

HRODC Training Institute



Course # 92

On-Line Postgraduate Programme

Change Management and Executive Leadership in Organisations

Course or Seminar

Leading To

DIPLOMA - POSTGRADUATE IN

Change Management and Executive Leadership

Progressing To a Masters Degree

MBA – MSc – MA

HRODC Postgraduate Training Institute - UKRLP Registration

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<p align="center">HRODC Training Institute</p>		

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COURSE CO-ORDINATOR:

Prof. Dr. R. B. Crawford

- PhD (London),
- MEd. M. (Bath),

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- PGCIS (TVU),
- ITC (UWI),
- Member of the Asian Academy of Management - MAAM,
- Member of the International Society of Gesture Studies - MISGS
- Member of the Academy of Management - MAOM,
- LESAN,
- MSCOS
- Visiting Professor Polytechnic University of the Philippines - PUP

Typical Course Duration: 6 Months

COST:

- **£2,680.00** + VAT For Non-UK Students
- **£2,412.00** + V.A.T. For UK Students

Course Cost includes:

- Course Guide and Supplement,
- Course Material
- On-line Support
- Available Learning Resources
- Assessment over 6 month's period
- Reassessment over 6 month's period
- HRODC Diploma – Postgraduate
- Dissertation cost includes Re-examination and Revision over a 3-year period from 1st Registration.

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**Course Programme For Change Management and Executive Leadership,
Leading to Diploma – Postgraduate – Change Management and Executive Leadership**

Module #	Module Title	
1	<i>Executive High Performance Leadership</i>	
Objectives	Contents & Concepts	
<p>By the end of the specified learning and development activities, delegates will be able to:</p> <ol style="list-style-type: none"> 1. Distinguish between the concepts of ‘leader’ and ‘managerial leader’ 2. Demonstrate their understanding of at least 2 approaches to leadership 3. Demonstrate their understanding of the relationship between fielder’s situational model & McGregor’s Theory ‘X’ & Theory ‘Y’ leadership styles 4. Plot the relationship between managers with high & low least preferred co-worker (LPC), characteristics, respectively 5. Demonstrate their understanding of the High and Low LPC Leaders’ degree of behavioural control over their subordinates, respectively 6. Explain the relationship between the ‘goal-path model’ of leadership & the expectancy theory of motivation 7. Suggest problems with equalities or traits approaches 	<ol style="list-style-type: none"> 1. The concepts of ‘leader’ and ‘managerial leader’ 2. The leader and authority 3. The leader and influence 4. The manager and the conferment of power 5. The application of control and ‘power cohesion’ 6. The ‘managerial leader’ and the ability to vary strategy 7. Power as a recourse of the managerial leader 8. Leadership and 9. Interpersonal relationship 10. Approaches to leadership 11. Qualities or Traits Approach to leadership 12. Task and person orientation 13. Participative leadership 14. Transactional Leadership 15. Transformational Leadership 16. Contingency or Situational Approaches to Leadership 17. Leaders VS non-leaders in relation to confidence & intelligence 18. Leadership and extroversion 19. Problems with Traits Approach’ 	



Module #	Module Title	
1	<i>Executive High Performance Leadership</i>	
Objectives	Contents & Concepts	
8. Explain 'Person' or 'Consideration Oriented' leaders and their relationship with employee satisfaction and subsequent staff turn over level	20. Social, power & achievement needs and their relevance to leadership	
9. Point to specific empirical research supporting the relationship between participative leadership	21. 'Task and leader- qualities match'	
	22. TTT Perceived consequence of task orientation and reduced relationship orientation for managerial effectiveness	
	23. The consequence of Person or consideration oriented leadership on employee satisfaction and subsequent staff turnover	
	24. Contingent factors and leader effectiveness or ineffectiveness	
	25. Perceived value of 'democratic leader behaviour', dispensing participative leadership	
	26. Perceived value of 'autocratic leader behaviour'	
	27. Value of 'performance monitoring' to individual effectiveness	
	28. Result Orientation Leadership VS Process Oriented Leadership	
	29. Transformational	
	30. Leadership and Charisma	
	31. Mission Progress Articulation	
	32. Leading through delegation	
	33. Subordinates' perception of transformational leadership VS transactional leadership	
	34. Contingency Approaches to Leadership and the crucial nature of an organisation's environmental variables	



