

# HRODC Postgraduate Training Institute



**A Postgraduate - Only Institution**



**#145**

**Organisational Design, Performance Management and Modern Quality Systems**

**Postgraduate Short Course**

**Leading To:**

**DIPLOMA - POSTGRADUATE IN**

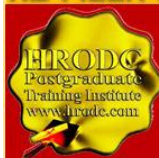
**Organisational Design, Performance Management and Modern Quality Systems  
5-Credit, 150 Credit-Hours**

**Accumulating to A**

**Postgraduate Certificate, With 30 Additional Credit-Hours, or A**

**Postgraduate Diploma, With 210 Additional Credit-Hours**

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

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

**Course Coordinator:**

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

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



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

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

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


**His responsibilities in these roles included:**

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

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## For Whom This Course is Designed

### This Course is Designed For:

- Corporate Managers
- Executive Managers
- Senior Managers
- Middle Managers
- Junior Managers
- Human Resource Managers
- Board of Directors
- Entrepreneurs
- Supervisors
- Organisational Development Practitioners
- Management Graduates
- Management Lecturers
- Individuals with a genuine interest in Issues associated with Organisational Management

| Classroom-Based Duration and Cost:        |                           |
|---|---------------------------|
| Classroom-Based Duration:                 | 25 Days                   |
| Classroom-Based Cost:                     | £25,000.00 Per Delegate   |
|   |                           |
| Online (Video-Enhanced) Duration and Cost |                           |
| Online Duration:                          | 50 Days – 3 Hours Per Day |
| Online Cost:                              | £16,750.00 Per Delegate   |

## Classroom-Based Course and Programme Cost includes:

- Free Continuous snacks throughout the Event Days;
- Free Hot Lunch on Event Days;
- Free City Tour;

- Free Stationery;
- Free On-site Internet Access;
- Postgraduate Diploma/ Diploma – Postgraduate –or
- Certificate of Attendance and Participation – if unsuccessful on resit.

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

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

## **Course Programme for Organisational Design, Performance Management and Modern Quality Systems Course**

**Leading to Diploma – Postgraduate – in Organisational Design, Performance Management and Modern Quality Systems (5-Credit) and 150 Credit-Hours, Accumulating to a Postgraduate Certificate, with 30 Additional Credit-Hours, or a Postgraduate Diploma, with 210 Additional Credit-Hours**

### **Course Contents, Concepts and Issues**

#### **Module 1 Organisational Design Course Objectives**

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

- Suggest the approaches which might be adopted in designing an organisation;
- Design an organisation adhering to the principles of horizontal and vertical relationship;
- Distinguish between the basic types of structure;
- Appropriately define organisational structure;
- Distinguish between organismic and mechanistic structures;
- Explain the approaches to organisational design;
- Match the organisational design approach with the level of development of the organisation;
- Identify horizontal relationships in organisational design;
- Show the vertical relationships in an organisational chart;
- Indicate the importance of vertical and horizontal relationships in organisational design;
- Illustrate lines of authority in an organisational chart;
- Illustrate communication channels in an organisational chart;
- Discuss the co-ordinating mechanism in a simple structure;
- Name the fundamental organisational structures and their variations;

- Demonstrate an awareness of the fundamental issues associated with Organisational design and their implications for effective organisational functioning;
- Identify an organisational structure from verbal description;
- Distinguish between different organisational structures;
- Provide examples of different bases of divisional structure;
- Distinguish between the different types of matrix structures;
- Illustrate their ability to design an appropriate organisational structure that takes account of contingent internal and external environmental factors;
- Recommend the most appropriate structure for an organisation, taking contingent factors into account;
- Be aware 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;
- Provide the bases for structural contingencies;
- Illustrate the effect of organisational structure on communication within an organisation.

