HRODC Postgraduate Training Institute, A Postgraduate-Only Institution, Verified by, & Registered With, UK's Department for Education.

#010

Human Resource Management: A Practitioner's Approach, Postgraduate Programme.

Leading To:

Postgraduate Diploma in

Human Resource Management.

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

+44 1902 763 607;
+44 20 8133 2760;
+44 7736 147 507;
+44 7586 676 208.

https://www.hrodc.com
institute@hrodc.com;
london@hrodc.com
Skype: hrodcltdpgti4

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Prof. Dr. R. B. Crawford - Director
PhD (UCL – Uni London); MEd M. (Uni Bath); PGC IS (Uni West London); Adv Dip Sc Ed (Uni Bristol); PG Dip Doctoral Research Supervision (Uni Wolverhampton); F.I.M.S.; HR Specialist (I.M.S.); Executive M. AOM; M. AAM; M. ISGS; M. SCOS; M. RG.
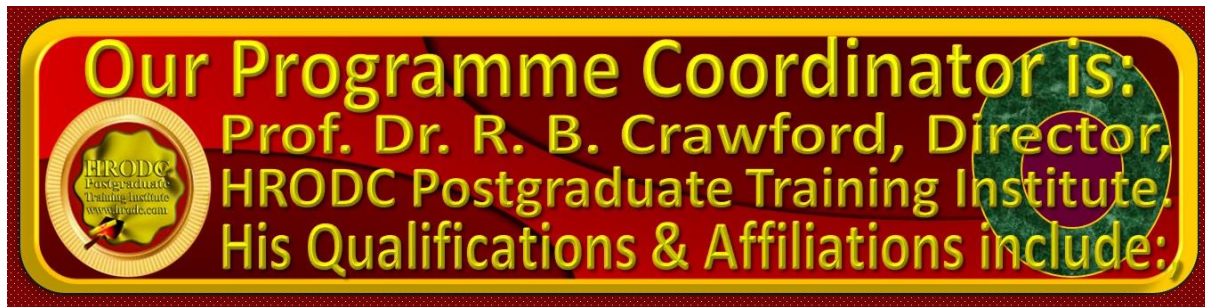
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General Diploma: Access To Postgraduate.
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Our Programme Coordinator is: Prof. Dr. R. B. Crawford, Director, HRODC Postgraduate Training Institute. His Qualifications & Affiliations include:

➢ 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;

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

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

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

His responsibilities in these roles included:

➢ Doctoral Research Supervisor;

➢ Admissions Tutor;

➢ Postgraduate and Undergraduate Dissertation Supervisor;

➢ Programme Leader;

➢ Personal Tutor

He was formerly an Expatriate at:

▪ Ministry of Education, Sokoto, Nigeria;

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

▪ University of Sokoto, Nigeria;

▪ College of Education, Sokoto, Nigeria; and

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

➢ Assistant Vice Chancellor for Advancement;

➢ Board of Directors;

➢ Business Development Experts;

➢ Business Owners;

➢ Consultants;

➢ Continuous Professional Reviewers;

➢ Corporate Administration Advisors;

➢ Corporate Directors;
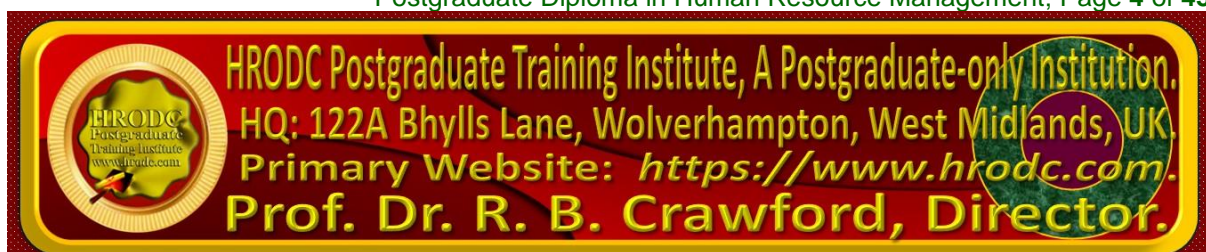
➤ Corporate Managers;

➤ Department Heads;

➤ Development Training Coordinators;

➤ Directors of Leadership, Services and Consulting;

➤ Directors, Executive and Leadership Development;

➤ Directors, Strategic Business Improvements;

➤ Divisional Managers;

➤ Employee Development Managers;

➤ Entrepreneurs;

➤ Executive and Management Development Directors;

➤ Executive Directors, Ministry Leadership Formation;

➤ Executive Managers;

➤ Executives;

➤ External Change Agents;

➤ HR Generalists;

➤ HR Leaders, Global HR Leadership Development;

➤ HR Managers;

➤ HR Professionals;

➤ Human Resource (HR) Consultants;

➤ Human Resource (HR) Development Specialists;

➤ Human Resource (HR) Directors;

➤ Human Resource (HR) Executives;

➤ Human Resource (HR) Generalists;

➤ Human Resource (HR) Managers;

➤ Human Resource (HR) Planners;

➤ Human Resource (HR) Professionals;

➤ Human Resource (HR) Recruitment Specialists;

➤ Human Resource (HR) Strategists;

➤ Human Resource Development Executives;

➤ Human Resource Development Managers;

➤ Human Resource Directors;

➤ Human Resource Management Managers;

➤ Human Resource Managers;

➤ Human Resource Personnel;

➤ Human Resource Professionals;

- ➢ Internal Change Agents;

- ➢ Internal Corporate Consultant;

- ➢ Junior Managers;

- ➢ Junior Managers;

- ➢ Lead Employees who need to excel at designing, developing and delivering successful trainings;

- ➢ Learning and Development Facilitator;

- ➢ Learning and Organizational Effectiveness Manager;

- ➢ Line Managers and Design Teams;

- ➢ Line Managers;

- ➢ Management Consultants;

- ➢ Management Development Directors;

- ➢ Management Graduates;

- ➢ Management Lecturers;

- ➢ Manager, Global Organizational and Leadership Development;

- ➢ Managers;

- ➢ Managing Director, Teacher Leadership Development;

- ➢ Middle Managers;

- ➢ Officers;

- ➢ Organisational Change Agents;

- ➢ Organisational Development (OD) Professionals and Practitioners;

- ➢ Organisational Development Practitioners;

- ➢ Organisational Leaders;

- ➢ Performance Consultants;

- ➢ Performance Measurement Specialists;

- ➢ Player Development Director;

- ➢ Professional Development Manager;

- ➢ Project Management Team Lead;

- ➢ Project Team Leaders;

- ➢ Quality Management Experts;

- ➢ Senior Executives and Managers;

- ➢ Senior Leaders who oversee the activities of teams;

- ➢ Senior Managers;

- ➢ Specialist Team Leaders;

- ➢ Specialists, Professional Learning;

- ➢ Supervisors;
- ➢ Talent Development and Learning Specialist;
- ➢ Talent Management Officials;
- ➢ Talent Managers;
- ➢ Team Development Personnel;
- ➢ Team Leaders – Materials Management;
- ➢ Team Leaders;
- ➢ Team Supervisors;
- ➢ Training and Development Managers;
- ➢ Training and Development Specialists;
- ➢ Training and Quality Assurance Coordinators;
- ➢ Training Coordinators and Administrators;
- ➢ Training Directors;
- ➢ Training Managers;
- ➢ Training Specialist;
- ➢ Transaction Analysts;
- ➢ Venture Capitalists;
- ➢ Vice Provosts, Faculty Affairs;
- ➢ Vulnerability Management Team Lead;
- ➢ All others, who are desirous of enhancing their expertise in:

  - Issues associated with Organisational Management;
  - Training Needs Analysis;
  - Managing the change process, effectively;

