Organisational Development and Change Management: Conceptual, Contextual and Analytical Issues
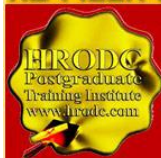Programme, Leading to Postgraduate Diploma in The Management of Organisational Development and
Change

HRODC Postgraduate Training Institute

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#167

Organisational Development and Change Management: Conceptual, Contextual and Analytical Issues

Programme

Leading To:

POSTGRADUATE DIPLOMA IN

The Management of Organisational Development and Change

HRODC Postgraduate Training Institute

HQ : 122A Bhylls Lane, Castlecroft, Wolverhampton, West Midlands WV3 8DZ, UK

Prof. Dr. Ronald B. Crawford - Director

HRODC
Postgraduate
Training Institute
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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.

Programme Coordinator:

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

- ➢ Doctor of Philosophy {(PhD) {University College London (UCL) - University of London)};

- ➢ MEd Management (University of Bath);

- ➢ Postgraduate (Advanced) Diploma Science Teacher Ed. (University of Bristol);

- ➢ Postgraduate Certificate in Information Systems (University of West London, formerly Thames Valley University);

- ➢ Diploma in Doctoral Research Supervision, (University of Wolverhampton);

- ➢ Teaching Certificate;
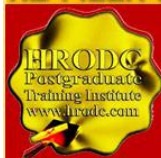
➤ Fellow of the Institute of Management Specialists;

➤ Human Resources Specialist, of the Institute of Management Specialists;

➤ Member of the Asian Academy of Management (MAAM);

➤ Member of the International Society of Gesture Studies (MISGS);

➤ Member of the Standing Council for Organisational Symbolism (MSCOS);

➤ Member of ResearchGate;

➤ Executive Member of Academy of Management (AOM). There, his contribution incorporates the judging of competitions, review of journal articles, and guiding the development of conference papers. He also contributes to the Disciplines of:

- Human Resources;
- Organization and Management Theory;
- Organization Development and Change;
- Research Methods;
- Conflict Management;
- Organizational Behavior;
- Management Consulting;
- Gender & Diversity in Organizations; and
- Critical Management Studies.

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

➤ University of London (Royal Holloway), as Research Tutor;

➤ University of Greenwich (Business School), as Senior Lecturer (Associate Professor), in Organisational Behaviour and Human Resource Management;

➤ University of Wolverhampton, (Wolverhampton Business School), as Senior Lecturer (Associate Professor), in Organisational Behaviour and Human Resource Management;

➤ London Southbank University (Business School), as Lecturer and Unit Leader.

His responsibilities in these roles included:

➤ Doctoral Research Supervisor;

➤ Admissions Tutor;

➤ Postgraduate and Undergraduate Dissertation Supervisor;

➤ Programme Leader;

➤ Personal Tutor

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

➤ Organisational Development (OD) Professional and Practitioners;

➤ Human Resource Professionals;

➤ Managers;

➤ Supervisor;

➤ Training and Development Specialists;

➤ Executive and Management Development Directors;

➤ Performance Consultants;

➤ Internal Corporate Consultant;

➤ Organisational Change Agents;

➤ Line Managers and Design Teams;

➤ Department Heads;

➤ Anyone who wants to build expertise in organizational design and change management.

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

Classroom-Based Programme Cost includes:

➤ Free Continuous snacks throughout the Event Days;

➤ Free Hot Lunch on Event Days;

➤ Free City Tour;

➤ Free Stationery;

➤ Free On-site Internet Access;

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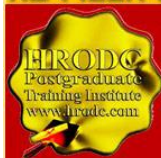
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➢ Postgraduate Diploma/ Diploma – Postgraduate –or

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

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

➢ **Our Branded Leather Conference Folder**;

➢ **Our Branded Leather Conference Ring Binder/ Writing Pad;**

➢ **Our Branded Key Ring/ Chain**;

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

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

➢ **Our Branded Metal Pen;**

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➢ **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.**

Organisational Development and Change Management: Conceptual, Contextual and Analytical Issues Leading to Postgraduate Diploma in The Management of Organisational Development and Change				
Module Number	Pre-existing Course #	Module Title	Page #	Credit Value
1		Contextualising Organisational Development and Organisational Change	11	Quad
2	031	Organisational Design: Structuring and Restructuring Organisations	12	Single
3	148	Organisational Culture and Cross-Cultural Communication	17	Single
4	006	Diversity Management: A Value Added Inclusion	20	Single
5	075	Employee Resourcing and Worker Motivation	23	Single
6		Advanced Performance Management for Individual and Organisational Effectiveness	26	Quad

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Programme Objectives

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

➢ Analyse education, training and development programmes;

➢ Apply the 'equity' theory to work situation from a 'differentiation perspective', rather than an 'equality perspective';
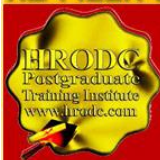
- Apply the concept of equifinality in organisational control;

- Apply their understanding of organisational diversity to promote a desirable level of cohesiveness, reducing the likelihood of 'groupthink';

- Appropriately define organisational structure;

- Develop an awareness of the relationship between organisational structure and leader and organisational flexibility;

- Cite Specific legislation and related cases relevant particular job design issues;

- Conduct individual and panel interviews;

