

# HRODC Postgraduate Training Institute



**A Postgraduate - Only Institution**



**#070**

**Human Resource Training and  
Development Management**

**Programme**

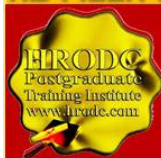
**Leading To:**

**POSTGRADUATE DIPLOMA IN**

**Human Resource Training and  
Development Management**

**HRODC Postgraduate Training Institute**

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



**Prof. Dr. Ronald B. Crawford - Director**

PhD (Uni London); M. Ed. M (Bristol); PGCIS (UWL); Adv. Dip. Sc. Ed (Bristol); Dip. Doc.  
Res. (Uni Wlv); F.I.M.S.; HR. S. (I.M.S.); Exec. M. AOM; M. AAM; M.I.S.G.S.; M.S.C.O.S.;  
M. RG. C.



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**Websites:**  
<https://www.hrodc.com/>  
<https://www.hrodc.london>  
[postgraduateshortcourses.com/](https://www.postgraduateshortcourses.com/)

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**HQ**  
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## **HRODC Postgraduate Training Institute, A Postgraduate-Only Institution**

### **Our UK Government's Verification and Registration**

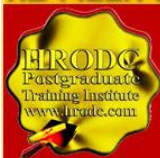
**Our Institute is Verified by, and Registered with, the United Kingdom (UK) Register of Learning Providers (UKRLP), of the Department for Education (DfE). Its UK Provider Reference Number (UKPRN) is: 10019585 and might be located at: <https://www.ukrlp.co.uk/>.**

#### **Programme Coordinator:**

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

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

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

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

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


**His responsibilities in these roles included:**

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

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

- Human Resource Professionals;
- Human Resource Managers;
- Human Resource Specialists who need to expand their knowledge and expertise in all aspects of human resources management;
- Executives;
- Directors;
- Managers who need current, specialized knowledge;
- Supervisors;
- Experienced managers who are new to the HR field;
- Other mid-level managers pursuing a career change or promotion;
- Business consultants;
- MBA students;
- Those considering entering the field of Human Resource Management Early- to mid-career professionals who need to manage the increasing complexity of interpersonal or organizational dynamics in their jobs ;
- Entrepreneurs who want to learn about human resource management;
- Small business owners who do not have in-house professional Human Resource Management expertise.

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

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## Classroom-Based Programme Cost includes:

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

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

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

**Daily Schedule: 9:30 to 4:30 pm.**

### Delivery Locations:

1. **Central London, UK;**
2. **Dubai, UAE;**
3. **Kuala Lumpur, Malaysia;**
4. **Amsterdam, The Netherlands;**
5. **Brussels, Belgium;**
6. **Paris, France; and**
7. **Durban, South Africa;**
8. **Other International Locations, on request.**

<b>Human Resource Training and Development Management</b>				
<b>Leading to Postgraduate Diploma in and MSc in Human Resource Training and Development Management</b>				
<b>Module Number</b>	<b>Pre-existing Course #</b>	<b>Module Title</b>	<b>Page #</b>	<b>Credit Value</b>
070.M1	005	Employee Resourcing: Recruitment and Selection	20	Single
070.M2	032.B6	Managing Individual Performance	22	Single
070.M3	004	Motivating Workers: Intrinsic and Extrinsic Rewards	24	Single
070.M4	003	Trainer Training: Training for Trainers	25	Single
070.M5	056	Training Needs Analysis: Determining Training Needs	27	Single
070.M6	063	Training Expenditure or Investment: Training Needs Analysis, Costing and Budgeting for Accelerated Rate of Return	29	Single
070.M7	032.B1	Organisation Management: An Introduction	31	Single
070.M8	030	Executive Leadership and High Performance Team Management	33	Single
070.M9	011	Financial Risk Management	38	Single
070.M10	025	Modern Quality Systems	40	Single
070.M11	037	Advanced Financial Accounting	43	Single
070.M12	053	Effective Time Management	46	Single

**Human Resource Training and Development Management, Programme  
Leading to Postgraduate a Postgraduate Diploma in Human Resource  
Training and Development Management**

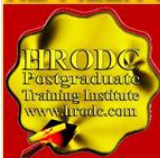
**Programme Objectives**

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

- Exhibit an understanding of the desirability of a limited turnover of staff;
- Demonstrate their ability to determine the type of commitment that motivate particular individuals to join an organisation;
- Design ways of stabilizing staff turnover/high turnover;
- Demonstrate how personnel demand forecast (PDF) is conducted;
- Demonstrate their ability to conduct a human resource audit;
- Validate the non-conventional selection methods;
- Conduct periodic and exit interviews;
- Demonstrate their ability to conduct job analysis;
- Design job description and personnel specification for particular roles;
- Weight a candidate assessment form, on the basis of job description and personnel specification;
- Use candidate assessment form in short listing and interviews;
- Conduct individual and panel interviews;
- Arrive at objective decisions in personnel selection;
- Analyse education, training and development programmes;
- Design an effective induction package;
- Demonstrate an understanding of the legal bases of Employee Resourcing;
- Relate specific recruitment, selection, retention and exit issues to UK and European legislation;
- Cite Specific legislation and related cases relevant particular job design issues;
- Suggest the constraints that specific UK Protective Legislation place on the recruitment, selection and management of employees;
- Demonstrate their ability to lead a recruitment and Selection team; and

Human Resource Training and Development Management Programme - Page 7 of 55

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- Manage recruitment and selection within a 'resourcing context'.
- Locate performance management in an appropriate context;
- Discuss the factors that are associated with poor performance;
- Exhibit their ability to take appropriate measures to improve individual and team performance;
- Establish and monitor targets;
- Determine the resources necessary to enhance individual and team performance;
- Determine the appropriate extrinsic reward that might contribute to improve performance;
- Develop a strategy manage poor performance;
- Demonstrate their ability to avert the halo and thorny effects in appraisal;
- Locate performance appraisal within performance management structure;
- Determine the objectives of performance appraisal;
- Illustrate the organisational individual and subsystems benefits of performance appraisal;
- Explain at least three appraisals systems;
- Evaluate the effectiveness of individual appraisal systems;
- Conduct an appraisal interview;
- Implement a 360 degree appraisal programme;
- Customise, through a synthesis of existing systems, and an appropriate appraisal scheme that takes account of their unique cultural setting;
- Address some of the short coming s of traditional appraisal systems;
- Explain and evaluate the rationale for performance related pay;
- Define reward in an employee relation context;
- Suggest the importance of reward management in organisation;
- Explain the bases of reward management;
- Explain the reward model;
- Provide an appraisal of a specific remuneration system;
- Determine the factors that negatively or positively affect remuneration systems;
- Formulate and evaluate a recommended remuneration package;
- Understand and formulate pay or remuneration structures; and
- Determine the criteria that are used to evaluate remuneration structure.