  - Mastering the Employee Resourcing Process, specifically, those who are concerned with Workforce Planning; Human Resource Recruitment; Human Resource Selection; Human Resource Strategising;
  - Team formation, team development, team behaviour, resonation control, transactional analysis and other salient aspects of team dynamics;
  - Organisational Quality Management;
  - Leadership;
  - Human Resource Development;
  - Performance Management, Performance Measurement, and Individual Performance;
  - Organizational design and change management; and
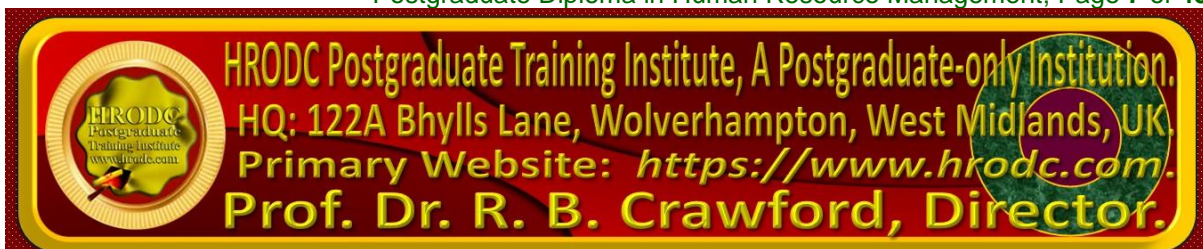
- Gaining the needed expertise in training and development.

PG Diploma Programme Duration & Cost:

* In-Venues Duration: 12 Weeks;
* Online Duration: 20 Weeks (3 Hrs. Daily, 6-Day Week).

* In-Venues Cost: £45,000.00 Per Student;
* Online Cost: £30, 150.00 Per Student;
* Group Cost: Varies with its Size.

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In-Venues Cost Includes:

- ➢ Snacks on Event Days;
- ➢ Lunch on Event Days;
- ➢ City Tour;
- ➢ Stationery;
- ➢ On-site Internet Access;
- ➢ Postgraduate Diploma; Postgraduate Certificate; Diploma – Postgraduate; or
- ➢ Certificate of Attendance and Participation – if unsuccessful on resit.

Students & Delegates are Treated To A Selection of Our Branded Complimentary Products, Including:

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

Daily Schedule: 09:00 To 16:30 But may Vary, with Location.

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Our Scheduled Delivery Locations Include:
* **Amsterdam, Netherlands;**
* **Brussels, Belgium;**
* **Central London, UK;**
* **Dubai, United Arab Emirates (UAE);**
* **Kuala Lumpur, Malaysia; &**
* **Paris, France.**

Other Locations, & Inhouse, on Request.

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Team development, which is a crucial module in this Programme, is a paramount issue in organisational development, not least because of the need to keep work teams constantly motivated and their mental capacity challenged and maintained. Team commitment is desirable and team morale paramount, in the organisation's strive for effectiveness. This commitment is based on several factors, stemming from a combination of moral commitment; calculative commitment; and remunerative commitment. The associated development activities are designed to ensure that work teams progress and function effectively. The leader's responsibility incorporates the following activities:

➢ Ensuring that the team is kept highly motivated, through the use of both intrinsic and extrinsic motivation;

➢ Maintaining the team's level of effectiveness to its maximum, by averting dysfunctional behaviour, preventing over-cohesiveness and 'resonation';

➢ Guaranteeing that, through effective gatekeeping, the skills, knowledge and expertise of the team, incorporating marketing intelligence, are effectively utilised in task planning, organising and performance;

➢ Managing conflict, to encourage 'teamthink', while averting 'groupthink' and its adverse effect.

Many organisations are now moving towards the creation of teams, with a view to improving workers' esteem and commitment. However, if the process is ineffectively managed, their development can be impaired, creating even greater problems for the organisation than persists prior to their creation. Without a clear understanding of team dynamics, the entity might generate a situation wherein a team might be ineffective because of it is deficient in relation to the factors that are associated with its growth and development, relevant to its current stage of operation. An organisation, therefore, needs to recognise the stages of development of a team and the factors relevant to its launch into the 'performing stage', taking cognisance of the psychological factors related to the 'disbandment phase' and the efforts that can be made to address them in such a way that members' future contribution to the organisation's effectiveness is not impaired.

This course addresses all the above crucial issues, equipping participants with the needed expertise to effectively manage teams, making intervention into their operation, where appropriate, to enhance and maintain their performance, towards objective accomplishment.

