand, and delegating task, on the other;
- Identify the rationale for and definition of Training Needs Analysis (TNA);
- Identify the main sources of information for TNA, and the factors which should be taken into consideration when choosing which among the approaches will be used;
- Illustrate a Matrix Organisational Structure;
- Provide Illustrative examples of Simple, Functional, and Divisional Organisational Structures;
- Suggest some of the constraints that any specific UK Protective Legislation place on the Recruitment, Selection, and Management of Employees;
- Suggest the difference in interpretation of Groups and Teams;
- Suggest the importance of Reward Management in organisation;
- Suggest ways of improving Group Morale, while enhancing the entity's effectiveness;
- Suggest ways to counteract the effect of the Informal Hierarchy in Non-Command Teams;



- Illustrate how the Contingency Approach to Motivation might be applied to different situations;
- Illustrate how they might resolve interpersonal problems among team members;
- Illustrate how they will determine the contribution of each team member to the entity's Goal Accomplishment;
- Illustrate how they will enhance the issue of 'gatekeeping' to ensure that team members, in general, participate in team meetings, extending support to the weak, ensuring that introverted team members are not intimidated or 'crushed' by the extroverts;
- Illustrate the organisational, individual, and subsystems benefits of Performance Appraisal;
- Successfully, implement a '360 Degree Appraisal Programme';
- Indicate how they will establish key competencies in their teams;
- Indicate how they will help their team members to channel their energies into task performance, establishing realistic goals;
- Indicate how they will recognise resonance in their teams, outlining the steps that they will take to avert or reduce its occurrence;
- Indicate how they will reward exceptional performance in their teams;
- Indicate how they would address the problem of 'blocking', effectively, in their teams;
- Indicate the contribution of Training and Development in Worker Motivation;
- Indicate the range of tangible rewards that might be utilised in a team;
- Indicate the steps that they will take to harmonise the relationship in their teams;
- Internalise the dysfunctional effect of 'resonance' in a team context;
- Outline the degree of 'role specificity' that exists in Mechanistic Organisations, on the one hand, and Organismic Organisations, on the other;
- Outline the importance of delegation in increasing workflow and productivity;
- Suggest the importance of Lines of Authority and Accountability in organisations, and their effect on Organisation-wide Communication;
- Illustrate their organisation's accountability to owners or sponsors, clients, users, or customers, creditors, and sector or industry;
- Suggest how best to delegate authority, for effective task performance;
- Explain how one might delegate responsibility with delegated tasks;
- List at least two Matrix Organisational Variants;
- Name at least two Structural Typologies, providing a vivid description of each;
- Locate Performance Appraisal within a Performance Management Structure;
- Position Performance Management in an appropriate context;

- Locate Performance Related Pay, Productivity Bonuses, and other Remuneration Inducements, within an existing motivation theory;
- Manage the Motivation Process, taking account of the differences in workers' preferences and expectation;
- Manage the process of motivation, taking account of existing socio-cultural and economic differences;
- Manage the risk of internal 'Sabotage';
- Order the Team Formation Stages, explaining the psychological issues that beset them, and how they might affect Organisational Functioning;
- Outline the steps that they will take to avert Groupthink and promote Teamthink;
- Promote Business Objectives, through the marketing of their Business Objectives;
- Practicalise the use of Individual Performance Appraisal Reports in their Individual and Departmental Training Needs Analysis;
- Propose an effective remedy for 'Team-Member Withdrawal';
- Propose an effective way of dealing with Interfering Behaviour;
- Propose standards of measuring competence in teams;
- Propose suitable intangible rewards that might be applied to a team situation;
- Provide a basis for Team Standard Setting, accompanied by an effective Evaluation Progress;
- Provide a practical guide with respect to the use of Strategic Operational Review, in determining Organisational and Subsystem Training Needs;
- Provide a working definition of Accountability
- Propose an appraisal of a specific Remuneration System;
- Demonstrate their awareness of the notion that team members' class consciousness might relate to their positions in the organisation or society;
- Provide an individually synthesized proposal for dealing with Aggressiveness in teams;
- Provide examples of Command Teams, highlighting the situations in which a leader might belong to two, simultaneously;
- Provide examples of how a leader should encourage that desirable behaviours exist in a team;
- Suggest a satisfactory way of addressing 'Special Pleading' in teams;
- Demonstrate their awareness of the importance of Focus Groups in the Learning Process;
- Indicate their ability to identify Performance Improvement in teams;
- Identify ineloquent team members, suggesting how they might be encouraged to contribute more ideas;