## **Module 1**

### **Organisational Design**

### **Course Contents, Concepts and Issues**

- An Introduction to Organisational Design;
- Approaches to Organisational Design;
- Classical Organisational Design;
- Neo-Classical Organisational Design;
- Classical Approach to Organisational Design;
- Scientific Management to Organisational Design;
- Humanistic Approach to Organisational Design;
- Mechanistic Approach to Organisational Design;
- Human Relations Movement;

- Contingency Approaches to Organisational Design;
- 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;
- 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;
  - Organisational control;
  - Organisational Flexibility;
  - The Organisation of the Matrix Structure;
  - Decision-Making and Communication Patterns in Functional Structures;
  - Decision-Making and Communication Patterns in Divisional Structure;
  - Decision-Making and Communication Patterns in Matrix Structures;
  - Structural Contingency;
- The Interrelationship Between Organisational Design and International Business;
- The Place of The Divisional Structure in International Operations;



- Identifying and Designing Organisational Structures.

## **Module 2**

### **Performance Management**

### **Course Objectives**

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

- Explain the concept of performance management;
- Distinguish performance management from performance appraisal;
- Recognize the multiple negative consequences that can arise from the poor design and implementation of a performance management system. These negative consequences affect all the parties involved: employees, supervisors, and the organization as a whole;
- Understand the concept of a reward system and its relationship to a performance management system;
- Distinguish among the various types of employee rewards including compensation, benefits, and relational returns;
- Describe the multiple purposes of a performance management system including strategic, administrative, informational, developmental, organizational maintenance, and documentation purposes;
- Describe and explain the key features of an ideal performance management system;
- Create a presentation providing persuasive arguments in support of why an organization should implement a performance management system, including the purposes that performance management systems serve and the dangers of a poorly implemented system;
- Note the relationship and links between a performance management system and other HR functions including recruitment and selection, training and development, workforce planning, and compensation;
- Describe and explain contextual and cultural factors that affect the implementation of performance management systems around the world;
- Understand that performance management is an ongoing process including the

- interrelated components of prerequisites, performance planning, performance execution, performance assessment, performance review, and performance renewal and recontracting;
- Conduct a job analysis to determine the job duties, needed knowledge, skills, abilities (KSAs), and working conditions of a particular job;
  - Write a job description that incorporates the KSAs of the job and information on the organization, unit mission, and strategic goals;
  - Understand that the poor implementation of any of the performance management process components has a negative impact on the system as a whole;
  - Understand that a dysfunctional or disrupted link between any of the performance management process components has a negative impact on the system as a whole.
  - Understand important prerequisites needed before a performance management system is implemented including knowledge of the organization's mission and strategic goals and knowledge of the job in question;
  - Distinguish results from behaviors and understand the need to consider both in performance management systems;
  - Describe the employee's role in performance execution, and distinguish areas over which the employee has primary responsibility from areas over which the manager has primary responsibility;
  - Understand the employee's and the manager's responsibility in the performance assessment phase;
  - Understand that the appraisal meeting involves the past, the present, and the future;
  - Understand the similarities between performance planning and performance renewal and recontracting;
  - Create results- and behavior-oriented performance standards;
  - Define strategic planning and its overall goal;
  - Describe the various specific purposes of a strategic plan;
  - Explain why the usefulness of a performance management system relies to a large degree on its relationship with the organization's and unit's strategic plans;
  - Understand how to create an organization's strategic plan including an environmental analysis resulting in a mission statement, vision statement, goals, and strategies;
  - Conduct an environmental analysis that includes a consideration of both internal (strengths and weaknesses) and external (opportunities and threats) trends;