- Critically appraise existing motivation strategy within their organisations, identifying and addressing gaps;

- Demonstrate an awareness of the fundamental issues associated with Organisational design and their implications for effective organisational functioning;

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

- Demonstrate an understanding of the Equal Opportunities Legislation and its implications for organisational operation;

- Demonstrate an understanding of the legal bases of Employee Resourcing;

- Demonstrate competence in 'diversity counselling';

- Demonstrate exceptional leadership in the management of a diverse workforce;

- Demonstrate expertise in 'relationship management';

- Demonstrate how popular motivation theories have contributed to our understanding of worker behaviour;

- Demonstrate the ability to effectively manage in situations where sentience exists, progressing towards its elimination;

- Demonstrate the need to balance the 'individualist' and 'collectivist' perspective to motivation;

- Demonstrate their ability to apply their knowledge of organisational diversity to reducing the likelihood of 'sentience';

- Demonstrate their ability to conduct a human resource audit;

- Demonstrate their ability to conduct job analysis;

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

➢ Demonstrate their ability to encourage the type of superior-subordinate relationship which will be conducive to organisational success;

➢ Demonstrate their ability to formulate a comprehensive motivation strategy;

➢ Demonstrate their ability to formulate, implement and monitor an effective diversity policy;

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

➢ Demonstrate their ability to manage complaints and disciplinary systems in such a way that all opportunities for discrimination are removed;

➢ Demonstrate their ability to translate motivation theory into practice;

➢ Demonstrate their appreciation of the need for a variance in intrinsic and extrinsic values if motivation;

➢ Demonstrate their awareness of the bases for racial, ethnic and gender discrimination, focusing on the social identity perspective;

➢ Demonstrate their understanding of 'sentience' as a basis for discrimination;

➢ Demonstrate their understanding of the different bases of co-ordination;

➢ Design a system by which organisational diversity will be managed;

➢ Design an effective induction package;

➢ Design an organisation adhering to the principles of horizontal and vertical relationship;

➢ Design job description and personnel specification for particular roles;

➢ Design ways of stabilizing staff turnover/high turnover;

➢ Determine how management information systems support organisational control;

➢ Determine the cybernetic value of computerised information system in general organisational functioning and specifically management control system;

➢ Determine the level of worker autonomy to permit when dealing with highly motivated staff;

➢ Determine the organisational benefits of organisational diversity, on the bases of cost, resource acquisition, marketing, creativity & system flexibility;

➢ Determine the organisational benefits of Zero base budgeting;

➢ 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;

➢ Devise a managed approach to organisational culture;

➢ Devise a strategy for the creation of a bias-free human resource management;

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➢ Devise a system by which gender, racial and ethnic heterogeneity are promoted;

➢ Devise ways to encourage a 'gender friendly' work environment - manifest in a bias-free career & promotion system and reduction in work-family conflict;

➢ Discuss the co-ordinating mechanism in a simple structure;

➢ Distinguish between different organisational structures;

➢ Distinguish between equal opportunities and diversity management;

➢ Distinguish between JIT system and material requirements planning;

➢ Distinguish between organismic and mechanistic structures;

➢ Distinguish between the basic types of structure;

➢ Distinguish between the different sets of motivation theories, notably content, process and reinforcement;

➢ Distinguish between the different types of matrix structures;

➢ Evaluate the appropriateness of the application of particular theoretical aspects of motivation to specific situations;

➢ Evaluate the impact of a haphazard management accounting system on the overall organisational control mechanism;

➢ Exhibit an understanding of the desirability of a limited turnover of staff.

➢ Exhibit the ability to detect tendencies towards 'sentience' as a direct result of diversity;

➢ Explain the approaches to organisational design;

➢ Explain the import conversion export process;

➢ Follows the common trends in the popular motivation theories;

➢ Formulate a workable motivation strategy;

➢ Identify an organisational structure from verbal description;

➢ Identify horizontal relationships in organisational design;

➢ Illustrate communication channels in an organisational chart;

➢ Illustrate how the contingency approach to motivation might be applied to different situations;

➢ Illustrate lines of authority in an organisational chart;

➢ Illustrate the effect of organisational structure on communication within an organisation;

➢ Illustrate their ability to design an appropriate organisational structure that takes account of contingent internal and external environmental factors;

➢ Indicate the importance of vertical and horizontal relationships in organisational design;

- Indicate the part that training and development play in worker motivation;

- Indicate when managerial control should be relaxed, to facilitate organisational development and continuous profession al development;

- Locate performance related pay, productivity bonuses and other remuneration inducement within existing motivation theory;

- Manage recruitment and selection within a 'resourcing context';

- Manage the motivation process, taking account of the differences in preferences and expectation of workers;

- Manage the process of motivation, taking account of socio cultural and economic differences;

- Match the organisational design approach with the level of development of the organisation;

- Name the fundamental organisational structures and their variations;

- Provide examples of different bases of divisional structure;

- Provide the bases for structural contingencies;

- Recognise resonation, taking the necessary steps to avert or prevent its reoccurrence;

- Recommend the most appropriate structure for an organisation, taking contingent factors into account;

- Relate specific recruitment, selection, retention and exit issues to UK and European legislation;

- Show the vertical relationships in an organisational chart;

- Suggest the approaches which might be adopted in designing an organisation;

- Suggest the constraints that specific UK Protective Legislation place on the recruitment, selection and management of employees;

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

- Use candidate assessment form in short listing and weight a candidate assessment form, on the basis of job description and personnel specification.