- Relate specific Recruitment, Selection, Retention and Exit Issues to UK and another country's Legislation;
- Identify 'Resonance' as an issue in Team Effectiveness, generally;
- Suggest how best Training Needs Analysis Questionnaires might be constructed, analysed, and used in determining the 'Knowledge, Skills and Attitude Gaps';
- Suggest how they might employ an effective Meeting Management that discourages resonance;
- Suggest how to determine which individual members of a team can improve their performance, and, subsequently, their contribution to the team, thereby Harnessing Team Synergy;
- Suggest some Performance Indicators, with measures to enhance Team Performance Levels;
- Suggest how training needs might be derived from the examination of an organisation's Tactical Plans;
- Suggest ways of improving Organisational Culture;
- Propose, and formulate, a Pay or Remuneration Structure;
- Demonstrate their understanding of an Organisational Structure as Roles and Relationships;
- Demonstrate their understanding of Reflective Practice as part of the Training Process;
- Demonstrate their understanding of the concept of an Internal Selection Mechanism;
- Use a Candidate Assessment Form in Short Listing and Interviews;
- 'Weight' a Candidate Assessment Form, using the Job Description and Personnel Specification;
- Work their way through Business Plans, determining the Skills and Expertise that are needed to execute them;
- Identifying how the relationship between future Role Requirement, help to determine Subsystem and Individual 'Training Gaps'.



<b>Contents of 'Human Resource Management Programme, Leading to Postgraduate Certificate in Human Resource Management</b>			
<b>Module #</b>	<b>Module Title</b>	<b>Credit-Hours</b>	<b>Credit-Value</b>
1	Business and Organisational Analysis	36	1
2	Team Dynamics: Team Leadership	30	1
3	Motivating Workers: Intrinsic and Extrinsic Rewards	30	1
4	Training Needs Analysis: Determining Training Needs	36	1
5	Managing Individual Performance	30	1
6	Employee Resourcing: Recruitment and Selection	30	1
<b>Total:</b>		<b>192</b>	<b>6</b>