Module #	Module Title	
1	<i>Executive High Performance Leadership</i>	
Objectives	Contents & Concepts	
	<ul style="list-style-type: none"> 35. Contingency approaches VS Universalist approaches to leadership 36. Contingency approaches to leadership and their relationship to trait and style orientations 37. Employee development or maturity and its relevance to superior-subordinate relationships 38. Superior-subordinate relationships as leader behaviour 39. Superior-subordinate relationships as control and influence 40. Superior-subordinate relationships as power and authority 41. Least Preferred Co-worker (LPC) – Low and High 42. Characteristics of LPC managers and their relationship to McGregor’s theory X and Theory Y 43. Characteristics of low LPC managers and their relationship to autocratic leader behaviour 44. Characteristics of low LPC managers and their relationship with Theory X 45. Characteristics of low LPC managers and their relationship to task control 46. Characteristics of high LPC managers and their relationship to McGregor’s theory Y leader 47. Characteristics of high LPC 	

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Module #	Module Title	
1	<i>Executive High Performance Leadership</i>	
Objectives	Contents & Concepts	
	<p>managers and their relationship to permissive leader behaviour</p> <p>48. LPC Leaders and their relationship with production orientation</p> <p>49. LPC Leaders and their perception of the behaviour that they need to exhibit to achieve productivity improvement.</p> <p>50. LPC Leaders and the concept of 'Power Distance'</p> <p>51. LPC Leaders and their emphasis on meeting targets</p> <p>52. LPC Leaders and the level of regard they have for superior-subordinate relationship</p> <p>53. Relevance of Situational Variables on leader behaviour:</p> <ul style="list-style-type: none"> * Leader-Member Relation * Task Structure 	

Module #	Module Title	
2	<i>Leadership Styles</i>	
Objectives	Contents & Concepts	
By the conclusion of the specified learning and development activities, delegates will be able to:		