Programme Contents, Concepts and Issues

Module 1
Contextualising Organisational Development and Organisational Change (Quad Credit)

- ➢ Concept of Organisational Development (OD)

  - ● Defining OD.

- ➢ Differing Perspectives of Organisational Development:

  - ● Organisational Climate;

  - ● Organisational Culture;

  - ● Organisational Norms;

  - ● Organisational Values;

  - ● Organisational Power Structure.

- ➢ Worker Commitment;

- ➢ Aspects of Quality of Working Life:

  - ● Adequate and Fair Compensation;

  - ● Healthy and Safe Working Conditions;

  - ● Development and Growth of Human Capacities;

  - ● Growth and Security;

  - ● Social Integration of People;

  - ● Constitutionalism;

  - ● Protection of Total Life Space;

  - ● Social Relevance of Work.

- ➢ Foundations of Organisational Change:

  - ● Levels and Characteristics of Organisational Change;

  - ● Models of Organisational Change;

  - ● Organisations as Systems;

  - ● Organisations as Socially Constructed;

  - ● OD Practitioners;

  - ● The Organisation Development Consulting Profession.

Module 2
Organisational Design: Structuring and Restructuring Organisations

M2 - Part 1: Contextualising Organisational Structure

- ➢ Defining Organisations;
- ➢ Social Organisations;
- ➢ Formal Organisations;
- ➢ Salient Elements of Organisational Analysis;
- ➢ Roles;
- ➢ Responsibilities;
- ➢ Accountability:
    - Internal Accountability;
    - Upward Accountability;
    - Downward Accountability.
- ➢ The Organisation's External Accountability:
    - Accountability To Owners/Sponsors;
    - Accountability To Clients/Users/Customers;
    - Accountability To Creditors;
    - Accountability To Sector Or Industry;
    - Accountability To The State.
- ➢ Authority:
    - Traditional Authority;
    - Charismatic Authority;
    - Legitimate Authority;
    - Professional Authority.
- ➢ Power;
- ➢ Organisational Power Sources:
    - Authority;
    - Control over resources;
    - Control over information, access to and control over the information flow;

- Control over uncertainty;

- Unobtrusive Power.

➢ Delegation:

  - Bases of Delegation;

  - Delegation and Professional Authority;

  - Delegation and Superior-Subordinate Relationship;

M2 - Part 2: Organisational Design: Typologies and Principles

➢ An Introduction to Organisational Design;

➢ Approaches to Organisational Design;

➢ Classical Organisational Design;

➢ Bases of Classical Organisational Design:

  - Formal authority;

  - Rules & regulations;

  - Precedent for the establishment of future policy.

➢ Protagonists of the Classical Approach to organisational Design:

  - Max Weber;

  - Frederick Taylor;

  - Henri Fayol.

➢ Neo-Classical Organisational Design;

➢ Protagonists of Neo-Classical Organisational Design:

  - Douglas McGregor;

  - Rensis Likert;

  - Chris Argyris.

➢ Scientific Management to Organisational Design: Mechanistic Approach to Organisational Design;

➢ Human Relations Movement: Humanistic Approach to Organisational Design;

➢ Contingency Approaches to Organisational Design: Structure-Environment Match:

  - Organisational Structure for a Stable Environment;

  - Organisational Structure for Changing Environment;

  - Organisational Structure for Turbulent Environment.

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➢ 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.

M2 - Part 3: Organisational Design Features

➢ Vertical Relationships in Organisational Design;

➢ Horizontal Relationships in Organisational Design;

➢ Lines of Authority and Accountability in Organisational Design;

➢ Types of Organisational Structure:

- The Simple Structure;

- The Functional Structure;

- The Divisional Structure and Its Internal Relationships.

➢ Bases of Divisionalisation:

- Product Divisional Structure;

- Service Divisional Structure;

- Geographic or Regional Divisional Structure.

➢ The Matrix Structure:

- Divisional Matrix Structure;

- Functional Matrix Structure.

➢ Customised Matrices;

➢ The Divisional Structure Compared with the Functional Structure on the Basis of:

- Communication;

- Co-Ordination;

- Worker Autonomy.

➢ The Organisation of the Matrix Structure;

➢ Identifying and Designing Organisational Structures.

M2 - Part 4: Organisational Control, Communication and Decision-making in Matrix and Hierarchical Structures

- Control as an Operational Necessity;
- Control as a Co-ordinating Mechanism;
- Bases of Co-ordinating:
  - Mutual Adjustment;
  - Direct Supervision;
  - Standardisation of Work Process;
  - Standardisation of Output;
  - Standardisation of Input.
- Structurally Derived Control System;
- Importance of Communication In Organisation;
- Corporate and Subsystem Needs:
  - Programmes;
  - Decisions;
  - Problems;
  - Emergencies And Contingencies;
  - Individual, Subsystem And System Needs And Functions.
- Barriers To Communication:
  - Language;
  - Cultural Differences;
  - Power Distance;
  - Emotion.