# PG. Programme Contents, Concepts, & Issues.

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



## Module 1 Business and Organisational Analysis.

**M1: Part 1 - Contextualising Organisational Analysis**

**M1: Part 2 - Delegation as an Operational Imperative**

**M1: Part 3 - Contextualising Delegation**

**M1: Part 4 - Role in an Organisational Context**



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

**M1: Part 6 - Organisational Design Metaphors and Relationships**

**M1: Part 7 - Understanding Organisational Culture**



**Module 2**  
**Team Dynamics: Team Leadership.**

**M2: Part 1 - Salient Team Dynamic Issues**

**M2: Part 2 - Team Typologies and Their Bases**





**Fig. 2: A Manager in 2 Command Teams**



**M2: Part 3 - Team Formation, Stage Significance and Task Implications**

**M2: Part 4 - Effective Team Leadership**

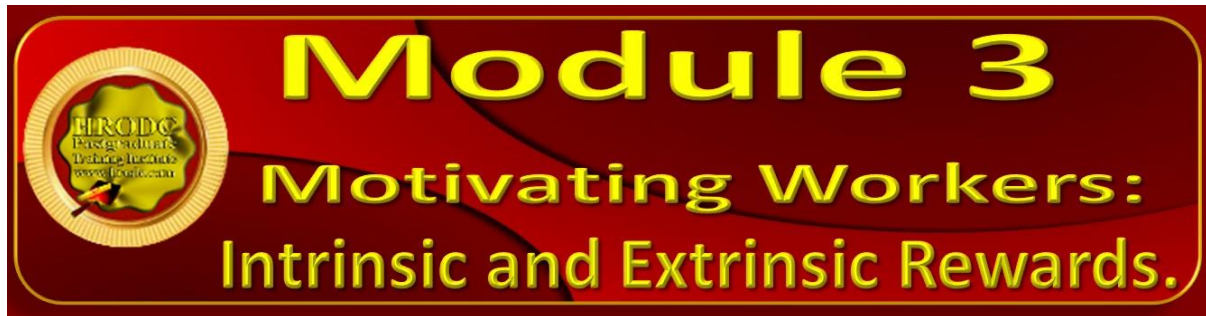
**M2: Part 5 – Towards Team Effectiveness**

**M2: Part 6 - Enhancing Team Performance (1)**

**M2: Part 7 - Enhancing Team Performance (2)**



**M2: Part 8 - Addressing Resonance and Issues Associated with Transactional Analysis**




**M3: Part 1 - Conceptual and Contextual Motivation Issues**

**M3: Part 2 - Motivation Theories and Their Protagonists**

**M3: Part 3 – Effectiveness of Theoretical Perspective on Motivation.**

**M3: Part 4 - Universalist and Contingency Approaches to Motivation**

**M3: Part 5 - Contextualising Motivation: Intrinsic and Extrinsic Values**



# Module 4

## Training Needs Analysis: Determining Training Needs.

**M4: Part 1 - Contextualising Training Needs Analysis**

**M4: Part 2 - Education, Training and Development as Investment**

**M4: Part 3 - Learning in Organisations and Organisational Learning**

**M4: Part 4 - Utilising Possible Sources of Information in Training Needs Analysis (TNA)**

**M4: Part 5 – Internal Role-Based Sources Information To Enhance Effectiveness of Training Needs Analysis (TNA).**

**M4: Part 6 - Focusing on Training Policy and Strategy in TNA**





# **Module 5**

## **Managing Individual Performance.**

**M5: Part 1 - Human Resource and Performance Management**

**M5: Part 2 - Staff Performance Appraisal**

**M5: Part 3 – Performance Learning Review**

**M5: Part 4 - Reward Management: Developing an Effective and Equitable Career Structure.**

**M5: Part 5 – Enhancing Human Resource Management For Organisational Effectiveness.**



# Module 6

## Employee Resourcing: Recruitment and Selection.


**M6: Part 1 – Strategising Employee Resourcing**

**M6: Part 2 - The Legal Bases of Employee Resourcing**


**M6: Part 3 - Systematising the Recruitment and Selection Process**

**M6: Part 4 - Practicalising the Recruitment and Selection Process**

**M6: Part 5 - Organisational Retention Strategy**



**HRODC Postgraduate Training Institute.**  
**Regulation For The Awards of:**  
**\* Postgraduate Diploma;**  
**\* Postgraduate Certificate; &**  
**\* Diploma – Postgraduate.**




**Diploma – Postgraduate; PG Cert.; &**  
**Postgraduate Diploma Awards**

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

In line with the above notion, a Postgraduate Certificate might be earned through a 6 weeks' Intensive In-Venues Study, or 10 weeks' Video-Enhanced, or Face-To-Face, Online Delivery. Similarly, a Postgraduate Diploma might be studied for 12 weeks In-classroom or 20 weeks Video-Enhanced Face-To-Face. They might also be taken through a blend of both modes, providing that a minimum of 6 and 12 Credits and 180 or 360 Credit-Hours, respectively, are earned. You might Pick and Mix Courses, to create your preferred blend of Disciplines, or follow a predesigned Specialist route. They might accumulate from our Postgraduate Short Courses, or through continuous study. [Please click to view and download our List of Specialist Postgraduate Certificate, and Postgraduate Diploma Programmes](#)