- 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.
- Position the training department within organisational corporate structure;
- Design appropriate in-course evaluation;
- Design appropriate assessments and assessment strategy of award-bearing components of training programmes;

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- Effectively structure training courses to incorporate formal presentations, delegate activities and evaluation;
- Incorporate appropriate 'Ice-breaker' and 'Closure' activities that will enhance the effectiveness of individual training courses;
- Demonstrate exceptional leadership in the management of the learning environment;
- Effectively manage commissioning relationships; and
- Effectively manage a training department.
- Distinguish between formal & social organisations;
- Distinguish between business and non-business organisations;
- List at least three characteristics of a formal organisation;
- List the key features of a collegia;
- Distinguish between power and authority;
- Distinguish between social & business objectives;
- Distinguish between internal and external accountability;
- State at least three agencies to which an organisation is accountable;
- Demonstrate an awareness of the difference between managing in stable and turbulent times;
- Demonstrate an understanding of the different elements, which constitute the role of a manager;
- Demonstrate a general understanding of how these fundamental elements of management are performed;
- Demonstrate their ability to establish an effective co-ordinating mechanism;
- Design a 'leadership strategy', which has a high probability of greatly enhancing worker motivation and improving their morale - factors crucial to organisational success;
- Influence their leadership style in such a way that they develop the flexibility to manage their organisations and subsystems effectively, in stable and turbulent times;
- Demonstrate an understanding of some key issues in designing effective organisations;
- Validate the importance of organisational design and communication effectiveness;
- Establish objectives, designing the mechanism for their accomplishment;
- Apply effective time management to competitive situations;

- Demonstrate an awareness of the importance of delegation in human resource & organisational development;
- Demonstrate an awareness of the benefits of delegation to delegates and the importance of communication in the process of delegation;
- Determine the factors that delegates should ascertain before delegating tasks; and
- Determine the support that delegates should give to their delegates during their performance of the specified tasks.
- 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;
- 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;
- 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 organisations;
- 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 organisations;
- 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.

- Demonstrate their appreciation for consumer and client demand for quality;
- Demonstrate their awareness of consumers' increasing quality consciousness;
- Exhibit an understanding of the role of Quality Systems in:
  - Creating a positive organisational image;
  - Lowering operational costs;
  - Reducing or averting product or service liability litigation;
- Demonstrate their understanding of 'Modern Control Systems';
- Determine the place of mutual adjustment, as a co-ordinating mechanism within specific organisational settings – determined by their sizes and stages of development, and work process;
- Determine how management information systems support organisational control;
- Determine the cybernetic value of computerised information system in general organisational functioning and specifically management control system;
- Evaluate the impact of a haphazard management accounting system on the overall organisational control mechanism;
- Explain the import conversion export process;
- Apply the concept of equifinality in organisational control;
- Indicate when managerial control should be relaxed, to facilitate organisational development, quality improvement and continuous professional development
- Establish quality objectives;
- State quality objectives as precisely as possible;
- Set quality objectives in relation to other organisational objectives;
- Relate objectives to specific actions, whenever necessary;
- Pinpoint expected results;
- Specify when goals are expected to be achieved;
- Distinguish between strategic, tactical and operational quality objectives;
- Establish a 'quality-throughput accounting balance';
- Demonstrate how a continuous improvement strategy might be designed and implemented;
- Illustrate how just-in-time system works in practice;
- Establish the difference in 'push' and 'pull' between Just-In-Time (JIT) System and Material Requirement Planning (MRP);
- Demonstrate their understanding of the fundamental differences between JIT and MRP

- Demonstrate the quality benefits of JIT vs. MRP;
- Indicate the quality issues involved in JIT and MRP;
- Exhibit Their understanding of the Sourcing strategies, which are necessarily employed in JIT and MRP;
- Demonstrate their ability to circumvent problems posed by Single Sourcing;
- Exhibit their understanding of the fundamental tenets of Total Quality Management (TQM);
- Demonstrate their ability to contextualise the following:
  - What is the International Organisation for Standardization (ISO)
  - What '*international standardization*' means
  - How ISO standards benefit society
  - The hallmarks of the ISO brand
  - ISO and world trade
  - ISO and developing countries
  - How to recognize an ISO standard
  - The big, wide world of ISO standards
  - What makes ISO 9000 and ISO 14000 so special
  - What makes conformity assessment so important
  - ISO9000 as a quality framework;
  - The ISO9000 Family;
  - ISO 1400: An Introduction.
- Demonstrate their understanding of the role of the British Standard Institution (BSI) as an International Quality Assessment Body;
- Exhibit their ability to plan, establishing & monitor Quality Systems;
- Exhibit an understanding of the fundamental principles of Total Quality Management (TQM);
- Demonstrate their ability to Implement and Monitoring TQM;
- Demonstrate an understanding of the operational constraints of popular quality systems;
- Illustrate the perceptual value of quality assurance;
- Exhibit their ability to establish quality assurance from quality objectives;
- Demonstrate their ability to Quality Benchmarking;

- Evaluate the standards proposed by internationally acclaimed quality protagonists, such as:
  - Philip B. Crosby,
  - W. Edwards Deming,
  - Joseph M. Juran,
  - Shigeo Shingo, and
  - Armand V. Eigenbaum
- Use quality as a basis for conducting an internal and external environmental analysis;
- Demonstrate their ability to use quality as the basis for conducting a strategic operational review;
- Exhibit their ability to initiate and institutionalise incremental quality improvement;
- Demonstrate their ability to Identify areas for quality improvement;
- Exhibit an understanding of the role of communication for quality improvement; and
- Demonstrate their understanding of the role OF Research and Development for Quality Improvement.
- Understand strategic planning and decision-making framework;
- Provide a strategic view of the business environment;
- Understand and explain the nature and role of financial statements and their interpretation;
- Understand accounting and finance terminology and use the necessary accounting and financial jargon to communicate effectively with the financial professionals;
- Review the financial performance and financial position of an organisation using the appropriate financial means including trend analysis, industry and index analyses, ratio and break-even analysis techniques;
- Develop operating and resource budgets;
- Develop profit and cash flow budgets using traditional and activity based methods;
- Assess the risk and uncertainty associated with alternative outcomes;
- Use budgetary control to compare actual against planned performance and to identify corrective actions;
- Evaluate investments in capital and long-term projects using PB, ARR, NPV and IRR appraisal methods;
- Identify the features of the alternative sources of business financing; and

- Appreciate the important role of strategic accounting in business performance improvement.
- Determine how efficient time management increases work effectiveness and productivity;
- Develop a personal approach in using your time in the most productive way;
- Implement techniques for minimising disruptions;
- Understand the underlying principles of “time” in an organisational wide context;
- Appreciate the importance of time management;
- Know the difference between being “busy” and “productive”;
- Identify time wasters and adopt strategies for eliminating them;
- Make use of the different time management tools to increase their work effectiveness and productivity;
- Develop ways to maximize their personal effectiveness;
- Understand the difference between important and urgent activities/works;
- Learn how to diffuse the impact of others;
- Adopt appropriate strategies for dealing with interruptions;
- Learn how to handle interruptions constructively;
- Learn how assert themselves politely and calmly;
- Know how to refuse unreasonable requests in the proper manner;
- Specify and explain the four D’s in time management;
- Use effective delegation techniques at the workplace;
- Decide which items can be delegated;
- Adopt effective delegation techniques;
- Know how to properly delegate task;
- Relate the concept of Maslow’s Hierarchy of Needs with effective time management;
- Explain how effective time management can be accomplished through the concept of pickle jar theory;
- Apply the Pareto Principle (80/20 rule) to time management issues;
- Explain the concept of Eisenhower method;
- Discuss POSEC Method in relation to time management;
- Recognise the variety of causes of procrastination and apply relevant techniques to overcome them;
- Identify time bandits and devise strategies for dealing with them;