<ol style="list-style-type: none"> 1. Distinguish between control and influence administrative strategies 2. Demonstrate their understanding of the positive and negative implications of a manager's choice of administrative strategy for the management of his or her organisation 3. Demonstrate an understanding of the relationship which exists between administrative strategy and leadership style 4. Assess the leadership style of a superior or colleague 5. Demonstrate an understanding of the relationship between a manager's leadership style and the type of structure which he or she is likely to implement 6. Demonstrate their ability to carefully select administrative strategies so as to promote leader and organisational flexibility 7. Propose ways of reducing cultural 	<ol style="list-style-type: none"> 1. Managers' Responsibility for the Effective Functioning of Organisation, Division and Department Functions Effectively 2. Affecting Workers' Behaviour towards Effective Task Performance 3. Managers' Choice of Options to Effect Behavioural Change 4. Ensuring Subordinates' Conformity to Behavioural Expectations 5. Options as Administrative Strategies 6. The General Use of The Concept of Strategy 7. A Management or 'Administrative Strategy' 8. 'Administrative Strategy' and Worker-Conformity to Behavioural Expectations 9. 'Puissance' as Choices towards Organisational Functioning 10. Puissance, as 'Will' or 'Force' 11. 'Puissance' as Force
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<p>infringement in their choice of strategy</p> <p>8. Demonstrate their Understanding of Managers' Responsibility for Tasks Performance</p> <p>9. Effectively Illustrate the extent to which Managers have Responsibility for the Effective Functioning of Organisation, Division and Department</p> <p>10. Devise ways of Affecting Workers' Behaviour towards Effective Task Performance</p> <p>11. Address Managers' Choice of Options towards Effect Behavioural Change</p> <p>12. Relate Managers' Effort for Ensuring Subordinates' Conformity to Behavioural Expectations</p> <p>13. Suggest the Options that Managers have to employ Administrative Strategies</p> <p>14. Demonstrate an understanding of the General Use of The Concept of</p>	<p>12. 'Puissance' as 'Assent'</p> <p>13. The Concept of Power</p> <p>14. The Concept of Authority</p> <p>15. Legitimate Authority</p> <p>16. Puissance and the 'Managerial Leader'</p> <p>17. The Managerial Leader and Power and Authority</p> <p>18. Implicit and explicit subordinate agreement</p> <p>19. The concept of Power</p> <p>20. Power and Organizational Resources</p> <p>21. The Concept of Authority</p> <p>22. The Second Facet of Authority</p> <p>23. The Concept of Influence</p> <p>24. Power, and 'Control' as affective 'domain'</p> <p>25. Control as an Administrative Strategy</p> <p>26. Influence as an Administrative Strategy</p> <p>27. Normative Re-Educative Administrative Strategy</p> <p>28. Rational Empirical Administrative</p>
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<p>‘Strategy’</p> <p>15. Demonstrate a heightened understanding of Management or ‘Administrative Strategy’</p> <p>16. Exhibit an understanding of the relationship between ‘Administrative Strategy’ and Worker-Conformity to Behavioural Expectations</p> <p>17. Explain the concept of ‘Puissance’ as ‘Choices’ towards Organisational Functioning</p> <p>18. Explain the concept of Puissance, as ‘Will’ or ‘Force’</p> <p>19. Demonstrate their understanding of ‘Puissance’ as Force and ‘Assent’</p> <p>20. Distinguish between the Concepts of Power and Authority</p> <p>21. Suggest the relationship between Puissance and the ‘Managerial Leader’</p> <p>22. Address the extent to which a Managerial Leader has both Power and Authority</p> <p>23. Distinguish between Implicit and</p>	<p>Strategy</p> <p>29. The Place of Reward and Punishment in Affecting Workers’ Behaviour</p> <p>30. The Place of Threat or Promise in Affecting Workers’ Behaviour</p> <p>31. ‘Threat, Promise, Fear or Positive Expectation’</p> <p>32. Authority and its ‘Affect’ on Workers’ Behaviour</p> <p>33. Influencing Workers’ Behaviour – Without The Threat of Force</p> <p>34. Application of the Control Administrative Strategy.</p> <p>35. Reward as a Positive Reinforcement</p> <p>36. Application of The Influence Administrative Strategy</p> <p>37. Leadership Style Defined</p> <p>38. Leadership style and the Influence Administrative Strategy</p> <p>39. Leadership style and the Control Administrative Strategy</p> <p>40. The Theory X Leadership Style</p> <p>41. The Theory Y Leadership Style</p>
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<p>explicit subordinate agreements</p> <p>24. Resolve the relationship between a Manager's Power and his or her Control of Organizational Resources</p> <p>25. Illustrate their understanding of the often forgotten facet of Authority (The Second Facet of Authority)</p> <p>26. Present an 'internalised' understanding of the Concept of Influence</p> <p>27. Provide a Practical Illustration of Power, and 'Control' as an affective 'domain'</p> <p>28. Explain Control as an Administrative Strategy</p> <p>29. View Influence as an Administrative Strategy</p> <p>30. Demonstrate their understanding of Normative Re-Educative Administrative Strategy</p> <p>31. Demonstrate their Rational Empirical Administrative Strategy</p> <p>32. Internalise the Place of Reward and Punishment in Affecting</p>	<p>42. Leadership Styles and 'Non-Conscious' Decision of Managers</p> <p>43. Leadership Style as an Ascribed 'Status'</p> <p>44. Distinguishing Leadership Style from 'Leader Behaviour'</p> <p>45. Leadership Style and the Concept of 'Flexion'</p> <p>46. Leadership Styles and Managers' Choice of Administrative Strategies</p> <p>47. Influence Strategy and 'Theory Y' Leadership Style</p> <p>48. A 'Theory X' Leadership Style</p> <p>49. The Leadership Style Continuum</p> <p>50. Leadership Style and Latent Behaviour</p> <p>51. Leadership Style and Manifest Behaviour</p> <p>52. Leadership Style as a Motivating Factor</p> <p>53. Leadership Style and the Contingency Approaches</p> <p>54. Leadership Style and Organisational Structure</p>
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<p>Workers' Behaviour</p> <p>33. Explain the Place of Threat or Promise in Affecting Workers' Behaviour</p> <p>34. Resolve the Issue of 'Threat and Fear VS Promise and Positive Expectation'</p> <p>35. Successful Debate the Authority and its 'Affect' on Workers' Behaviour</p> <p>36. Explain how Managers might Influence Workers' Behaviour, without the Threat of Force</p> <p>37. Demonstrate their ability to Apply the Control Administrative Strategy</p> <p>38. Regard Reward as a Positive Reinforcement</p> <p>39. Apply the Influence Administrative Strategy in a Realistic Situation</p> <p>40. Suggest the Relationship between Leadership Style and the Influence Administrative Strategy</p> <p>41. Demonstrate their understanding of</p>	<p>55. Organisational Structure as a Leadership 'Choice'</p> <p>56. Theory X Leadership Style and the Functional Structure</p> <p>57. Theory X Leadership Style and the Divisional Structure</p> <p>58. Theory X Leadership Style and the Matrix Structure</p> <p>59. Leaderships and Structural Relationships</p> <p>60. Leadership Style and Communication</p> <p>61. Leadership Style and Role Specificity</p> <p>62. Contingency Approaches to Leadership and Environmental Variables</p> <p>63. Leadership and the Environmental Variables, Which Affect Organisations</p> <p>64. Contingency Approaches to Leadership as a Departure From The Universalist Approaches to Leadership</p>
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<p>the relationship between the Control Administrative Strategy and the Theory X Leadership Style</p> <p>42. Explain Leadership Styles as a ‘Non-Conscious’ Decision of Managers</p> <p>43. View Leadership Style as an Ascribed ‘Status’</p> <p>44. Distinguish between Leadership Style and ‘Leader Behaviour’</p> <p>45. Explain Leadership Style using the Concept of ‘Flexion’</p> <p>46. Exemplify Leadership Styles as Managers’ Choice of Administrative Strategies</p> <p>47. Illustrate the extent to which Influence Strategy relates to ‘Theory Y’ Leadership Style</p> <p>48. Explain the Leadership Style Continuum</p> <p>49. Demonstrate a heightened understanding of Leadership Style and Latent Behaviour</p> <p>50. Link Particular Leadership Style with Subordinates’ Manifest</p>	
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<p>Behaviour</p> <p>51. Explain Leadership Style as a Motivating Factor</p> <p>52. Assess the relationship between Leadership Style and the Contingency Approaches</p> <p>53. Debate the relationship between Leadership Style and Organisational Structure</p> <p>54. View Organisational Structure as a Leadership ‘Choice’</p> <p>55. Illustrate the Link between Theory X Leadership Style and the Functional Structure</p> <p>56. Associate Theory X Leadership Style with the Divisional Structure</p> <p>57. Assess the relationship between Theory X Leadership Style and the Matrix Structure</p> <p>58. Indicate that they understand the relationship between Leadership Styles and Structural Relationships</p> <p>59. Represent the Leadership Style and Communication</p> <p>60. Associate Leadership Style with</p>	
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<p>Levels of Role Specificity</p> <p>61. Demonstrate an awareness of the relationship between Contingency Approaches to Leadership and Environmental Variables</p> <p>62. Advise on the extent to which Leadership and Environmental Variables, Affect Organisations</p> <p>63. ‘Vocalise’ the relationship between the Contingency Approaches to Leadership and Employee Development</p>	
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Objectives	Contents, Concepts and Issues
<p>Module 3 Module Title: Organisational Change Management</p>	
Module Objectives	Contents, Concepts and Issues
<p>By the conclusion of the specified learning and development activities, delegates will be able to:</p>	
<ol style="list-style-type: none"> 1. Demonstrate their awareness of the inevitability of organisational change 2. Demonstrate the need for a proactive stance in relation to Organisational change 3. Demonstrate their ability to conduct 	<ol style="list-style-type: none"> 1. Change and Its Inevitability 2. Anticipating The Need For Change 3. Resistance To Change - Latent & Manifest 4. Change Management And Human Resources Implications

