

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

#094

**Executive Leadership, Change
Management and Worker Motivation,
Postgraduate Short Course.**

Leading To:

**Diploma – Postgraduate – in
Executive Leadership, Change
Management and Worker
Motivation, Quad-Credit, 120
Credit-Hours.**

**Accumulating to a Postgraduate Certificate,
with 60 additional Credit-Hours, and a**

**Postgraduate Diploma, with 240 additional
Credit-Hours.**

Diploma Postgraduate - in Executive Leadership, Change Management and Worker Motivation, Quad-Credit = Page 1 of 26



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: hrodcitdpgti4

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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.



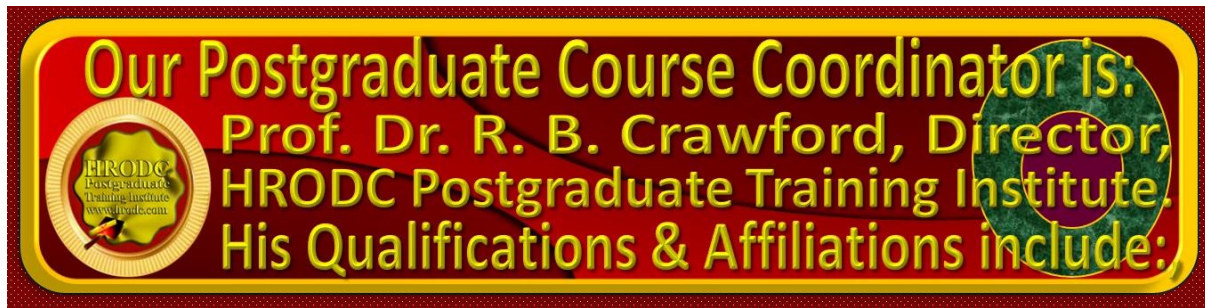
Featured PG Dip; PG Cert; Dip PG.
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General Diploma: Access To Postgraduate.
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- Doctor of Philosophy {(PhD) {University College London (UCL) - University of London}};
- MEd Management (University of 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.

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 Owners;
- Consultants;
- Corporate Administration Advisor;



- Corporate Managers;
- Director of Leadership, Services and Consulting;
- Director, Executive and Leadership Development;
- Director, Strategic Business Improvements;
- Entrepreneurs;
- Executive Director, Ministry Leadership Formation;
- Executive Managers;
- Executives;
- External Change Agents;
- HR Generalists;
- HR Leaders, Global HR Leadership Development;
- HR Professionals;
- Human Resource Managers;
- Individuals with a genuine interest in Issues associated with Organisational Management.
- Internal Change Agents;
- Junior Managers;
- Learning and Organizational Effectiveness Manager;
- Management Graduates;
- Management Lecturers;
- Manager, Global Organizational and Leadership Development;
- Managing Director, Teacher Leadership Development;
- Middle Managers;
- Organisational Development Practitioners;
- Player Development Director;
- Project Management Team Lead;
- Senior Managers;
- Supervisors;
- Supervisors;
- Talent Development and Learning Specialist;
- Team Leader – Materials Management;
- Team Leaders;
- Vice Provost, Faculty Affairs;



- Vulnerability Management Team Lead;
- All others, desirous of enhancing their competence in Team Dynamics, Team Leadership, Worker Motivation, and the Organisational change Process..



20-Day Course Duration & Cost:

- * In-Venues Duration: 20 Days;
- * Online Duration: 40 Days (3 Hrs. Per Day).
- * In-Venues Cost: £20,000.00 Per Delegate;
- * Online Cost: £13,400.00 Per Delegate;
- * Group Cost: Varies with its Size.



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.



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- 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.

A large banner with a dark red background and a gold border. It features the HRODC logo on the left and a purple circle on the right. The text in gold reads: "Daily Schedule: 09:00 To 16:30 But may Vary, with Location." Below this, it says "Our Scheduled Delivery Locations Include:" followed by a list of locations: "* Amsterdam, Netherlands; * Brussels, Belgium; * Central London, UK; * Dubai, United Arab Emirates (UAE); * Kuala Lumpur, Malaysia; & * Paris, France." At the bottom, it says "Other Locations, & Inhouse, on Request." There is another HRODC logo in the bottom right corner.

A banner with a dark red background and a gold border. It features the HRODC logo on the left and a purple circle on the right. The text in gold reads: "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."

