

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

#018

**Executive Management,
Postgraduate Programme.**

Leading To:

Postgraduate Diploma in

Executive Management.

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




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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.


**Reorganisation of PG Dip & PG Cert. in
Executive Management.**



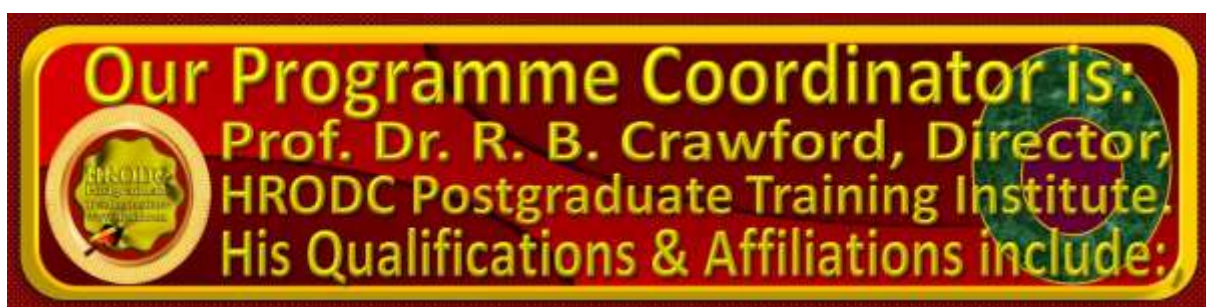
**PG Diploma in Executive Management, &
PG Certificate in Executive Management,
Are Being Reorganised.**
Now: Programmes #s 018, & 018.1.

All Modules Accumulate To a PG Cert, & PG Dip.

Details To Be Added Shortly!



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



- 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);

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- 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'.





- Academic and Administrative Support Personnel;
- Assistant Vice Chancellor for Advancement;
- Board of Directors;
- Business Analysts;
- Business Angels;
- Business Development Directors;
- Change Management Consultants;
- Chief Executive Officers (CEOs);
- Chief Executives;
- Chief Financial Officers (CFOs);
- Chief Secretaries;
- Company Secretaries;
- Computer and Information Systems Managers;
- Consultants;
- Corporate Administration Advisor;
- Corporate Executives;
- Corporate Managers;
- Corporate Trainer;
- Data Encoders;
- Data Entry Operators;
- Departmental Heads;
- Development Training Coordinators;
- Director of Leadership, Services and Consulting;
- Director, Executive and Leadership Development;
- Director, Strategic Business Improvements;
- Directors, Staff Development;
- Directors, Staff Development;
- Divisional Heads;



- Entrepreneurs;
- Executive Director, Ministry Leadership Formation;
- Executive Directors;
- Executive Vice Presidents;
- External Change Agents;
- External Organisational Development Consultants;
- Front-end Web Developers;
- Fund Managers;
- Funding Agents;
- Further Education Lecturers;
- General Educators;
- General Managers;
- Higher Education Lecturers;
- HR Administrative Support;
- HR Leader, Global HR Leadership Development;
- Human Resource Development (HRD) Practitioners;
- Human Resource Directors;
- Human Resource Executives;
- Human Resource Managers;
- Human Resource Personnel;
- Human Resource Practitioners;
- Human Resource Professionals;
- ICT Specialists;
- Induction Managers;
- Information Technology Managers;
- Internal Change Agents;
- Internal Organisational Development Consultants;
- Inventory Specialists;
- Junior Managers;
- Lead Employees who need to excel at designing, developing and delivering successful Training Programmes;
- Learning and Development Facilitators;
- Learning and Organizational Effectiveness Manager;



- Lecturers, Generally;
- Line Managers;
- Management Aspirants;
- Management Graduates;
- Management Information Systems Directors;
- Management Lecturers;
- Management Trainees;
- Manager, Global Organizational and Leadership Development;
- Managers;
- Managing Director, Teacher Leadership Development;
- Managing Directors;
- Media Distributor;
- Middle Managers;
- Movie and TV Directors;
- Movie Editors;
- Non-Executive Directors;
- Organisational Design Lecturers;
- Organisational Design Researchers;
- Organisational Design Specialists;
- Organisational Development Practitioners;
- Organisational Enhancement Officers;
- Organisational Resource Directors;
- Photographers;
- Player Development Directors;
- Production Managers;
- Professional Development Managers;
- Professional Trainers;
- Project Management Team Leaders
- Recruitment and Selection Officers;
- Researchers;
- Retention Officers;
- Role Enhancement Officials;
- Scriptwriters;



- Security Specialists;
- Senior Human Resource Management (HRM) Officers;
- Senior Managers;
- Senior Project Managers;
- Senior Project Managers;
- Senior Project Managers;
- Senior Project Managers;
- Senior Resource Managers;
- Senior Secretaries;
- Senior Security Specialists;
- Software Engineers;
- Software Quality Assurance Analysts;
- Specialist, Professional Learning;
- Staff Development Managers;
- Supervisors;
- Support Specialists;
- System Administrators;
- Systems Analysts;
- Systems Architects;
- Systems Software Engineers;
- Talent Development and Learning Specialist;
- Team Leaders – Materials Management;
- Team Leaders;
- Technical Specialists;
- Telecommunications Specialists;
- Training and Quality Assurance Coordinators;
- Training Managers;
- Training Specialist;
- University Vice Chancellors;
- Venture Capitalists;
- Vice Presidents;
- Vice Provosts, Faculty Affairs;
- Vulnerability Management Team Leaders;



- Individuals with a genuine interest in enhancing their expertise in Issues associated with Human Resource Management, High-Performance Management, Team Management, Organisational Analysis, Performance Management, Organisational Development, Organisational Change Management, Staff Onboarding, Executive Leadership, Time Management, Organisational Structure, Organisational Design, and Control Systems.



PG Diploma Programme Duration & Cost:

- * **In-Venues Duration: 12 Weeks;**
- * **Online Duration: 20 Weeks (3 Hrs. Daily, 6-Day Week).**
- * **In-Venues Cost: £45,000.00 Per Student;**
- * **Online Cost: £30, 150.00 Per Student;**
- * **Group Cost: Varies with its Size.**

The banner features a red background with yellow text and a yellow border. It includes the HRODC logo in the bottom right corner.