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Objectives	Contents, Concepts and Issues
Module 3	
Module Title: Organisational Change Management	
Module Objectives	Contents, Concepts and Issues
<p>an Internal environmental analysis—SW</p> <p>4. Exhibit their ability to conduct an external environmental analysis—OT</p> <p>5. Synthesize the relationship between Internal and external environmental analyses—SWOT</p> <p>6. Determine the factors, which contribute to workers’ resistance to change</p> <p>7. Suggest the efforts, which an organisation might employ to reduce workers’ resistance to change</p> <p>8. Demonstrate their awareness of change management and human resource implications</p> <p>9. Distinguish between change strategies and approaches to change</p> <p>10. Illustrate the advantages and disadvantages of each strategy</p> <p>11. Manage latent and manifest resistance to change</p>	<p>5. Internal and External Environmental Analysis—SWOT</p> <p>6. Internal Environmental Analysis—SW</p> <p>7. External Environmental Analysis—OT</p> <p>8. Pertinent Factors Associated With Change Implementation</p> <p>9. Approaches To Change: Their Merits & Demerits</p> <p>10. The Big Bang Approach</p> <p>11. The Incremental Approach</p> <p>12. Strategies For Effecting Change</p> <p>13. Influence Change Strategies: When They Should Be Used Or Avoided</p> <p>14. Control Change Strategies: When They Should Be Used Or Avoided</p> <p>15. Communicating Organisational Change (organizational change)</p> <p>16. Communication Media: Mass or Personalised Communication?</p>