- Understand the concept of multitasking and suggest ways to manage multiple tasks;
- Meet tight deadlines with time to spare and beat work related stress;
- Gain a balance between professional goals and personal time;
- Devise ways to avoiding time crunches;
- Formulate strategies in handling unexpected job emergencies;
- Enumerate the benefits of effective time management;
- Specify the effects of poor time management;
- Ascertain their respective goals/objectives;
- Realise the importance of goals;
- Develop useful techniques for setting and achieving goals;
- Determine how goal setting can lead to proper time management;
- Set realistic goals through SMART method;
- Identify their professional goals and personal time;
- Name the different planning tools;
- Devise their personal planner;
- Develop your own individualised plan of action.to maximise their use of time;
- Use practical techniques for organising work;
- Handle e-mails, task and calendar systematically;
- Manage information flow and retrieval process;
- Deal with information overload;
- Devise an organized and systematic schedule and handle it properly;
- Develop their personal “To-Do List;”
- Explain the concept of batching technique and its relationship to time management;
- Learn how to utilize their gap times;
- Manage projects in a systematic way;
- Adopt an effective follow-up system in the workplace;
- Develop and maintain a good time management habit;
- Plan to make the best use of the time available through the art of effective scheduling;
- Learn the step-by-step process in making effective schedule;
- Understand the underlying concept of the prioritisation grid;
- Prioritise ‘urgent’ and ‘important’ activities;
- Explain the time management matrix;

- Develop their personal ABC123 prioritised planning;
- Learn how to prioritize using decision matrices;
- Learn how to maintain their responsibility;
- Know how most managers apportioned their time;
- Enumerate the different time management tips for managers;
- Manage resources more efficiently;
- Conduct an efficient workload analysis;
- Learn how to manage their workloads more effectively;
- Ascertain how to work with disorganised colleagues;
- Specify and explain the four D's in time management;
- Use effective delegation techniques at the workplace;
- Decide which items can be delegated;
- Adopt effective delegation techniques;
- Know how to properly delegate task;
- Create an effective agenda that will keep the meeting on the track;
- Realise the importance of agenda;
- Specify the steps for running productive and effective meeting;
- Distinguish groupthink from team think;
- Reduce time spent in meetings yet contribute more effectively;
- Identify the different meeting menaces and learn how to deal with them;
- Ascertain the possible causes and effects of meeting mismanagement; and
- Solve problems through the trading game scenario.

## Programme Contents, Concepts and Issues

### Module 1: Employee Resourcing: Recruitment and Selection

- Staff Turnover and Negative and Positive Impact On the Organisation;
- Levels of Individual Commitment of Potential and New Recruits;
- Moral Commitment;
- Remunerative Commitment;
- Calculative Commitment;
- Recruitment and Selection as a Resourcing Activity;
- Training, Education, Development as Facilities for New Recruits;
- The Importance of Human Resource Forecasts;
- Methods of Forecasting Human Resource Needs of the Organisation;
- Strategic Operational Review' (SOR) As Prerequisite For Human Resource Forecasting;
- The Legal Bases of Recruitment and Selection;
- Job Design;
- Types of Job Design;
- Mechanistic Job Design;
- Biological Job Design;
- Motivational Job Design;
- Perceptual Job Design;
- Importance of Human Resource Audit;
- Conducting Human Resource Audit;
- Periodic and Exit Interviews;
- Systematic Recruitment and Selection Process;
- Conducting Job Analysis;
- Designing Job Description;
- Designing Personnel Specification;
- Market Targeting;
- Designing and Placing Advertisement;

- Weighting and Using Candidate Assessment Form (CAF);
- Non-Conventional Personnel Selection;
- The Value of Staff Induction;
- Organising an Induction Programme;
- Running an Induction Programme;
- Short Listing Candidates;
- Conducting Selection Interviews;
- The Value of and Problems of E-Recruitment;
- The Different Types and Levels of E-Recruitment;
- Conducting Periodic Interviews;
- Conducting Exit Interviews.

## **Module 2: Managing Individual Performance**

### **M2 - Part 1: Human Resource and Performance Management**

- Managing Poor Performance;
- Managing Absence;
- Dealing with Harassment;
- The Effective Management of Retirement, Redundancy, Dismissal and Voluntary Turnover;
- Evaluating the Mechanisms Available For Preventing or Alleviating Poor Performance;
- Working From Corporate Mission and Strategy;
- Performance Targets;
- Tactical Performance Targets;
- Operational Performance Targets;
- Linking Performance Management with Operational Processes and Systems ;
- Initiate Appropriate Reward Systems;
- Individual Development Plans;
- Performance and Reward Cycle.

## M2 - Part 2: Staff Performance Appraisal

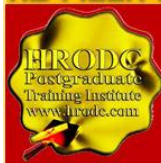
- Performance Appraisal: A Definition;
- Objectives of Performance Appraisal;
- Why Some Managers Are Afraid To Appraise;
- Performance and the Halo Effect;
- Performance Appraisal and the Thorny Effect;
- Organisational Benefits and Performance Appraisal ;
- Individual Benefits of Performance Appraisal;
- Subsystem Benefits of Performance Appraisal;
- The Appraisal Cycle;
- Systematising Performance Appraisal;
- Some Problems with Performance Appraisal;
- Punitive Aspects of Performance Appraisal;
- Some Popular Appraisal Systems;
- Graphic Rating Scales;
- Ranking;
- Paired Comparison;
- Self-Appraisal;
- Critical Incident;
- Management by Objectives (MBO);
- 360 Degree Appraisal;
- The Appraisal Setting.

## M2 - Part 3: Reward Management: Developing an Effective and Equitable Career Structure

- Employee Reward: A Definition;
- Defining Reward Management;
- The Basis of Reward Management;
- Reward Management Strategies: Provide Support for Corporate Values;
- Reward Management Derived From Business Strategy and Goals ;
- Reward Management and Its Links to Organisational Performance;
- Reward Management and the Driving Force for Individual Behaviour ;

Human Resource Training and Development Management Programme - Page 21 of 55

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- Reward Management and Its Relationship to Leadership Styles ;
- Reward Management and Competition;
- Reward Management and the Attraction to High Calibre Personnel;
- Encouraging Positive and Effective Organisational Culture;
- Culture and Organisational Values ;
- Level and Type of Motivation Customer or Clients, Product or Service;
- Degree of Learning That Is Encouraged and General Identity;
- Remuneration Systems;
- Factors Affecting Remuneration Systems:
  - Government' Reduced or Increased Spending;
  - Increased or Decreased Labour Force Availability;
  - Increased Demand for Quality ;
  - Organization's Expansion, Contraction or Diversification Plans;
  - Increased Competition;
  - Remuneration Packages, Including Salary and Welfare Benefits and Payments.
- Pay or Remuneration Structures;
- Pay Structures, Purpose, Criteria and Types;
- Performance Related Pay (PRP).