M2 - Part 5: Empirical Exploration of Organisational Control, Communication Pattern and Decision-making in Matrix and Hierarchical Structures

➢ Organisational Control: Control Mechanism in the Matrix and Hierarchical Structures

➢ Control Features in the Matrix Structure;

➢ Control Mechanism in the Hierarchical Structures;

➢ Decision-Making and Communication Patterns in Functional Structures;

➢ Decision-Making and Communication Patterns in Divisional Structure;

➢ Decision-Making and Communication Patterns in Matrix Structures;

➢ The Interrelationship between Organisational Design and International Business;

➢ The Place of the Divisional Structure in International Operations;

➢ Communication In Organisation: The Problem Of Overload;

➢ Organisation-wide communication as a feature of relationships: The ability of the organisations to cope with these demands;

➢ Written information in Matrix and Hierarchic Structures;

➢ The use of meetings as a medium of communication and a system of management.

M2 - Part 6: Organisational Structure and Flexibility: An Empirical Exploration

➢ Two Elements of Organisational Flexibility:
- Individual Autonomy;
- Structurally Derived - Facilitating Response To Environment;

➢ Factors That Determine Which Organisational Activities Are Established As Organisational 'Customs' or 'Practices';

➢ Norms and Behavioural Expectations;

➢ The Degree To Which Norms Specify How Organisational Activities Are To Be Conducted;

➢ The Relationship Between The Type of Organisational Structure In Which Workers Operate, on The One Hand, and the Degrees of Autonomy Which They Have Over Organisational Activities, on The Other;

- ➢ The Implication of Structurally Derived Autonomy For The Strategic Flexibility Of Organisations;

- ➢ Is Organisation-Wide Flexibility - The Ability Of Corporate Managers To Deal, Swiftly, With Pertinent Issues - Is Structurally Related?;

- ➢ Is Managerial Discretion - Freedom To Exercise Discretion In Decision-Making, While Maintaining Workers' Support - Is Structurally Enshrined?;

- ➢ Structural Facilitation of Institutionalisation of Ideologies;

- ➢ Ideological Growth and Flexibility Constraints;

- ➢ Structural Imposition of Expectation for Consultation, when swift and decisive action is required;

- ➢ Organisational Structure and Leadership Style: Maintenance of Desirable Superior-Subordinate Relationship;

- ➢ The Concept of 'Flexion'?

- ➢ Staff deployment as an Issue for Structural Flexibility;

- ➢ Structural Implications for Demand for Participation in Decision-making;

- ➢ Structure-Cultural Infusion;

- ➢ Matrix and Hierarchical Structures: Flexibility or Flexion.

Module 3
Organisational Culture and Cross-Cultural Communication

M3 - Part 1: Understanding Organisational Culture

- ➢ Concept of Organisational Culture;

- ➢ Layers of Organisational Culture;

- ➢ Framework for Organisational Culture;

- ➢ Elements of Organisational Culture;

- ➢ Culture Classification:

  - • Role Culture;

  - • Task Culture;

  - • Power Culture.

- ➢ Types of Organisational Culture:

- Constructive;
- Passive-Defensive;
- Aggressive-Defensive.
- Factors Influencing Organisational Culture;
- The Relationship between Power Culture and Organisational Structure;
- Sources of Culture;
- Culture As a Liability;
- Culture and Managerial Action;
- Organisational Culture Improvement.

M3 - Part 2: Influencing and Managing Organisational Culture

- How Organisation Culture is Formed;
- Embedding Organisation Culture;
- Building Organisation Culture;
- Strong Culture vs. Weak Culture;
- How Employees Learn Culture;
- How Culture Affects Managers;
- Implication or Process/Maintaining Culture;
- Keeping a Culture Alive;
- Measuring Organisational Culture:
  - Quantitative;
  - Qualitative.
- Managing Organisational Culture;
- Functions of Culture.

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M3 - Part 3: The Symbiotic Relationship between Organisational Culture and Organisational Structure

➢ Structural Variations;

➢ Simple Structure and Cultural Practices;

➢ Functional Structure, Norms, Values, Ritualistic Cultural Practices

➢ Divisional Structure and cultural Inclinations

➢ The Role Culture and its Structural Manifestation

➢ The Task Culture and its Structural Symbiosis

➢ The Concept of 'Flexion' in Culture-Structure Symbiosis

M3 - Part 4: Culture and the Management of Change

➢ How to Change Culture;

➢ The Need for Culture Change;

➢ Elements Affecting Culture Change;

➢ Why Culture Doesn't Change?;

➢ When Culture Can Change;

➢ The Effect of Culture on Organisational Change;

➢ Organisational Change and Cultural Resistance;

➢ Cultural Cementation;

➢ Flexibility vs. 'Flexion' in Organisational Change.

M3 - Part 5: Conducting a Cultural Analysis

➢ Diagnosing the Current Organizational Culture;

➢ Defining the Desired Organizational Culture;

➢ Perfor

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➢ ming a Gap Analysis.

M3 - Part 6: Cross – Cultural Communication (1)

➢ Defining Communication;

➢ Communication: The Flow;

➢ What is Effective Communication?;

➢ Barriers to Cultural Communication:

- Ethnocentrism;

- Stereotyping;

- Cultural Blindness;

- Cultural Imposition;

- Tone Differences;

- Discrimination;

➢ General Guidelines for Managers to Overcome Conflicts in Workplace Due to Discriminatory Attitude of Employees.