Objectives	Contents, Concepts and Issues
Module 3	
Module Title: Organisational Change Management	
Module Objectives	Contents, Concepts and Issues
<p>12. Determine the situations when a particular approach might be appropriate</p> <p>13. Determine the most effective ways of communicating change decisions to workers</p> <p>14. Illustrate the advantages and drawbacks of group involvement in decisions related to change</p> <p>15. Design measures, which will ensure change institutionalisation</p> <p>16. Demonstrate leadership in the implementation of change, whilst avoiding whilst avoiding Human and Organisational Casualties</p>	<p>17. Mode and Channels of Communication</p> <p>18. Getting The Message Right</p> <p>19. Timing of Communication</p> <p>20. Who Should Communicate What, When?</p> <p>21. Use of Groups In Change Process</p> <p>22. Managing latent and manifest resistance to change</p> <p>23. Effective, overall, change leadership</p> <p>24. Leading change implementation</p> <p>25. Selecting the Appropriate Change Agent – Internal or External</p> <p>26. Speed of Change</p> <p>27. Change Acceleration: Averting Organisational (organizational) and Individual casualties</p> <p>28. Change Tolerance and Individual Stress Levels</p> <p>29. Managing the External Environment: Improving</p>

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Objectives	Contents, Concepts and Issues
Module 3	
Module Title: Organisational Change Management	
Module Objectives	Contents, Concepts and Issues
	Perception and Instilling Confidence 30. Stakeholders, generally 31. Shareholders and Funding Agents 32. Customers and Clients 33. Potential Customers and Clients 34. Change Institutionalisation: Returning To Normality

On-line Postgraduate Application, Admission and Enrolment Procedure

On-line Postgraduate Enrolment can be done at any time convenient to the student

1. Continuous Registration for Postgraduate Diploma and Masters Degree – MA, MSc, MBA, Executive MBA

Prospective students might register for a Full Postgraduate Diploma or Masters Degree, in the first instance. This will represent a continuous registration, incorporating the different courses, and, or, modules. The duration of a Postgraduate Diploma or Postgraduate Diploma component of a Masters Degree is typically two years but is longer for programmes such as Executive MBA. The procedure outlined below is more appropriate for those studying individual courses.

2. Online Application Requirement:

Please send the following documents:

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 Prof. Dr. R. B. Crawford - Director HRODC Postgraduate Training Institute
 PhD (London), MEd.M. (Bath), Adv. Dip. Ed. (Bristol), PGCIS (TVU), ITC (UWI), MAAM, MAOM, LESAN, MISGS. Visiting Prof. P.U.P.

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Direct Gov: <http://careersadvice.direct.gov.uk>;
 Hotcourses: www.hotcourses.com; Employer Guide to Training: www.educationuk.org; Learning Bank: <http://www.learning-bank.co.uk/>; Yorkshire & Humberside LSC Website: <http://www.yhtap.com/>;
 WM Learning Directory: <http://www.wmld.org> and other Govt. Training and Learning Directories. It offers Full-Time, On-Line & Intensive Postgraduate Courses

- ✦ Completed Postgraduate Application Form, including a passport sized picture of the applicant
- ✦ Copy of Issue and photo page of your current passport or copy of your National Identity Card, if it has your photograph incorporated.
- ✦ Two recent References, at least one of which should be academic – from your University or College

3. What Happens Next?

- ✦ On receipt of all the above documents we will make an assessment of your suitability for the Programme.
- ✦ If you are accepted on the Programme, you will be notified accordingly and sent an Admission and Enrolment Confirmation Letter and Invoice.
- ✦ One week after the receipt of your payment or official notification of your payment, your course tutor will contact you, by e-mail or telephone, welcoming you to the Programme and officially commencing your study.
- ✦ The six months countdown begins with the initial Tutor Contact.

4. Subsequent Course Registration

Once you have registered for one course, subsequent course registration is straightforward

- ✦ When you have notified us, by e-mail, of your intention to register for another course, we will send you your Admission and Enrolment Confirmation Letter and Invoice.
- ✦ One week after the receipt of your payment or official notification of your payment, your course tutor will contact you, by e-mail or telephone, welcoming you to the Programme and officially commencing your study.
- ✦ The six months countdown begins with the initial Tutor Contact.