- Understand how a gap analysis resulting from a consideration of internal and external trends dictates an organization's mission;
- Define the concept of a mission statement and describe the necessary components of a good mission statement;
- Define the concept of a vision statement, and understand its relationship to the mission statement;
- Describe the basic components of a good vision statement;
- Create organization- and unit-level mission and vision statements;
- Understand the relationship between mission and vision statements, goals, and strategies;
- Understand the relationship among an organization's vision, mission, goals, and strategies and the vision, mission, goals, and strategies of each of the divisions or units in the organization;
- Understand the relationship among a unit's vision, mission, goals, and strategies and individual job descriptions;
- Explain why job descriptions must be linked to the organization's and unit's strategic plans;
- Understand how a strategic plan determines various choices regarding performance management system design;
- Explain why a consideration of strategic issues is a building block for creating support for a performance management system;
- Define what is and is not performance;
- Understand the evaluative and multidimensional nature of performance;
- Identify the various factors that determine performance including declarative knowledge, procedural knowledge, and motivation;
- Gather information about a performance problem and understand which of the three main determinants of performance need to be addressed to solve the problem;
- Design a performance management system that includes both task and contextual performance dimensions;
- Understand that performers should be placed within a context: a performer in a specific situation engaging in behaviors leading to specific results;
- Adopt a behavior approach to measuring performance, which basically focuses on how the job is done and ignores the performer's traits and results produced;


- Adopt a results approach to measuring performance, which basically focuses on the outcomes of work and ignores the performer's traits as well as how the work is done;
- Adopt a trait approach to measuring performance which basically focuses on the performer and ignores the situation, his behaviors, and the results produced;
- Understand the situations under which a trait, behavior, or results approach to measuring performance may be most appropriate;
- Adopt a results approach to measuring performance including the development of accountabilities, objectives, and standards;
- Determine accountabilities and their relative importance;
- Identify objectives that are specific and clear, challenging, agreed upon, significant, prioritized, bound by time, achievable, fully communicated, flexible, and limited in number;
- Identify performance standards that are related to the position, concrete, specific, measurable, practical to measure, meaningful, realistic and achievable, and reviewed regularly;
- Adopt a behavior approach to measuring performance including the identification and assessment of competencies;
- Develop competencies that are defined clearly, provide a description of specific behavioral indicators that can be observed when someone demonstrates a competency effectively, provide a description of specific behaviors that are likely to occur when someone doesn't demonstrate a competency effectively (what a competency is not), and include suggestions for developing them further;
- Develop comparative performance measurement systems such as simple rank order, alternation rank order, paired comparisons, relative percentile, and forced distribution—being aware of the relative advantages and disadvantages of each;
- Develop absolute performance measurement systems such as essays, behavior checklists, critical incidents, and graphic rating scales, and understand their advantages and disadvantages;
- Understand why each of several basic components is included in the appraisal form;
- Design effective appraisal forms;
- Compute an overall employee performance score based on information found on the appraisal form;
- Select an appropriate time period to document performance as part of a performance

- Determine how many formal meetings are needed between the subordinate and the supervisor to discuss performance issues;
- Understand advantages and disadvantages of using supervisors, peers, subordinates, self, and customers as sources of performance information;
- Know how to deal with potential disagreements involved with different sources evaluating the performance of the same employee;
- Understand the psychological mechanisms leading to the inflation and deflation of performance ratings;
- Understand that the implementation of training programs can address intentional and unintentional rating distortion;
- Understand that there are crucial steps that must be taken before the performance management system is launched, including implementing a communication plan, establishing an appeals process, running training programs for raters, and pilot testing the system to fix any glitches;
- Design a communication plan that answers the key critical questions: What is performance management? How does performance management fit in the organization's strategy? How does everyone benefit from the system? How does the performance management system work? What are employees' and supervisors' key roles and responsibilities in implementing the system? How is performance management related to other key organizational initiatives?;
- Design a communication plan that will include features aimed at reducing the effect of cognitive biases on how the performance management system is perceived and that will help minimize the impact of intentional rating errors;
- Be aware of cognitive biases that affect how people take in, use, and recall information, including selective exposure, selective perception, and selective retention;
- Understand that setting up an appeals process helps gain support for the performance management system;
- Design an appeals process including two levels: Level 1, which involves the HR Department in the role of mediator, and Level 2, which involves a panel of managers and peers and possibly a senior level manager in the role of arbitrator and final decision maker;
- Describe unintentional and intentional types of errors that raters are likely to make in

