HRODC Postgraduate Training Institute

A Postgraduate-Only Institution

#124

Advanced Agricultural Project Management

Postgraduate Short Course

Leading To:

DIPLOMA - POSTGRADUATE IN

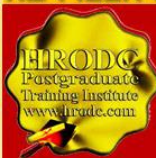## Advanced Agricultural Project Management, 5-Credit, 150 Credit-Hours

Accumulating to A

Postgraduate Certificate, With 30 Additional Credit-Hours, or A

Postgraduate Diploma, With 210 Additional Credit-Hours

HRODC Postgraduate Training Institute

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

Prof. Dr. Ronald B. Crawford - Director

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

HRODC POSTGRADUATE TRAINING INSTITUTE
A Postgraduate — Only Institution

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HRODC Postgraduate Training Institute, A Postgraduate-Only Institution

Our UK Government's Verification and Registration

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

Course Coordinator:

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

➢ Doctor of Philosophy {(PhD) {University College London (UCL) - University of London)};

➢ MEd Management (University of Bath);

➢ Postgraduate (Advanced) Diploma Science Teacher Ed. (University of Bristol);

➢ Postgraduate Certificate in Information Systems (University of West London, formerly Thames Valley University);

➢ Diploma in Doctoral Research Supervision, (University of Wolverhampton);

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➢ Teaching Certificate;

➢ Fellow of the Institute of Management Specialists;

➢ Human Resources Specialist, of the Institute of Management Specialists;

➢ Member of the Asian Academy of Management (MAAM);

➢ Member of the International Society of Gesture Studies (MISGS);

➢ Member of the Standing Council for Organisational Symbolism (MSCOS);

➢ Member of ResearchGate;

➢ Executive Member of Academy of Management (AOM). There, his contribution incorporates the judging of competitions, review of journal articles, and guiding the development of conference papers. He also contributes to the Disciplines of:

- Human Resources;

- Organization and Management Theory;

- Organization Development and Change;

- Research Methods;

- Conflict Management;

- Organizational Behavior;

- Management Consulting;

- Gender & Diversity in Organizations; and

- Critical Management Studies.

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

➢ University of London (Royal Holloway), as Research Tutor;

➢ University of Greenwich (Business School), as Senior Lecturer (Associate Professor), in Organisational Behaviour and Human Resource Management;

➢ University of Wolverhampton, (Wolverhampton Business School), as Senior Lecturer (Associate Professor), in Organisational Behaviour and Human Resource Management;

➢ London Southbank University (Business School), as Lecturer and Unit Leader.

His responsibilities in these roles included:

➢ Doctoral Research Supervisor;

➢ Admissions Tutor;

➢ Postgraduate and Undergraduate Dissertation Supervisor;

➢ Programme Leader;

➢ Personal Tutor

For Whom This Course is Designed
This Course is Designed For:

- ➤ Agricultural Lecturers;
- ➤ Agricultural Project Development Officers;
- ➤ Agricultural Project Managers;
- ➤ Agricultural Project Officers;
- ➤ Agricultural Research Officers;
- ➤ Agricultural Settlement Officers;
- ➤ Agricultural Students;
- ➤ Agronomists involved in Agricultural Projects;
- ➤ Botanists engaged in Agricultural Project Management;
- ➤ Business owners to help them take accurate and timely decisions
- ➤ Customer Service Staff;
- ➤ Department of Agriculture Officials;
- ➤ Employees;
- ➤ Executives in Funding Agencies dealing with appraisal and monitoring of projects in agriculture sector;
- ➤ Government Organizations responsible for managing the large and medium-sized agricultural projects;
- ➤ Management Staffs;
- ➤ Managers, in general;
- ➤ NGOs Officers, involved in Agricultural Projects;
- ➤ Risk Analysts;
- ➤ Risk Assessors;
- ➤ Rural Development Officers;
- ➤ Senior Agricultural Inspectors;
- ➤ Senior Functionaries in Development Organizations responsible for Planning and Implementation of Agricultural Projects;
- ➤ Senior Professionals;
- ➤ Supervisors;
- ➤ Team members who need more effective time management skills;

➢ Zoologists involved in the Development, Management and Evaluation of Agricultural Projects;

➢ All other personnel with an interest in Agricultural Project Management, Rural Planning and Development, Agricultural Team Leadership, Worker Motivation, Agricultural Risk Management, and Agricultural Research Management.

Classroom-Based Duration and Cost:	
Classroom-Based Duration:	25 Days
Classroom-Based Cost:	£25,000.00 Per Delegate
Online (Video-Enhanced) Duration and Cost	
Online Duration:	50 Days – 3 Hours Per Day
Online Cost:	£16,750.00 Per Delegate

Classroom-Based Course and Programme Cost includes:

➢ Free Continuous snacks throughout the Event Days;

➢ Free Hot Lunch on Event Days;

➢ Free City Tour;

➢ Free Stationery;

➢ Free On-site Internet Access;

➢ Postgraduate Diploma/ Diploma – Postgraduate –or

➢ Certificate of Attendance and Participation – if unsuccessful on resit.

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

➢ **Our Branded Leather Conference Folder**;

➢ **Our Branded Leather Conference Ring Binder/ Writing Pad;**

➢ **Our Branded Key Ring/ Chain**;

➢ **Our Branded Leather Conference (Computer – Phone) Bag – Black or Brown**;

➢ **Our Branded 8-16 GB USB Flash Memory Drive**, **with Course Material;**

➢ **Our Branded Metal Pen;**

➢ **Our Branded Polo Shirt**.;

➢ **Our Branded Carrier Bag**.