5. Registering for the Masters Degree

- ✦ When you have successfully completed the requirement for the Postgraduate Diploma, you will receive the Award
- ✦ If you intend to proceed to the Masters degree, you need to register for course #7, Research Project: Design, Conduct & Report
- ✦ Close to the completion of this compulsory course, you may register for the Masters Degree



- ✦ Your Masters Degree registration will incorporate a Synopsis or Research Proposal. The groundwork for this would have been addressed by course #7.
- ✦ We will then send you your Admission and Enrolment Confirmation Letter and Invoice.
- ✦ You will be assigned a Dissertation Supervisor and a Dissertation Mentor
- ✦ Your Dissertation Supervisor will have the main responsibility for your work
- ✦ Your Dissertation Mentor will have casual contact with you and resolve any problems that you might be experiencing with your supervision that your Dissertation Supervisor cannot address or that you do not wish to bring to his or her attention
- ✦ One week after the receipt of your payment or official notification of your payment, your Dissertation Supervisor will contact you, by e-mail or telephone, welcoming you to the Programme and officially commencing your study.
- ✦ The two year countdown begins with the initial Supervisor Contact.

Regulation For HRODC Postgraduate Degrees –

MBA, MA, MSc Programmes

Summary of the Regulation For HRODC Postgraduate Degrees – MBA, MA, MSc Programmes

Delegates who have successfully completed the HRODC General Postgraduate Diploma, HRODC Specialist Postgraduate Diploma and HRODC Cumulative Postgraduate Diploma may proceed to register for the Postgraduate Degree (MBA, MA, MSc). HRODC Cumulative Postgraduate Diploma relates to a Diploma that is granted through the addition of courses taken at intervals over a 3-year period. This type of Postgraduate Diploma might include both General and Specialist groupings. The requirement incorporates the ‘180-Hour Rule’, wherein a delegate should accumulate at least 180 study-hours, in order to qualify for a Postgraduate Diploma. This requirement includes a minimum of 120 hours Direct Lecturer Contact and a minimum of 60 hours supervised or self-directed study (Full details in separate document).



After the Postgraduate Diploma Stage, delegates might register for a Masters Degree (MA, MBA, MSc – as appropriate). They will then be required to study a research module – Course #7 and present an externally assessed Dissertation of 15,000 to 20,000 words. They will receive supervision from 2 research tutors and will submit to an Oral Examination of their Thesis.

HRODC Postgraduate Diploma and Diploma – Postgraduate.

HRODC Postgraduate Diploma and Diploma - Postgraduate: Distinction and Award

Seminars & In-house Courses of 1 – 3 Months Duration, Lead To the HRODC Postgraduate Diploma. Seminars and In-house Courses of 2 Days & More But Less Than 1 Month Lead To HRODC Diploma - Postgraduate. Attainment requirement for HRODC Postgraduate Diploma & Diploma - Postgraduate - is 50% Minimum. HRODC Certificate of Attendance & Participation will be awarded to Delegates of Seminars & Courses of less than 2 days and those gaining less than 50% pass in the Postgraduate Diploma or Diploma - Postgraduate - Seminars and In-house Courses.

Individual Modules and Blocks of HRODC Postgraduate Diploma can be taken studied over a 3-year period, anywhere in the world that they are offered. All modules or Blocks, in the case of the Postgraduate Diploma in Executive Management, must have been studied, with Delegates gaining 50% and above in at least 70% of the modules or blocks. To achieve the attainment level required for the Award of HRODC Postgraduate Diploma in Communication and Information Management, delegates should achieve a minimum of 50% pass in at least 70% of the modules. Module one will be treated as a double-unit and assessed in 2-parts, while module 3 will be regarded as 4 units, assessed in 4 distinct parts. There are, therefore 10 units, for assessment purpose, requiring at least a pass in 7 units, at 50% or higher. The assessment will be facilitated by the issuance of bound copies of course guides and course supplement (possibly combined), at the beginning of the training.

Delegates who fail to achieve the requirement for HRODC Postgraduate Diploma, or Diploma - Postgraduate - will be given support for 2 re-submissions. Those delegates who fail to



achieve the 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. All seminar guides and course guides will indicate which activities will count towards HRODC Diploma.