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

- ➢ Address the salient issues associated with Dysfunctional Behaviours;
- ➢ Analyse education, training and development programmes, determining their potential effectiveness (fit-for-purposeness);
- ➢ Analyse the concept of leasing in relation to delegating;
- ➢ Analyse the perception in each role;
- ➢ Apply appropriate rewards and, or, punishment that are applied to a given team situation – thereby promoting team 'functionality';
- ➢ Apply group dynamics to organisational settings;
- ➢ Apply the 'equity' theory to work situation from a 'differentiation perspective', rather than an 'equality perspective;' and
- ➢ Ascertain how lifelong learning mark a decisive turning point in the way that people and organisations define and manage their learning;
- ➢ Ascertain how return on investment can be achieved to justify the funding for the employee's training;
- ➢ Ascertain the relationship between an incumbent's experience and role enactment;
- ➢ Ascertain the relationship between an incumbent's role perception and his or her role performance;
- ➢ Calculate Return on Investment (ROI) from education, training and development;
- ➢ Cite Specific legislation and related cases relevant to particular job design issues;
- ➢ Clarify roles in team settings;
- ➢ Conduct individual and panel interviews;
- ➢ Critically appraise existing motivation strategy within their organisations, identifying and addressing gaps;
- ➢ Defend the use of periodic and exit interviews;
- ➢ Define objectives, generally;
- ➢ Define role set;
- ➢ Define role;
- ➢ Define, describe and analyse the nature of an organisation;
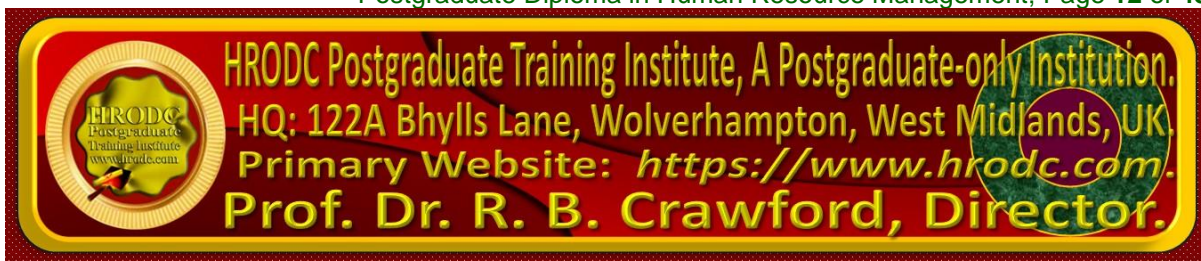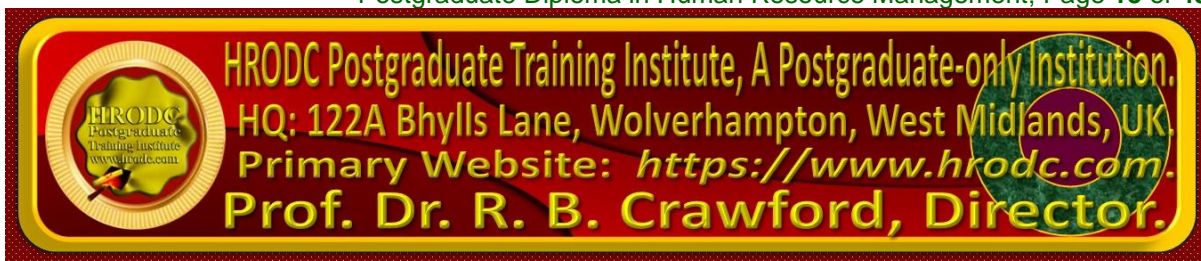
- ➢ Demonstrate a heightened knowledge of how training needs might be devised from Strategic Plans;
- ➢ Demonstrate a heightened understanding of Critical Incident Reports and their value in training needs analysis;
- ➢ Demonstrate a heightened understanding of how organisational training needs analysis, subsystem training needs analysis and individual training needs analysis are conducted;
- ➢ Demonstrate a heightened understanding of role relationships;
- ➢ Demonstrate a heightened understanding of the group processes and organisational change;
- ➢ Demonstrate a heightened understanding of the type and permanence of the leadership of a team;
- ➢ Demonstrate a heightened understanding of the underlying notions of organisational development and establish how a successful training needs analysis can lead towards organisational development;
- ➢ Demonstrate a high level of understanding of a team attempts to replace a situational leader, to enhance stability, acceptability or renewed or clarified mission or objectives;
- ➢ Demonstrate an awareness of how personnel demand forecast (PDF) is conducted;
- ➢ Demonstrate an awareness of their 'Team Building and Maintenance Roles' that will improve team effectiveness;
- ➢ Demonstrate an effective 'leader behaviour' when dealing with dysfunctional behaviours;
- ➢ Demonstrate an understanding of the concept of motives and their value in organisational and subsystem effectiveness;
- ➢ Demonstrate an understanding of the concept of power and how it might be applied for the benefit of the organisation;
- ➢ Demonstrate an understanding of the issue of 'responsibility' and how it translates in superior-subordinate relationships in organizations
- ➢ Demonstrate an understanding of the notion that societal socio-economic hierarchy might be informally represented in teams;
- ➢ Demonstrate an understanding of the value of Internal Selection
- ➢ Demonstrate how popular motivation theories have contributed to our understanding of worker behaviour;
- ➢ Demonstrate the effectiveness of the strategy that they have devised for dealing
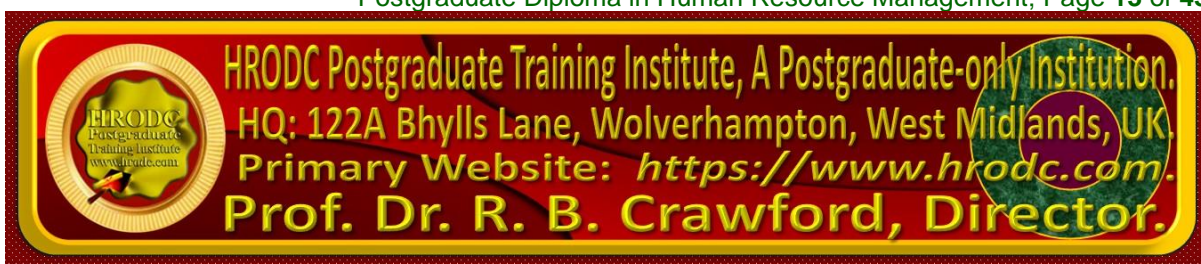
with intra-team competition;

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

➢ Demonstrate the relationship between Job Evaluation or Job Tasks and Role Analysis and the determination of training gaps, in training needs analysis;

➢ Demonstrate the use of Human Resource Plan in the determination of individual training needs;

➢ Demonstrate their ability manage recruitment and selection within a 'resourcing context'.

➢ Demonstrate their ability to conduct a human resource audit;

➢ Demonstrate their ability to conduct a job analysis;

➢ Demonstrate their ability to deal with the psychological effect of disbandment;

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

➢ Demonstrate their ability to employ transactional analysis in a team context;

➢ Demonstrate their ability to formulate a comprehensive motivation strategy;

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

➢ Demonstrate their ability to manage conflict effectively, incorporating the occasions when it should be encouraged;

➢ Demonstrate their ability to translate motivation theory into practice

➢ Demonstrate their appreciation of the fact that workers belong to different classes, in society;

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

➢ Demonstrate their awareness of the value of team cohesiveness and team solidarity, and the dangers of over-cohesiveness;

➢ Demonstrate their competence in the measurement of efficiency gains and suggest ways on how to improve efficiency gains;

➢ Demonstrate their grasp of the fundamentals of performance management;

➢ Demonstrate their understanding of the 'risky shift syndrome', outlining the steps that they will take to avert them;

➢ Demonstrate their understanding of the importance of Gatekeeping in team formal settings;

➢ Demonstrate their understanding of the legal bases of Employee Resourcing;

➢ Demonstrate their understanding of the social and psychological relevance of the stages of formation of a group;

➢ Demonstrate their understanding of the theoretical and practice bases of Team Dynamics;

> ➢ Demonstrate what Personnel Deployment Charts are and how they may be used in the determination of departmental training needs;
> ➢ Describe at least two non-conventional selection methods;
> ➢ Describe role as the behavioural expectations of a role set;
> ➢ Describe self-ideal as a behavioural construct;
> ➢ Describe the democratic incumbent, autocratic incumbent, the generous incumbent, the dedicated incumbent, the social self and the role of each;
> ➢ Describe the effort that they will make to enhance the 'critical faculty' of their team;
> ➢ Describe the key procedures and skills required to implement action learning;
> ➢ Describe the organisational learning process as part of the training needs analysis;
> ➢ Describe training in the aspect of macro and micro organisational development;
> ➢ Design a personnel selection;
> ➢ Design an effective induction package;
> ➢ Design job description and personnel specification for particular roles;
> ➢ Design ways of stabilizing staff turnover;
> ➢ Detect Dysfunctional Behaviours;
> ➢ Determine how Client or Customer Feedback can be used in determining gaps that pre-exist in skills, knowledge and expertise;
> ➢ Determine how Task Competencies Analysis Report can be used in enhancing the effectiveness of departmental and individual training needs analysis;
> ➢ Determine some exemplifying roles;
> ➢ Determine the boundary relationship of a role set;
> ➢ Determine the different ways of developing a synergy in the learning process;
> ➢ Determine the optimum team size for effective functioning;
> ➢ Determine the organisation's opportunity costs in providing education, training and development among its employees;
> ➢ Determine the place of an incumbent's perceived role expectations on his or her role enactment;
> ➢ Determine the training applications of experiential learning and learn how to utilise effectively the powerful potential of learning from experience;
> ➢ Determine why a temporary team is likely to be more problematic to lead than a permanent team;
> ➢ Develop effective communication strategies that might be applied to team

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settings, minimising technical language;

➢ Develop the necessary skills through some collaborative learning opportunities;

➢ Differentiate social objectives from business objectives;

➢ Distinguish among education, training and development as important organisation investment;

➢ Distinguish between command teams, boards, committees and task forces;

➢ Distinguish between formal and informal organisations;

➢ Distinguish between groups and mere aggregations;

➢ Distinguish between informal management and formal management succession charts;

➢ Distinguish between task forces, committees, command groups and boards;

➢ Distinguish between Temporary Committees and Standing Committees;

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

➢ Distinguish between the underlying concepts of delegation,

➢ Draw the importance of learning to learn which leads towards the improvement of an individual's ability to learn;

➢ Elucidate the concerns of managers in delegating;

➢ Elucidate the use of Management Succession Plans in the determination of individual developmental needs;

➢ Enumerate examples of business and non-business organisations;

➢ Enumerate the approaches, methods and techniques of TNA and discuss each;

➢ Establish a basis for standard setting in their teams;