In-Venues Cost Includes:

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



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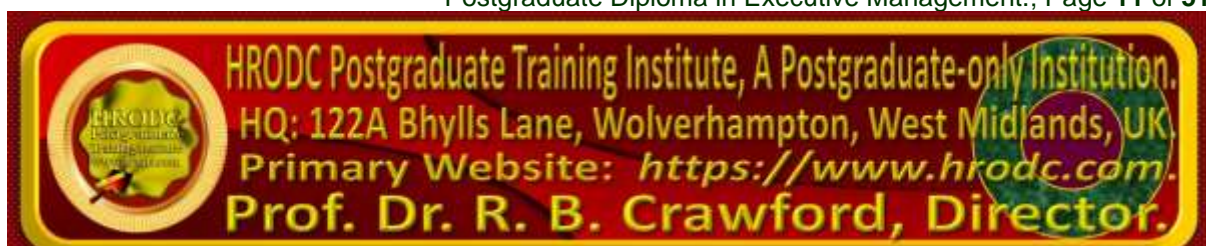
- Leather Conference Folder;
- Leather Conference Ring Binder/ Writing Pad;
- Key Ring/ Chain;
- Leather Conference (Computer – Phone) Bag – Black or Brown;
- 8-16 GB USB Flash Memory Drive, with Course Material;
- Branded Metal Pen;
- Branded Polo Shirt.; &
- Branded Carrier Bag.





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

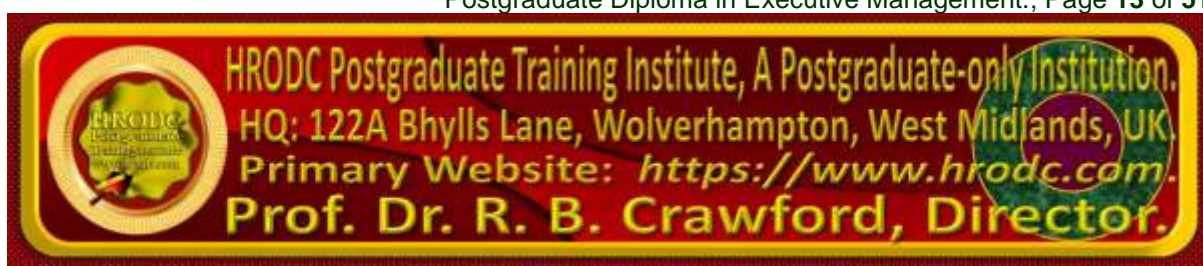
- Demonstrate an understanding of the problems with which a New Staff to an organisation has to contend;
- Demonstrate how to conduct an exit interview;
- Demonstrate their ability to structure an induction programme;
- Demonstrate their understanding of the confidentiality and trust that must be upheld in mentoring, if the system is to work successfully;
- Determine local Intellectual Property Law;
- Determine the point at which induction begins;
- Determine the type and level of training that a mentor or a potential mentor needs.
- Determine who owns the Intellectual Property Rights in varying scenarios;
- Devise an appropriate mentoring and coaching system to facilitate the learning and development of the New Staff;



- Devise an effective mentoring and coaching strategy;
- Devise an effective mentoring and coaching strategy;
- Effectively apply Intellectual Property Rights Conventions to their organisation's benefits;
- Empathise the difficulty that a New Staff will have learning, as a result of information overload;
- Identify the special problems that are associated with a New Staff's disorientation;
- Illustrate their conversance with geographical displacement that a New Staff is likely to experience;
- Indicate their subscription to the need to phase and contextualise information dissemination to a New Staff;
- Ensure that Intellectual Property is protected, at every level of the employee's involvement;
- Identify Special Problems associated with a New Staff's disorientation;
- Stage probationary evaluation and systematic feedback;
- Suggest the geographical displacement that a newcomer is likely to experience;
- Exhibit an understanding of the difficulty that a newcomer will have learning, because of information overload;
- Demonstrate an understanding of the need to phase and contextualise information dissemination to a staff;
- Indicate that they understand the problems that a new staff face in an organisation;
- Use the Mentoring System as a Professional Development Tool, and an Organisational Improvement Strategy;
- Identify some of the contextual issues that are associated with New Staff Onboarding;
- Conceptualise Onboarding, exploring the different definitions and approaches;
- Outline the Strategic Significance of Staff Onboarding to an organisation's Effectiveness;
- Argue, successfully, the similarities and or differences between Onboarding and Orientation;



- Present a Comparative Analysis of at least two Onboarding Models;
- Outline some Onboarding Challenges that an organisation faces;
- Demonstrate an understanding of the Psychological Contracts, with particular reference to the Onboarding Process;
- Demonstrate an understanding of the Cultural Gap that may exist between the New Staff and the Organisation, and how it might be addressed;
- Outline the value of Continuous Learning and Development to the enhancement of Employee Engagement, Retention and Productivity;
- Explain the Importance of the Maintenance of Employee Identity and Authenticity, during the Onboarding Process;
- Address Ethical Dilemmas and between the organisation and its New Staff and how they will ensure their Fair Treatment During the Onboarding Process;
- Outline the measures they will take to avert Information Overload among New Staff
- Suggest how they will ensure Manager and Colleague Participation in New Staff Onboarding;
- Suggest some Industry Trends and Best Practices In Staff Onboarding;
- Demonstrate their understanding of the theories of learning and memory, crucial to the development and implementation of training programmes;
- Demonstrate their awareness of the “Taxonomy of Educational Objectives” and translate them into individual capability and achievements;
- Determine the most appropriate way to organise training and development courses;
- Exhibit their ability to equip a Training Room for maximum effectiveness, within organisational budget and other constraints;
- Design courses that account for individual training needs and learning curve;
- Design learning objectives, mindful of what can be realistically achieved - in terms of the experience and motivation of delegates;
- Design learning experiences that will ensure that learning;
- Meet the objectives - taking account of relevant factors associated with established principles of learning;
- Design appropriate delegate activities relevant to the stated learning objectives;



- Demonstrate their ability to prepare for and make effective Audio-Visual Presentations;
- Demonstrate their ability to conduct individual, team and organisational training needs analysis;
- Design evaluation questionnaires for individual courses, training programmes, and presenters;
- Design Behavioural Objectives, based on the depth and breadth of the contents, concepts, and issues to be addressed;
- Determine when training intervention is necessary;
- Link organisational and subsystem Business Strategy to Training and Development Strategy;
- 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;
- Effectively structure training courses to incorporate formal presentations, delegate activities and evaluation;
- Incorporate appropriate 'Icebreaker' 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;
- Effectively manage a training department.
- Demonstrate a high level of competence in using Microsoft PowerPoint;
- Demonstrate familiarity with the PowerPoint interface;
- Open new and existing presentations;
- Create and utilise a master slide;
- Distinguish between the various PowerPoint views;
- Rearrange slides in the slide sorter view;
- View a slideshow on full screen;
- Navigate through a presentation;
- Add text to slides;
- Change the background colour of slides;