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

Delivery Locations:

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

Modular Breakdown, Duration and Cost

This 5-Credit Diploma – Postgraduate - Course is divided into 4 Distinct Modules, making it possible for participants to select desired modular sets, each of which provides the Award of Diploma – Postgraduate. These Courses are listed below:

Advanced Agricultural Project Management Leading to Postgraduate Diploma in Advanced Agricultural Project Management (5-Credit)				
Module Number	**Pre-existing Course #**	**Module Title**	**Page #**	**Credit Value**
124.M1		Advanced Agricultural Project Management (1) Project Management and Time Management Issues: Setting the Stage for Agricultural Project Management		Single (6 days)
124.M2		Advanced Agricultural Project Management (2) Agricultural Project Development, Planning, Execution and Evaluation		Single (6 days)
124.M3		Advanced Agricultural Project Management (3)		Single (6 days)

Advanced Agricultural Project Management Leading to Postgraduate Diploma in Advanced Agricultural Project Management (5-Credit)				
		Team Leadership and Motivation in Agricultural Project Management		
124.M4		Advanced Agricultural Project Management (4) Agricultural project Design, Data Elicitation, Interpretation and Presentation and Financial Risk Management		Single (7 days)

Advanced Agricultural Project Management Course
Leading to Diploma – Postgraduate – in Advanced Agricultural Project Management (5-Credit) and 150 Credit-Hours, Accumulating to a Postgraduate Certificate, with 30 Additional Credit-Hours, or a Postgraduate Diploma, with 210 Additional Credit-Hours

Course Objectives

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

➢ Address the salient issues associated with Dysfunctional Behaviours

➢ Adopt an effective follow-up system in the workplace;

➢ Adopt appropriate strategies for dealing with interruptions;

➢ Adopt effective delegation techniques;

➢ Advise others of the situations in which participant observation, conversation analysis, documentary analysis, focus groups, interviews & questionnaires, respectively, are appropriate;

➢ Apply appropriate rewards and, or, punishment that are applied to a given team situation – thereby promoting team 'functionality';

➢ Apply group dynamics to organisational settings;

➢ Apply scoping strategy to a sustainability setting;
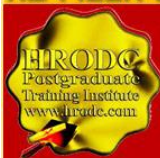
- Apply the 'equity' theory to work situation from a 'differentiation perspective', rather than an 'equality perspective';

- Apply the most appropriate project management methodology to both real and hypothetical settings;

- Apply the Pareto Principle (80/20 rule) to time management issues;

- Apply tracking timing and costs, contingencies to project management;

- Appreciate the importance of time management;

- Ascertain how to work with disorganised colleagues;

- Ascertain the possible causes and effects of meeting mismanagement; and

- Ascertain their respective goals/objectives;

- Assess the value of secondary sources of information as a prelude to the conduct of primary research;

- Associate fraud risk with project management;

- Beat work related stress;

- Choose sources of information appropriate for the type of research being conducted;

- Choose the methodology that best suits the type of investigation being conducted & appropriate to the research objectives;

- Choose the most appropriate data elicitation techniques, in relation to the sampling frame, sampling unit, sample size & time span, among other factors;

- Clarify roles in team settings;

- Conduct a Stakeholder Analysis, developing the most appropriate strategy to ensure support from key players;

- Conduct an efficient workload analysis;

- Conduct both pre-feasibility and feasibility studies

- Create an effective agenda that will keep the meeting on the track;

- Critically appraise existing motivation strategy within their project settings, identifying and addressing gaps

- Deal with information overload;

- Decide which items can be delegated;

- Decide which items can be delegated;

- Define risk – generally, and in a project management setting;

➢ Demonstrate a heightened level of understanding of the variations and varying degrees of intricacies of Agricultural Development Projects;

➢ Demonstrate a heightened understanding of Rapid Rural Appraisal (RRA), and the degree to which it might contribute to Agricultural Project Success;

➢ Demonstrate a heightened understanding of the type and permanence of the leadership of a team;

➢ Demonstrate a high level of understanding of a team attempts to replace a situational leader, to enhance stability, acceptability or renewed or clarified mission or objectives;

➢ Demonstrate an awareness of their 'Team Building and Maintenance Roles' that will improve team effectiveness;

➢ Demonstrate an effective 'leader behaviour' when dealing with dysfunctional behaviours;

➢ Demonstrate an understanding of the concept of motives and their value in organisational and subsystem effectiveness;

➢ Demonstrate an understanding of the notion that societal socio-economic hierarchy might be informally represented in teams

➢ Demonstrate how popular motivation theories have contributed to our understanding of worker behaviour;

➢ Demonstrate the effectiveness of the strategy that they have devised for dealing with intra-team competition;

➢ Demonstrate the symbiotic relationship between Agricultural Project Monitoring and Evaluation;

➢ Demonstrate the value of Participatory Rural Appraisal (PRA) in winning support for project development and implementation, while taking advantage of local skills, knowledge and expertise;

➢ Demonstrate their ability to deal with the psychological effect of disbandment;

➢ Demonstrate their ability to effectively Manage Agricultural Field Trials, which employ the most appropriate data elicitation and analysis techniques;

➢ Demonstrate their ability to employ transactional analysis in a team context;

➢ Demonstrate their ability to formulate a comprehensive motivation strategy;

➢ Demonstrate their ability to manage conflict effectively, incorporating the occasions when it should be encouraged;

➢ Demonstrate their ability to translate motivation theory into practice;

➢ Demonstrate their appreciation of the fact that workers belong to different classes, in society;

➢ Demonstrate their appreciation of the need for a variance in intrinsic and extrinsic values if motivation;

➢ Demonstrate their awareness of the value of team cohesiveness and team solidarity, and the dangers of over-cohesiveness;

➢ Demonstrate their grasp of the fundamentals of performance management;

➢ Demonstrate their heightened level of competence in Agricultural Project Planning, taking account the natural and pertinent stages and appropriate methodology;

➢ Demonstrate their understanding of the 'risky shift syndrome', outlining the steps that they will take to avert them;

➢ Demonstrate their understanding of the concept of project management;

➢ Demonstrate their understanding of the importance of Gatekeeping in team formal settings;

➢ Demonstrate their understanding of the theoretical and practice bases of Team Dynamics;

➢ Demonstrate your understanding of the social and psychological relevance of the stages of formation of a group;

➢ Describe the effort that they will make to enhance the 'critical faculty' of their team;

➢ Design a research project that incorporates a high ethical standard;

➢ Design a research project, taking account of important issues;

➢ Design a work-flow chart, pin-pointing the efforts taken to avert or correct any 'bottlenecks';

➢ Design an appropriate Agricultural Project, to match a specific scenario;

➢ Design an effective Agricultural Project Procurement Strategy, that accounts for Uncontrollable External Environmental Factors;

➢ Design interviews & questionnaires that will elicit information appropriate to the research objectives;