Title Examples of HRODC Postgraduate Diploma and HRODC Diploma - Postgraduate

HRODC Postgraduate Diploma Course or Seminar Titles include: *HRODC Postgraduate Diploma in Human Resource Management; HRODC Postgraduate Diploma in Comprehensive Human Resource Management; HRODC Postgraduate Diploma in Executive Management; HRODC Postgraduate Diploma in Comprehensive Real Estate Management; HRODC Postgraduate Diploma in Women in Management; HRODC postgraduate Diploma in Comprehensive Project Management; HRODC Postgraduate Diploma in Communication and Information Management.*

HRODC Diploma – Postgraduate - Course or Seminar Titles include: *HRODC Diploma - Postgraduate - in Financial Risk Management; HRODC Diploma - Postgraduate - in Judging Economic and Financial Crimes; HRODC Diploma - Postgraduate - in UK Legal System: Court Organisation and Management; HRODC Diploma - Postgraduate - in Organisational Change Management; HRODC Diploma - Postgraduate - in Client Or Customer Care; Leading to HRODC Diploma - Postgraduate - in Trainer Training: Training for Trainers; HRODC Diploma - Postgraduate - in Worker Motivation; HRODC Diploma - Postgraduate - in Employee Resourcing: Recruitment and Selection; HRODC Diploma - Postgraduate - in Diversity Management; HRODC Diploma - Postgraduate - in Research Project Management; HRODC Diploma - Postgraduate - in Anti-Dumping and Anti-Subsidy; HRODC Diploma - Postgraduate - in Internal Audit; HRODC Diploma - Postgraduate - in Fundamentals of Automotive Industry; HRODC Diploma - Postgraduate - in Advanced Project Management; HRODC Diploma - Postgraduate - in Productivity Improvement; HRODC Diploma - Postgraduate - in Introduction to Real Estate Management; HRODC Diploma - Postgraduate - in Conveyancing and Property Valuation; HRODC Diploma - Postgraduate - in UK*



Employment Law; HRODC Diploma - Postgraduate - in UK Consumer Law; HRODC Diploma - Postgraduate - in ISO 9000 Quality Systems; HRODC Diploma - Postgraduate - in Modern Quality Systems; HRODC Diploma - Postgraduate - in Modern Quality Systems and ISO 9000; HRODC Diploma - Postgraduate - in Personnel and Occupational Testing; HRODC Diploma - Postgraduate - in Personnel and Occupational Test Questionnaire Design and Results Analysis; HRODC Diploma - Postgraduate - in Information, Risk and Security Management; HRODC Diploma - Postgraduate - in Executive Leadership and High Performance Team Management; HRODC Diploma - Postgraduate - in Organisational Design: Structuring and Restructuring Organisations; HRODC Diploma - Postgraduate - in Investment Projects in Industrial Sector; HRODC Diploma - Postgraduate - in Industrial Investment Performance Evaluation; HRODC Diploma - Postgraduate - in Strategic Management and Project Management; HRODC Diploma - Postgraduate - in Fundamentals in Oil and Gas Accounting; HRODC Diploma - Postgraduate - in Advanced Financial Accounting; HRODC Diploma - Postgraduate - in Advanced Cost Management; HRODC Diploma - Postgraduate - in Assessing Parenting Capability and Children's Need; and Recording & Report Writing For Social Service;

HRODC Diploma - Postgraduate - in Strategic Management and Strategic Cost Management; HRODC Diploma - Postgraduate - in Strategic Management Accounting; HRODC Postgraduate Diploma - Postgraduate - in Advanced Budgeting; HRODC Diploma in Fundamentals of Air Cargo.

HRODC Postgraduate Diploma Typology

HRODC would like to initiate and maintain a typology that will distinguish between its 3 main categories of Postgraduate Diploma:

1. **HRODC General Postgraduate Diploma**
2. **HRODC Specialist Postgraduate Diploma**
3. **HRODC Cumulative Postgraduate Diploma**

HRODC General Postgraduate Diploma refers to the Postgraduate Diploma, which consists of generic courses, taken within a three-year period. HRODC Specialist Postgraduate Diploma must be construed to mean a Postgraduate Diploma that consists of related courses. These



include: *HRODC Postgraduate Diploma in Human Resource Management; HRODC Postgraduate Diploma in Comprehensive Human Resource Management; HRODC Postgraduate Diploma in Executive Management; HRODC Postgraduate Diploma in Comprehensive Real Estate Management; HRODC Postgraduate Diploma in Women in Management; HRODC Postgraduate Diploma in Comprehensive Project Management; HRODC Postgraduate Diploma in Communication and Information Management.*

HRODC Cumulative Postgraduate Diploma relates to a Diploma that is granted through the addition of courses taken at intervals over a 3-year period. This type of Postgraduate Diploma might include both General and Specialist groupings. The requirement incorporates the ‘180-HourRule’, wherein a delegate should accumulate at least 180 study-hours, in order to qualify for a Postgraduate Diploma. This requirement includes a minimum of 120 hours Direct Lecturer Contact and a minimum of 60 hours supervised or self-directed study.