### **Module 3: Motivating Workers: Intrinsic and Extrinsic Rewards**

- Directing or Leading;
- The Concept of Motivation;
- Theories of Motivation;
- Content Theories and Some of Their Contributors;
- Maslow's Hierarchy of Needs;
- Analysis of Maslow's Claims;
- McClelland's Studies;
- Taylor: Money & Motivation;
- Motivator-Hygiene Factor: Hertzberg's Contribution;
- Process Theories;

- Equity Theory;
- Goal-Setting Theory;
- Expectancy Theory;
- Equitable Reward Systems;
- Reinforcement Theories;
- Reinforcement Theory;
- Motivation & Contingency Theory;
- Designing an Effective Motivation Strategy;
- The Collectivist vs. the Individualist Perspective of Motivation;
- Common Trends in Motivation Theories;
- Intrinsic and Extrinsic Values of Motivation;
- Motivation and Worker Behaviour;
- The Extent to Which Salary or Wages Inducement Motivate Workers;
- Performance Related Pay (PRP);
- Productivity Bonuses;
- Efficiency Gains;
- Profit Share;
- The Contingency Approach to Motivation;
- Social Differentiation in Motivation;
- Culture Differentiation in Motivation;
- Wealth as a Factor in Motivation;
- Class as an Issue in Motivation;
- Individual Expectation and Motivation;
- Individual Preferences as a Motivating Factor.

#### **Module 4: Trainer Training: Training for Trainers**

- Learning Theory;
- Learning and Memory;
- Learning and Application;
- Education Training and Development: A Distinction;
- Conditions Conducive To Learning and Memory;

- The Taxonomy of Educational Objectives;
- The Value of Varied Learning Experiences;
- Establishing Learning Objectives;
- Determining the Content of Training Programmes;
- Designing Delegate Activities, In Line With Established Objectives;
- Effective Oral Presentations;
- Designing Training Courses;
- Designing Ice Breaker and Closure Activities;
- Creating an 'Ideal' Setting;
- Designing the Course Evaluation Questionnaire;
- Equipping the Training Room 'Within the Budget';
- Learning Organisation: An Introduction;
- Training and Development Policy;
- Training Needs Analysis;
- Individual Training Needs Analysis;
- Group Training Needs Analysis;
- Corporate Training Needs Analysis;
- Determining the Appropriateness of Training;
- Aligning the Training Department within Existing Organisational Structure;
- Aligning Training Strategy with Subsystem and Organisational Strategy;
- Effective Training Commissioning;
- Managing the Training Environment;
- Managing the Learning Environment;
- Organisational Training and Training Organisation;
- Contemporary Issues in Training Development;
- Training Interventions;
- Formal Training Intervention;
- Informal Training Intervention;
- Tacit Learning;
- Aptitude Treatment Intervention (ATI);
- The Role of the Internal Trainer;
- Training and Organisational Policy and Strategy.

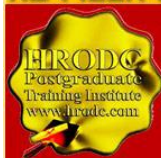


## Module 5: Training Needs Analysis

- Rationale For and Definition of Training Needs Analysis (TNA);
- Organisational Training Needs Analysis;
- Subsystem Training Needs Analysis;
- Individual Training Needs Analysis;
- Approaches, Methods and Techniques of Training Needs Analysis;
- Approaches to and Methods of Training Needs Analysis;
- Approaches to Training Needs Analysis;
- Methods of Training Needs Analysis:
  - Focus Groups;
  - Action Learning:
    - ✦ Learning by Doing;
    - ✦ Experiential Learning;
    - ✦ Reflecting On Practice;
    - ✦ Being Open;
    - ✦ Sharing Ideas;
    - ✦ Collaborating;
    - ✦ Synergy;
    - ✦ Learning to Learn;
    - ✦ Life-Long Learning; And
    - ✦ Learning In the Workplace
    - ✦ “Improved Strategic Thinking Ability;
    - ✦ Understanding Group Processes and Organisational Change;
    - ✦ Improved Understanding between Sections Of The Organisation;
    - ✦ Development of New Skills (E.G. Leadership, Problem-Solving, Communication, Questioning. Presentation and Process Facilitation Skills);
    - ✦ Ideas for Future Projects and Programs;
    - ✦ A Concrete Outcome of Benefit to the Organisation and Program Participants; and
    - ✦ High Proven Returns on Investment in the Action Learning Program”.

Human Resource Training and Development Management Programme - Page 25 of 55

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- Action Research;
  - Process Management;
  - Assessment Centres;
  - TNA 2000;
  - Techniques of TNA.
- Sources of Information for Training Needs Analysis (TNA):
- Strategic Plans;
  - Tactical Plans;
  - Operational Plans;
  - Strategic Operational Review;
  - Human Resource Plan;
  - Succession Plan;
  - Human Resource Audit;
  - Critical Incident Reports;
  - Individual Performance Appraisal Reports;
  - Personnel Deployment Charts;
  - Business Plans;
  - Strategic Plans;
  - Job Evaluation or Job Tasks and Role Analysis;
  - Client or Customer Feedback.
- Throughput Accounting:
- Throughput Accounting: An Introduction;
  - Determining whether a Programme or event Increases Throughput ;
  - Effect of Reducing Investment (Inventory) (money that cannot be used) in Business and Non-Business Organisations ;
  - Reducing Operating Expense.
- Efficiency Gains:
- Defining Efficiency Gains;
  - Measuring Efficiency Gains;
  - Improving Efficiency Gains .
- Substituting the concept of 'Efficiency Gains', in Throughput Accounting, for the Concept of Net Profit in Training Departments, as in:
- Net profit (NP) = Throughput - Operating Expense = T-OE ;

- Return on investment (ROI) = Net profit / Investment = NP/I ;
  - Productivity (P) = Throughput / Operating expense = T/OE ;
  - Investment turns (IT) = Throughput / Investment = T/I .
- Difference between Education, Training and Development;
- Training and 'Opportunity Cost';
- Calculating Rate of Return from Training Investment;
- Investors InPeople (IIP): The British Model.