➢ Design questionnaires & interview schedules, with a mixture of open-ended & closed-ended questions, avoiding forced-choice in the latter;

➢ Design structured & unstructured questions, determining the conditions under which they should be used;

➢ Detect Dysfunctional Behaviours;

➢ Determine how efficient time management increases work effectiveness and productivity;

➢ Determine how goal setting can lead to proper time management;

➢ Determine the different sources of Agricultural Project Finance available, Locally, Nationally and Internationally, as appropriate to the specific project;

➢ Determine the optimum team size for effective functioning;

➢ Determine why a temporary team is likely to be more problematic to lead than a permanent team;

➢ Develop a personal approach in using your time in the most productive way;

➢ Develop an Agricultural Project Schedule that incorporates special consideration for high-duration phases, while addressing possible supply and motivation problems;

➢ Develop and maintain a good time management habit;

➢ Develop effective communication strategies that might be applied to team settings, minimising technical language;

➢ Develop their personal "To-Do List";

➢ Develop their personal ABC123 prioritised planning;

➢ Develop useful techniques for setting and achieving goals;

➢ Develop ways to maximise their personal effectiveness;

➢ Develop your own individualised plan of action.to maximise their use of time;

➢ Devise a viable sourcing strategy, relevant to a particular project setting;

➢ Devise an organized and systematic schedule and handle it properly;

➢ Devise their personal planner;

➢ Devise ways to avoiding time crunches;

➢ Discuss POSEC Method in relation to time management;

➢ Distinguish between command teams, boards, committees and task forces;

➢ Distinguish between groups and mere aggregations;

➢ Distinguish between task forces, committees, command groups and boards;

➢ Distinguish between Temporary Committees and Standing Committees;

➢ Distinguish between the concepts of Stakeholder and Shareholder;

➢ Distinguish between the different sets of motivation theories, notably content, process and reinforcement;

➢ Distinguish groupthink from teamthink;

➢ Employ appropriate data analysis techniques, based on the type & volume of data available;

➢ Ensure that project agreements are legally 'water-tight';

➢ Enumerate the benefits of effective time management;

➢ Enumerate the different time management tips for managers;

➢ Establish a basis for standard setting in their teams;

➢ Establish the bases for evaluating Agricultural Projects of different sizes, incorporating the relevant mechanism to take corrective or remedial actions, when appropriate;

➢ Evaluate the appropriateness of the application of particular theoretical aspects of motivation to specific situations;

➢ Evaluate the effectiveness of their strategy for addressing situations where team members seek sympathy;

➢ Exhibit a knowledge of the intimidating effect that class might have on team members, and, hence;

➢ Exhibit tact in discouraging team member distracting behaviours;

➢ Explain the bases for the feeling of 'Togetherness' or 'Awareness' IN An Aggregation;

➢ Explain the concept of batching technique and its relationship to time management;

➢ Explain the concept of Eisenhower method;

➢ Explain the occasions in which a situational leader is likely to emerge;

➢ Explain the pickle jar theory;

➢ Explain the relevant risk exposure that pertains to specific project settings;

➢ Explain the Team Typological Bases;

➢ Explain the time management matrix;

➢ Explain why a team's disbandment might have a negative psychological effect on members and the team leader;

➢ Facilitate a 'scoping study';

➢ Formulate strategies in handling unexpected job emergencies;

➢ Gain a balance between professional goals and personal time;

➢ Handle e-mails, task and calendar systematically;

➢ Have demonstrated an understanding of mind mapping and fish bone method;

➢ Highlight and internalise crucial project planning issues;

➢ Identify appropriate roles in research project management & produce realistic costing;

➢ Identify the different meeting menaces and learn how to deal with them;

➢ Identify their professional goals and personal time;

➢ Identify time bandits and devise strategies for dealing with them;

➢ Identify time wasters and adopt strategies for eliminating them;

➢ Identifying 'trends' & 'patterns' in information, in an effort to arrive at conclusions;

➢ Illustrate how the contingency approach to motivation might be applied to different situations.

➢ Illustrate how they might resolve interpersonal problems among team members;

➢ Illustrate how they will determine the contribution of each team member to team goal accomplishment;

➢ Illustrate how they will enhance the issue of 'gatekeeping' to ensure that team members, in general, participate in team meetings, extending support to the weak, ensuring that introverted team members are not intimidated or 'crushed' by the extroverted;

➢ Illustrate the pertinent issues associated with project sustainability;

➢ Illustrate the value of liquidity in project management and its associated risk;

➢ Implement techniques for minimising disruptions;

➢ Indicate how currency derivatives market might hold the key to 'project sustainability';

➢ Indicate how operating risk might be a financial liability;

➢ Indicate how they will establishing key competencies in teams;

➢ Indicate how they will help team members to channel their energies into task performance, establishing realistic goals;

➢ Indicate how they will recognise resonation in their teams, outline the steps that they will take to avert or reduce its occurrence, outlining how they will 'cautioning' resonators;

➢ Indicate how they will reward exceptional performance in their teams;

➢ Indicate how they would handle blocking, effectively;

➢ Indicate the part that training and development play in worker motivation;

➢ Indicate the range of tangible rewards that might be utilised in a team;

➢ Indicate the steps that they will take to harmonising their teams;

➢ Information, who might, nevertheless, be able to perform evaluative role;

➢ Internalise the dysfunctional effect of 'resonation' in a team context;

➢ Know how most managers apportioned their time;

➢ Know how to properly delegate task;

➢ Know how to properly delegate task;

➢ Know how to refuse unreasonable requests in the proper manner;

➢ Know the difference between being "busy" and "productive;"

➢ Demonstrate how assert themselves politely and calmly;

➢ Demonstratehow to diffuse the impact of others;

➢ Demonstrate how to handle interruptions constructively;

➢ Demonstratehow to maintain their responsibility;

➢ Demonstrate how to manage their workloads more effectively;

➢ Demonstrate how to prioritise using decision matrices;

➢ Demonstrate how to utilize their gap times;

➢ Demonstrate the step-by-step process in making effective schedule;

➢ Link settlement risk with 'survival imperative';

➢ Locate performance related pay, productivity bonuses and other remuneration inducement within existing motivation theory;

➢ Make research proposals, taking pertinent factors into account;

