

 HRODC Postgraduate Training Institute,
A Postgraduate-Only Institution,
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UK's Department for Education.

#074

**Conflict and Role Conflict: Conflict
Management in Organisations,
Postgraduate Course.**

Leading To:

Diploma – Postgraduate – in

**Conflict Management in
Organisations,
Triple-Credit,
90 Credit-Hours.**

**Accumulating to a Postgraduate Certificate, with
90 additional Credit-Hours, and a Postgraduate
Diploma, with 270 additional Credit-Hours.**

Diploma - Postgraduate - in Conflict Management in Organisations, Triple-Credit, Page 1 of 23

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HQ: 122A Bhylls Lane, Wolverhampton, West Midlands, UK.
Primary Website: <https://www.hrodc.com>.
Prof. Dr. R. B. Crawford, Director.

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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.



**Postgraduate Diploma;
Postgraduate Certificate; &
Diploma - PG Courses.
Click To Download List.**



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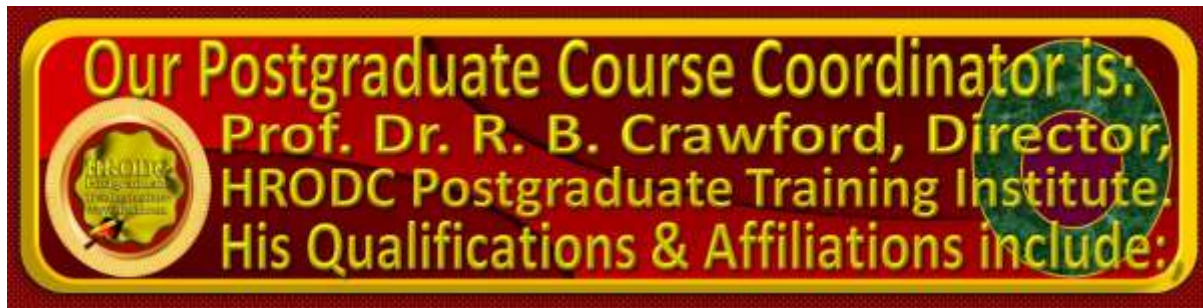


**General Diploma: Access To Postgraduate.
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- Doctor of Philosophy {(PhD) {University College London (UCL) - University of London}};
- MEd Management (University of Bath);
- Postgraduate (Advanced) Diploma Science Teacher Ed. (University of Bristol);
- 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'.





- Human Resource Managers;
- Senior Managers;
- Supervisors;
- Executives;
- Business Owners;
- Business Professionals;
- Directors;
- Business Development Experts;
- Corporate Directors;
- Divisional Managers;
- Entrepreneurs;
- Human Resource Development Managers;
- Human Resource Management Managers;
- Line Managers;
- Management Consultants;
- Management Development Directors;
- Organisational Leaders;
- Performance Consultants;
- Project Team Leaders;
- Senior Executives and Managers;
- Senior Leaders who oversee the activities of teams;
- Specialist Team Leaders;
- Talent Managers;
- Team Development Personnel;
- Team Leaders;
- Team members themselves;
- Team Supervisors;



- Training and Development Managers;
- Training Directors;
- Transaction Analysts;
- All others who are desirous in enhancing their expertise in team formation, team development, team behaviour, resonance control, transactional analysis and other salient aspects of team dynamics.
- Employees with responsibility of handling conflict within the organisation.

15-Day Course Duration & Cost:

- * In-Venues Duration: 15 Days;
- * Online Duration: 30 Days (3 Hrs. Per Day).
- * In-Venues Cost: £15,000.00 Per Delegate;
- * Online Cost: £10,050.00 Per Delegate;
- * Group Cost: Varies with its Size.

In-Venues Cost Includes:



- * Snacks & Lunch, on Event-Days;
- * Stationery, Onsite Internet Access, City Tour;
- * Earned Award (PG Dip; PG Cert; Dip – PG; or Gen. Dip);
- * Module Credits, for Incomplete Programmes;
- * Cert. of Attendance & Participation, if Unsuccessful.