## **Module 6: Training Expenditure or Investment: Training Needs Analysis, Costing and Budgeting for Accelerated Rate of Return**

- Organisational Control;
- Organisational Control Systems;
- Operational Control;
- Loading;
- Sequencing;
- Detailed Scheduling;
- Other Control Mechanism Include:
- Inventory Control;
  - Cost Control;
  - Quality Control.
- Budgeting As a Control Mechanism;
- Budgeting and the Controlling Of Organisational Resources;
- Traditional Methods of Resource Allocation;
- Modern Approaches to Resource Allocation - Based On Assessment of the Potential of Subsystem to Succeed, In Relation To Prevailing Environmental Situation;
- Responsibility Centres in the Form of:
- Revenue Centres;
  - Expense or Cost Centres;
  - Profit Centres ;
  - Investment Centres.
- Managing Organisational Resources;

- Relationship between Strategic Management and Resource Management;
- Conflict between Corporate and Operational Management in Relation To Resource Utilisation;
- The Functions of Management;
- Planning as a Function of Management;
- Strategic Plans;
- Tactical Plans;
- Operational Plans;
- Standing Plans;
- Co-Ordinating as a Function of Management: Training and Development Modification:
  - Co-Ordinating through Mutual Adjustment ;
  - Co-Ordinating through Direct Supervision;
  - Co-Ordinating through Standardisation of Work Process;
  - Co-Ordinating through Standardisation of Input - Skills, Knowledge and Attitudes;
  - Co-Ordinating through Standardisation of Output.
- Costing and Cost-Benefit Analysis;
- Activity-Based Costing;
- Policy Planning and Budgeting Systems (PPBS);
- Zero Base Budgeting;
- Paradigm-Based Budgeting;
- Process-Based Budgeting;
- Priority-Based Budgeting ;
- Performance-Based Budgeting ;
- Activity-Based Budgeting.

## Module 7: Organisation Management: An Introduction

### M7 - Part 1: Introduction to Formal Organisations

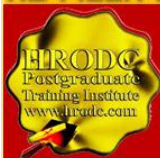
- Definition;
- Objectives – Social and Business;
- Tasks;
- Division of Work/Labour;
- Delegation;
- Responsibility;
- Accountability;
- Authority;
- Power;
- Roles;
- Informal Organisations;
- Case Study Analysis.

### M7 - Part 2: The Functions of Management: An Introduction

- The Functions of Management;
- The Management Process: Its Universality;
- Planning: The Basis for the Emanation of Subsequent Functions;
- The Different Types and Levels of Planning;
- Planning As Objective Establishment;
- Planning As a Procedural Issue;
- Organising Process, People and Subsystems;
- Fundamental Issues in Designing Organisations;
- Management Implications for Tall and Flat Structures;
- An Introduction to Basic Organisational Forms:
  - Simple Structure;
  - Functional Structure;
  - Divisional Structure;

Human Resource Training and Development Management Programme - Page 29 of 55

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- Matrix Structure.
- Organisational Design as a Function of Organisational Dynamics;
- Important Considerations in Organisational Design;
- Designing For Effective Product/Service Management;
- Designing For Communication Effectiveness;
- Designing For Effective Client/Customer Focus;
- Importance of Vertical and Horizontal Relationships;
- Directing or Leading;
- Directing or Leading? : A Question of Leadership Styles and Administrative Strategies;
- Directing or Leading? : Managerial Control vs. Worker Autonomy;
- The Relationship between Leadership and Worker Motivation;
- Co-Ordinating - Mintzberg's Bases of Co-Ordination;
- Mutual Adjustment;
- Direct Supervision;
- Output;
- Standardisation of Input;
- Standardisation of Work Process;
- Managing Organisations in a Stable Environment;
- Managing Organisations in an Unstable Environment;
- Increased Leisure Time;
- Enhanced Job Satisfaction;
- Reduced Stress;
- More Opportunity to Switch Off After Hours;
- More Room for Forward Planning & Long-Term Solutions;
- Higher Creativity;
- Time Management Tips for Managers;
- Reducing Time Spent On Meetings;
- Meeting Management;
- The Trading Game Scenario.

## M7 - Part 3: Delegating for Organisational Effectiveness

- What is Delegation?;
- Advantages of Delegation to Delegates;
- What Might Be Delegated?;
- Benefits of Delegation to Delegates;
- Prerequisites for Effective Delegation;
- Support Necessary during Task Performance;
- Importance of Communication in Delegation;
- Importance of Power and Authority in Delegation;
- Problems of Ineffective Delegation.

## Module 8: Executive Leadership and High Performance Team Management

### M8 - Part 1: Team Dynamics

- Team Dynamics;
- Groups: A Definition;
- Distinguishing Groups from Aggregations;
- Group Solidarity;
- Group Cohesion;
- Team or Group: A Distinction;
- Team Dynamics;
- Types of Teams;
- Command Teams;
- Committees (Temporary & Standing);
- Task Forces;
- Boards;
- Team Formation;
- Forming;
- Storming;

- Norming or Initial Integration;
- Performing or Total Integration;
- Disbandment or Adjournment;
- Purpose of Teams in the Work-Place;
- Team Characteristics;
- The Role Concept: An Introduction;
- How 'True-To-Life' or Realistic Are the Forming and Norming Stages of Team Development Dysfunctional Behaviour in Teams;
- Aggressiveness;
- Blocking;
- Interfering;
- Competing;
- Seeking Sympathy;
- Withdrawal;
- Special Pleading;
- Inter-Team Conflict;
- Sources of Inter-Team Conflict;
- Consequences of Dysfunctional Conflict;
- Team Decision-Making;
- Social Identity Theory;
- Team Building and Maintenance Roles: Improving Team Effectiveness;
- Encouraging Members;
- Harmonising;
- Standard Setting;
- Gate-Keeping;
- Determining the Optimum Team Size;
- Providing Team Incentives;
- Encouraging Conflict;
- Averting Groupthink;
- Avoiding the Risky Shift Syndrome;
- 'Resonance' As an Issue in Team Development;
- Employing Transactional Analysis;
- Employing Effective Diversity Management;



- Discouraging Resonation.

## M8 - Part 2: Executive High Performance Leadership

- The Concepts of 'Leader' and 'Managerial Leader';
- The Leader and Authority;
- The Leader and Influence;
- The Manager and the Conferment of Power;
- The Application of Control and 'Power Cohesion';
- The 'Managerial Leader' and the Ability to Vary Strategy;
- Power as a Recourse of the Managerial Leader;
- Leadership and Interpersonal Relationship ;
- Approaches to Leadership;
- Qualities or Traits Approach to Leadership;
- Task and Person Orientation;
- Participative Leadership;
- Transactional Leadership;
- Transformational Leadership;
- Contingency or Situational Approaches To Leadership;
- Leaders vs. Non-Leaders In Relation To Confidence & Intelligence;
- Leadership and Extroversion;
- Problems with Traits Approach';
- Social, Power & Achievement Needs and Their Relevance To Leadership;
- 'Task and Leader- Qualities Match';
- Perceived Consequence of Task Orientation and Reduced Relationship Orientation for Managerial Effectiveness;
- The Consequence Of Person or Consideration Oriented Leadership on Employee Satisfaction and Subsequent Staff Turnover;
- Contingent Factors and Leader Effectiveness or Ineffectiveness;
- Perceived Value of 'Democratic Leader Behaviour', Dispensing Participative Leadership;
- Perceived Value of 'Autocratic Leader Behaviour';
- Value of 'Performance Monitoring' To Individual Effectiveness;