➢ Make use of the different time management tools to increase their work effectiveness and productivity;

➢ Manage information flow and retrieval process;

➢ Manage projects in a systematic way;

➢ Manage research projects, from inception to reporting;

➢ Manage resources more efficiently;

➢ Meet tight deadlines with time to spare;

➢ Name the different planning tools;

➢ Order the team formation stages, explaining the psychological issues that beset them and relate them to organisational functioning;

➢ Outline the different stages of an Agricultural Development Project, indicating the salient issues that need to be addressed at each - with suggestions for implicit problem resolution;

➢ Outline the importance of Team leadership in Agricultural project management;

➢ Outline the steps that they will take to avert groupthink and promote teamthink

➢ Plan to make the best use of the time available through the art of effective scheduling;

➢ Portray a heightened understanding of project development;

➢ Present a balanced argument with respect to Participatory Impact Monitoring (PIM);

➢ Prioritise 'urgent' and 'important' activities;

➢ Produce effective reports, adhering to conventional styles, presenting evidence from the data, & exploiting visual representations;

➢ Project a heightened awareness of the need to develop an excellent working relationship with suppliers and sub-contractors;

➢ Propose an effective remedy to 'member withdrawal';

➢ Propose an effective way of dealing with interfering behaviour;

➢ Propose standards of measuring competence in teams;

➢ Propose suitable intangible rewards that might be applied to a team situation;

➢ Provide a basis for team standard setting - establishing standards and evaluating progress;

➢ Provide an indication of their awareness of the fact that team members' class consciousness might relate to the positions that they occupy in the organisation or society;

➢ Provide an individually synthesized proposal for dealing with aggressiveness;

➢ Provide examples of command teams, highlighting the situations in which a leader might belong to two Command Teams;

➢ Provide examples of how a leader should encourage desirable behaviours in a team;

➢ Put forward a satisfactory way of addressing 'special pleading';

➢ Realise the importance of agenda;

➢ Realise the importance of goals;

➢ Recognise and acknowledge performance improvement in teams

➢ Recognise the ineloquent team members;

➢ Recognise the variety of causes of procrastination and apply relevant techniques to overcome them;

➢ Recommend a project control system that may be applied to a given scenario

- ➢ Reduce time spent in meetings yet contribute more effectively;

- ➢ Relate risk management to projects and project management;

- ➢ Relate the concept of Maslow's Hierarchy of Needs with effective time management;

- ➢ Resonation as an issue in team effectiveness;

- ➢ Select the most appropriate budgeting method, that will ensure that the Agricultural Project in question will be fully funded to the end of a normal cycle, taking contingencies into account, mitigating any relevant risks;

- ➢ Set realistic goals through SMART method;

- ➢ Solve problems through the trading game scenario;

- ➢ Specify and explain the four D's in time management;

- ➢ Specify and explain the four D's in time management;

- ➢ Specify the effects of poor time management;

- ➢ Specify the steps for running productive and effective meeting;

- ➢ Suggest how they might employ an effective diversity management that discourages resonation;

- ➢ Suggest how to determine which individual members of a team can improve their performance – and subsequently, their contribution to the team as a way of harnessing team synergy;

- ➢ Suggest how to establish acceptable performance levels in teams, noting performance indicators;

- ➢ Suggest the Agricultural Project Characteristics that are potential fund-winner;

- ➢ Suggest the difference in interpretation of groups and teams;

- ➢ Suggest ways in which financial risk management is relevant to project management;

- ➢ Suggest ways of improving group morale, while enhancing their effectiveness;

- ➢ Suggest ways to counteract the effect of the informal hierarchy - in teams other than command teams;

- ➢ Suggest ways to manage multiple tasks;

- ➢ The leader's responsibility to ensure that this informal hierarchy is dispensed with in the promotion of a 'classless team';

- ➢ Understand how project risk might be affected by 'Market Dynamics';

- ➢ Understand the concept of multitasking;

➢ Understand the difference between important and urgent activities/works;

➢ Understand the relationship between project management strategy and risk management;

➢ Understand the underlying concept of the prioritization;

➢ Understand the underlying principles of "time" in an organisational wide context;

➢ Use effective delegation techniques at the workplace;

➢ Use effective delegation techniques at the workplace;

➢ Use practical techniques for organising work;

➢ Use SPSS and, or, Excel software packages in analysing data;

➢ View project structure as the system of relationship that persists.

Course Contents, Concepts and Issues

Module 1
Advanced Agricultural Project Management (1)
Project Management and Time Management Issues:
Setting the Stage for Agricultural Project Management

M1. Part 1 – Salient Project Management Issues

➢ Concept of Project Management;

➢ Project Sustainability;

➢ Developing a Project;

➢ Project Planning;

➢ Project Management Methodologies, Tools and Techniques;

➢ Some Problem Solving Techniques;

➢ Project Control;

➢ Project Purchasing;

➢ Pre-Feasibility and Feasibility Studies;

➢ Scoping, Strategy Setting and Final Agreement;

➢ Project Structure and Managing Meetings;

➢ Process and Event Based Methodologies, Software Packages, Flow Charts, Imagineering;

➢ Mind Mapping, Fish Bone Method, 'Is and Is Not' and Brain Storming;

➢ Tracking Timing and Costs, Contingencies;

➢ Working With Suppliers and Sub-Contractors.

M1. Part 2 – Salient Time Management Conceptual Issues in Project Setting

➢ Time Management Defined;

➢ Time in an Organisational Wide Context: Acting in Time;

➢ The Cost of Time;

➢ Time Management Tools;

➢ Maximising Personal Effectiveness;

➢ Busy vs. Productive;

➢ Time Wasters/Time Robbers/Time Stealers/Time Bandits;

➢ Managing Time Wasters/Time Robbers/Time Stealers/Time Bandits;

➢ Combating Procrastination;

➢ Diffusing the Impact of Others:

- Handling Interruptions Constructively;

- Asserting Yourself Politely and Calmly;

- Conquering Overcommitment (Learn to say, "No").

M1. Part 3 – Contextualising Time Management in Project Setting

➢ The Four D's of Time Management:

- Do;

- Delegate:

  ▪ Tasks Which Should Be Delegated;

  ▪ Effective Delegation Techniques;

  ▪ How to Delegate.