M3 - Part 7: Cross – Cultural Communication (2)

➢ The Communication Process;

➢ Problems of Language;

➢ Effects of Culture on Cross-Cultural Communication;

➢ Methods of Communication:
- Oral;
- Written;
- Nonverbal;
- Electronic (Computer-Aided Communication).

➢ Codes Use in Communication;

➢ Cross Culture Communication;

➢ Importance of Cross Culture Communication;

➢ Different Attitudes Towards Various factors of Human Relationship:
- Time;
- Space;
- Frankness;
- Values;

- Expression of Emotions.

M3 - Part 8: Cross – Cultural Communication (3)

➢ Verbal Communication Differences;

➢ High Context and Low Context Cultures;

➢ Uncertainty and Anxiety;

➢ Strategies to Reduce Anxiety;

➢ How to Resolve Conflict;

➢ Learning About Other Cultures;

➢ Eye Contact;

➢ Gesture;

➢ Developing Cross Cultural Communication Skills;

➢ Reminders while Interacting and Connecting with People;

➢ Handshake;

➢ Improving Cross Cultural Communication;

➢ Welcome Topics ;

➢ Topics to Avoid During Conversation;

➢ Precautions in Cross-Cultural Communication;

Module 4
Diversity Management: A Value-Added Inclusion

➢ The Concepts of Equal Opportunities and Diversity Management;

➢ Equal Opportunities in Employment and the British Legislation;

➢ Exploring Workforce Diversity;

➢ Cultural Diversity, Generally;

➢ Gender Diversity;

➢ Racial Diversity;

➢ Ethnic Diversity;

➢ Age Diversity;

➢ Perceptual and Mental Diversity;

➢ Physical Diversity;
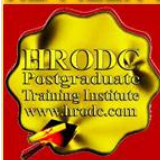
- Sexuality Diversity;

- Sentience as a Basis for Racial, Ethnic and Gender Discrimination;

- Racial, Ethnic and Gender Discrimination: The Social Identity Perspective;

- Gender and Sex Discrimination;

- Age Discrimination (Ageism and Reverse Ageism);

- Disability Discrimination;

- Racial Discrimination;

- Discrimination as Social Identity;

- Understanding and Dealing with Sentience;

- The Effectiveness of the British Legislation in Protecting the Rights of the Disadvantaged Groups;

- Gender Disparity in Organisations: An Analysis of the Status of Women in the Workplace;

- Diversity Mismanagement and Its Consequence for Organisational Survival: Some Case Examples;

- Beyond Equal Opportunities: Towards Diversity Management;

- Diversity Management and Effective Human Resource Utilization;

- Constitution of Committees and Task Forces;

- Gate Keeping: Avoiding 'Resonation';

- Utilizing Marketing Intelligence;

- Activities Necessary for an Effective Management of Organisational Diversity: Managing Organisational Culture;

- Ensuring Human Resource Management System Is Bias Free;

- Managing Diversity through Recruitment, Training, Education & Development;

- Managing Diversity in Appraisal, Compensation and Benefits;

- Promotion;

- Creating a Higher Career Involvement of Women: Eliminating Dual Career Routes;

- Managing Diversity through the Prevention of Subtle Sexual Harassment;

- Managing Racial, Ethnic and Gender Diversity through the Elimination of the Opportunities for Discrimination That Are Created By the 'Complaints System';

- Reducing Work-Family Conflict;

- Promoting Heterogeneity in Race, Ethnicity, Nationality;

- Being Mindful of the Effect of Homogeneity on Cohesiveness and Groupthink;

- ➢ Effective Diversity Management and Organisational Success;

- ➢ Some Effective Diversity Initiatives;

- ➢ Mummy Tracks;

- ➢ Granny Crèche;

- ➢ Employment of Older People;

- ➢ Example of Organizations with Diversity-Enhanced Environments:

  - Wall Street Journal;

  - Lockheed Martin Aeronautics Company;

  - Clairol;

  - Quaker Oats;

  - IBM;

  - Ciba-Geigy;

  - Pacific Telesis;

  - Mercedes Benz;

  - Levi Strauss.

- ➢ Managing Cultural Differences: Promoting An Understanding Of Sensitivity   Towards Differences Existing Among Workers, e.g. in:

  - Culture;

  - Gender;

  - Ethnicity;

  - Race;

  - Sexuality;

  - Age;

  - Disability.

- ➢ Taking Advantage of the Opportunities Which Diversity Provides;

- ➢ Organisational Diversity and the Issue of 'Sentience';

- ➢ Relationship Management;

- ➢ Diversity Management, Workforce Flexibility and Flexible Working Practices;

- ➢ Developing, Monitoring and Enforcing Equal Opportunities and Diversity Policies;

- ➢ The Adaptation of a Leadership Style That Is Conducive To an Effective Diversity Management System.