➢ Establish the efficiency gains derived by an organisation out of education, training and development of its employees;

➢ Establish the link between role and the external environment;

➢ Establish the link between role and the internal environment;

➢ Establish the relationship between self-ideal and a performance enhancer;

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

➢ Evaluate the effectiveness of their strategy for addressing situations where team members seek sympathy;

➢ Exhibit a knowledge of the intimidating effect that class might have on team members, and, hence, the leader's responsibility to ensure that this informal hierarchy is dispensed with in the promotion of a 'classless team';
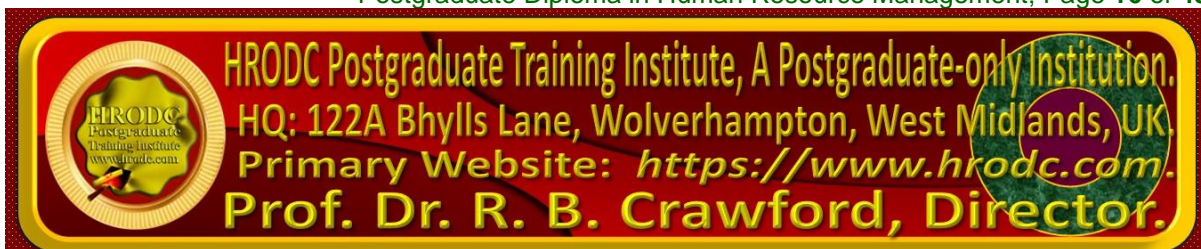
- ➢ Exhibit an understanding of the desirability of a limited turnover of staff;
- ➢ Exhibit tact in discouraging team member distracting behaviours;
- ➢ Explain facets #1 and 2 of authority;
- ➢ Explain how social objectives lead to profitability gain;
- ➢ Explain how Supervisory Reports might best be used to determine the skills, knowledge and attitude that an individual falls short of in his or her role performance;
- ➢ Explain the bases for the feeling of 'Togetherness' or 'Awareness' IN An Aggregation;
- ➢ Explain the concept of segmental expectations;
- ➢ Explain the occasions in which a situational leader is likely to emerge;
- ➢ Explain the process and value of Human Resource Audit;
- ➢ Explain the process of 360 Degrees Feedback, the data analysis process, and the way in which the information that has been produced, might be used in determining the know, skills and attitudes that need to be developed for the individuals concerned;
- ➢ Explain the Team Typological Bases;
- ➢ Explain the underlying concept of Investors in People (IIP);
- ➢ Explain what Assessment Centres are and the way in which the information from them might be used as a basis for determining individual competency levels;
- ➢ Explain why a team's disbandment might have a negative psychological effect on members and the team leader;
- ➢ Explore the bases for 'division of labour/work' in organisations and their relation to organisational effectiveness;
- ➢ Expound the facet of authority, providing practical examples
- ➢ Follow the common trends in the popular motivation theories;
- ➢ Formulate a workable motivation strategy;
- ➢ Gather information and evidence from 'Investors-in-People';
- ➢ Highlight the value of Operational Plans in the determination of departmental training needs;
- ➢ Highlight the value of Training Needs Survey in training needs analysis;
- ➢ Identify at least three tasks that can, and should, be delegated in Internal Selection;
- ➢ Identify how an organisation can facilitate organisational development;
- ➢ Identify role segments;
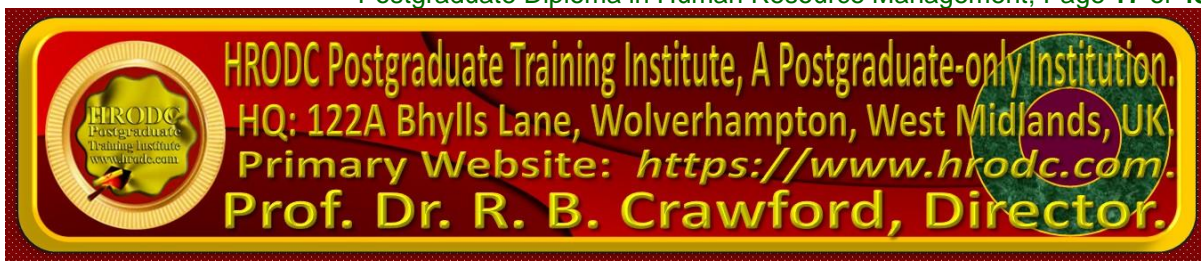
➢ Identify some organisational tasks and determine how tasks are grouped;

➢ Identify the difference between delegating authority, on the one hand, and task, on the other;

➢ Identify the rationale for and definition of Training Needs Analysis (TNA);

➢ Identify the role expectations of social support;

➢ Identify the set of complimentary relationship in every role;

➢ Identify the sources of information for TNA and the factors which should be taken into consideration when choosing which among the approaches will be used;

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

➢ Illustrate how they might resolve interpersonal problems among team members;

➢ Illustrate how they will determine the contribution of each team member to team goal accomplishment;

➢ Illustrate how they will enhance the issue of 'gatekeeping' to ensure that team members, in general, participate in team meetings, extending support to the weak, ensuring that introverted team members are not intimidated or 'crushed' by the extroverted;

➢ Indicate how they will establish key competencies in teams;

➢ Indicate how they will help team members to channel their energies into task performance, establishing realistic goals;

➢ Indicate how they will recognise resonation in their teams, outline the steps that they will take to avert or reduce its occurrence, outlining how they will 'cautioning' resonators;

➢ Indicate how they will reward exceptional performance in their teams;

➢ Indicate how they would handle blocking, effectively;

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

➢ Indicate the range of tangible rewards that might be utilised in a team;

➢ Indicate the steps that they will take to harmonise their teams;

➢ Information, who might, nevertheless, be able to perform evaluative role;

➢ Internalise the dysfunctional effect of 'resonation' in a team context;

➢ Exhibit their knowledge of the importance of delegation in increasing productivity and workflow;

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

➢ 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;

➢ Order the team formation stages, explaining the psychological issues that beset them and relate them to organisational functioning;

- ➢ Outline the steps that they will take to avert groupthink and promote teamthink;
- ➢ Peruse business objectives through business objectives;
- ➢ Practicalise the use of Individual Performance Appraisal Reports in the individual and departmental training needs analysis;
- ➢ Propose an effective remedy to 'member withdrawal';
- ➢ Propose an effective way of dealing with interfering behaviour;
- ➢ Propose standards of measuring competence in teams;
- ➢ Propose suitable intangible rewards that might be applied to a team situation;
- ➢ Provide a basis for team standard setting - establishing standards and evaluating progress;
- ➢ Provide a practical guide with respect to the use of Strategic Operational Review, in determining organisational and departmental training needs;
- ➢ Provide an indication of their awareness of the fact that team members' class consciousness might relate to the positions that they occupy in the organisation or society;
- ➢ Provide an individually synthesized proposal for dealing with aggressiveness;
- ➢ Provide examples of command teams, highlighting the situations in which a leader might belong to two Command Teams;
- ➢ Provide examples of how a leader should encourage desirable behaviours in a team;
- ➢ Put forward a satisfactory way of addressing 'special pleading';
- ➢ Realise the importance of focus group in the learning process;
- ➢ Recognise and acknowledge performance improvement in teams;
- ➢ Recognise the ineloquent team members;
- ➢ Relate specific recruitment, selection, retention and exit issues to UK and European legislation;
- ➢ Suggest why "Resonation" might be an issue in team effectiveness;
- ➢ Suggest how best Training Needs Analysis Questionnaires might be constructed, analysed and used in determining knowledge, skills and attitude gaps;
- ➢ Suggest how they might employ an effective diversity management that discourages resonation;
- ➢ Suggest how to determine which individual members of a team can improve their
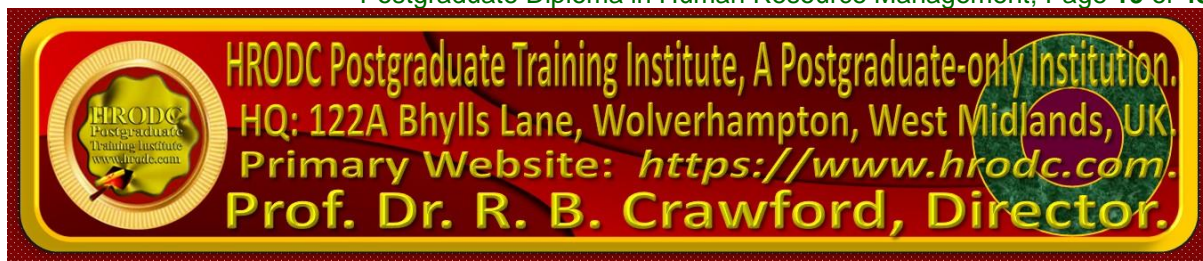
performance – and subsequently, their contribution to the team as a way of harnessing team synergy;