- Dump;

- Defer.

➤ Managing Multiple Task and Deadlines;

➤ Combating Work Related Stress;

➤ Balancing Personal and Professional Life;

➤ Avoiding Time Crunches;

➤ Handling Unexpected Job Emergencies;

➤ Human Multitasking

➤ Benefits of Effective Time Management;

➤ Effects of Poor Time Management;

➤ Time Management Theories;

➤ The Pickle Jar Theory;

➤ Pareto Principle or 80/20 Rule;

➤ Eisenhower Method;

➤ POSEC Method;

M1. Part 4 – Setting Goals/Objectives, Planning and Getting Organised in Project Setting

➤ Setting Goals and Objectives;

➤ What You Want to Achieve;

➤ Importance of Goal;

➤ Setting Realistic Goals Through SMART Method;

➤ Techniques for Setting and Achieving Goals;

➤ Planning;

➤ Management and Planning Tools;

➤ Using a Planner;

➤ Developing Action Plan;

➤ Getting Organised;

➤ Organising Your Workspace, Files and Folders;

➤ E-mail, Task and Calendar Managing;

➤ Information Flow and Retrieval Process;

➤ Information Overload;

➤ Schedule Management :

- Scheduling to Create Work/Life Balance;
- Creating Dynamic "To-Do List";
- Reducing Mental Clutter;

➢ The Batching Technique;

➢ Utilise Time Gaps;

➢ Effective Follow-up System;

➢ Developing Time Management Habit.

M1. Part 5 – Scheduling, Prioritising and Time Management Application in Project Setting

➢ Scheduling:

➢ Effective Scheduling;

➢ Steps in Scheduling;

➢ Prioritising:

➢ The Prioritisation Grid;

➢ Important vs. Urgent;

➢ Time Management Matrix (Covey's Four Quadrant Matrix);

➢ To-Do List;

➢ ABC123 Prioritised Planning;

➢ Decision Matrix;

➢ Time Management and Manager;

➢ How Most Managers Apportioned Their Time;

➢ Time Management Tips for Managers;

➢ Effective Resource Management;

➢ Workload Analysis;

➢ Managing Workload **;**

➢ Managing Disorganised Staffs.

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Module 2
Advanced Agricultural Project Management (2)
Agricultural Project Development, Planning, Execution and Evaluation

M2. Part 1 – Project Management in Agriculture: Overview

- ➢ Project Defined;
- ➢ Distinction between Project and Task in Agricultural Project Management;
- ➢ Project Classification in Agricultural Project Management;
- ➢ Pre-Project Commissioning in Agricultural Project Management;
- ➢ The Project Management Concept in Agricultural Project Management;
- ➢ Pre-feasibility and Feasibility Studies;
- ➢ Project Life Cycle in Agricultural Project Management;
- ➢ Project Life Cycle Phases:
  - Project Initiation;
  - Project Planning;
  - Project Execution:
    - Project Evaluation.
  - Project Completion;
  - Project Commissioning.
- ➢ Project Life Cycle Management in Agricultural Project Management;
- ➢ Project Portfolio Management System in Agricultural Project Management;
- ➢ Project Co-ordination in Agricultural Project Management;
- ➢ Project Sustainability in Agricultural Project Management;
- ➢ The Project Manager.

M2. Part 2 – Project Initiation in Agricultural Project Management

- ➢ Pre-feasibility and Feasibility Studies;

- ➢ Pre-Project Commissioning;

- ➢ Basic Steps of the Project Initiation Phase;

- ➢ Using Project Selection Models/Methods:

- ➢ Criteria for Choosing Project Selection Models;

- ➢ Nature of Project Selection Models;

- ➢ Nonnumeric:

  - • The Sacred Cow;

  - • The Operating Necessity;

  - • The Competitive Necessity;

  - • The Product Line Extension;

  - • Comparative Benefit Model.

- ➢ Numeric:

  - • Payback Period;

  - • Average Rate of Return;

  - • Discounted Cash Flow/Net Present Value Method;

  - • Internal Rate of Return;

  - • Profitability Index.

- ➢ Critical Factors to Ensure your Project is Successful:

- ➢ Project Initiation Document:

  - • The Project Charter;

  - • The Project Mandate;

  - • Other Project Initiation Documents.

- ➢ Identifying and Performing Stakeholder Analysis.

M2. Part 3 – Project Planning Process in Agricultural Project Management (1)

- ➢ Defining the Project Scope:
  - ● Project Objectives;
  - ● Deliverables;
  - ● Milestones;
  - ● Technical Requirements;
  - ● Limits and Exclusions;
  - ● Reviews with Customers.
- ➢ Project Priority;
- ➢ The Triple Constraints;
- ➢ Work Breakdown Structure (WBS)
- ➢ Process Breakdown Structure.

M2. Part 4 – Project Planning Process in Agricultural Project Management (2)

- ➢ Responsibility Matrix;
- ➢ Project Planning Process;
- ➢ Resources Needed for the Project Time Management;
- ➢ Defining Activity;
- ➢ Sequencing Activity;
- ➢ Estimating Activity Resource;
- ➢ Estimating Activity Duration;
- ➢ Schedule Development;
- ➢ Schedule Control;
- ➢ Activity-on-Arrow (A-o-A) Diagrams and Critical Path Analysis;
- ➢ Activity-On-Node (AON) Diagram;
- ➢ Distinctions between Activity-on-Arrow (A-o-A) and Activity-On-Node (AON) Diagram;

- ➢ Network Computation Process;

- ➢ Using Forward and Backward Pass Information.

M2. Part 5 – Project Planning Process in Agricultural Project Management (3)

- ➢ Other Practical Considerations in Developing Networks.
- ➢ Project Cost Management:
  - ● Cost Estimating;
  - ● Cost Budgeting;
  - ● Cost Control.
- ➢ Project Quality Management:
  - ● Quality Planning;
  - ● Performing Quality Assurance;
  - ● Performing Quality Control.
- ➢ Developing the Project Plan;
- ➢ Creating a Project Network Diagram;
- ➢ Obtaining Plan Approval;
- ➢ Evaluating the Project Charter.