Module 5
Employee Resourcing and Worker Motivation

M5 - Part 1: The Legal Bases of Employee Resourcing (1)

- ➤ The Psychological Contract and Its Legal Bases
- ➤ Genuine Occupational Qualification (GOQ);
- ➤ Employees, Workers, and Contractors: Their Distinction and Legal Implications;
- ➤ Avoiding Accusations of Discrimination in Employment;
- ➤ Holiday Entitlement;
- ➤ Job Design and the Equality and Other Regulations:
  - ● Mechanistic Job Design;
  - ● Biological Job Design;
  - ● Perceptual Job Design;
  - ● Motivational Job Design.
- ➤ Legal Issues in Recruitment and Selection: Avoiding Discrimination;
- ➤ Statutory Information Requirement and Timescale for New Employees;
- ➤ Employees as Intellectual Capital.

M5 - Part 2: The Legal Bases of Employee Resourcing (2)

- ➤ Exploiting the Organisation's Intellectual Property;
- ➤ Protecting the Organisation's Intellectual Property;
- ➤ Employee vs. Employer in Ownership of Intellectual Property Rights;
- ➤ Patent and Intellectual Property Rights;
- ➤ Research and Development and Intellectual Property Rights;
- ➤ Research and Development and the Patent Act;
- ➤ 'Reverse Engineering' and Intellectual Property Rights;
- ➤ Instant Dismissal or Summary Dismissal?;
- ➤ Employment of 'Workers', Subject to Immigration Control;

➢ Statutory Instruments   2014 No. 1262 - Immigration - The Immigration (Employment of Adults Subject To Immigration Control) (Maximum Penalty) (Amendment) Order 2014.

M5 - Part 3: Systematising the Recruitment and Selection Process

➢ Systematic Recruitment and Selection Process;

➢ Job Analysis;

➢ Job Description;

➢ Personnel Specification;

➢ Market Targeting;

➢ Designing and Placing Advertisement;

➢ Weighting and Using a Candidate Assessment Form (CAF);

➢ Non-Conventional Personnel Selection;

➢ Short Listing Candidates;

➢ Conducting Selection Interviews;

➢ The problems and benefits of Web-based Recruitment;

➢ International E-Selection: Its Organisation, and Management;

➢ International Video-Based Selection: Understanding and addressing its associated problems;

➢ Employees:

● Benefits of Internal Selection;

● Problems with Internal Selection.

➢ Human Resource Planning (HRP).

M5 - Part 4: Practicalising the Recruitment and Selection Process

➢ Determining or Predicting Vacancies;

➢ Conducting Job Analysis;

➢ Designing Job Description;

➢ Designing Personnel Specification;

➢ Market Targeting;

➢ Designing and Placing Advertisement;

➢ Weighting and Using a Candidate Assessment Form (CAF);

➢ Short Listing Candidates;

➢ Conducting Selection Interviews;

➢ Deciding on Preference Order of Candidates;

➢ Notifying Successful Candidates.

M5 - Part 5: Motivation Theories and Their Protagonists (1)

➢ Content Theories and Some of Their Contributors;

➢ Maslow's Hierarchy of Needs;

➢ Analysis of Maslow's Claims;

➢ McClelland's Studies;

➢ Taylor: Money and Motivation;

➢ Motivator-Hygiene Factor: Herzberg's Contribution.

M5 - Part 6: Motivation Theories and Their Protagonists (2)

➢ Process Theories;

➢ Equity Theory;

➢ Goal-Setting Theory;

➢ Expectancy Theory;

➢ Equitable Reward Systems;

➢ Reinforcement Theories.

M5 - Part 7: Universalist and Contingency Approaches to Motivation

➢ Motivation and Contingency Theory;

➢ The Contingency Approach to Motivation;

➢ The Collectivist vs. the Individualist Perspective of Motivation;

➢ Common Trends in Motivation Theories;

➢ Intrinsic and Extrinsic Values of Motivation;

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➢ Motivation and Worker Behaviour.

Module 6
Advanced Performance Management for Individual and Organisational Effectiveness

M6 - Part 1: Overview of Performance Management

➢ The Foundations of Performance Management:

- Defining Performance Management;

- Performance Management: A Short History;

- Understanding Merit Rating;

- Defining Management by Objectives;

- Developments in Assessment Techniques;

- Conducting Performance Appraisal;

- Entering Performance Management;

- Importance of Performance Management;

- Comparison of Different Approaches.

➢ The Conceptual Framework of Performance Management:

- Performance Management Theories;

- Performance Management Values.

➢ The Meaning of Performance:

- Contextual Factors;

- Performance Management vis-à-vis Motivation;

- Performance Management and Psychological Contract

➢ Views on Performance Management:

- The Critical Arena;

- Views of Commentators;

- Implications.

M6 - Part 2: Performance Management in Practice

- ➢ Performance Management Systems:
  - Performance Management: Concept;
  - Performance Management as a System;
  - Objectives of Performance Management;
  - Principles of Performance Management;
  - Characteristics of Performance Management;
  - The Performance Management Cycle;
  - Performance and Development Planning;
  - Performance Measures;
  - The Performance and Development Agreement;
  - Managing Performance throughout The Year;
  - Formal Performance Reviews;
  - Analysing and Assessing Performance;
  - The Ethical Dimension;
  - Concerns in Performance Management;
  - Effective Performance Management.
- ➢ Managing Performance Management:
  - How Should Performance Management Be Managed;
  - What Needs To Be Managed?;
  - The Approach to Managing Performance Management;
  - Performance Management Documentation;
  - Web-Enabled Performance Management;
  - The Role of HR.
- ➢ Managing Under-Performance:
  - The Problem of Under-Performance;
  - Dealing with Under-Performance.