- Add and delete slides;
- Change the slide layout;
- Insert Images in Microsoft PowerPoint Presentations;
- Add animation to a slide, in Microsoft PowerPoint Presentations;
- Add transitions to a slide, in Microsoft PowerPoint Presentations;
- Insert hyperlinks, in Microsoft PowerPoint Presentations;
- Use action buttons, in Microsoft PowerPoint Presentations;
- Use the various print options, in Microsoft PowerPoint;
- Hide slides in a presentation, in Microsoft PowerPoint;
- End with a blank slide, in Microsoft PowerPoint;
- View in kiosk mode, in Microsoft PowerPoint;
- Loop a slideshow, in Microsoft PowerPoint;
- Select the appropriate background design of a presentation, in Microsoft PowerPoint;
- Use effective and relevant images, animations, and transitions in a presentation, in Microsoft PowerPoint;
- Create PowerPoint Scripts that portray the information that they intend to disseminate;
- Transform PowerPoint Scripts into appealing PowerPoint Presentations;
- Stipulate the positive and negative factors affecting Learning;
- Identify the issues that affect Memory, negatively and positively;
- Correctly suggest at least 2 factors that have a positive effect on learning and knowledge retention;
- Outline the bases of Learning Theories;
- Provide at least two examples of Learning Theories;
- Explain and exemplify Classical Conditioning;
- Provide an explanation, with example, of Operant Conditioning;
- Explain Instrumental Conditioning, in a simple but effective manner;
- Suggest the importance of Reinforcement, to the Learning Process;
- Name some factors necessary for Skill Acquisition;
- Explain the concept of Inductive Learning;
- Defend the importance of Learning Theories to organisational settings;
- Define Learning, establishing its varied contexts;



- Outline some factors that might affect learning in an organisational setting;
- Define and explain the 'Learning Curve':
- Outline the factors that are likely to affect an Individual's Learning Progress;
- Provide an accurate explanation of Aptitude, Treatment Intervention (ATI):
- Define and explain the issue of Aptitude;
- Provide the two prevailing views of Views of ATI:
- Explain and exemplify Reinforcement Theory;
- Enumerate the 'Levels of Learning' proposed by at least two theorists.
- Enumerate the relationship between Learning & Worker Motivation;
- Enumerate at least three types of Training Interventions;
- Discuss the relationship between Training Policy and Organisational or Subsystem Strategy;
- Explain the Micro Organisational Development Approach to Training and Development;
- Provide some guidance regarding the maintenance of an effective Training and Development Strategy, amidst the organisation's limited and dwindling resources;
- Address the issue of 'Education & Training for Personal Development';
- Establish positive arguments with respect to the Contribution that Training and Development play in an organisation's Competitive Advantage or Improved Organisational Functioning.
- Suggest the approaches which might be adopted in designing an organisation;
- Design an organisation adhering to the principles of horizontal and vertical relationships;
- Distinguish between the basic types of organisational structure;
- Appropriately define organisational structure;
- Distinguish between organismic and mechanistic organisational structure;
- Explain the approaches to organisational design;
- Match the organisational design approach with the level of development of the organisation;
- Identify horizontal relationships in organisational design;
- Show the vertical relationships in an organisational chart;



- Indicate the importance of vertical and horizontal relationships in organisational design;
- Illustrate lines of authority in an organisational chart;
- Illustrate communication channels in an organisational chart;
- Discuss the co-ordinating mechanism in a simple organisational structure;
- Name the fundamental organisational structures and their variations;
- Demonstrate an awareness of the fundamental issues associated with Organisational design and their implications for effective organisational functioning;
- Identify an organisational structure from verbal description;
- Distinguish between different organisational structures;
- Provide examples of different bases of divisional structure;
- Distinguish between the different types of matrix structures;
- Illustrate their ability to design an appropriate organisational structure that takes account of contingent internal and external environmental factors;
- Recommend the most appropriate structure for an organisation, taking contingent factors into account;
- Develop an awareness of the relationship between organisational structure and leader and organisational flexibility;
- Translate the positive and negative factors of particular types of structure to the design of an organisation which will enhance the effectiveness of an enterprise;
- Demonstrate their ability to encourage the type of superior-subordinate relationship which will be conducive to organisational success;
- Provide the bases for structural contingencies;
- Illustrate the effect of organisational structure on communication within an organisation;
- Point to the symbiotic relationship between an organisational structure and the superior-subordinate relationship that persists in a 'System';
- Discuss at least two factors necessitating an organisational structure;
- Conceptualise an organisational chart;
- Rationalise organisational structure and design;
- Explain at least two approaches to organisational design;
- Explain Classical Organisational Design;



- Suggest, with confidences, the main Bases of 'Classical Organisational Design';
- Explain the part that 'Formal Authority' plays in 'Classical Organisational Design';
- Name at least two Protagonists of the 'Classical Approach to Organisational Design';
- Outline that Max Weber played in the development of organisational design;
- Place Frederick Taylor's work in the necessitation of organisational design;
- Explain the principles of 'Neo-Classical Organisational Design';
- Explain, with confidence, 'Contingency Theory', in relation to Organisational Design;
- Briefly explain the work of Douglas McGregor and it's possible contribution to organisational design;
- Explain and differentiate between 'Mechanistic and Organismic Approaches to Organisational Design';
- Explain the role of Organisational Structure in Internal and External Organisational Relationships;
- Explain the relationship between an organisational structure and the Levels of Control and Role Specificity that it requires;
- Detail the types of relationships that exist in Mechanistic and Organismic Organisations;
- Explain the role of 'Vertical Relationships' in 'Organisational Design';
- Illustrate Horizontal Relationships in Organisational Design;
- Illustrate, diagrammatically, Lines of Authority and Accountability in Organisational Design;
- Name two types of Organisational Structure
- Design a Functional Structure, adhering to 'Lines of Authority';
- Represent 'Product Divisions' in an Organisational Chart;
- Suggest the different Bases of Divisionalisation;
- Distinguish between the different types of Matrix Structures;
- Design a Functional Matrix Structure;
- Design a Divisional Matrix Structure;



- Point to the degree of 'Hierarchy' and 'Adhocracy', respectively, in a 'Matrix Structure';
- Determine the hybrid nature of some organisational designs;
- Compare the types and degree of communication that persist in the Functional Structure, compared with its Divisional counterpart;
- Determine the difference in the bases of Coordination in the Functional Structure, compared with its Divisional and Matrix counterparts;
- Differentiate between the degrees of 'Worker Autonomy' in Functional, Divisional, and Matrix Structures, respectively;
- Demonstrate their understanding of the issue of Organisational Control;
- Make a case for the necessity of Control as an 'Operational Necessity', in organisations;
- Present 'Control' as a 'Coordinating Mechanism';
- Name and describe at least three bases of Coordination in organisation;
- Explain the issue of 'Mutual Adjustment', providing practical examples;
- Describe the setting in which 'Standardisation of Output' serves as an effective Control Mechanism;
- Delineate the degree to which Control might be Structurally Derived;
- Defend the Importance of Communication In Organisation, providing suitable examples;
- Outline at least two barriers to communication in organisation;
- Explain, in detail, the "Import > Conversion > Export Process";
- Describe an 'Operational Control System';
- Service Operation;
- Process Scheduling;
- Explain the concept of 'Loading', in the "Import > Conversion > Export Process";
- Distinguish between "Sequencing" and "Detailed Scheduling";
- Explain, diagrammatically, the issue of "Inventory Control";
- Determine the bases of "Modern Quality Control".
- Provide an understanding of the benefits of Levels of 'Worker Autonomy' and 'Managerial Control', respectively, in an organisational setting;
- Explain the 1Decision Making1 process in Matrix, Divisional, and Functional Structures, respectively;