Our Branded Complimentary Products.

Students & Delegates Will be Treated To a Selection of:

- * Leather Conference Folder; Leather Conf. Ring Binder;
- * Leather Conference Bag (Black or Brown);
- * Polo Shirt (Black, Blue, Navy, Green, Red, White);
- * Metal Pen (Green, Blue, Maroon, Gold);
- * USB Drive (8-16 GB); Carrier Bag.

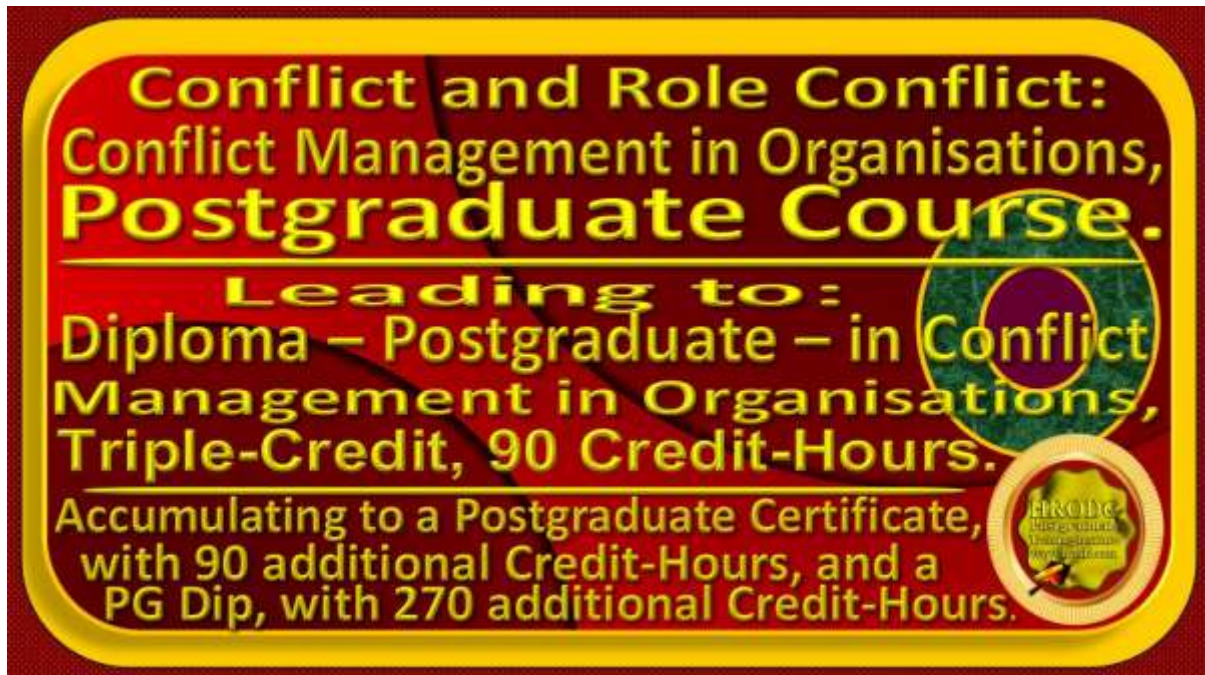
 **Daily Schedule:**
09:00 To 16:30
But may Vary, with Location. 

Our Scheduled Delivery Locations Include:

- * Amsterdam, Netherlands;
- * Brussels, Belgium;
- * Central London, UK;
- * Dubai, United Arab Emirates (UAE);
- * Kuala Lumpur, Malaysia; &
- * Paris, France.

Other Locations, & Inhouse, on Request. 

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**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';



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- Guaranteeing that, through effective gatekeeping, the skills, knowledge and expertise of the team, incorporating marketing intelligence, are effectively utilised in task planning, organising and performance;
- Managing conflict, to encourage 'teamthink', while averting 'groupthink' and its adverse effect.