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- Implement training programs, such as rater error, frame of reference, and behavior observation to minimize the impact of unintentional rating errors;
- Implement a self-leadership training program that will allow supervisors to increase confidence in their skills to manage the performance management process and consequently allow them to minimize rating errors;
- Understand the importance of conducting a pilot test before the performance system is implemented organization-wide;
- Conduct a pilot test of the performance management system using a selected group of employees and managers from the organization;
- Once the performance management system is in place, collect various measurements that will provide information regarding the system's effectiveness, the extent to which it is working the way it should, and whether it is producing the expected results;
- Understand issues involved in implementing a performance management system online;
- Describe the importance and benefits of including a developmental plan as part of the performance management system;
- Describe the various short-term and long-term objectives of a developmental plan;
- Design a high quality developmental plan;
- Learn about the key activities that will help the successful implementation of a developmental plan;
- Understand the role that the direct supervisor plays in the design and implementation of a developmental plan;
- Implement a 360-degree feedback system with the goal of providing feedback on improving performance;
- Implement an online 360-degree feedback system;
- Understand the advantages as well as risks of implementing a 360-degree feedback system;
- Evaluate the quality of a 360-degree feedback system;
- Understand that managers need several key skills to manage the performance of their employees effectively including skills regarding coaching, giving feedback, and conducting performance review meetings;
- Understand four guidelines that provide a framework for successful coaching including


- the importance of a good coaching relationship, the central role of the employee as the source and director of change, understanding employees as unique and whole, and realizing that the coach is the facilitator of the employee's growth;
- Define coaching and describe its major functions including giving advice, providing guidance and support, and enhancing employee confidence and competence;
  - Identify behaviors that managers need to display to perform the various coaching functions;
  - Understand that a manager's personality and behavioral preferences determine his or her coaching style;
  - Understand your own coaching style and the need to adapt your coaching style to the situation and your subordinates' preferences;
  - Describe the coaching process and its components including setting developmental goals, identifying developmental resources and strategies, implementing strategies, observing and documenting developmental behavior, and giving feedback;
  - Understand the time, situational, and activity constraints involved in observing and documenting an employee's progress toward the achievement of developmental goals and good performance in general;
  - Implement a communication plan and training programs that will minimize the impact of constraints present when observing and documenting performance;
  - Describe the benefits of accurate documentation of an employee's developmental activities and performance;
  - Implement several recommendations that will lead to documenting performance in a useful and constructive manner;
  - Understand the purposes served by feedback on performance regarding the achievement of developmental goals and performance in general;
  - Implement several recommendations that will lead to creating useful and constructive feedback systems;
  - Understand why people do not feel comfortable giving negative feedback and recognize what happens when managers refuse to give negative feedback;
  - Implement a disciplinary process and termination meeting if an employee does not overcome performance problems over time;
  - Understand the various purposes served by performance review meetings and the various types of meetings that can be conducted;

- Understand the signs of employee defensiveness, implement suggestions to minimize employee defensiveness before a performance review meeting takes place, and deal with defensiveness during the performance review meeting;
- Distinguish between traditional and contingent pay plans, and explain how each of these reward systems relates to the performance management system;
- Understand the reasons for the popularity of contingent pay plans;
- Describe how contingent pay plans can help improve employee motivation and performance;
- Be aware of why contingent pay plans can fail;
- Design a contingent pay plan taking into account key variables such as the organization's culture and strategic business objectives;
- Understand that pay is only one of many tools that can be used to motivate employees;
- Use rewards effectively so that they produce the effects intended;
- Know the principles of how to design an organization's pay structure, including how to conduct a job evaluation;
- Understand the advantages of the broad-banding approach to designing a pay structure;
- Understand the role played by six legal principles in the implementation of performance management systems: employment at will, negligence, defamation, misrepresentation, adverse impact, and illegal discrimination;
- Identify the point at which a performance management system allows illegal discrimination;
- Know what type of evidence employees need to prove illegal discrimination and what type of evidence employers need for them to prove the lack of illegal discrimination;
- Know the impact of the key laws that prohibit discrimination based on race, sex, religion, age, disability status, and sexual orientation on the design and implementation of performance management systems;
- Design a performance management system that is legally sound;
- Know the definition of a team, and understand why teams are so pervasive in organizations worldwide;
- Understand the importance of managing team performance in addition to individual performance;
- Understand the various types of teams and how different types of teams may require