**Postgraduate Certificate in Human Resource Management - Page 26 of 33**



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





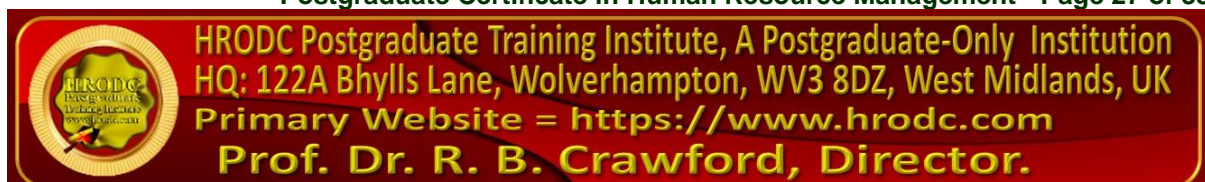
## Credit-Hours and Credit-Values, in Diploma – Postgraduate - Award

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

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

1. Diploma – Postgraduate – in Organisational Change Management, 30 Credit-Hours;
2. Diploma - Postgraduate - in Trainer Training: Training for Trainers, Double-Credit, 60 Credit-Hours:
3. Conveyancing and Property Valuation: Property Law, Double-Credit, 72 Credit-Hours:
4. Diploma – Postgraduate – in University and Higher Education Administration, Triple-Credit, 90 Credit-Hours;
5. Diploma – Postgraduate – in Tourism and International Relations, Quad-Credit, 120 Credit-Hours.

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



## Postgraduate Diploma Award

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

## Postgraduate Certificate Award

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

## Cumulative Postgraduate Certificate, and Postgraduate Diploma Awards

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

## Accumulated Postgraduate Certificate, and Postgraduate Diploma Awards

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





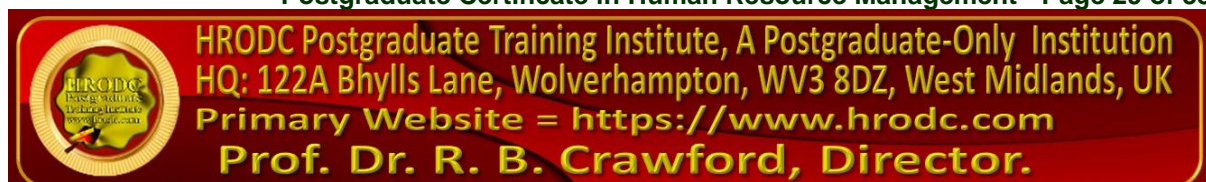
Applicants for Diploma – Postgraduate; Postgraduate Certificate; and Postgraduate Diploma are required to submit the following documents:

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

### Admission and Enrolment Procedure

- On receipt of all the above documents, they will be forwarded to our 'Admissions Committee', which will assess applicants' suitability for the Course or Programme for which they have applied;
- If they are accepted on their chosen Course or Programme, they will be notified accordingly, and sent Invoices;
- Upon receipt of an applicant's payment, we will send him or her an Official Payment Receipt, and Admission Letter, bearing a copy of the Passport-Type in the respective Application Form.
- Those intending to study in a foreign country, and require a Visa, will be sent the necessary **Immigration Documentation**, to support their application;
- **Joining Instruction** will be sent to Students and Delegates, on time to prepare for their enrolment. The incorporated information include:
  - Venue Name, Location, with specific address;
  - Details of Airport Transfer, where appropriate;
  - Start date and time;
  - Registration details;
  - Daily Schedule;
  - Local Transportation Details;
  - Residential Accommodation Details;
  - Leisure and Shopping Facilities, in the area;
  - General Security Information; among others.

**Postgraduate Certificate in Human Resource Management - Page 29 of 33**







## Assessment of Postgraduate Diploma, Postgraduate Certificate, and Diploma – Postgraduate - Awards.

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

- In-Class Tests;
- Text-Case Analyses;
- Video-Case Analyses;
- 'Out-of-Class' Assignments;
- Individual Presentations;
- Group Presentations; and
- End of Course Examinations.