➢ Suggest how to establish acceptable performance levels in teams, noting performance indicators;

➢ Suggest how training needs might be derived from an examination of an organisation's Tactical Plans;

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

➢ Suggest the difference in interpretation of groups and teams;

➢ Suggest ways of improving group morale, while enhancing their effectiveness;

➢ Suggest ways to counteract the effect of the informal hierarchy - in teams other than command teams;

➢ Understand reflective practice as part of the training process;

➢ Use candidate assessment form in short listing and interviews;

➢ Weight a candidate assessment form, on the basis of Job Description and Personnel Specification;

➢ Work their way through Business Plans, determining the skills and expertise that are needed to execute them, thereby identifying how they relate to current and future roles, and the departmental and individual training gaps that exist;

➢ Address some of the deficiencies in traditional appraisal systems;

➢ Apply the concept of equifinality in organisational control;

➢ Appreciate the difference between individual stress tolerance levels;

➢ Appreciate the importance of change institutionalisation;

➢ Appropriately define organisational structure;

➢ Assess the impact of information and communications technologies (ICTs) on the change process;

➢ Assess the importance of effective communication in successful Organisational Development and Change.

➢ Assess the likely effect of power distance on the effectiveness of change communication, taking steps to create a favourable situation within the internal and external environments;

➢ Equip a training room for maximum impact and effectiveness, within organisational budget and other constraints;

➢ Exhibit their awareness of the Taxonomy of Educational Objectives and translate these into individual capability and achievements;
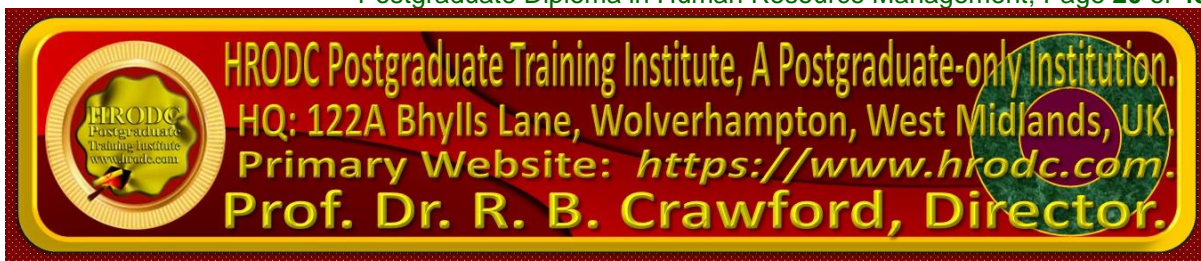
- ➢ Design evaluation questionnaires, for individual courses, training programmes, and presenters;
- ➢ Indicate their familiarity with the theories of learning and memory crucial to the development and implementation of training programmes;
- ➢ Illustrate that they possess the expertise to determine the immediate and future training and development needs of workers in an organisation;
- ➢ Chart the value of influence and rational empirical change strategies in ensuring worker comment to the change process;
- ➢ Conduct an appraisal interview;
- ➢ Customise, through a synthesis of existing systems, and an appropriate appraisal scheme that takes account of their unique cultural setting;
- ➢ Define reward in an employee relation context;
- ➢ Demonstrate an awareness of the fundamental issues associated with Organisational design and their implications for effective organisational functioning;
- ➢ Demonstrate an understanding of organisational climate and how it can be gauged;
- ➢ Demonstrate an understanding of organisational development as a process;
- ➢ Demonstrate exceptional leadership in the management of the learning environment
- ➢ Demonstrate leadership in the implementation of change, whilst minimising or averting human and organisational casualties;
- ➢ Demonstrate the need for a proactive stance in relation to organisational change;
- ➢ Demonstrate their ability to avert the halo and thorny effects in appraisal;
- ➢ Demonstrate their ability to conduct an internal environmental analysis-SW;
- ➢ Demonstrate their ability to conduct individual, team and organisational training needs analysis;
- ➢ Demonstrate their ability to encourage the type of superior-subordinate relationship which will be conducive to organisational success;
- ➢ Demonstrate their ability to incorporate specified elements of the quality of working life in the management of their subsystems and sections;
- ➢ Demonstrate their ability to prepare for and make effective oral presentations;
- ➢ Demonstrate their appreciation for consumer and client demand for quality;
- ➢ Demonstrate their awareness of change management and human resource implications;
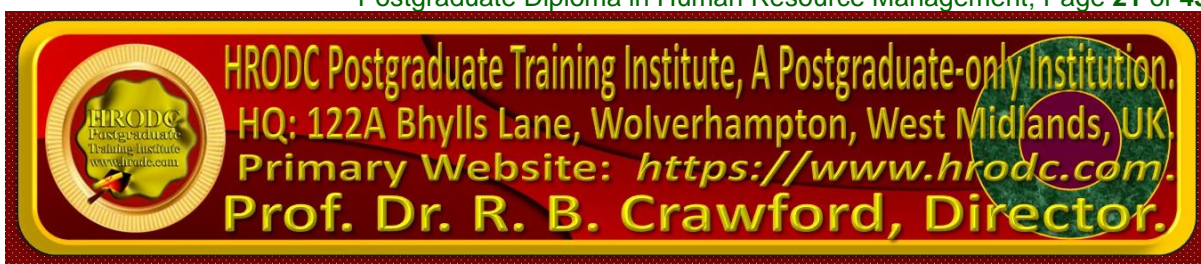
- ➢ Demonstrate their awareness of consumers' increasing quality consciousness;

- ➢ Demonstrate their awareness of the inevitability of organisational change;

- ➢ Demonstrate their understanding of 'Modern Control Systems';

- ➢ Design an organisation chart, adhering to the principles of horizontal and vertical relationships;

- ➢ Design appropriate assessments and assessment strategy of award-bearing components of training programmes;

- ➢ Design appropriate delegate activities relevant to the stated learning objectives;

- ➢ Design appropriate in-course evaluation;

- ➢ Design courses that account for individual training needs and learning curve;

- ➢ Design learning experiences that will ensure that learning and reinforcement are achieved;

- ➢ Design learning objectives, mindful of what can be realistically achieved - in terms of the experience and motivation of delegates;

- ➢ Design measures, which will ensure change institutionalisation;

- ➢ Determine how management information systems support organisational control;

- ➢ Determine organisational success factors;

- ➢ Determine the appropriate extrinsic reward that might contribute to improve performance;

- ➢ Determine the criteria that are used to evaluate remuneration structure;