- Determine the degree to which staff members are given the opportunity to participate in decision-making in Functional, Divisional, and Matrix Structures, respectively;
- Distinguish between 'real' staff participation and pseudo-participation, in decision-making, in Organisational Settings;
- Distinguish between 'Just In Time (JIT)' and 'Material Requirements Planning';
- Illustrate the Inventory System in Material Requirements Planning Process;
- Show a separation of the 'IN' Inventory, and the 'OUT' Inventory;
- Illustrate the 'JIT' Inventory System;
- Explain the 'KANBAN System';
- Demonstrate the degree to which Control is a Co-ordinating Mechanism;
- Detail the value of a Computerised Information Systems to organisational success;
- Explain the importance of 'Information Speed' to organisational success;
- Explain why an effective 'Information Retrieval System' is a vital element of organisational functioning;
- Advocate the importance of an effective 'Management Accounting System' to organisational decision-making, and general survival;
- Explain 'Zero-Base Budgeting' and its role in organisational effectiveness;
- Explain 'Policy Planning and Budgeting System' and how it might be utilised as a control mechanism;
- Outline the empirical support for the Control Mechanisms utilised in the Matrix and Hierarchical Structures;
- Relate the Control Features in the Matrix Structure, as is suggested by empirical findings;
- Explain the Empirical Findings that underpin the Control Mechanism of the Hierarchical Structures;
- Outline the Decision-Making and Communication Patterns that exist in the Functional Structure, as are empirically expounded;
- Relate what the empirical findings suggest are the Decision-Making and Communication Patterns in Divisional Structure;

- Present the empirical findings that describe the Decision-Making and Communication Patterns in Matrix Structures;
- Outline the Interrelationship between Organisational Design and International Business;
- Discuss the place of the Divisional Structure in International Operations;
- Explain the process of Communication In Organisation and the Problem of 'Overload', as is unearthed by empirical research findings;
- Use empirical research findings to explain the demand for, and flow of, written information in Matrix and Hierarchic Structures, respectively;
- Explore, using empirical research evidence, the use of meetings as a medium of communication and a system of management in the matrix structure;
- Contextualise the main elements of Organisational Flexibility:
- Explain the degree to which an organisation might be constrained in response to external environmental changes, in relation to its structure;
- Suggest the factors that determine which organisational activities are established as organisational 'Customs' or 'Practices';
- Address the issues of Norms and Behavioural Expectations, in organisations;
- Explain the degree to which norms specify how organisational activities are to be conducted;
- Expertly discuss the relationship between the type of organisational structure in which workers operate, on the one hand, and the degrees of autonomy which they have over organisational activities, on the other;
- explain the implication of structurally derived autonomy for the strategic flexibility of organisations;
- Determine whether organisation-wide flexibility or the ability of corporate managers to deal, swiftly, with pertinent issues - is structurally related;
- Decide, based on empirical evidence, whether managerial discretion - freedom to exercise discretion in decision-making, while maintaining workers' support - is structurally enshrined;
- Explain what is meant by "Structural Facilitation of the Institutionalisation of Ideologies";
- Explore, empirically, "Ideological Growth and Flexibility Constraints", as determined by organisational structure;



- Suggest the Structural Imposition of Expectation for Consultation, when swift and decisive action is required;
- Determine the relationship between Organisational Structure and Leadership Style, and the expectation relative to the maintenance of a desirable Superior-Subordinate Relationship;
- Delineate the Concept of *Flexion*, and its organisational implications;
- Argue, with empirical evidence, why staff deployment is an Issue for Structural Flexibility;
- Suggest the Structural Implications for Demand for Participation in Decision-making;
- Present Empirical Findings in support of *Structure-Cultural Infusion*;
- Suggest which Organisational Structure, Matrix or Hierarchical Structures, experience “Flexibility” or exist as “Flexion”.
- Suggest the how Technology might enhance the effectiveness of the Onboarding Process;
- Suggest how they will address Legal and Regulatory Issues associated with Onboarding;
- Demonstrate their familiarity with a Human Resource Information Systems (HRIS), outline its function in the Onboarding Process;
- Demonstrate their ability to use Learning Management Systems (LMS), suggesting how it might be utilised in Onboarding;
- Exhibit their awareness of Legal and Regulatory Considerations that are at the forefront of the Onboarding Process.
- Define, describe and analyse the nature of an organisation;
- Distinguish between formal and informal organisations;
- Identify some organisational tasks and determine how tasks are grouped;
- Enumerate examples of business and non-business organisations;
- Define objectives, generally;
- Differentiate social objectives from business objectives;
- Peruse business objectives through business objectives;
- Explain how social objectives lead to profitability gain;
- Explore the bases for ‘division of labour/work’ in organisations and their relation to organisational effectiveness;

- Ascertain the importance of delegating tasks;
- Demonstrate an understanding of the issue of 'responsibility' and how it translates in superior-subordinate relationships in organizations
- Provide a working definition of accountability
- Expound the facet of authority, providing practical examples
- Demonstrate an understanding of the concept of power and how it might be applied for the benefit of the organisation;
- Ascertain the concept of delegation;
- Analyse the concept of leasing in relation to delegating;
- Know the importance of delegation in increasing productivity and workflow;
- Explain how managers and subordinates benefit from delegating;
- Identify the concerns of managers in delegating;
- Learn how to delegate authority for effective task performance;
- Learn how to delegate responsibility with delegated tasks;
- Enumerate the factors influencing effective delegation;
- Analyse how delegation contributes towards effective time management;
- Explain the concept of delegation as internal promotion;
- Distinguish between informal management and formal management succession charts;
- Understand the concept of internal selection mechanism;
- Establish the relationship between delegation and external candidature;
- Explain facets #1 and 2 of authority;
- Define role;
- Identify the set of complimentary relationship in every role;
- Demonstrate a heightened understanding of role relationships;
- Determine some exemplifying roles;
- Know the role actor or incumbent;
- Analyse the perception in each role;
- Establish the link between role and the external environment;
- Establish the link between role and the internal environment;
- Define role set;
- Identify role segments;