M2. Part 6 – Project Execution in Agricultural Project Management

- ➢ Executing the Tasks Defined in the Project Plan;
- ➢ The Roles of the Team;
- ➢ The Pure Project Organisation;
- ➢ Matrix Management;
- ➢ Structure Selection;
- ➢ Mixed Organisational Structures and Coordination;
- ➢ Project Human Resource Management:
  - ● Human Resource Planning;
  - ● Acquire Project Team;
  - ● Develop Project Team.

- ➢ Team Work.

- ➢ Managing Personalities in Teams;

- ➢ Effective Team Work;

- ➢ Managing the Team:
  - 🔵 Running Effective Meetings;
  - 🔵 Working with Geographically Remote People and Groups.

- ➢ Management and Leadership in Project Environments:
  - 🔵 The Role of Leadership and Management in Projects;
  - 🔵 Individual Skills and Attitudes;
  - 🔵 Individual Motivation;
  - 🔵 Structural Implications for Project Managers;
  - 🔵 Cultural Implication for Project Managers;
  - 🔵 Management Style;
  - 🔵 The Development of Management Thinking;
  - 🔵 The Development of New Management Paradigm.

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Module 3
Advanced Agricultural Project Management3)
Team Leadership and Motivation in Agricultural Project Management

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M3. Part 1 – Salient Team Dynamic Issues

- ➢ Groups and Aggregations: Points of Distinction;

- ➢ The Type and Permanence of the Leadership of a Team;

- ➢ When Does a Situational Leader Emerge?

- ➢ How Does the Team Attempts to Replace a Situational Leader, Enhance Stability, Acceptability or Renewed or Clarified Mission or Objectives?

- ➢ Why Does a Temporary Team More Problematic to Lead Than a Permanent Team?

- ➢ Why Does Team Disbandment Have a Negative Psychological Effect On Members and Leader?;

- ➢ An Aggregation - 'Togetherness' or 'Awareness'?

- ➤ Aggregation and Interaction;
- ➤ Team or Group: A Definition and Distinction;
- ➤ Team Dynamics.

M3. Part 2 – Team Typologies and Their Bases

- ➤ Team Typologies;
- ➤ Team Typological Bases;
- ➤ Command Team;
- ➤ Committees;
- ➤ Temporary Committees;
- ➤ Standing Committees;
- ➤ Task Forces;
- ➤ Boards;
- ➤ Command Teams and the Organisational Hierarchy;
- ➤ Command Teams and the Organisational Functioning.

Fig. 1: A Single Command Team

National Director British Operation

Manager Southern Area | Manager Central Area | Manager Northern Area

Fig. 2: A Manager in 2 Command Teams

M3. Part 3 – Team Formation, Stage Significance and Task Implications

- ➢ Team Formation;
- ➢ Team Formation Stage 1: Forming;
- ➢ Team Formation Stage 2: Storming;
- ➢ How 'True-To-Life' or Realistic Are the Forming and Norming Stages of Team Development?
- ➢ Team Formation Stage 3: Norming;
- ➢ Team Formation Stage 4: Performing or Total Integration;
- ➢ Team Formation Stage 5: Adjourning or Disbanding;
- ➢ Deal with the Psychological Effect of Disbandment.

M3. Part 4 – Effective Team Leadership (1)

- ➢ Dysfunctional Behaviours;
- ➢ Addressing Dysfunctional Behaviours;
- ➢ Dealing with Aggressiveness;
- ➢ Handling Blocking;
- ➢ Dealing with Interfering Behaviour;

- Dealing With Intra-Team Competition;
- Addressing Situations Where Team Members Seek Sympathy;
- Dealing with Member Withdrawal;
- Addressing Special Pleading;
- Leader Behaviour in Dealing with Dysfunctional Behaviours;
- Being Tactful in Discouraging Distracting Behaviours;
- Encouraging Desirable Behaviours;
- Using Tangible Rewards;
- Using Intangible Rewards;
- Being Mindful of Team Situation;
- Applying Appropriate Rewards and, or, Punishment;
- Promoting Team Functionality.

M3. Part 5 – Effective Team Leadership (2)

- Team Building and Maintenance Roles: Improving Team Effectiveness;
- Encouraging Members;
- Harmonising;
- Standard Setting;
- Gatekeeping;
- Determining the Optimum Team Size;
- Providing Team Incentives;
- Encouraging Conflict;
- Averting Groupthink;
- Avoiding the Risky Shift Syndrome;
- Employing Transactional Analysis;
- Employing Effective Diversity Management and Discouraging Resonation;
- Encouraging Members;
- Harmonising Team.

M3. Part 6 – Contextualising Motivation: Intrinsic and Extrinsic Values

➢ The Extent to Which Salary or Wages Inducement Motivate Workers;

➢ Performance Related Pay (PRP);

➢ Productivity Bonuses;

➢ Efficiency Gains;

➢ Profit Share;

➢ Social Differentiation in Motivation;

➢ Culture Differentiation in Motivation;

➢ Wealth as a Factor in Motivation;

➢ Class as an Issue in Motivation;

➢ Individual Expectation and Motivation;

➢ Individual Preferences as a Motivating Factor;

➢ Designing an Effective Motivation Strategy.

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Module 4
Advanced Agricultural Project Management (4)
Agricultural Project Design, Data Elicitation, Interpretation and Financial Risk Management

M4. Part 1 – Agricultural Project Research Approaches

➢ Agricultural Project Research Management (APRM);

➢ Agricultural Project Research Design;

➢ Agricultural Project Research Data Gathering;

➢ Agricultural Project Research Data Analysis;

➢ Agricultural Project Data Presentation;

➢ Sources of Information;

➢ Secondary Sources;

➢ Primary Sources;

➢ Reviewing Literature;

- ➢ Choosing the Methodology;

- ➢ Qualitative Approaches;

- ➢ Quantitative Approaches;

- ➢ 'Triangulating' the Methodology;

- ➢ Data Elicitation Techniques.

M4. Part 2 – Surveys and Sampling in Agricultural Project Management

- ➢ Surveys;

- ➢ Participant Observation;

- ➢ Conversation Analysis;

- ➢ Documentary Analysis;

- ➢ Focus Groups;

- ➢ Interviews;

- ➢ Questionnaires;

- ➢ Sampling As an Important Element of Research Design;

- ➢ The Sampling Frame;

- ➢ Sampling Techniques;

- ➢ Convenience or Non-random Samples;

- ➢ Quota Sample;

- ➢ Systematic Sample;

- ➢ Probability or Random Samples;

- ➢ Simple Random Sample;

- ➢ Stratified Sampling;

- ➢ Multi-stage Sampling.