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

- ➢ Determine the different stages of process consultation;

- ➢ Determine the factors that negatively or positively affect remuneration systems;

- ➢ Determine the factors, which contribute to workers' resistance to change;

- ➢ Determine the key role that organisational change agent play in driving the process forward;

- ➢ Determine the most appropriate Organisational Change Strategy that should be employed, in an organisational contexts;

- ➢ Determine the most appropriate way to organise training and development courses;

- ➢ Determine the most effective ways of communicating change decisions to workers;

- ➢ Determine the objectives of performance appraisal;
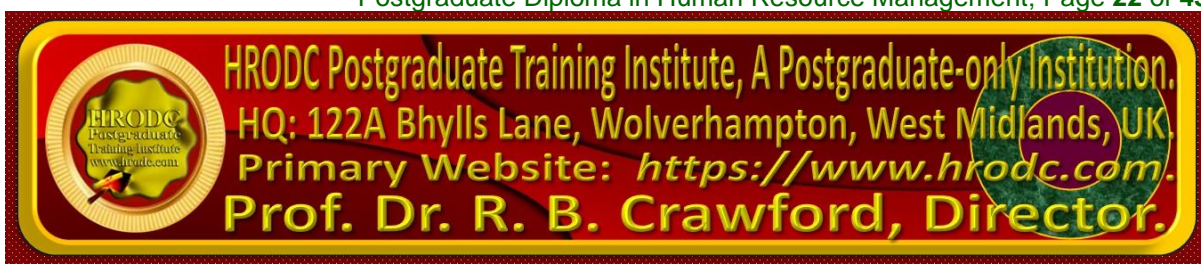
➤ Determine the place of mutual adjustment, as a co-ordinating mechanism within specific organisational settings – dictated by their sizes and stages of development, and work process;

➤ Determine the resources necessary to enhance individual and team performance;

➤ Determine the situations when a particular approach to organisational change might be appropriate;

➤ Determine the situations, in specific relation to scale, level, cost, urgency (both proactive and reactive), where a particular approach might be appropriate;

➤ Determine the type, level and stage of change that might be best suited to the 'employment' of internal or external change agents, respectively, thereby maintaining an effective working environment;

➤ Determine ways of reducing latency in an organisational change process;

➤ Determine when change acceleration is appropriate;

➤ Develop a strategy to manage poor performance;

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

➤ Devise a strategy that will reduce the negative effects of 'change acceleration';

➤ Devise methods of reducing stress levels;

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

➤ Discuss the factors that are associated with poor performance;

➤ Distinguish between change strategies and approaches to change;

➤ Distinguish between different organisational structures;

➤ Distinguish between organismic and mechanistic structures;

➤ Distinguish between strategic and operational change;

➤ Distinguish between the basic types of structure;

➤ Distinguish between the different types of matrix structures;

➤ Distinguish between the speed of change and 'change acceleration';

➤ Effectively manage a training department.

➤ Effectively manage commissioning relationships;

➤ Effectively structure training courses to incorporate formal presentations, delegate activities and evaluation;

➤ Employ the correct change strategy that will create 'winners' even in a 'most hopeless' situation;

➤ Establish and monitor targets;

➤ Establish quality objectives.

➢ Establish the symbiotic relationship between Organisational Development and Organisational Change;

➢ Evaluate the effectiveness of individual appraisal systems;

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

➢ Exhibit a heightened awareness of the constituents of organisational development;

➢ Exhibit their ability to conduct an external environmental analysis;

➢ Exhibit their ability to take appropriate measures to improve individual and team performance;

➢ Exhibit their ability to use aspects of quality of working life to motivate workers;

➢ Explain and evaluate the rationale for Performance Related Pay;

➢ Explain at least three appraisals systems;

➢ Explain the approaches to organisational design;

➢ Explain the bases of reward management;

➢ Explain the import conversion export process;

➢ Explain the reward model;

➢ Exploit the benefits of Information and Communications Technologies (ICTs) in the planning, communication and implementation of change, being mindful of their drawbacks;

➢ Formulate and evaluate a recommended remuneration package;

➢ Identify an organisational structure from verbal description;

➢ Identify horizontal relationships in organisational design;

➢ Illustrate communication channels in an organisational chart;

➢ Illustrate lines of authority in an organisational chart;

➢ Illustrate the advantages and disadvantages of each change strategy;

➢ Illustrate the advantages and drawbacks of group involvement in decisions related to change;

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

➢ Illustrate the organisational individual and subsystems benefits of performance appraisal;

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

➢ Implement a 360 Degree Appraisal Programme;

➢ Implement change, whilst avoiding human and organisational casualties;
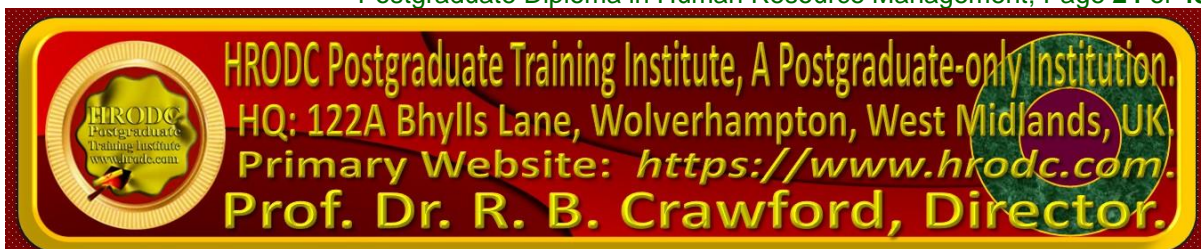
➢ Incorporate appropriate 'Icebreaker' and 'Closure' activities that will enhance the effectiveness of individual training courses;

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

➢ Indicate when managerial control should be relaxed, to facilitate organisational development, quality improvement and continuous professional development;

➢ Link organisational and subsystem business strategy to training and development strategy;

➢ Locate performance appraisal within performance management structure;

➢ Locate performance management in an appropriate context;

➢ Manage latent and manifest resistance to change;

➢ Manage Sensitivity Training successfully;

➢ Manage the relationship between the organisation and its internal and external stakeholders during the different stages of the change process;

➢ Match the mode, channel and method of communication with the nature and stage of the change process;

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

➢ Meet the objectives - taking account of relevant factors associated with established principles of learning;

➢ Name the fundamental organisational structures and their variations;

➢ Position the training department within organisational corporate structure;

➢ Provide an appraisal of a specific remuneration system;

➢ Provide examples of different bases of divisional structure;

➢ Provide the bases for structural contingencies;

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

➢ Show the vertical relationships in an organisational chart;

➢ Strike a balance between macro organisational development and micro organisational development;

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

➢ Suggest the degree to which leadership styles plays a part in affecting the success or failure of the change process;

➢ Suggest the efforts, which an organisation might employ to reduce workers' resistance to change;
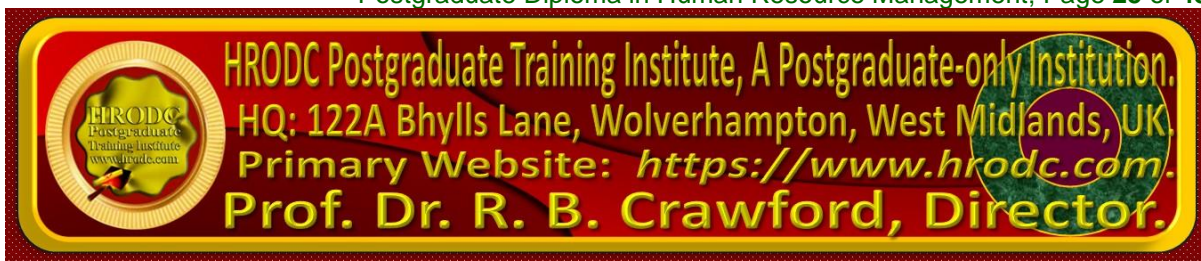
➢ Suggest the importance of reward management in organisations;

➢ Synthesize the relationship between internal and external environmental analyses-SWOT;

➢ Take steps to create a positive perception of the organisation, among shareholders, funding agents, clients and customers, during a strategic change process;

➢ 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;

➢ Understand and formulate pay or remuneration structures;

➢ Use different internal sources of information to assess;

➢ Exhibit an understanding of the role of Quality Systems in:

　　o Creating a positive organisational image;

　　o Lowering operational costs;

　　o Reducing or averting product or service liability litigation.