- Result Orientation Leadership vs. Process Oriented Leadership;
- Transformational Leadership and Charisma;
- Mission Progress Articulation;
- Leading Through Delegation;
- Subordinates' Perception of Transformational Leadership vs. Transactional Leadership;
- Contingency Approaches to Leadership And The Crucial Nature of an Organisation's Environmental Variables;
- Contingency Approaches vs. Universalist Approaches to Leadership;
- Contingency Approaches to Leadership and Their Relationship to Trait and Style Orientations;
- Employee Development or Maturity and Its Relevance to Superior-Subordinate Relationships;
- Superior-Subordinate Relationships as Leader Behaviour;
- *Superior-Subordinate Relationships as Control and Influence;*
- Superior-Subordinate Relationships as Power and Authority;
- Least Preferred Co-Worker (LPC) – Low and High;
- Characteristics of LPC Managers and Their Relationship To McGregor's Theory X and Theory Y;
- Characteristics of Low LPC Managers and Their Relationship to Autocratic Leader Behaviour;
- Characteristics of Low LPC Managers and Their Relationship with Theory X;
- Characteristics of Low LPC Managers and Their Relationship to Task Control;
- Characteristics of High LPC Managers and Their Relationship to McGregor's Theory Y Leader;
- Characteristics of High LPC Managers and Their Relationship to Permissive Leader Behaviour;
- LPC Leaders and Their Relationship with Production Orientation;
- LPC Leaders and Their Perception of the Behaviour That They Need to Exhibit to Achieve Productivity Improvement;
- LPC Leaders and the Concept of 'Power Distance';
- LPC Leaders and Their Emphasis on Meeting Targets;

- LPC Leaders and the Level of Regard They Have for Superior-Subordinate Relationship;
- Relevance of Situational Variables on Leader Behaviour:
  - Leader-Member Relation;
  - Task Structure;
  - Position Power.
- Situational Variables and Expectancy Theory of Motivation.

### M8 - Part 3: High-Performance Teams

- High Performance Teams: A Definition;
- Autonomous Work Teams;
- Autonomous Work Groups;
- Learning Groups;
- Self-Directed Work-Teams/Groups;
- Self-Managed Teams;
- The Potential Energy of High-Performance Teams;
- Organisational Benefits of High-Performance Teams;
- Instituting High-Performance Teams;
- Empowering High-Performance Teams;
- Inevitable Issues of Reward and Equity;
- Internal And External Organisational Development (OD) Consultant's Role in the Formation, Development, Support and Maintenance of High Performance Teams.

## Module 9: Financial Risk Management

### M9 - Part 1: Risk: A Working Hypothesis

- Defining Risk – Generally;
- Financial Risk: A Plausible Definition;
- Financial Risk in an Organisational Setting;
- Financial Risk and 'Market Dynamics';

- Liquidity Risk;
- Operating Risk;
- Fraud Risk;
- Settlement Risk;
- Corporate Strategy and Risk Management;
- The Currency Derivatives Market.

### **M9 - Part 2: Financial Risk and Unpredictability: Uncontrollable Environmental Issues**

- Asset Behaviour and Pricing Implications;
- Credit and Counterparty Risk;
- The Legal and Political Risk Environments;
- Risk as an Economic Factor;
- Technological Risk Factor;
- Risk associated with Socio-Cultural Change.

### **M9 - Part 3: Financial Risk Settings: A Meta-Analytical Exploration**

- Risk in Financial Institutions;
- Banking Risk;
- Risk and the Currency Market ;
- Risk and the Equity Market;
- Futures Market Risk .

### **M9 - Part 4: Financial Exposure as Risk**

- Economic Exposure;
- Transaction Exposure;
- Translation Exposure;
- Calculating Risk in Financial Exposure.

## M9 - Part 5: Risk Management: A Conceptual and Statistical Meta - Analysis

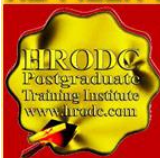
- Conducting a Risk Assessment;
- Managing Risk with Forward Contracts;
- Financial Methods of Measuring Risk;
- Quantifying Financial Risks;
- Some Qualitative Approaches to Financial Risk Assessment;
- Managing the Interest Rate Derivatives Market;
- Managing Equity Risk;
- Identifying and Measuring Currency Risk;
- Managing Financial Exposure Risk;
- Managing Currency Risk;
- Sensitivity Analysis as Risk Management;
- Managing Risk with Swaps;
- Statistical Analysis as a Risk Management Instrument;
- Interpreting Statistical Data;
- Mean and Statistical Mean;
- Probability and Normal Distribution;
- Calculating Statistics from Actual Data;
- Understanding Statistical Significance;
- Making Sense of Chi-Squared Distribution;
- Using PESTEL as a Tool towards Risk Management.

## Module 10: Modern Quality Systems

- Quality: A Definition;
- Clients' Quality Consciousness;
- The Law and Development of Quality Assurance;
- Using Quality As A Tool To:
  - Create a Positive Organisational Image;
  - Lower Operational Costs;

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- Reduce or Avert Product or Service Liability Litigation.

- Modern Control Systems;
- Management Information System;
- Computerised Information Systems;
- Information Speed;
- Information Retrieval;
- Management Accounting System;
- The Import- Conversion–Export Process;
- The Import Process;
- The Conversion Process;
- The Export Process;
- Operational Control System;
- Service Operation;
- Process Scheduling;
- Loading;
- Sequencing;
- Detailed Scheduling;
- Inventory Control;
- Cost Control;
- Quality Control;
- Controlling Utilisation of Organisational Resources;
- Co-Ordinating As a Control Mechanism;
- Mutual Adjustment;
- Direct Supervision;
- Standardisation of Work Process;
- Standardisation of Input-Skills, Knowledge And Attitudes;
- Standardisation of Output;
- Organisational Structure as a Control Function;
- Communication Dissemination;
- Decision Making Involvement;
- The 'In' Inventory;
- The 'Out' Inventory ;
- The 'JIT' Inventory System;

- The Kanban System;
- Establishing Quality Objectives;
- Stating Precise Objective;
- Setting Quality Objectives in Relation to Other Organisational Objectives;
- Relating Objectives to Specific Actions;
- Pinpointing Expected Results;
- Specifying When Goals Are Expected To Be Achieved;
- Distinguishing Between Strategic, Tactical and Operational Quality Objectives;
- Establishing a 'Quality-Throughput Accounting Balance';
- Continuous Improvement Programme;
- Just-In-Time (JIT) Compared With Material Requirements Planning (MRP);
- JIT vs. MRP: Component and Material Sourcing Strategy;
- The Quality Benefits of JIT vs. MRP;
- The Quality Issues Involved In JIT and MRP;
- Kaizen or Continuous Improvement;
- Modern Quality Systems;
- The British Standard Institution (BSI) As An International Quality Assessment Body;
- The Fundamental Principles of Total Quality Management (TQM);
- Implementing and Monitoring TQM;
- What is The International Organisation for Standardization (ISO);
- What '*International Standardization*' Means;
- How ISO Standards Benefit Society;
- The Hallmarks of the ISO Brand;
- ISO and World Trade;
- ISO and Developing Countries;
- How to Recognize an ISO Standard;
- The Big, Wide World of ISO Standards;
- What Makes ISO 9000 and ISO 14000 so Special;
- What Makes Conformity Assessment so Important;
- Iso9000 as A Quality Framework;
- The ISO 9000 Family;
- ISO 1400: An Introduction;
- Planning, Establishing & Monitoring Quality Systems;

- The Perceptual Value of Quality Assurance;
- Establishing Quality Assurance from Quality Objectives;
- Quality Benchmarking;
- Guidelines for Achieving Quality;
- Quality and Internal and External Environmental Analysis;
- Quality and Strategic Operational Review;
- Incremental Quality Improvement;
- Identifying Areas for Quality Improvement;
- Communication for Quality Improvement;
- Researches and Development for Quality Improvement.