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- Beaware of challenges associated with the design and implementation of performance management systems that include a team component;
- Extendguidelines on how to design performance management systems that consider individual performance to systems that include both individual and team performance components;
- Design andimplement a performance management system that focuses on (1) individual performance, (2) individual performance that contributes to team performance, and (3) team performance;
- Extendprinciples regarding how to reward individual performance to how to reward team performance.

## **Module 2**

### **Performance Management**

### **Course Contents, Concepts and Issues**

#### **M2. Part I: Strategic and General Considerations**

- Performance Management and Reward Systems in Context;
- Definition of Performance Management (PM);
- The Performance Management Contribution;
- Disadvantages/Dangers of Poorly Implemented PM Systems;
- Definition of Reward Systems;
- Aims and Role of PM Systems;
- Characteristics of an Ideal PM System;
- Integration with Other Human Resources and Development Activities;
- Performance Management Around the World;
- Performance Management Process;
- Prerequisites;
- Performance Planning;
- Performance Execution;
- Performance Assessment;

- Performance Review;
- Performance Renewal and Re-contracting;
- Performance Management and Strategic Process;
- Definition and Purposes of Strategic Planning;
- Process of Linking Performance Management to the Strategic Plan;
- Strategic Planning;
- Developing Strategic Plans at the Unit Level;
- Job Descriptions;
- Individual and Team Performance;
- Building Support.

## M2. Part 2: System Implementation

- Defining Performance and Choosing a Measurement Approach;
- Defining Performance;
- Determinants of Performance;
- Performance Dimensions;
- Approaches to Measuring Performance;
- Measuring Results and Behaviours;
- Measuring Result;
- Measuring Behaviours;
- Gathering Performance Information;
- Appraisal Forms;
- Characteristics of Appraisal Forms;
- Determining Overall Rating;
- Appraisal Period and Number of Meetings;
- Who Should Provide Performance Information;
- A Model of Rater Motivation;
- Preventing Rating Distortion Through Rater Training Programs;
- Implementing a Performance Management System;
- Preparation;
- Communication Plan;

- Appeals Process;
- Rater Training Programs;
- Pilot Testing;
- Ongoing Monitoring and Evaluation;
- Online Implementation.

## **M2. Part 3: Employee Development**

- Performance Management and Employee Development;
- Personal Developmental Plans;
- Direct Supervisor's Role;
- 360-Degree Feedback Systems;
- Performance Management Skills;
- Coaching;
- Coaching Styles;
- Coaching Process;
- Performance Review Meetings.

## **M2. Part 4: Reward System, Legal Issues, and Team Performance Management**

- Performance Management: Reward Systems and Legal Issues;
- Reward Systems;
- Legal Issues;
- Managing Team Performance;
- Definition and Importance of Teams;
- Types of Teams and Implications for PM;
- Purposes and Challenges of Team PM;
- Including Team Performance in the PM System;
- Rewarding Team Performance.

## **Module 3**

### **Modern Quality Systems**

### **Course Objectives**

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


- 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 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;
- 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 ISO9000 Family;
  - ISO 1400.
- 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

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- 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 in Quality Improvement.