PG Programme Contents, Concepts, and Issues.

Module #, Credit-Value and Credit-Hours of "Human Resource Management: A Practitioner's Approach, Postgraduate Programme, Leading To Postgraduate Diploma in Human Resource Management.			
Module #	Module Name	Credit-Value	Credit-Hours
1	Team Dynamics: Team Leadership	2	60
2	Motivating Workers: Intrinsic and Extrinsic Rewards	1	36
3	Training Needs Analysis: Determining Training Needs	2	60
4	Managing Individual Performance	1	36

Module #, Credit-Value and Credit-Hours of "Human Resource Management: A Practitioner's Approach, Postgraduate Programme, Leading To Postgraduate Diploma in Human Resource Management.			
Module #	Module Name	Credit-Value	Credit-Hours
5	Employee Resourcing: Recruitment and Selection	1	36
6	Organisational Design: Structuring and Restructuring Organisations	1	36
7	Trainer Training: Training for Trainers	2	60
8	Dynamics of Organisational Change Management	1	36
	TOTAL	11	360

Postgraduate Programme Outline.

While, so far, we have Provided Pertinent Information, Incorporating: Learning Objectives, Duration, Cost, Target Audience, & Coordinator.

We have withheld Details of: Programme Contents, Concepts, & Issues. Students will receive the Specifics in attendance, At our International Locations, & Online.

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Module 1
Team Dynamics: Team Leadership.

M1: Part 1 - Salient Team Dynamic Issues

M1: Part 2 - Team Typologies and Their Bases

M1: Part 3 - Team Formation, Stage Significance and Task Implications

M1: Part 4 - Effective Team Leadership

M1: Part 5 – The Managerial Leader In a Team Setting.

M1: Part 6 - Enhancing Team Performance .

M1: Part 7 – Member Autonomy Versus Leader Responsibility.

M1: Part 8 - Addressing Resonation and Issues Associated with Transactional Analysis

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M2. Part 1. Conceptual and Contextual Motivation

M2: Part 2. Motivation Theories and Their Protagonists.

M2: Part 3. Other Motivation Theories and Their Contemporary Relevance.

M2: Part 4. Universalist and Contingency Approaches to Motivation.

M2: Part 5. Contextualising Motivation: Intrinsic and Extrinsic Values

M3:Part 1 - Contextualising Training Needs Analysis

M3:Part 2 - Education, Training and Development as Investment

M3:Part 3 - Learning in Organisations and Organisational Learning

M3:Part 4 - Utilising Possible Sources of Information in Training Needs Analysis (TNA).

M3:Part 5 - Role Analysis, Incorporating Internal and External Relationships.

M3:Part 6 - Focusing on Training Policy and Strategy in TNA.

Module 4
Managing Individual Performance.

M4: Part 1 - Human Resource and Performance Management.

M4: Part 2 - Staff Performance Appraisal.

M4: Part 3 – Performance Learning Review (PLR).

M4: Part 4 - Reward Management: Developing an Effective and Equitable Career Structure.

M4: Part 5 – Reward, Individual Performance and Organisational Effectiveness.

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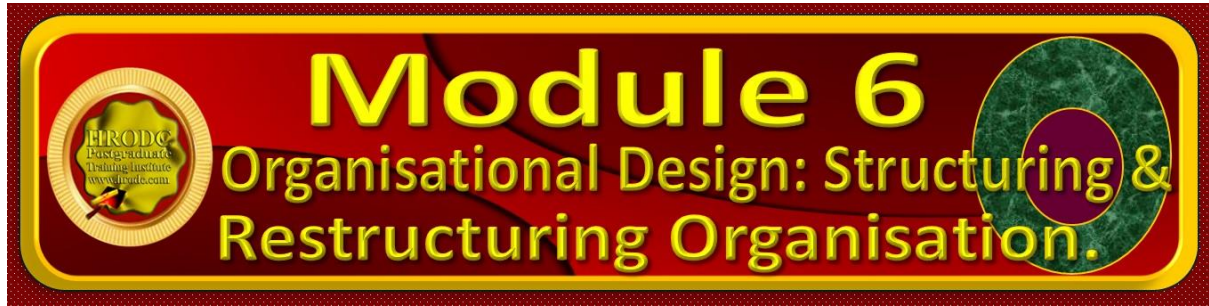
M5: Part 1 – Strategising Employee Resourcing.

M5: Part 2 - The Legal Bases of Employee Resourcing.

M5: Part 3 - Systematising the Recruitment and Selection Process.

M5: Part 4 - Practicalising the Recruitment and Selection Process.

M5: Part 5 - Organisational Retention Strategy

M6: Part 1. Contextualising Organisational Structure

M6: Part 2. Organisational Design: Typologies and Principles

M6: Part 3. Organisational Design Features

M6: Part 4. Organisational Control, Communication and Decision-Making in Matrix and Hierarchical Structures

M6: Part 5. Empirical Exploration of Organisational Control, Communication Pattern and Decision-making in Matrix and Hierarchical Structures

M6: Part 6. Organisational Structure and Flexibility: An Empirical Exploration.

M7: Part 1. Education, Training and Development: Their Distinction and Organisational Applicability.

M7: Part 2. Learning Theories and Their Organisational Relevance.

M7: Part 3. Learning & its Application to Organisations

M7: Part 4. Some Historical Contributions To Conventional Learning Theories.

M7: Part 5. The Role and Focus of The Internal Trainer

M7: Part 6. The Internal Trainer as a Consultant and Organisational Development Specialist.
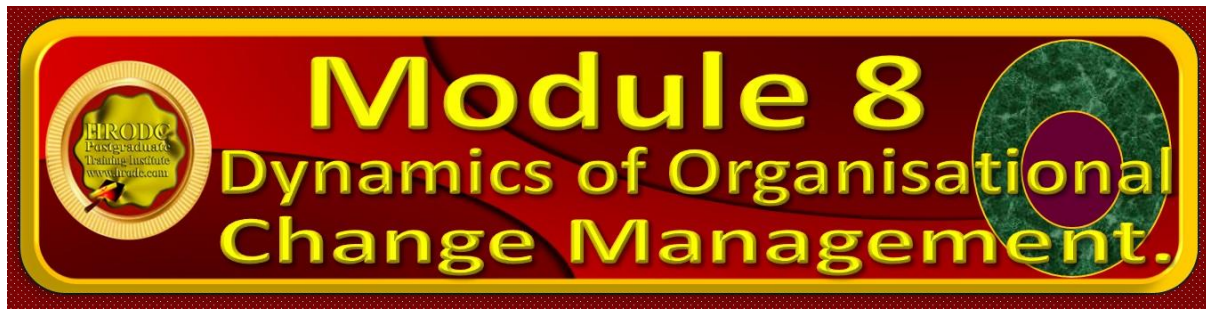
M7: Part 7: Training Interventions

M7: Part 8. Training Policy and Strategy

M7: Part 9. Induction, Appraisal and Probation

M7: Part 10. Learning Organisation: An Introduction

M7: Part 11. Organisational Learning and Learning Organisation

M8: Part 1. Organisational Development: Salient Issues

M8: Part 2. Contextualising Micro and Macro Organisational Development.