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

This course addresses all the above crucial issues, equipping participants with the needed expertise to effectively manage teams, making intervention into their operation, where appropriate, to enhance and maintain their performance, towards objective accomplishment. **Specifically, by the conclusion of the specified learning and development activities, delegates will be able to:**

- Address the salient issues associated with Dysfunctional Behaviours;
- Analyse the concept of leasing in relation to delegating;
- Analyse the perception in each role;
- Apply appropriate rewards and, or, punishment that are applied to a given team situation – thereby promoting team 'functionality';
- Apply group dynamics to organisational settings;
- Ascertain the relationship between an incumbent's experience and role enactment;



- Ascertain the relationship between an incumbent's role perception and his or her role performance;
- Clarify roles in team settings;
- Define objectives, generally;
- Define role set;
- Define role;
- Define, describe and analyse the nature of an organisation;
- Demonstrate a heightened understanding of role relationships;
- Demonstrate a heightened understanding of the type and permanence of the leadership of a team;
- Demonstrate a high level of understanding of a team attempts to replace a situational leader, to enhance stability, acceptability or renewed or clarified mission or objectives;
- Demonstrate an awareness of their 'Team Building and Maintenance Roles' that will improve team effectiveness;
- Demonstrate an effective 'leader behaviour' when dealing with dysfunctional behaviours;
- Demonstrate an understanding of the concept of power and how it might be applied for the benefit of the organisation;
- Demonstrate an understanding of the issue of 'responsibility' and how it translates in superior-subordinate relationships in organizations
- Demonstrate an understanding of the notion that societal socio-economic hierarchy might be informally represented in teams;
- Demonstrate the effectiveness of the strategy that they have devised for dealing with intra-team competition;
- Demonstrate their ability to deal with the psychological effect of disbandment;
- Demonstrate their ability to employ transactional analysis in a team context;
- Demonstrate their ability to manage conflict effectively, incorporating the occasions when it should be encouraged;
- Demonstrate their appreciation of the fact that workers belong to different classes, in society;
- Demonstrate their awareness of the value of team cohesiveness and team solidarity, and the dangers of over-cohesiveness;



- Demonstrate their grasp of the fundamentals of performance management;
- Demonstrate their understanding of the 'risky shift syndrome', outlining the steps that they will take to avert them;
- Demonstrate their understanding of the importance of Gatekeeping in team formal settings;
- Demonstrate their understanding of the theoretical and practice bases of Team Dynamics;
- Demonstrate their understanding of the social and psychological relevance of the stages of formation of a group;
- Describe role as the behavioural expectations of a role set;
- Describe self-ideal as a behavioural construct;
- Describe the democratic incumbent, autocratic incumbent, the generous incumbent, the dedicated incumbent, the social self and the role of each;
- Describe the effort that they will make to enhance the 'critical faculty' of their team;
- Detect Dysfunctional Behaviours;
- Determine some exemplifying roles;
- Determine the boundary relationship of a role set;
- Determine the optimum team size for effective functioning;
- Determine the place of an incumbent's perceived role expectations on his or her role enactment;
- Determine why a temporary team is likely to be more problematic to lead than a permanent team;
- Develop effective communication strategies that might be applied to team settings, minimising technical language;
- Differentiate social objectives from business objectives;
- Distinguish between command teams, boards, committees and task forces;
- Distinguish between formal and informal organisations;
- Distinguish between groups and mere aggregations;
- Distinguish between informal management and formal management succession charts;
- Distinguish between task forces, committees, command groups and boards;
- Distinguish between Temporary Committees and Standing Committees;