## **Module 11: Advanced Financial Accounting**

### **M11 - Part 1: A Strategic View of the Business Environment**

- The Accounting Environment:
  - The Uses and Purpose of Accounting;
  - Users of Accounting and Financial Information;
  - Various Groups of Stakeholders: Internal and External Users;
  - Accounting Language and Terminology;
  - Cash versus Profit, Accruals and Monetary Concepts;
  - Profit and Profitability;
  - Accounting Reports and Statements.
- Statement 1: The Balance Sheet – The Financial Position:
  - The Structure of the Balance Sheet;
  - What Does The Balance Sheet Tell Us About The Company?;
  - Limitations of the Conventional Balance Sheet.
- Statement 2: The profit and loss account (income statement) – financial performance:
  - What is Profit?;



- The Structure of the Profit And Loss Account;
- What Does The Profit And Loss Account Tell Us About The Company?;
- The Links between The Profit And Loss Account And Balance Sheet.

## M11 - Part 2: The Financial Statements and Financial Analysis

- Statement 3: The Cash Flow Statement – Financial Flow:
  - Cash vs. Profit;
  - What is Included in the Cash Flow Statement?;
  - Why is Cash Flow So Important?;
  - The Structure of the Cash Flow Statement;
  - The Links between Three Accounting Statements: The Cash Flow Statement;
  - Profit And Loss Account and Balance Sheet.
- The Annual Report and Financial Analysis:
  - The Key Elements of Published Reports and Accounts;
  - Ratio Analysis: Profitability; Efficiency and Performance; Liquidity; Investment; Cash Flow; the DuPont System;
  - Cash vs. Profit as a Measure of Performance, EBITDA;
  - Predicting Business Failure – The Altman Z-Score;
  - Sources of Financial Information;
  - The Use of Non-Financial Information Together With Financial Information.

## M11 - Part 3: Budgeting and Short-term Planning

- Break-Even Analysis: Cost/Volume/Profit Analysis:
  - Cost/Volume/Profit (CVP) Relationships;
  - Break-Even Analysis;
  - Single and Mixed Products;
  - The Impact of Cost Structure Changes;
  - Limitations of CVP Analysis.

➤ Budgeting:

- Purposes of Budgeting;
- The Budget Process, Including Activity Based Budgeting;
- Uncertainty and Risk – Worst and Best Outcomes;
- Motivation and the Behavioural Aspects Of Budgeting;
- Problems in Budgeting.

### M11 - Part 4: Budgetary Control and Long-Term Planning DCF and Capital Investment Appraisal

➤ Capital Investment Decisions:

- What Is An Investment?;
- Investment Appraisal Criteria and Investment Decisions;
- Time Value of Money;
- Free Cash Flows;
- Capital Rationing and Control of Capital Investment Projects;
- Risk and Uncertainty and Decision-Making – Sensitivity Analysis.

➤ Budgetary Control:

- Organisational and Accounting Control Systems;
- Standard Costing;
- Flexed Budgets and Variance Analysis;
- Types of Variances and the Reasons They Occur;
- Planning and Operational Variances.

### M11 - Part 5: Financing the Business and Strategic Accounting

➤ Internal and External Sources of Finance:

- Financing The Business:
  - ✚ Sources of Finance;
  - ✚ Gearing;
  - ✚ Weighted Average Cost of Capital (WACC);

- ✚ Cost of Debt and Equity Capital;
- ✚ Risk Analysis and CAPM.
- Strategic Accounting:
  - ✚ Outline of Strategic Management Accounting;
  - ✚ Competitor Information and Strategic Positioning;
  - ✚ Competitive Advantage;
  - ✚ Strategic Accounting Systems, and the Balanced Scorecard;
  - ✚ New Role for Managers and Accountants.

## Module 12: Effective Time Management

### M12 - Part 1: Introduction to Time Management

- Time Management Defined;
- Time in an Organisational Wide Context: Acting in Time;
- The Cost of Time;
- Time Management Tools;
- Maximising Personal Effectiveness;
- Busy vs. Productive;
- Time Wasters/Time Robbers/Time Stealers/Time Bandits;
- Managing Time Wasters/Time Robbers/Time Stealers/Time Bandits;
- Combating Procrastination;
- Diffusing the Impact of Others:
  - Handling Interruptions Constructively;
  - Asserting Yourself Politely and Calmly.
- Conquering Over commitment ( Learn to say, “No”).

## M12 - Part 2: Contextualising Time Management

- The Four D's of Time Management:
  - Do;
  - Delegate:
    - ✚ Tasks Which Should Be Delegated;
    - ✚ Effective Delegation Techniques;
    - ✚ How to Delegate.
  - Dump;
  - Defer.
- Managing Multiple Task and Deadlines;
- Combating Work Related Stress;
- Balancing Personal and Professional Life;
- Avoiding Time Crunches;
- Handling Unexpected Job Emergencies;
- Human Multitasking;
- Benefits of Effective Time Management;
- Effects of Poor Time Management;
- Time Management Theories:
  - Maslow's Hierarchy of Needs;
  - The Pickle Jar Theory;
  - Pareto Principle or 80/20 Rule;
  - Eisenhower Method;
  - POSEC Method.

## M12 - Part 3: Setting Goals/Objectives, Planning and Getting Organised

- Setting Goals and Objectives:
  - What You Want to Achieve;
  - Importance of Goal;
  - Setting Realistic Goals Through SMART Method;
  - Techniques for Setting and Achieving Goals.
- Planning:
  - Management and Planning Tools;
  - Using a Planner;
  - Developing Action Plan.
- Getting Organised:
  - Organizing Your Workspace, Files and Folders;
  - E-mail, Task and Calendar Managing;
  - Information Flow and Retrieval Process;
  - Information Overload;
  - Schedule Management:
    - ✚ Scheduling to Create Work/Life Balance;
    - ✚ Creating Dynamic “To-Do List”;
    - ✚ Reducing Mental Clutter.
  - The Batching Technique;
  - Utilize Time Gaps;
  - Effective Follow-up System;
  - Developing Time Management Habit.

## M12 - Part 4: Scheduling, Prioritising and Time Management Application

- Scheduling:
  - Effective Scheduling;
  - Steps in Scheduling.
- Prioritizing:
  - The Prioritization Grid;
  - Important vs. Urgent;
  - Time Management Matrix (Covey's Four Quadrant Matrix);
  - To-Do List;
  - ABC123 Prioritised Planning;
  - Decision Matrix.
- Time Management and Manager:
  - How Most Managers Apportioned Their Time;
  - Time Management Tips for Managers;
  - Effective Resource Management;
  - Workload Analysis;
  - Managing Workload;
  - Managing Disorganised Staffs.