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

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

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

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



# Our Online (Synch) 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.

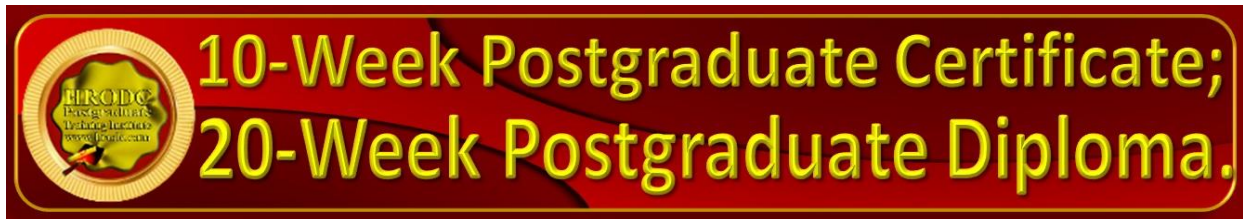
You are taught as individuals, on a one-to-one or one-to-small-group basis. You see the tutor face to-face, for the duration of your course. You will interact with the lecturer, ask, and address questions; sitting examinations, in his or her presence. It is as real as any face-to-face lecture and seminar can be. Choose from a wide range of Diploma – Postgraduate - Courses and an increasing number of Specialist Postgraduate Certificate and Postgraduate Diploma Programmes. You might also accumulate Postgraduate Short Courses, via this mode of study, over a **12-year period**, towards a Postgraduate Certificate or Postgraduate Diploma.

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

- The tutor meets the group and presents the course, via Video, in a similar way to its In-Venues counterpart;
- All participants can see, and interact with, each other, and with the tutor;
- They watch and discuss the various video cases and demonstrations that form an integral part of our delivery methodology;
- Their assessment is structured in the same way as it is done in a classroom setting;
- The Video-Enhanced Online mode of training usually starts on the 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 the duration of its In-Venues counterpart. For example, a 5-day (30 Credit Hours) In-Venues 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 In-Venues courses;
- For example, a 5-day In-Venues course, which costs Five Thousand Pounds, is only Three Thousand Three Hundred and Fifty Pounds (£3,350.00) in Video-Enhanced Online Mode.



You might study an Online Postgraduate Certificate or Online Postgraduate Diploma, in 10 and 20 weeks, respectively, in the comfort of your office or homes, through HRODC Postgraduate Training Institute's Video-Enhanced Online Delivery. We will deliver the 180 Credit-Hours and 360 Credit-Hours, in line with our **Regulation**, through 'Direct-Lecturer-Contact', within the stipulated timeframe. We aim to fit the tuition around your work, family commitment and leisure, thereby enhancing your maintenance of an effective 'work-study-life-style balance', at times convenient to you and your appointed tutor.



# **Service Contract, Inc.:** **Terms and Conditions.**

[Click, or copy and paste the URL, below, into your Web Browser, to view our Service Contract, incorporating Terms and Conditions.](https://www.hrodc.com/Service_Contract_Terms_and_Conditions_Service_Details_Delivery_Point_Period_Cancellations_Extinuating_Circumstances_Payment_Protocol_Location.htm)

[https://www.hrodc.com/Service\\_Contract\\_Terms\\_and\\_Conditions\\_Service\\_Details\\_Delivery\\_Point\\_Period\\_Cancellations\\_Extinuating\\_Circumstances\\_Payment\\_Protocol\\_Location.htm](https://www.hrodc.com/Service_Contract_Terms_and_Conditions_Service_Details_Delivery_Point_Period_Cancellations_Extinuating_Circumstances_Payment_Protocol_Location.htm)

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

You are most Welcome to Visit our Main Website, & SM Pages, to Communicate with, & 'Follow', us.



**For and on Behalf of:**  
**Prof. Dr. R. B. Crawford - Director**  
**HRODC Postgraduate Training Institute**