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Product Differentiation! Dynamics of Organisational Change Management!



What Makes This Course Different?
What Sets It Apart From Other
Change Management Courses?

We Have Addressed ↓ Your Questions, Below!

Product Differentiation, for “Dynamics of Organisational Change Management”, a crucial component of this Quad-Credit Course.

Because there is a proliferation of Change Management Courses, which forms a vital component of this “Quad-Credit Course”, we thought it important to differentiate between this, which is being offered, and others that saturate the market. We therefore pose the following questions, on your behalf:

What makes this course different?



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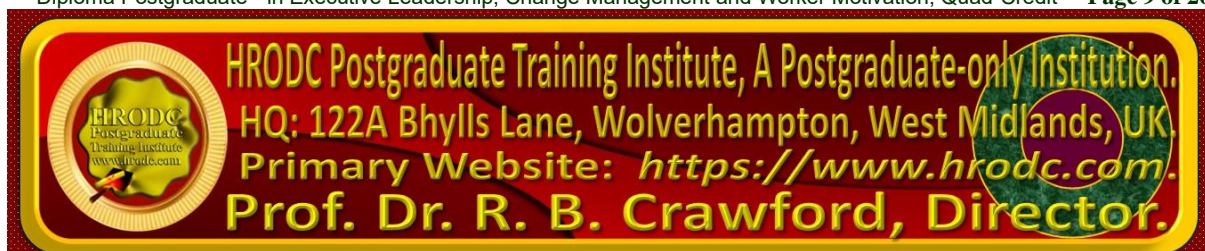
What sets it apart from other Change Management Courses?

We have addressed your Questions, Below.

This change management course seeks to empower Corporate and Operational Managers, and Change Agents, specifically, to manage the Process, effectively. While we are aware of their general popularity, this is not just another Change Management Course. It is one with major differences, to the pre-existing ones, the first of which is the fact that the one on offer is 'research-driven'. For example, the concept of 'Change Acceleration' is new, emerging from Prof. Dr. Crawford's empirical research. The 'Dynamics of Organisational Change Management' is the first course of its type in which 'Change Acceleration' is discussed. There are several other emergent concepts that are unique to this course, and for which Professor Crawford owns the copyright.

Delegates of this Change Management Course will, therefore, benefit from the new knowledge and expertise that it guarantees, heightening their value to their organisations, as they strive towards acquiring, and, or maintaining their competitive advantage. They will benefit immensely from the expertise of Prof. Dr. Crawford, as a Senior Academic, Consultant, and Trainer.

The Delegate Activities of the course are carefully designed to ensure that the specified objectives are surpassed. They are based on sound principles of learning and development, taking individual variants into account. These incorporated activities also address the levels of competence that delegates achieve, and will be measured continuously, throughout the workshop, with a view to enhancing their competence of Change Management, generally, but more specifically boosting their ability to, expertly, implement the process, while minimising latent resistance, towards its Institutionalisation, while reducing, but, ideally averting, 'Human Casualties'.





Postgraduate Course Objectives.

Team development is an important 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:**

- Distinguish between groups and mere aggregations;
- Suggest the difference in interpretation of groups and teams;
- Demonstrate your understanding of the social and psychological relevance of the stages of formation of a group;
- Distinguish between task forces, committees, command groups and boards; and
- Suggest how informal groups might be empowered to enhance organisational effectiveness.
- Distinguish between the concepts of 'leader' and 'managerial leader';
- Demonstrate their understanding of at least 2 approaches to leadership;
- Demonstrate their understanding of the relationship between fielder's situational model & McGregor's Theory 'X' & Theory 'Y' leadership styles;
- Plot the relationship between managers with high & low least preferred co-worker (LPC), characteristics, respectively;
- Demonstrate their understanding of the High and Low LPC Leaders' degree of behavioural control over their subordinates, respectively;
- Explain the relationship between the 'goal-path model' of leadership & the expectancy theory of motivation;
- Suggest problems with equalities or traits approaches; and
- Explain 'Person' or 'Consideration Oriented' leaders and their relationship with employee satisfaction and subsequent staff turnover level Point to specific empirical research supporting the relationship between participative leadership behaviour and organisational effectiveness.
- Provide at least three alternative phrases for the concept of high-performance teams;