HRODC's Quality Assurance

The 50% minimum attainment requirement for the HRODC Postgraduate Diploma and HRODC Diploma - Postgraduate - is an attestation to our concern for quality and exceptional performance. This ‘standard’ is in line with most British Universities, some having recently moved away from their traditional 40% attainment requirement. One of the several ways in which HRODC assures academic and professional quality is to ensure that most of its consultants hold a PHD in their areas of specialism. The lowest qualification of any consultant at HRODC is an MA and, or, MSc. These qualifications are in addition to relevant experience and continuous development. While most applicants to HRODC Postgraduate Diploma and HRODC Diploma - Postgraduate - Programmes are holders of Undergraduate and Postgraduate Degrees, some being Professors of internationally renowned Universities, others do not hold a degree but have substantial work and life experience to excel in the courses. In addition, HRODC has instituted the ‘180-HourRule’, wherein a delegate should accumulate at least 180 study-hours, in order to qualify for a Postgraduate Diploma. This requirement includes a minimum of 120 hours Direct Lecturer Contact and a minimum of 60



hours supervised or self-directed study. Specialist Diploma such as the HRODC 'Postgraduate Diploma in Executive Management' consists of 540 hours.

In addition to the above, HRODC has incorporated the following additional Quality measures in its Postgraduate Degree Programme – These can also be found in the document Regulation For HRODC Postgraduate Degrees – MBA, MA, MSc Programmes

1. The length of the Dissertation will be between 15,000 and 20,000 words. Higher or lower limits can only be accepted through special dispensation, tabled through their Dissertation Tutor;
2. Delegates will be assigned one Main Dissertation Supervisor, for formal tuition, and a Dissertation Mentor, who will provide them with informal advice, in conjunction with their Main Dissertation Supervisor;
3. Delegates' Viva Voce, or Oral, Examination will be conducted within 3 months of the submission of their Dissertation;
4. The Dissertation Examination will be conducted by an External and an Internal Examiner;
5. The External Examiner will be drawn from a recognized University and will be an Academic in the Discipline, who is not otherwise associated with HRODC;
6. The Internal Supervisor will be an HRODC Tutor, who is neither Delegates' Main Dissertation Supervisor or their Dissertation Mentor;
7. The submission date of a Masters Dissertation is expected to be within 12 calendar months of their initial registration for the Degree but can be extended, on application, to a period not exceeding 24 months;
8. In the event that Delegates were not successful on the first attempt, they will be given the opportunity to make minor amendment to, or revise, their Dissertation, with the guidance of their Dissertation Supervisors.

Some Locations of HRODC's Seminars or Public Courses

These seminars are scheduled to be delivered in international locations including Munich Germany, Durban South Africa, Johannesburg South Africa, Malta, Hong Kong, Muscat Oman, Kuwait City Kuwait, Brunei Darussalam, Kuala Lumpur Malaysia, Lagos Nigeria,



Abuja Nigeria, Manila Philippines, Katmandu Nepal, Mumbai India, Damascus Syria, Port Louis Mauritius, Jeddah, Saudi Arabia, Riyadh Saudi Arabia, Dubai UAE, United Arab Emirates, Paris France, Rome Italy, Athens Greece, Albania, Kazakhstan, Tajikistan, St. Petersburg Russia, Toronto Canada, New York USA, Caracas Venezuela, Algiers Algeria, Cairo Egypt, Kingston Jamaica, Tripoli Libya, Harare Zimbabwe, Brussels Belgium, Monrovia Liberia, Tamilnadu India, Nairobi, Kenya.

Course Admission and Registration:

As an Award-bearing Postgraduate Course, it is essential that we assess the aptitude of our potential participants. We, would, therefore appreciate if you might complete our standard Postgraduate Application Form, which is available on request (please see our contact details above), or downloadable from:

http://www.hrodc.com/Brochure_Download_Centre.Company_Brochures_Seminar_Brochures_Seminar_Schedule.htm

If your previous qualifications and experience are in line with our admission criteria, you will be sent an official notification of your admission to the course or courses for which you have applied, along with a Performa invoice, for the payment of the relevant fees. You will then be duly registered for the course/s as soon as we have received your payment.

Terms and Conditions

HRODC Policy Terms and Conditions are Available for viewing at:

<http://www.hrodc.com/COSTS.htm>

Or Downloaded, at:

http://www.hrodc.com/Brochure_Download_Centre.Company_Brochures_Seminar_Brochures_Seminar_Schedule.htm

Professor Dr. R. B. Crawford – Director HRODC Training Institute.