### **Module 3** **Modern Quality Systems** **Course Contents, Concepts and Issues**

- 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;
- 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;
- 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;
- 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;
- Just-In-Time (JIT) Compared with Material Requirements Planning (MRP);
- JIT Vs MRP: Component & 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;
- 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;
- ISO 9000 as a Quality Framework;
- The ISO 9000 Family;
- ISO 1400: An Introduction;
- Planning, Establishing and Monitoring Quality Systems;
- The Perceptual Value of Quality Assurance;



- Establishing Quality Assurance from Quality Objectives;
- Quality Benchmarking;
- Guidelines For Achieving Quality:
- Philip B. Crosby,
- W. Edwards Deming,
- Joseph M. Juran,
- Shigeo Shingo,
- Armand V. Eeigenbaum.
- Quality and Internal and External Environmental Analysis;
- Quality and Strategic Operational Review;
- Incremental Quality Improvement;
- Identifying Areas for Quality Improvement;
- Communication for Quality Improvement;
- Researches and Development for Quality Improvement.

## 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.

Organisational Design, Performance Management and Modern Quality Systems, Leading to Diploma Postgraduate - in Organisational Design, Performance Management and Modern Quality Systems, and 150 Credit-Hours, Accumulating to A Postgraduate Certificate, with 30 Additional Credit-Hours, a Postgraduate Diploma, with -210 Additional Credit-Hours Courses are of varying Credit-Values; some being Single-Credit, Double-Credit, Triple-Credit, Quad-Credit, 5-Credit, etc. These short courses accumulate to Postgraduate Certificate, with a total of 180 Credit-Hours (= 6 X 5-Day Courses or 3 X 10-Day Courses), or Postgraduate Diploma, with a total of 360 Credit-Hours (= 12 X 5-Day Courses or 6 X 10-Day Courses).

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

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

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


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

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

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## **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

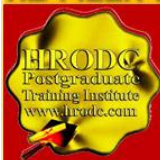
All short courses can accumulate to the required number of Credit-Hours, for the Postgraduate Certificate and Postgraduate Diploma, over a six-year period from first registration and applies to both general and specialist groupings. In this regard, it is important to note that short courses vary in length, 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 achieved, within the designated period. These Credit-Values, awards and their accumulation are exemplified below.

| <b>Examples of Postgraduate Course Credits:<br/>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>  |

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| <b>Examples of Postgraduate Course Credits:<br/>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>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 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;**

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- 9. Postgraduate Certificate in Corporate Governance;**
- 10. Postgraduate Diploma in Corporate Governance;**
- 11. Postgraduate Certificate in Costing and Budgeting;**
- 12. Postgraduate Diploma in Costing and Budgeting;**
- 13. Postgraduate Certificate in Client or Customer Relations;**
- 14. Postgraduate Diploma in Client or Customer Relations;**
- 15. Postgraduate Certificate in Engineering and Technical Skills;**
- 16. Postgraduate Diploma in Engineering and Technical Skills;**
- 17. Postgraduate Certificate in Events Management;**
- 18. Postgraduate Diploma in Events Management;**
- 19. Postgraduate Certificate in Health and Safety Management;**
- 20. Postgraduate Diploma in Health and Safety Management;**
- 21. Postgraduate Certificate in Health Care Management;**
- 22. Postgraduate Diploma in Health Care Management;**
- 23. Postgraduate Certificate in Human Resource Development;**
- 24. Postgraduate Diploma in Human Resource Development;**
- 25. Postgraduate Certificate in Human Resource Management;**
- 26. Postgraduate Diploma in Human Resource Management;**
- 27. Postgraduate Certificate in Information and Communications Technology (ICT);**
- 28. Postgraduate Diploma in Information and Communications Technology (ICT);**
- 29. Postgraduate Certificate in Leadership Skills;**
- 30. Postgraduate Diploma in Leadership Skills;**
- 31. Postgraduate Certificate in Law – International and National;**
- 32. Postgraduate Diploma in Law – International and National;**
- 33. Postgraduate Certificate in Logistics and Supply Chain Management;**
- 34. Postgraduate Diploma in Logistics and Supply Chain Management;**
- 35. Postgraduate Certificate in Management Skills;**
- 36. Postgraduate Diploma in Management Skills;**




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

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

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## **Service Contract, incorporating Terms and Conditions**

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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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