- Illustrate the value of high-performance teams in enhancing organisational development;
- Explain the motivation behind the excellence of high-performance teams;
- Illustrate how their organisations can benefit from high performance teams;
- Demonstrate an understanding of the relationship between high performance teams and 'Risky;
- Shifts' and the measures that might be implemented to avert the negative consequence that is likely to ensue;
- Illustrate how the issue of added value might be instilled by high performance teams;
- Discuss the positive effect of high-performance teams to the enhancement of 'Organisational Learning' and 'Learning Organisation';
- Demonstrate a positive perception of the value of a learning organisation to co-operate effectiveness;
- Design a strategy for the initiation development launching empowerment and support of high-performance teams in their organizations;
- Use case examples to illustrate the need for culturing the appropriate leadership styles and strategies that are conducive to the sustainability of high-performance teams in their organizations;
- List the different stages of operational control;
- Suggest the most appropriate operational stage that is supportive of the continuance of high productivity in high performance teams;
- Determine the importance of training and development in the 'culturing' of High Performance Teams;
- Illustrate the importance of members' understanding of team dynamics for effecting their team building and maintenance roles;
- Demonstrate an understanding of the importance of inter-personal skills in the continuing performance of autonomous work teams;
- Indicate the function of communication as a medium of the transmission of values and role relationships in autonomous work teams;
- Suggest how effective conflict management might enhance the lifespan of high productivity teams;
- Demonstrate the ability to place equity in the context of organisational reward;



- Demonstrate and understanding of the place of equity in the functioning of high productivity teams; and
- Illustrate the role of the internal and external Organisational Development Consultant (OD) in supporting the development maintenance and crisis management of High-Performance Teams;
- Appreciate the difference between individual stress tolerance levels;
- Appreciate the importance of change institutionalisation;
- 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;
- Chart the value of influence and rational empirical change strategies in ensuring worker comment to the change process;
- Demonstrate an understanding of organisational climate and how it can be gauged;
- Demonstrate an understanding of organisational development as a process;
- Demonstrate leadership in the implementation of change, whilst avoiding whilst avoiding human and organisational casualties;
- Demonstrate the need for a proactive stance in relation to organisational change;
- Demonstrate their ability to conduct an internal environmental analysis-SW;
- Demonstrate their ability to incorporate specified elements of the quality of working life in the management of their subsystems and sections;
- Demonstrate their awareness of change management and human resource implications;
- Demonstrate their awareness of the inevitability of organisational change;
- Design measures, which will ensure change institutionalisation;
- Determine organisational success factors;
- Determine the different stages of process consultation;
- 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 particular change and organisational contexts;
- Determine the most effective ways of communicating change decisions to workers;
- Determine the most effective ways of communicating change decisions to workers;
- Determine the situations when a particular approach 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, maintaining an effective working environment;
- Determine ways of reducing latency in organisational change process;
- Determine when change acceleration is necessary;
- Devise a strategy that will reduce the negative effects of 'change acceleration';
- Devise methods of reducing stress levels;
- Distinguish between change strategies and approaches to change;
- Distinguish between strategic and operational change;
- Distinguish between the speed of change and 'change acceleration';
- Employ the correct change strategy that will create 'winners' even in a 'most hopeless' situation;
- Establish the symbiotic relationship between Organisational Development and Organisational Change;
- Exhibit a heightened awareness of the constituents of organisational development;
- Exhibit a heightened awareness of the constituents of organisational development;
- Exhibit their ability to conduct an external environmental analysis;
- Exhibit their ability to use aspects of quality of working life to motivate workers;
- Exploit the benefits of Information and Communications Technologies (ICTs) in the planning, communication and implementation of change, being mindful of their drawbacks;
- Illustrate the advantages and disadvantages of each change strategy;
- Illustrate the advantages and drawbacks of group involvement in decisions related to change;
- Implement change, whilst avoiding human and organisational casualties;
- 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;
- Strike a balance between macro organisational development and micro organisational development;
- Suggest the degree to which leadership styles plays a part in affecting the success or failure of the change process; and
- Suggest the efforts, which an organisation might employ to reduce workers' resistance to change;
- 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;
- Demonstrate an understanding of the concept of motives and their value in organisational and subsystem effectiveness;
- Distinguish between the different sets of motivation theories, notably content, process and reinforcement;
- Demonstrate their ability to translate motivation theory into practice
- Evaluate the appropriateness of the application of particular theoretical aspects of motivation to specific situations;
- Demonstrate their ability to formulate a comprehensive motivation strategy;
- Critically appraise existing motivation strategy within their organisations, identifying and addressing gaps;
- Formulate a workable motivation strategy;
- Follow the common trends in the popular motivation theories;
- Demonstrate their appreciation of the need for a variance in intrinsic and extrinsic values if motivation;
- Demonstrate how popular motivation theories have contributed to our understanding of worker behaviour;