M8: Part 3 - Micro and Macro Organisational Development: Their Respective Direct and Indirect Contribution to Organisational Improvement and Eventual Effectiveness.

M8: Part 4 - Organisational Change Management in Context.

M8: Part 5 - Organisational Change Management Process.

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

In line with the above notion, a Postgraduate Certificate might be earned through a 6 weeks' Intensive In-Venues Study, or 10 Online Delivery. Similarly, a Postgraduate Diploma might be studied for 12 weeks In-Venues or 20 weeks. They might also be taken through a blend of both modes, providing that a minimum of 6 and 12 Credits and 180 or 360 Credit-Hours,

respectively, are earned. You might Pick and Mix Courses, to create your preferred blend of Disciplines, or follow a predesigned Specialist route. They might accumulate from our Postgraduate Short Courses, or through continuous study. Please click to view and download our List of Specialist Postgraduate Certificate, and Postgraduate Diploma Programmes

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

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

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

1. Diploma – Postgraduate – in Organisational Change Management, 30 Credit-Hours;

2. Diploma - Postgraduate - in Trainer Training: Training for Trainers, Double-Credit, 60 Credit-Hours:

3. Conveyancing and Property Valuation: Property Law, Double-Credit, 72 Credit-Hours:

4. Diploma – Postgraduate – in University and Higher Education Administration, Triple-Credit, 90 Credit-Hours;

5. Diploma – Postgraduate – in Tourism and International Relations, Quad-Credit, 120 Credit-Hours.

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

Postgraduate Diploma Award

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

Postgraduate Certificate Award

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

Cumulative Postgraduate Certificate, and Postgraduate Diploma Awards

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

Accumulated Postgraduate Certificate, and Postgraduate Diploma Awards

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


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

➢ Completed Postgraduate Application Form, including a passport sized picture affixed to the appropriate section;

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

➢ Copies of credentials stated in the Application Form.

Admission and Enrolment Procedure

➢ On receipt of all the above documents, they will be forwarded to our 'Admissions Committee', which will assess applicants' suitability for the Course or Programme for which they have applied;

➢ If they are accepted on their chosen Course or Programme, they will be notified accordingly, and sent Invoices;
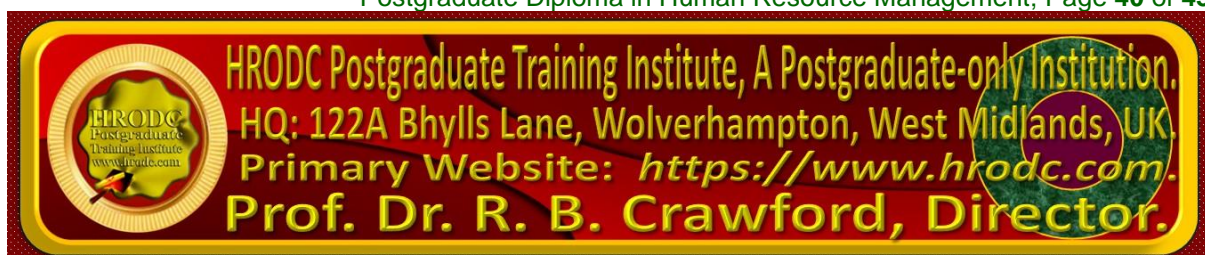
➢ Upon receipt of an applicant's payment, we will send him or her an Official Payment Receipt, and Admission Letter, bearing a copy of the Passport-Type in the respective Application Form.

➢ Those intending to study in a foreign country, and require a Visa, will be sent the necessary Immigration Documentation, to support their application;

➢ Joining Instruction will be sent to Students and Delegates, on time to prepare for their enrolment. The incorporated information include:

  o Venue Name, Location, with specific address;

  o Details of Airport Transfer, where appropriate;

  o Start date and time;

  o Registration details;

  o Daily Schedule;

  o Local Transportation Details;

  o Residential Accommodation Details;

  o Leisure and Shopping Facilities, in the area;

  o General Security Information; among others.
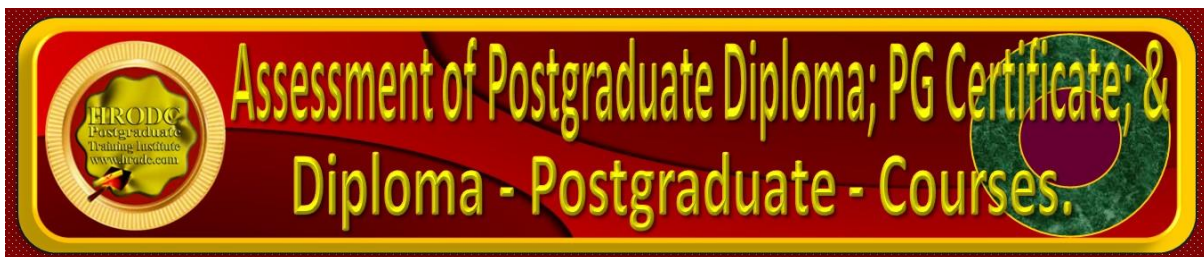
Because of the intensive nature of our Courses and Programmes, for In-Venues, and Online modes, assessment will take place during or at the end of the **'active teaching period'**, adopting differing formats. These structures include, but are not limited to:

➢ In-Class Tests;

➢ Text-Case Analyses;

➢ Video-Case Analyses;

➢ 'Out-of-Class Assignments;

➢ Individual Presentations;

➢ Group Presentations; and

➢ End of Course Examinations.

Based on these assessments, successful candidates will receive either a:
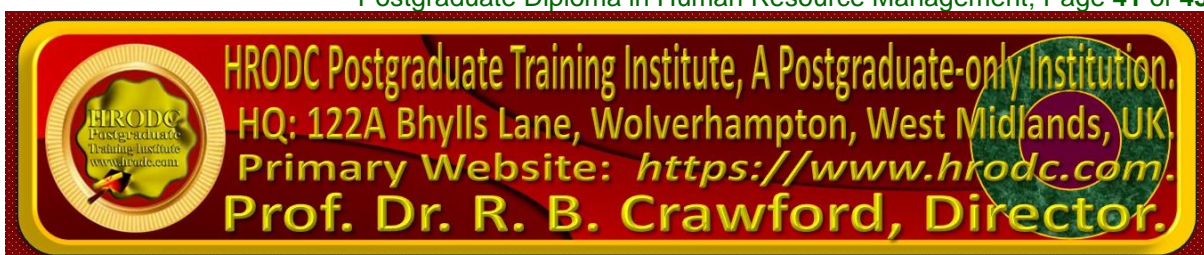
➢ Diploma – Postgraduate - Award;

➢ Postgraduate Certificate Award; or

➢ Postgraduate Diploma Award.

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

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

You might study a Postgraduate Diploma, or Postgraduate Certificate, in 20 or 10 weeks, respectively, in the comfort of your offices or homes, through our Postgraduate Training Institute's Online Delivery Mechanism. We are committed to your achieving the 360 or 180 Credit-Hours, respectively, in line with our Regulation, within the stipulated timeframe. The direct "Student-Lecturer-Contact-Times" of 3 hours per day, 6 days per week will ensure that these requirements are met. 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.

Click, or copy and paste the URL, below, into your Web Browser, to view our Service Contract, incorporating Terms and Conditions.

https://www.hrodc.com/Service_Contract_Terms_and_Conditions_Service_Details_Delivery _Point_Period_Cancellations_Extinuating_Circumstances_Payment_Protocol_Location.htm

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.