## M12 - Part 5: Achieving Effective Time Management through Proper Meeting Management

- Meeting Management:
  - Creating an Effective Agenda;
  - Importance of Agenda;
  - Steps For Productive and Effective Meeting;
  - Groupthink;
  - Team think;
  - Reducing Time Spent on Meeting;
  - Meeting Menaces:
    - ✚ The Waffler;

- ✚ The Turf Warrior;
  - ✚ The Assassin;
  - ✚ The Dominator;
  - ✚ The Interrupter.
- Meeting Mismanagement;
  - Trading Game Scenario.

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

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

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

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

Delegates studying courses of 5-7 days' duration, equivalent to 30-42 Credit-Hours (Direct Lecturer Contact), will, on successful assessment, receive the Diploma – Postgraduate

Award. This represents a single credit at Postgraduate Level. While 6-day and 7-day courses also lead to a Diploma – Postgraduate, they accumulate 36 and 42 Credit Hours, respectively.

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

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

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

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

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

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

- Completed Postgraduate Application Form, including a passport sized picture affixed to the form;
- A copy of Issue and Photo (bio data) page of the applicant's current valid passport or copy of his or her Photo-embedded National Identity Card;



- Copies of credentials mentioned in the application form.

## Admission and Enrolment Procedure

- On receipt of all the above documents we will assess applicants' suitability for the Course or Programme for which they have applied;
- If they are accepted on their chosen Course or Programme, they will be notified accordingly and sent Admission Letters and Invoices;
- One week after the receipt of an applicant's payment or official payment notification, the relevant Course or Programme Tutor will contact him or her, by e-mail or telephone, welcoming him or her to HRODC Postgraduate Training Institute;
- Those intending to study in a foreign country, and require a Visa, will be sent the necessary immigration documentation, to support their application;
- Applicants will be notified of the dates, location and venue of enrolment and orientation, where appropriate.

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

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

1. Intensive Full-time (Classroom-Based) Mode, lasting 3 months for Postgraduate Diploma, and 6 weeks for Postgraduate Certificate. These durations are based on six hours' lecturer-contact per day, five days (30 hours) per week, for Postgraduate Diploma.
2. Video-Enhanced On-Line Mode. This interactive online mode lasts twenty (20) weeks, for Postgraduate Diploma, and ten (10) weeks for Postgraduate Certificate. Our calculation is based on three hours per day, six days per week.

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

## Introducing Our Video-Enhanced Online Study Mode

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

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

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

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

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

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

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

## **Cumulative Postgraduate Certificate and Postgraduate Diploma Courses**

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

On this basis, the definitive calculation on the Award requirement is based on the number of hours studied (aggregate credit-value), rather than merely the number of credits achieved. This approach is particularly useful when a student or delegate studies a mixture of courses of different credit-values.

For those delegates choosing the accumulative route, it is advisable that at least one or two credits be attempted each year. This will ensure that the required 180 Credit-Hours and 360 Credit-Hours, for the Postgraduate Certificate and Postgraduate Diploma, respectively, are

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

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

### **Exemplification of Accumulated Postgraduate Certificate and Postgraduate Diploma Award Titles**

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

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

1. **Postgraduate Diploma in Accounting and Finance;**
2. **Postgraduate Certificate in Accounting and Finance;**
3. **Postgraduate Certificate in Aviation Management;**
4. **Postgraduate Diploma in Aviation Management;**
5. **Postgraduate Certificate in Industrial Health and Safety Management, Incorporating Oil and Gas Safety;**
6. **Postgraduate Diploma in Industrial Health and Safety Management, Incorporating Oil and Gas Safety;**
7. **Postgraduate Certificate in Business Communication;**
8. **Postgraduate Diploma in Business Communication;**
9. **Postgraduate Certificate in Corporate Governance;**
10. **Postgraduate Diploma in Corporate Governance;**
11. **Postgraduate Certificate in Costing and Budgeting;**
12. **Postgraduate Diploma in Costing and Budgeting;**
13. **Postgraduate Certificate in Client or Customer Relations;**
14. **Postgraduate Diploma in Client or Customer Relations;**
15. **Postgraduate Certificate in Engineering and Technical Skills;**
16. **Postgraduate Diploma in Engineering and Technical Skills;**
17. **Postgraduate Certificate in Events Management;**
18. **Postgraduate Diploma in Events Management;**
19. **Postgraduate Certificate in Health and Safety Management;**
20. **Postgraduate Diploma in Health and Safety Management;**
21. **Postgraduate Certificate in Health Care Management;**
22. **Postgraduate Diploma in Health Care Management;**
23. **Postgraduate Certificate in Human Resource Development;**
24. **Postgraduate Diploma in Human Resource Development;**
25. **Postgraduate Certificate in Human Resource Management;**
26. **Postgraduate Diploma in Human Resource Management;**

- 27. Postgraduate Certificate in Information and Communications Technology (ICT);**
- 28. Postgraduate Diploma in Information and Communications Technology (ICT);**
- 29. Postgraduate Certificate in Leadership Skills;**
- 30. Postgraduate Diploma in Leadership Skills;**
- 31. Postgraduate Certificate in Law – International and National;**
- 32. Postgraduate Diploma in Law – International and National;**
- 33. Postgraduate Certificate in Logistics and Supply Chain Management;**
- 34. Postgraduate Diploma in Logistics and Supply Chain Management;**
- 35. Postgraduate Certificate in Management Skills;**
- 36. Postgraduate Diploma in Management Skills;**
- 37. Postgraduate Certificate in Maritime Studies;**
- 38. Postgraduate Diploma in Maritime Studies;**
- 39. Postgraduate Certificate in Oil and Gas Operation;**
- 40. Postgraduate Diploma in Oil and Gas Operation;**
- 41. Postgraduate Certificate in Oil and Gas Accounting;**
- 42. Postgraduate Diploma in Oil and Gas Accounting;**
- 43. Postgraduate Certificate in Politics and Economic Development;**
- 44. Postgraduate Diploma in Politics and Economic Development;**
- 45. Postgraduate Certificate in Procurement Management;**
- 46. Postgraduate Diploma in Procurement Management;**
- 47. Postgraduate Certificate in Project Management;**
- 48. Postgraduate Diploma in Project Management;**
- 49. Postgraduate Certificate in Public Administration;**
- 50. Postgraduate Diploma in Public Administration;**
- 51. Postgraduate Certificate in Quality Management;**
- 52. Postgraduate Diploma in Quality Management;**
- 53. Postgraduate Certificate in Real Estate Management;**
- 54. Postgraduate Diploma in Real Estate Management;**

- 55. Postgraduate Certificate n Research Methods;**
- 56. Postgraduate Diploma in Research Methods;**
- 57. Postgraduate Certificate in Risk Management;**
- 58. Postgraduate Diploma in Risk Management;**
- 59. Postgraduate Certificate in Sales and Marketing;**
- 60. Postgraduate Diploma in Sales and Marketing;**
- 61. Postgraduate Certificate in Travel, Tourism and International Relations;**
- 62. Postgraduate Diploma in Travel, Tourism and International Relations.**

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

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

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

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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.

**Prof. Dr. Ronald B. Crawford**  
**Director**  
**HRODC Postgraduate Training Institute**