M6 - Part 3: Performance Management Process

- Developing Goal Setting:
  - Principles of Goal Setting;
  - Goals and Feedback;
  - Types of Goals;
  - Smart Objectives;
  - Good Objectives;
  - Integrating Goals;
  - How to Set Goals.

- Analysing the Concept of "Feedback":
  - Defining Feedback;
  - The Nature of Feedback;
  - Use of Feedback;
  - How Effective is Feedback;
  - Feedback Expert Systems.

- Overview of 360-Degree Feedback:
  - Defining 360-Degree Feedback;
  - The Rationale For 360-Degree Feedback;
  - Use of 360-Degree Feedback;
  - 360-Degree Feedback Methodology;
  - 360-Degree Feedback and Appraisal;
  - Effectiveness of 360-Degree Feedback;
  - 360-Degree Feedback: Advantages and Disadvantages;
  - 360-Degree Feedback Concept.

- Conducting Performance Reviews:
  - The Process of Reviewing Performance;
  - The Formal Performance Review Meeting;
  - Problems with Formal Performance Reviews;
  - Preparing For Formal Review Meetings;
  - Self-Assessment;
  - Conducting a Formal Performance Review Meeting.

➢ Analysing and Assessing Performance:

- Evidence-Based Performance Management;
- Analysing Performance;
- The Process of Rating;
- Rating Scales;
- Forced Distribution;
- Behaviourally Anchored Rating Scales;
- Behavioural Observation Scales;
- Arguments For and Against Rating;
- Alternatives to Rating;
- Conclusion.

➢ Learning the Techniques of Effective Coaching:

- Definition of Coaching;
- The Process of Coaching;
- Approach to Coaching;
- Techniques of Coaching;
- Coaching Skills;
- Developing a Coaching Culture.

M6 - Part 4: Performance Management in Action

➢ Performance Management Surveys:

- CIPD;
- E-Reward;
- Household and Jirasinghe;
- Lawler and McDermott;
- The Institute Of Employment Studies;
- The Work Foundation;

➢ Performance Management Models:

- Astra-Zeneca Company;
- CEMEX;
- Centrica;

- DHL;
- Halifaxbos;
- Pfizer Inc.;
- Raytheon;
- Royal College of Nursing;
- Standard Chartered Bank;
- Victoria and Albert Museum;
- Yorkshire Water.

➢ Reactions to Performance Management:
- The Focus Groups.

➢ The Impact of Performance Management:
- How Performance Management Improves Performance;
- Establishing the Impact;
- Evidence from Research.

M6 - Part 5: Application of Performance Management

➢ Managing Organisational Performance:
- The Process of Managing Organisational Performance;
- The Strategic Approach to Managing Organisational Performance;
- Business Performance Management System;
- Organisational Capability;
- Performance Management and Human Capital Management;
- Performance Management and Talent Management;
- Developing a High-Performance Culture;
- Quantifying Performance.

➢ Team Performance Management:
- Teams and Performance;
- Team Defined;
- The Performance of Individual Team Members;
- Team Competencies;
- Performance Measures for Teams;
- Team Performance Management Processes.

- ➢ Learning Through Performance Management:

    - Helping People to Learn Through Performance Management;

    - Learning Opportunities;

    - Personal Development Planning.

- ➢ The Link between Performance Management and Reward:

    - Performance Management and Non-Financial Rewards;

    - Performance Management and Pay.

M6 - Part 6: Developing and Maintaining Performance Management

- ➢ Developing Performance Management:

    - The Development Framework;

    - Stages of Development;

    - Contextual Factors;

    - Approach to Development;

    - Performance Management Development Programme.

- ➢ The Performance Management Role of Line Managers:

    - The Performance Management Role of Line Managers;

    - Issues with the Performance Management Role of Line Managers;

    - Addressing the Issues;

    - Gaining the Commitment of Line Managers;

    - Developing Skills.

- ➢ Learning about Performance Management:

    - The Rationale for Performance Management;

    - Contribution;

    - Skills;

    - Formal Learning;

    - Less Formal Learning

- ➢ Evaluating Performance Management:

    - Criteria;

    - Method;

    - A Typical Approach.

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

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

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

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

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

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

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

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

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

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

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

➤ Completed Postgraduate Application Form, including a passport sized picture affixed to the form;

➤ A copy of Issue and Photo (bio data) page of the applicant's current valid passport or copy of his or her Photo-embedded National Identity Card;

➤ Copies of credentials mentioned in the application form.

Admission and Enrolment Procedure

- ➤ On receipt of all the above documents we will assess applicants' suitability for the Course or Programme for which they have applied;

- ➤ If they are accepted on their chosen Course or Programme, they will be notified accordingly and sent Admission Letters and Invoices;

- ➤ One week after the receipt of an applicant's payment or official payment notification, the relevant Course or Programme Tutor will contact him or her, by e-mail or telephone, welcoming him or her to HRODC Postgraduate Training Institute;

- ➤ Those intending to study in a foreign country, and require a Visa, will be sent the necessary immigration documentation, to support their application;

- ➤ Applicants will be notified of the dates, location and venue of enrolment and orientation, where appropriate.