- Enumerate examples of business and non-business organisations;
- Establish a basis for standard setting in their teams;
- Establish the link between role and the external environment;
- Establish the link between role and the internal environment;
- Establish the relationship between self-ideal and a performance enhancer;
- Evaluate the effectiveness of their strategy for addressing situations where team members seek sympathy;
- Exhibit a knowledge of the intimidating effect that class might have on team members, and, hence, the leader's responsibility to ensure that this informal hierarchy is dispensed with in the promotion of a 'classless team';
- Exhibit tact in discouraging team member distracting behaviours;
- Explain facets #1 and 2 of authority;
- Explain how social objectives lead to profitability gain;
- Explain the bases for the feeling of 'Togetherness' or 'Awareness' IN An Aggregation;
- Explain the concept of segmental expectations;
- Explain the occasions in which a situational leader is likely to emerge;
- Explain the Team Typological Bases;
- Explain why a team's disbandment might have a negative psychological effect on members and the team leader;
- Explore the bases for 'division of labour/work' in organisations and their relation to organisational effectiveness;
- Expound the facet of authority, providing practical examples
- Identify role segments;
- Identify some organisational tasks and determine how tasks are grouped;
- Identify the role expectations of social support;
- Identify the set of complimentary relationship in every role;
- Illustrate how they might resolve interpersonal problems among team members;
- Illustrate how they will determine the contribution of each team member to team goal accomplishment;
- Illustrate how they will enhance the issue of 'gatekeeping' to ensure that team members, in general, participate in team meetings, extending support to the



weak, ensuring that introverted team members are not intimidated or 'crushed' by the extroverted;

- Indicate how they will establishing key competencies in teams;
- Indicate how they will help team members to channel their energies into task performance, establishing realistic goals;
- Indicate how they will recognise resonance in their teams, outline the steps that they will take to avert or reduce its occurrence, outlining how they will 'cautioning' resonators;
- Indicate how they will reward exceptional performance in their teams;
- Indicate how they would handle blocking, effectively;
- Indicate the range of tangible rewards that might be utilised in a team;
- Indicate the steps that they will take to harmonising their teams;
- Information, who might, nevertheless, be able to perform evaluative role;
- Internalise the dysfunctional effect of 'resonance' in a team context;
- Know the importance of delegation in increasing productivity and workflow;
- Order the team formation stages, explaining the psychological issues that beset them and relate them to organisational functioning;
- Outline the steps that they will take to avert groupthink and promote teamthink;
- Peruse business objectives through business objectives;
- Propose an effective remedy to 'member withdrawal';
- Propose an effective way of dealing with interfering behaviour;
- Propose standards of measuring competence in teams;
- Propose suitable intangible rewards that might be applied to a team situation;
- Provide a basis for team standard setting - establishing standards and evaluating progress;
- Provide an indication of their awareness of the fact that team members' class consciousness might relate to the positions that they occupy in the organisation or society;
- Provide an individually synthesized proposal for dealing with aggressiveness;
- Provide examples of command teams, highlighting the situations in which a leader might belong to two Command Teams;
- Provide examples of how a leader should encourage desirable behaviours in

Diploma - Postgraduate - in Conflict Management in Organisations, Triple-Credit, Page 13 of 23



a team;

- Put forward a satisfactory way of addressing 'special pleading';
- Recognise and acknowledge performance improvement in teams;
- Recognise the ineloquent team members;
- Resonance as an issue in team effectiveness;
- Suggest how they might employ an effective diversity management that discourages resonance;
- Suggest how to determine which individual members of a team can improve their performance – and subsequently, their contribution to the team as a way of harnessing team synergy;
- Suggest how to establish acceptable performance levels in teams, noting performance indicators;
- Suggest the difference in interpretation of groups and teams;
- Suggest ways of improving group morale, while enhancing their effectiveness;
- Suggest ways to counteract the effect of the informal hierarchy - in teams other than command teams.





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 Analysis In Context.

Part 2. Role in an Organisational Context.

Part 3. Individual Role Enactment.

Part 4. Conflict and Role Conflict: Desirability or Undesirability.

Part 5. Conflict Management: A Pro-Active Approach to Conflict Resolution.



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Part 6. Enhanced Conflict Management: Averting or Addressing Role Conflict.

Part 7. Salient Team Dynamic Issues.

Part 8. Team Typologies and Their Bases.