M4. Part 3 – Data Analysis in Agricultural Project Management

- ➢ Interview or Questionnaire?;

- ➢ Using Unstructured Questions;

- ➢ Using Open-ended Questions;

- ➢ Designing Closed-ended Questions;

- ➢ Avoiding Forced-choice;
- ➢ Data Analysis;
- ➢ Instruments of Analysis;
- ➢ Using a 'Tally System';
- ➢ Using SPSS Package;
- ➢ Using Excel Package;
- ➢ Data Interpretation;
- ➢ Making Sense of the Information;
- ➢ Identifying 'Trends' and 'Patterns' in Information;
- ➢ Arriving At Conclusions.

M4. Part 4 – Agricultural Project Management Visual Representations

- ➢ Reporting the Findings;
- ➢ Reporting Styles;
- ➢ Using the Evidence;
- ➢ Use of Visual Representations;
- ➢ Generating Graphs and Charts from Tables;
- ➢ Managing Research Projects;
- ➢ Project Planning;
- ➢ Generating Project Roles;
- ➢ Realistic Project Costing;
- ➢ Monitoring and Continuous Evaluation;
- ➢ The Interim Reports;
- ➢ Writing a Research Proposal;
- ➢ Establishing Research Objectives;
- ➢ Identifying and Defining the Problem.

M4. Part 5 – Formulation and Conduct of Research in Agricultural Project Management

- ➢ The Synopsis;
- ➢ Ethical Concerns in the Formulation and Conduct of Research;
- ➢ Defining Risk – Generally, and In a Project Management Setting;
- ➢ Relating Risk Management to Projects and Project Management;
- ➢ Financial Risk Management and Project Management;
- ➢ Risk Exposure in a Project Setting;
- ➢ Project Risk and 'Market Dynamics';
- ➢ Liquidity in Project Management;
- ➢ Operating Risk and Financial Liability;
- ➢ Fraud Risk and Project Management;
- ➢ Link Settlement Risk with 'Survival Imperative' ;
- ➢ Project Management Strategy and Risk Management;
- ➢ Currency Derivatives Market and 'Project Sustainability'.

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

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

Postgraduate Short Courses of a minimum of five days' duration, are referred to as Diploma – Postgraduate. This means that they are postgraduate credits, towards a Postgraduate Certificate and Postgraduate Diploma. Postgraduate Certificate and Postgraduate Diploma represent Programmes of Study, leading to Awards bearing their title prefixes. While we, refer to our short studies, of 5 days to five weeks, as 'Courses', those with duration of 6 weeks and more are labelled 'Programmes'. Nevertheless, in line with popular usage, we often refer to

all study durations as 'Courses'. Another mark of distinction, in this regard, is that participants in a short course are referred to as 'Delegates', as opposed to the term 'Students', which is confined to those studying a Postgraduate Programme.

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

Delegates studying courses of 5-7 days' duration, equivalent to 30-42 Credit-Hours (Direct Lecturer Contact), will, on successful assessment, receive the Diploma – Postgraduate Award. This represents a single credit at Postgraduate Level. While 6-day and 7-day courses also lead to a Diploma – Postgraduate, they accumulate 36 and 42 Credit Hours, respectively.

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

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

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

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

HRODC Postgraduate Training Institute
HQ : 122A Bhylls Lane, Castlecroft, Wolverhampton, West Midlands WV3 8DZ, UK
Prof. Dr. Ronald B. Crawford - Director
PhD (Uni London); M. Ed. M (Bristol); PGCIS (UWL); Adv. Dip. Sc. Ed (Bristol); Dip. Doc. Res. (Uni Wlv); F.I.M.S.; HR. S. (I.M.S.); Exec. M. AOM; M. AAM; M.I.S.G.S.; M.S.C.O.S.; M. RG. C.

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

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

> ➢ Completed Postgraduate Application Form, including a passport sized picture affixed to the form;

> ➢ A copy of Issue and Photo (bio data) page of the applicant's current valid passport or copy of his or her Photo-embedded National Identity Card;

> ➢ Copies of credentials mentioned in the application form.

Admission and Enrolment Procedure

> ➢ On receipt of all the above documents we will assess applicants' suitability for the Course or Programme for which they have applied;

> ➢ If they are accepted on their chosen Course or Programme, they will be notified accordingly and sent Admission Letters and Invoices;

> ➢ One week after the receipt of an applicant's payment or official payment notification, the relevant Course or Programme Tutor will contact him or her, by e-mail or telephone, welcoming him or her to HRODC Postgraduate Training Institute;

> ➢ Those intending to study in a foreign country, and require a Visa, will be sent the necessary immigration documentation, to support their application;

> ➢ Applicants will be notified of the dates, location and venue of enrolment and orientation, where appropriate.

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

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

1. Intensive Full-time (Classroom-Based) Mode, lasting 3 months for Postgraduate Diploma, and 6 weeks for Postgraduate Certificate. These durations are based on six hours' lecturer-contact per day, five days (30 hours) per week, for Postgraduate Diploma;

2. Video-Enhanced On-Line Mode. This interactive online mode lasts twenty (20) weeks, for Postgraduate Diploma, and ten (10) weeks for Postgraduate Certificate. Our calculation is based on three hours per day, six days per week.

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

Introducing Our Video-Enhanced Online Study Mode

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

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

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

➢ The tutor meets the group and presents the course, via Video, in a similar way to its classroom-based counterpart;

➢ All participants are able to see, and interact with, each other, and with the tutor;

➢ They watch and discuss the various video cases and demonstrations that form an integral part of our delivery methodology;

➢ Their assessment is structured in the same way as it is done in a classroom setting;

➢ The Video-Enhanced Online mode of training usually starts on the 1st of each month, with the cut-off date being the 20th of each month, for inclusion the following month;

➢ Its duration is twice as long as its classroom-based counterpart. For example, a 5-day (30 Credit Hours) classroom-based course will last 10 days, in Video-Enhanced Online mode. This calculation is based on 3 hours tuition per day, adhering to the Institute's required 30 Credit-Hours;

➢ The cost of the Video-Enhanced Online mode is 67% of similar classroom-based courses;

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

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

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

Cumulative Postgraduate Certificate and Postgraduate Diploma Courses

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

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

For those delegates choosing the accumulative route, it is advisable that at least one or two credits be attempted each year.   This will ensure that the required 180 Credit-Hours and 360 Credit-Hours, for the Postgraduate Certificate and Postgraduate Diploma, respectively, are achieved, within the designated period. These Credit-Values, awards and their accumulation are exemplified below.