- 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;
- Determine the place of an incumbent's perceived role expectations on his or her role enactment;
- Explain the concept of segmental expectations;
- Describe role as the behavioural expectations of a role set;
- Determine the boundary relationship of a role set;
- Identify the role expectations of social support;
- Describe the democratic incumbent, autocratic incumbent, the generous incumbent, the dedicated incumbent, the social self and the role of each;
- Describe self-ideal as a behavioural construct;
- Establish the relationship between self-ideal and a performance enhancer;
- Distinguish among internal, upward and downward organisational accountability;
- Manage the risk of internal 'sabotage';
- Deal with external organisational accountability;
- Know the organisation's accountability to owners or sponsors, clients, users, or customers, creditors, and sector or industry;
- Understand organisational structure as roles and relationships;
- Know the importance of lines of authority and accountability in organisations towards effective organisation communication;
- Conceptualise classical organisational theory and design, neo-classical, humanistic and contingency organisational design approaches;
- Differentiate operational centralisation and decentralisation;
- Describe the bureaucratic organisations, adhocratic organisations, mechanistic organisations, organismic organisations;
- Describe and enumerate some single and dual status organisations;
- Know the degree of specificity of role in mechanistic organisations and organismic organisations;
- Differentiate managerial control and worker autonomy and professionalism in mechanistic organisations;

- Differentiate managerial control and worker autonomy and professionalism in organismic organisations;
- List some structural typologies and describe each;
- Illustrate a simple, functional and divisional organisational structure;
- Give the bases of divisional organisational structure;
- Illustrate a matrix organisational structure;
- List down some matrix organisational types;
- Explain the concept of organisational culture;
- Explain the different classification of culture;
- Establish the relationship between power, culture and organisational structure;
- Cite the link between culture and managerial action; and
- Suggest ways to improve organisational culture.
- Distinguish between groups and mere aggregations;
- Suggest the difference in interpretation of groups and teams;
- Demonstrate your understanding of the social and psychological relevance of the stages of formation of a group;
- Distinguish between task forces, committees, command groups and boards; and
- Suggest how informal groups might be empowered to enhance organisational effectiveness.
- Distinguish between the concepts of 'leader' and 'managerial leader';
- Demonstrate their understanding of at least 2 approaches to leadership;
- Demonstrate their understanding of the relationship between fielder's situational model & McGregor's Theory 'X' & Theory 'Y' leadership styles;
- Plot the relationship between managers with high & low least preferred co-worker (LPC), characteristics, respectively;
- Demonstrate their understanding of the High and Low LPC Leaders' degree of behavioural control over their subordinates, respectively;
- Explain the relationship between the 'goal-path model' of leadership & the expectancy theory of motivation;
- Suggest problems with equalities or traits approaches; and



- Explain 'Person' or 'Consideration Oriented' leaders and their relationship with employee satisfaction and subsequent staff turnover level Point to specific empirical research supporting the relationship between participative leadership behaviour and organisational effectiveness.
- Provide at least three alternative phrases for the concept of high-performance teams;
- Illustrate the value of high-performance teams in enhancing organisational development;
- Explain the motivation behind the excellence of high-performance teams;
- Illustrate how their organisations can benefit from high performance teams;
- Demonstrate an understanding of the relationship between high performance teams and 'Risky Shifts' and the measures that might be implemented to avert the negative consequence that is likely to ensue;
- Illustrate how the issue of added value might be instilled by high performance teams;
- Discuss the positive effect of high-performance teams to the enhancement of 'Organisational Learning' and 'Learning Organisation';
- Demonstrate a positive perception of the value of a learning organisation to co-operate effectiveness;
- Design a strategy for the initiation development launching empowerment and support of high-performance teams in their organizations;
- Use case examples to illustrate the need for culturing the appropriate leadership styles and strategies that are conducive to the sustainability of high-performance teams in their organizations;
- List the different stages of operational control;
- Suggest the most appropriate operational stage that is supportive of the continuance of high productivity in high performance teams;
- Determine the importance of training and development in the 'culturing' of High Performance Teams;
- Illustrate the importance of members' understanding of team dynamics for effecting their team building and maintenance roles;
- Demonstrate an understanding of the importance of inter-personal skills in the continuing performance of autonomous work teams;

- Indicate the function of communication as a medium of the transmission of values and role relationships in autonomous work teams;
- Suggest how effective conflict management might enhance the lifespan of high productivity teams;
- Demonstrate the ability to place equity in the context of organisational reward;
- Demonstrate an 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 an understanding of organisational development as a process;
- Exhibit a heightened awareness of the constituents of organisational development;
- Demonstrate an understanding of organisational climate and how it can be gauged;
- Strike a balance between Macro-Organisational Development and Micro-Organisational Development;
- Demonstrate their ability to incorporate specified elements of the quality of working life in the management of their subsystems and sections;
- Exhibit their ability to use aspects of quality of working life to motivate workers;
- Manage sensitivity training successfully;
- Determine the different stages of process consultation;
- Determine organisational success factors;
- Demonstrate their awareness of the inevitability of organisational change;
- Demonstrate their ability to conduct an internal environmental analysis-SW;
- Exhibit their ability to conduct an external environmental analysis-OT;
- Synthesize the relationship between internal and external environmental analyses-SWOT;
- Demonstrate the need for a proactive stance in relation to organisational change;
- Determine the factors, which contribute to workers' resistance to change;
- Suggest the efforts, which an organisation might employ to reduce workers' resistance to change;



- Demonstrate their awareness of the inevitability of organisational change;
- Demonstrate the need for a proactive stance to organisational change;
- Take steps to create a positive perception of the organisation, among shareholders, funding agents, clients and customers, during a strategic change process;
- Manage the relationship between the organisation and its internal and external stakeholders during the different stages of the change process;
- Determine the factors, which contribute to workers' resistance to change;
- Suggest the efforts, which an organisation might employ to reduce workers' resistance to change;
- Distinguish between change strategies and approaches to change;
- Illustrate the advantages and disadvantages of each change strategy;
- Employ the correct change strategy that will create 'winners' even in a 'most hopeless' situation;
- Determine the situations, in specific relation to scale, level, cost, urgency (both proactive and reactive), where a particular approach might be appropriate;
- Determine the most effective ways of communicating change decisions to workers;
- Illustrate the advantages and drawbacks of group involvement in decisions related to change;
- Appreciate the importance of change institutionalisation;
- Design measures, which will ensure change institutionalisation;
- Assess the likely effect of power distance on the effectiveness of change communication, taking steps to create a favourable situation within the internal and external environments;
- Distinguish between strategic and operational change;
- Assess the impact of information and communications technologies (ICTs) on the change process;
- Exploit the benefits of information and communications technologies (ICTs) in the planning, communication and implementation of change, being mindful of their drawbacks;
- Match the mode, channel and method of communication with the nature and stage of the change process;

- Determine the type, level and stage of change that might be best suited to the 'employment' of internal or external change agents, respectively, maintaining an effective working environment;
- Appreciate the difference between individual stress tolerance levels;
- Devise methods of reducing stress levels;
- Distinguish between the speed of change and 'change acceleration';
- Determine when change acceleration is necessary;
- Devise a strategy that will reduce the negative effects of 'change acceleration';
- Implement change, whilst avoiding human and organisational casualties;
- Demonstrate their awareness of change management and human resource implications;
- Distinguish between change strategies and approaches to change;
- Illustrate the advantages and disadvantages of each strategy;
- Manage latent and manifest resistance to change;
- Determine the situations when a particular approach might be appropriate;
- Determine the most effective ways of communicating change decisions to workers;
- Illustrate the advantages and drawbacks of group involvement in decisions related to change;
- Design measures, which will ensure change institutionalisation; and
- Demonstrate leadership in the implementation of change, whilst avoiding whilst avoiding human and organisational casualties.
- Analyse education, training and development programmes, determining their potential effectiveness (fit-for-purposeness);
- Calculate the Return on Investment (ROI) in Education, Training and Development;
- Cite Specific legislation and related cases relevant to particular job design issues;
- Conduct individual and panel interviews;
- Defend the use of periodic and exit interviews;
- Demonstrate a heightened knowledge of how training needs might be devised from Strategic Plans;