Part 9. Team Formation, Stage Significance, and Task Implications.

Part 10. Effective Team Leadership.

Part 11. Intra-Team Relationship: Analysis and Intervention.

Part 12. Enhancing Team Performance.

Part 13. Team Performance Enhancement Effort.

Part 14. Addressing Resonance and Issues Associated With Transactional Analysis..



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

In line with the above notion, a Postgraduate Certificate might be earned through a 6 weeks' Intensive In-Venues Study, or 10 Online Delivery. Similarly, a Postgraduate



Diploma might be studied for 12 weeks In-Venues or 20 weeks. They might also be taken through a blend of both modes, providing that a minimum of 6 and 12 Credits and 180 or 360 Credit-Hours, respectively, are earned. You might Pick and Mix Courses, to create your preferred blend of Disciplines, or follow a predesigned Specialist route. They might accumulate from our Postgraduate Short Courses, or through continuous study. [Please click to view and download our List of Specialist Postgraduate Certificate, and Postgraduate Diploma Programmes](#)



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

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

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

1. Diploma – Postgraduate – in Organisational Change Management, 30 Credit-Hours;
2. Diploma - Postgraduate - in Trainer Training: Training for Trainers, Double-Credit, 60 Credit-Hours:



3. Conveyancing and Property Valuation: Property Law, Double-Credit, 72 Credit-Hours:
4. Diploma – Postgraduate – in University and Higher Education Administration, Triple-Credit, 90 Credit-Hours;
5. Diploma – Postgraduate – in Tourism and International Relations, Quad-Credit, 120 Credit-Hours.

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

Postgraduate Diploma Award

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

Postgraduate Certificate Award

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

Cumulative Postgraduate Certificate, and Postgraduate Diploma Awards

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

Accumulated Postgraduate Certificate, and Postgraduate Diploma Awards

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



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

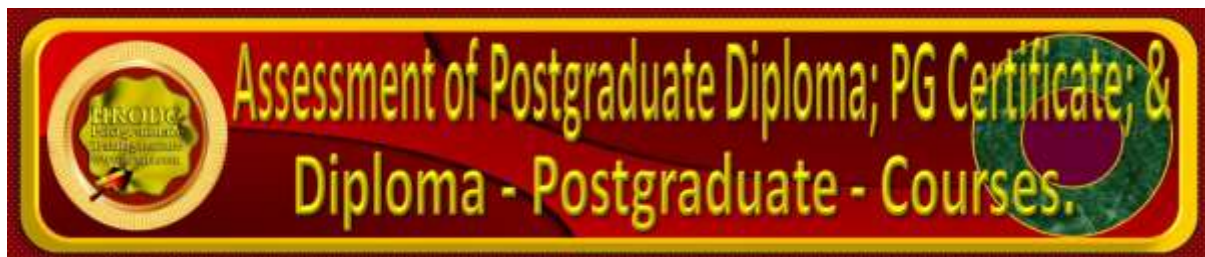
- Completed Postgraduate Application Form, including a passport sized picture affixed to the appropriate section;
- A copy of Issue and Photo (bio data) page/s of the applicant’s current valid passport or copy of ‘Photo-embedded’ National Identity Card;
- Copies of credentials stated in the Application Form.

Admission and Enrolment Procedure

- On receipt of all the above documents, they will be forwarded to our ‘Admissions Committee’, which will assess applicants’ suitability for the Course or Programme for which they have applied;
- If they are accepted on their chosen Course or Programme, they will be notified accordingly, and sent Invoices;



- Upon receipt of an applicant's payment, we will send him or her an Official Payment Receipt, and Admission Letter, bearing a copy of the Passport-Type in the respective Application Form.
- Those intending to study in a foreign country, and require a Visa, will be sent the necessary **Immigration Documentation**, to support their application;
- **Joining Instruction** will be sent to Students and Delegates, on time to prepare for their enrolment. The incorporated information include:
 - 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.





[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_Extenuating_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.