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

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

1. Intensive Full-time (Classroom-Based) Mode, lasting 3 months for Postgraduate Diploma, and 6 weeks for Postgraduate Certificate. These durations are based on six hours' lecturer-contact per day, five days (30 hours) per week, for Postgraduate Diploma.

2. Video-Enhanced On-Line Mode. This interactive online mode lasts twenty (20) weeks, for Postgraduate Diploma, and ten (10) weeks for Postgraduate Certificate. Our calculation is based on three hours per day, six days per week.

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

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Introducing Our Video-Enhanced Online Study Mode

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

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

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

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

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➢ For example, a 5-day classroom-based course, which costs Five Thousand Pounds, is only Three Thousand Three Hundred and Fifty Pounds (£3,350.00) in Video-Enhanced Online Mode.

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

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

Cumulative Postgraduate Certificate and Postgraduate Diploma Courses

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

On this basis, the definitive calculation on the Award requirement is based on the number of hours studied (aggregate credit-value), rather than merely the number of credits achieved. This approach is particularly useful when a student or delegate studies a mixture of courses of different credit-values.
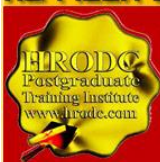
For those delegates choosing the accumulative route, it is advisable that at least one or two credits be attempted each year.   This will ensure that the required 180 Credit-Hours and 360 Credit-Hours, for the Postgraduate Certificate and Postgraduate Diploma, respectively, are

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

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

Exemplification of Accumulated Postgraduate Certificate and Postgraduate Diploma Award Titles

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

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

1. **Postgraduate Diploma in Accounting and Finance;**

2. **Postgraduate Certificate in Accounting and Finance;**

3. **Postgraduate Certificate in Aviation Management;**

4. **Postgraduate Diploma in Aviation Management;**

5. **Postgraduate Certificate in Industrial Health and Safety Management, Incorporating Oil and Gas Safety;**

6. **Postgraduate Diploma in Industrial Health and Safety Management, Incorporating Oil and Gas Safety;**

7. **Postgraduate Certificate in Business Communication;**

8. **Postgraduate Diploma in Business Communication;**

9. **Postgraduate Certificate in Corporate Governance;**

10. **Postgraduate Diploma in Corporate Governance;**

11. **Postgraduate Certificate in Costing and Budgeting;**

12. **Postgraduate Diploma in Costing and Budgeting;**

13. **Postgraduate Certificate in Client or Customer Relations;**

14. **Postgraduate Diploma in Client or Customer Relations;**

15. **Postgraduate Certificate in Engineering and Technical Skills;**

16. **Postgraduate Diploma in Engineering and Technical Skills;**

17. **Postgraduate Certificate in Events Management;**

18. **Postgraduate Diploma in Events Management;**

19. **Postgraduate Certificate in Health and Safety Management;**

20. **Postgraduate Diploma in Health and Safety Management;**

21. **Postgraduate Certificate in Health Care Management;**

22. **Postgraduate Diploma in Health Care Management;**

23. **Postgraduate Certificate in Human Resource Development;**

24. **Postgraduate Diploma in Human Resource Development;**

25. **Postgraduate Certificate in Human Resource Management;**

26. **Postgraduate Diploma in Human Resource Management;**

27. **Postgraduate Certificate in Information and Communications Technology (ICT);**

28. **Postgraduate Diploma in Information and Communications Technology (ICT);**

29. **Postgraduate Certificate in Leadership Skills;**

30. **Postgraduate Diploma in Leadership Skills;**

31. **Postgraduate Certificate in Law – International and National;**

32. **Postgraduate Diploma in Law – International and National;**

33. **Postgraduate Certificate in Logistics and Supply Chain Management;**

34. **Postgraduate Diploma in Logistics and Supply Chain Management;**

35. **Postgraduate Certificate in Management Skills;**

36. **Postgraduate Diploma in Management Skills;**

37. **Postgraduate Certificate in Maritime Studies;**

38. **Postgraduate Diploma in Maritime Studies;**

39. **Postgraduate Certificate in Oil and Gas Operation;**

40. **Postgraduate Diploma in Oil and Gas Operation;**

41. **Postgraduate Certificate in Oil and Gas Accounting;**

42. **Postgraduate Diploma in Oil and Gas Accounting;**

43. **Postgraduate Certificate in Politics and Economic Development;**

44. **Postgraduate Diploma in Politics and Economic Development;**

45. **Postgraduate Certificate in Procurement Management;**

46. **Postgraduate Diploma in Procurement Management;**

47. **Postgraduate Certificate in Project Management;**

48. **Postgraduate Diploma in Project Management;**

49. **Postgraduate Certificate in Public Administration;**

50. **Postgraduate Diploma in Public Administration;**

51. **Postgraduate Certificate in Quality Management;**

52. **Postgraduate Diploma in Quality Management;**

53. **Postgraduate Certificate in Real Estate Management;**

54. **Postgraduate Diploma in Real Estate Management;**

55. Postgraduate **Certificate** n 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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