- Demonstrate an appreciation of importance of welfare in the development of personal management and human resource management;
- Demonstrate an awareness of how personnel demand forecast (PDF) is conducted;
- Demonstrate an understanding of the value of Internal Selection
- Demonstrate awareness of the importance of communication in the process of Human Resource Management;
- Demonstrate their ability to manage recruitment and selection within a 'resourcing context'.
- Demonstrate their ability to conduct a human resource audit;
- Demonstrate their ability to conduct a Human Resource Audit;
- Demonstrate their ability to conduct a job analysis;
- Demonstrate their ability to design an effective Employee Resourcing Strategy;
- Demonstrate their ability to determine the type of commitment that motivate particular individuals to join an organisation;
- Demonstrate their ability to determine the type of commitment that motivate particular individuals to join an organisation;
- Demonstrate their ability to lead a recruitment and Selection Team;
- Demonstrate their ability to lead a recruitment and Selection Team;
- Demonstrate their ability to manage recruitment and selection within a 'resourcing context'.
- Demonstrate their understanding of distinction between Personnel Management and Human Resource Management;
- Demonstrate their understanding of the legal bases of Employee Resourcing;
- Demonstrate understanding of distinction between personal management and human resource management;
- Describe at least two non-conventional selection methods;
- Design a Job Description;
- Design a personnel selection;
- Design a Personnel Specification;
- Design an effective induction package;
- Design and Weight a Candidate Assessment Form (CAF);
- Design job description and personnel specification for particular roles;



- Design ways of stabilizing staff turnover;
- Determine the factors influencing Human Resource Planning;
- Determine the factors that Delegates should ascertain before delegating tasks;
- Determine the links between corporate planning and human resource planning;
- Determine the organisation's opportunity costs in providing Education, Training and Development for its Employees;
- Determine the resources necessary to enhance individual and team performance;
- Determine the support that Delegators should give to their Delegates, during their performance of the specified tasks.
- Determine when there is a need to review an organization human resource plans;
- Discuss, with confidence, the factors that are associated with poor performance;
- Distinguish between Education, Training and Development;
- Distinguish between the underlying concepts of delegation,
- Elucidate the concerns of managers in delegating;
- Elucidate the concerns of managers in delegating;
- Exhibit an understanding of the desirability of a limited turnover of staff;
- Exhibit their ability to take appropriate measures to improve Individual and Team Performance;
- Explain the process and value of Human Resource Audit;
- Explain the underlying concept of Investors in People (IIP);
- Identify at least three tasks that can, and should, be delegated in Internal Selection;
- Identify the difference between delegating authority, on the one hand, and task, on the other;
- Illustrate the difference between the hard approach to HRM and Soft approach to HRM;
- Illustrate, vividly, how the Political, Economic, Social, Technological, Environmental and Legal (PESTEL) Factors impinge on Employee Resourcing, incorporating Human Resource Planning;



- Indicate the significant aspects in the Development of Personnel Management and Human Resource Management;
- Link Employee Resourcing with Business and Organisational Development;
- Locate Performance Management in an appropriate context;
- Manage the strategic role:
- Relate specific recruitment, selection, retention and exit issues to UK and European legislation;
- Relate the part played by Rowntree in the development of personal management and human resource management;
- Suggest the constraints that specific UK Protective Legislation place on the recruitment, selection and management of employees;
- Suggest the importance of Human Resource Planning in Organisation Management
- Use candidate assessment form in short listing and interviews;
- Weight a candidate assessment form, on the basis of job description and personnel specification;
- Discuss, with much confidence, the issue of Talent Management, in organisations;
- Explain how Talent Management might be used as a Strategic Tool;
- Determine the ultimate benefits that an organisation might derive from the effective management of its Intellectual Capital;
- Distinguish between an organisation's Intellectual Capital and its Intellectual Property;
- Explain the relationship between an organisation's Recruitment and Selection Process, and its Talent Management programme;
- Suggest whether an effective Staff Onboarding Programme might, positively, contribute to the enhancement of its Talent Management Facility;
- Outline the part played by Continuous Professional Development might play in Talent Management;
- Suggest other ways by which an organisation might enhance its Talent Management Programme;
- Outline the part played by Reward Management in the success of Talent Management;



- Outline the relationship between Performance and Talent Management.



PG Programme Contents, Concepts, and Issues.

Postgraduate Programme 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.



Module 1
Organisational Analysis and Management

Part 1. Contextualising Organisational Analysis

Part 2. Role in an Organisational Context

Part 3. Organisational Role Perception and Expectation.

Part 4. Delegation as an Operational Imperative

Part 5. Contextualising Delegation

Part 6. The Organisation's Internal and External Accountability



Module 2
High-Performance Team
Leadership in Organisations.

Part 1. Conceptualising and Gontextualising Groups and Teams

Part 2. Role in The Context of a Team: Dysfunctional Behaviours and Their Deleterious Effect.

Part 3. Mastering Team-Building and Maintenance Roles

Part 4. Executive High-Performance Team Leadership

Part 5. Contextualising Psychological Theories Relevant To Team Leadership.

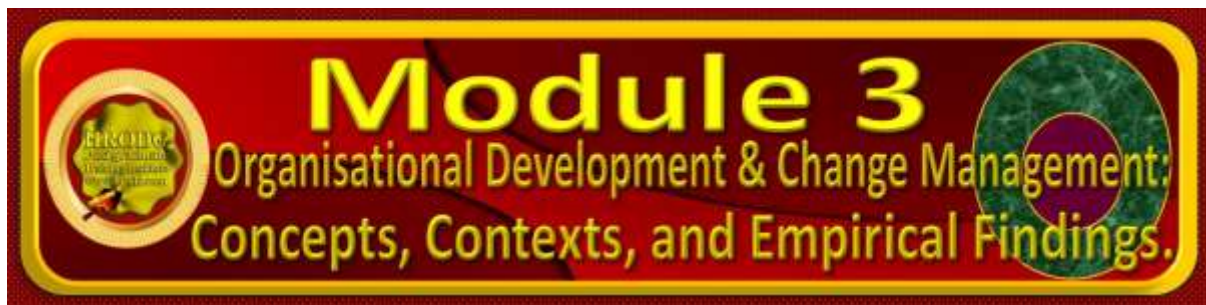
Part 6. Executive High-Performance Leadership

Part 7. Superior-Subordinate Relationships and Their Theoretical Contexts.