- Locate performance related pay, productivity bonuses and other remuneration inducement within existing motivation theory;
- Illustrate how the contingency approach to motivation might be applied to different situations;
- Indicate the part that training and development play in worker motivation;
- Manage the process of motivation, taking account of socio cultural and economic differences;
- Manage the motivation process, taking account of the differences in preferences and expectation of workers;
- Apply the 'equity' theory to work situation from a 'differentiation perspective', rather than an 'equality perspective;' and
- Demonstrate the need to balance the 'individualist' and 'collectivist' perspective to motivation.





Postgraduate Course Contents, Concepts, and Issues.

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



Part 1. Organisational Development: Salient Issues.

Part 2. Contextualising Micro and Macro Organisational Development.

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

Part 4. Organisational Change Management in Context.



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Part 5. Organisational Change Management Process.

Part 6. Conceptualising and Gontextualising Groups and Teams.

Part 7. Role in the Context of a Team: Dysfunctional Behaviours and Their Deleterous Effect.

Part 8: Mastering Team-Building and Maintenance Roles.

Part 9: Executive High-Performance Team Leadership.

Part 10: Contextualising Psychological Theories Relevant To Team Leadership.

Part 11.Executive High Performance Leadership.

Part 12. Superior-Subordinate Relationships and Their Theoretical Contexts.

Part 13. Task Performance and Team Relationships: Pertinent Issues Towards Improved Productivity.

Part 14. High-Performance Teams In Action.

Part 15. Organisational Benefits of High-Performance Teams.

Part 16. Conceptual and Contextual Motivation Issues.

Part 17. Motivation Theories and Some of Their Protagonists.

Part 18. Process, Equity, and Goal Setting Theories.

Part 19. Universalist and Contingency Approaches to Motivation.

Part 20. Contextualising Motivation: Intrinsic and Extrinsic Values.

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A Postgraduate-Only Institution.**

**Regulation For The Awards of:
Postgraduate Diploma;
Postgraduate Certificate; &
Diploma – Postgraduate.**

**Diploma – Postgraduate; Postgraduate Certificate; &
Postgraduate Diploma Awards.**

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

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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:

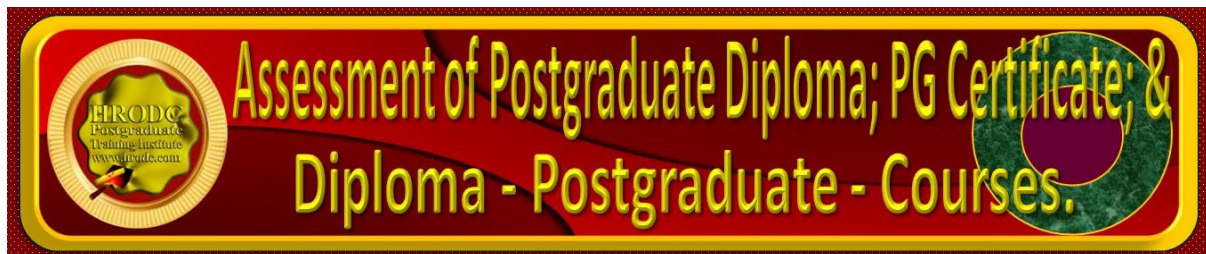
- Completed Postgraduate Application Form, including a passport sized picture affixed to the appropriate section;
- A copy of Issue and Photo (bio data) page/s of the applicant’s current valid passport or copy of ‘Photo-embedded’ National Identity Card;
- Copies of credentials stated in the Application 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:
 - Venue Name, Location, with specific address;
 - Details of Airport Transfer, where appropriate;
 - Start date and time;
 - Registration details;
 - Daily Schedule;
 - Local Transportation Details;
 - Residential Accommodation Details;
 - Leisure and Shopping Facilities, in the area;
 - General Security Information; among others.



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.





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