Part 8. Task Performance and Team Relationships: Pertinent Issues Towards Improved Productivity

Part 9. High-Performance Teams In Action

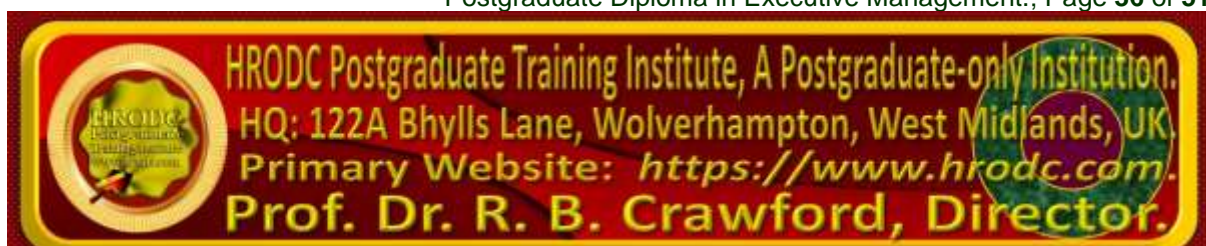
Part 10. Organisational Benefits of High-Performance Teams



Part 1 - Organisational Development: Salient Issues

Part 2 - Micro and Macro Organisational Development: Their Respective Direct and Indirect Contribution to Organisational Improvement and Eventual Effectiveness.

Part 3 – Organisational Effectiveness Enhancement Strategy: Organisational Development and Change Focus.



Part 4 - Contextualising the Organisational Change Management Process.

Part 5 – Change Implementation by Internal and External Change Agents: Averting, or Reducing Adverse Effects of, Change Acceleration.

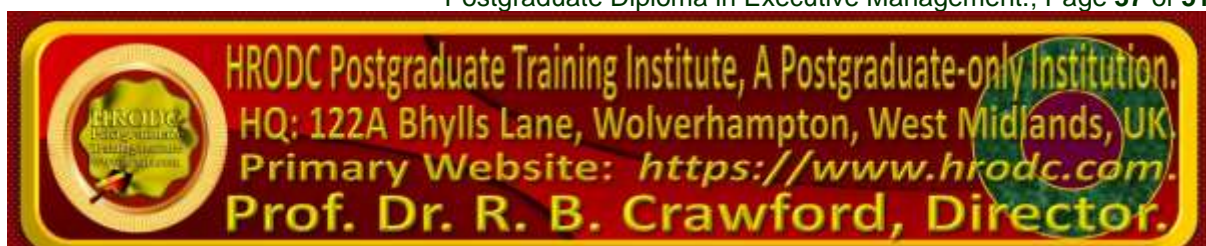


Part 1. From Personnel to Human Resource Management: A Strategic Development

Part 2. Human Resource Management As A Strategic Tool

Part 3. Strategising Employee Resourcing.

Part 4. Contextualising Employee Resourcing.



Part 5. Diversity Management or Mismanagement: Organisational Enhancement or Catastrophe?

Part 6. Strategising Employee Resourcing.


Part 7. The Legal Bases of Employee Resourcing.

Part 8. Systematising the Recruitment and Selection Process.

Part 9. Practicalising the Recruitment and Selection Process.

Part 10. Human Resource and Performance Management.

Part 11. Talent Management: and Succession Planning.



Module 5

Advanced Staff Onboarding: Enhancing Commitment, Productivity, and Organisational Effectiveness.

Part 1. Conceptual, and Contextual, Issues Associated With New Staff Onboarding.

Part 2. Pre-Onboarding: Maintaining Interest and Developing Commitment.

Part 3. Conducting Staff Onboarding Orientation.

Part 4. Onboard Staff Resourcing: Tools, Information, and Support.

Part 5. Onboard Mentoring: Providing Friendly Guidance and Encouragement.

Part 6. Onboard Training and Development.



Module 6
Advanced Trainer-Training, For Lecturers, Leaders,
Managers, Corporate Trainers, and Consultants.

Part 1. Learning, Memory, and Retention: Positive and Negative Factors.

Part 2. Learning Theories and Their Organisational Applications.

Part 3. Types of Training Interventions.

Part 4. Training Policy and Strategy: Micro Organisational or Macro Organisational Approaches To Employee Training and Development.

Part 5. Enhancing The Role of The Corporate Trainer, As an Internal Consultant and Organisational Development Specialist.

Part 6. Establishing and Defining Learning Objectives.

Part 7. Contextualising Audio-Visual Presentations

Part 8 Perfecting Audio-Visual Presentation: The Back-Office Work.

Part 9. Information Sequencing For Effective Learning and Reinforcement.

Part 10. Other Important Issues in Creating an Effective Audio-Visual Presentation.

Part 11. Mastering PowerPoint for Audio-Visual Presentations.

Part 11. Additional Points and Guide to Audio-Visual Presentations.

Part 12. Designing PowerPoint Scripts.

Part 13. From Design To PowerPoint Presentation.

Part 14. PowerPoint Transitions, Pen-To-Text, Fonts, and Quick Access..

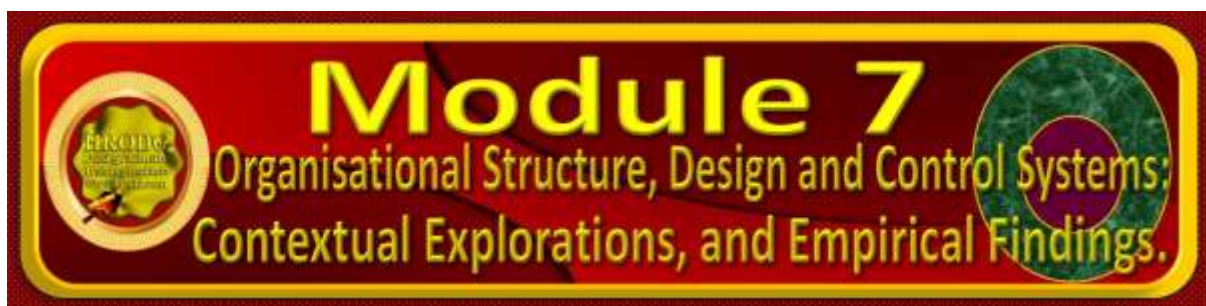
Part 15. Transitions and Effects in PowerPoint Presentations.

Part 16. Getting On-Stage

Part 17. Enhancing Your Communication.

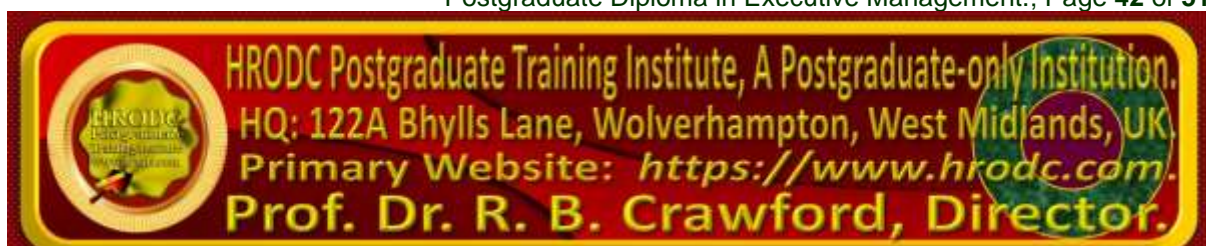
Part 18. Averting 'Stage Fright' in Audio-Visual Presentations

Part 19. Addressing Post-Presentation Questions.



Part 1. Organisational Structure and Design: Conceptual and Contextual Explorations.

Part 2. Contingency Theory. and Organisational Design Metaphors.



Part 3. Organisational Design Features and Structural Relationships: From Simple To Complex Settings.

Part 4. The Matrix Structure: Hierarchical or Non-Hierarchical.

Part 5. Organisational Control, Communication and Decision-making in Matrix and Hierarchical Structures

Part 6. Effecting Control in an Organisational Setting.

Part 7. Controlling Resource Utilisation, and Operational Processes.

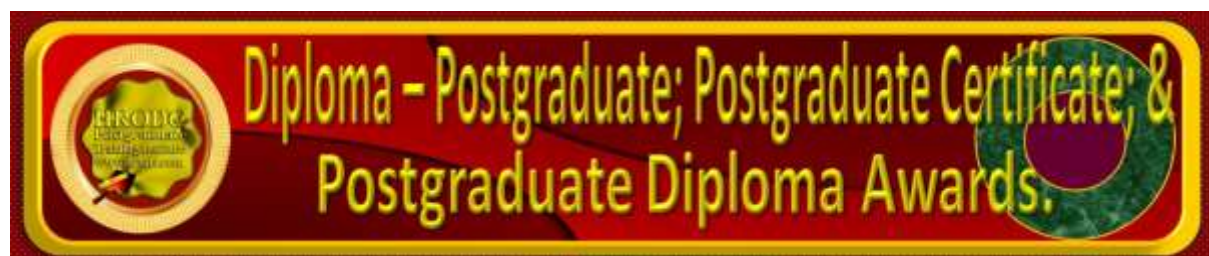
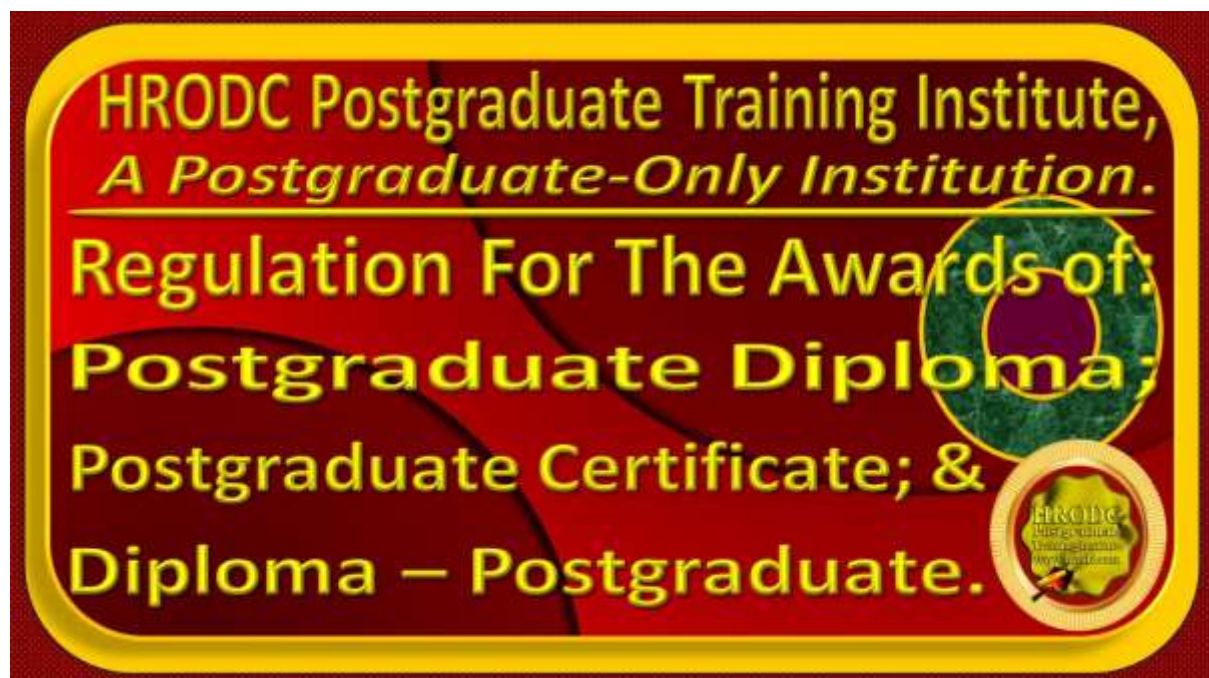
Part 8. Organisational Control System and Structural Relationship.

Part 9. Modern Organisational Control Systems;.

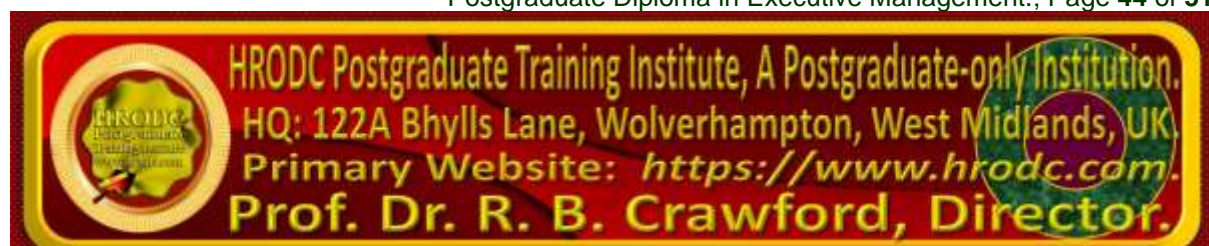
Part 10. Empirical Exploration of Organisational Control, Communication Pattern and Decision-making in Matrix and Hierarchical Structures.

Part 11. Organisational Structure and Flexibility: An Empirical Exploration.

Part 12. Flexibility or Flexion: Empirical Evidence of Structural Determinants.



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;

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- 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)

https://www.hrodc.com/Service_Contract_Terms_and_Conditions_Service_Details_Delivery_Point_Period_Cancellations_Extenuating_Circumstances_Payment_Protocol_Location.htm

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



You Are Most Welcome To Visit Our Main Website, & SM Pages, To Communicate With, & Follow, Us.

**For and On Behalf of:
Prof. Dr. R. B. Crawford, Director,
HRODC Postgraduate Training Institute.**

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