Examples of Postgraduate Course Credits: Their Value, Award Prefix & Suffix – Based on 5-Day Multiples		
Credit Value	Credit Hours	Award Title Prefix (& Suffix)
Single-Credit	30-54	Diploma - Postgraduate
Double-Credit	60-84	Diploma – Postgraduate (Double-Credit)
Triple-Credit	90-114	Diploma – Postgraduate (Triple-Credit)
Quad-Credit	120-144	Diploma – Postgraduate (Quad-Credit)
5-Credit	150-174	Diploma – Postgraduate (5-Credit)
6-Credit	180-204	Postgraduate Certificate
7-Credit	210-234	Postgraduate Certificate (+ 1 Credit)

Examples of Postgraduate Course Credits:
Their Value, Award Prefix & Suffix – Based on 5-Day Multiples

Credit Value	Credit Hours	Award Title Prefix (& Suffix)
8-Credit	240-264	Postgraduate Certificate (+2 Credits)
9-Credit	270-294	Postgraduate Certificate (+3 Credits)
10-Credit	300-324	Postgraduate Certificate (+ 4 Credits)
11-Credit	330-354	Postgraduate Certificate (+5 Credits)
12-Credit	360	Postgraduate Diploma

360 Credit-Hours = Postgraduate Diploma

12 X 5-Day Courses = 360 Credit-Hours = Postgraduate Diploma

10 X 6-Day Courses = 360 Credit-Hours = Postgraduate Diploma

Exemplification of Accumulated Postgraduate Certificate and Postgraduate Diploma Award Titles

All Specialist Postgraduate Certificate and Postgraduate Diploma Programmes have their predetermined Award Titles. Where delegates do not follow a Specialism, for accumulation to a Postgraduate Diploma, they will normally be Awarded a General Award, without any Specialist Award Title. However, a Specialist Award will be given, where a delegate studies at least seventy percent (70%) of his or her courses in a specialist grouping. These are exemplified below:

1. **Postgraduate Diploma in Accounting and Finance;**

2. **Postgraduate Certificate in Accounting and Finance;**

3. **Postgraduate Certificate in Aviation Management;**

4. **Postgraduate Diploma in Aviation Management;**

5. **Postgraduate Certificate in Industrial Health and Safety Management, Incorporating Oil and Gas Safety;**

6. **Postgraduate Diploma in Industrial Health and Safety Management, Incorporating Oil and Gas Safety;**

7. **Postgraduate Certificate in Business Communication;**

8. **Postgraduate Diploma in Business Communication;**

9. **Postgraduate Certificate in Corporate Governance;**

10. **Postgraduate Diploma in Corporate Governance;**

11. **Postgraduate Certificate in Costing and Budgeting;**

12. **Postgraduate Diploma in Costing and Budgeting;**

13. **Postgraduate Certificate in Client or Customer Relations;**

14. **Postgraduate Diploma in Client or Customer Relations;**

15. **Postgraduate Certificate in Engineering and Technical Skills;**

16. **Postgraduate Diploma in Engineering and Technical Skills;**

17. **Postgraduate Certificate in Events Management;**

18. **Postgraduate Diploma in Events Management;**

19. **Postgraduate Certificate in Health and Safety Management;**

20. **Postgraduate Diploma in Health and Safety Management;**

21. **Postgraduate Certificate in Health Care Management;**

22. **Postgraduate Diploma in Health Care Management;**

23. **Postgraduate Certificate in Human Resource Development;**

24. **Postgraduate Diploma in Human Resource Development;**

25. **Postgraduate Certificate in Human Resource Management;**

26. **Postgraduate Diploma in Human Resource Management;**

27. **Postgraduate Certificate in Information and Communications Technology (ICT);**

28. **Postgraduate Diploma in Information and Communications Technology (ICT);**

29. **Postgraduate Certificate in Leadership Skills;**

30. **Postgraduate Diploma in Leadership Skills;**

31. **Postgraduate Certificate in Law – International and National;**

32. **Postgraduate Diploma in Law – International and National;**

33. **Postgraduate Certificate in Logistics and Supply Chain Management;**

34. **Postgraduate Diploma in Logistics and Supply Chain Management;**

35. **Postgraduate Certificate in Management Skills;**

36. **Postgraduate Diploma in Management Skills;**

37. **Postgraduate Certificate in Maritime Studies;**

38. **Postgraduate Diploma in Maritime Studies;**

39. **Postgraduate Certificate in Oil and Gas Operation;**

40. **Postgraduate Diploma in Oil and Gas Operation;**

41. **Postgraduate Certificate in Oil and Gas Accounting;**

42. **Postgraduate Diploma in Oil and Gas Accounting;**

43. **Postgraduate Certificate in Politics and Economic Development;**

44. **Postgraduate Diploma in Politics and Economic Development;**

45. **Postgraduate Certificate in Procurement Management;**

46. **Postgraduate Diploma in Procurement Management;**

47. **Postgraduate Certificate in Project Management;**

48. **Postgraduate Diploma in Project Management;**

49. **Postgraduate Certificate in Public Administration;**

50. **Postgraduate Diploma in Public Administration;**

51. **Postgraduate Certificate in Quality Management;**

52. **Postgraduate Diploma in Quality Management;**

53. **Postgraduate Certificate in Real Estate Management;**

54. **Postgraduate Diploma in Real Estate Management;**

55. **Postgraduate Certificate n Research Methods;**

56. **Postgraduate Diploma in Research Methods;**

57. **Postgraduate Certificate in Risk Management;**

58. **Postgraduate Diploma in Risk Management;**

59. **Postgraduate Certificate in Sales and Marketing;**

60. **Postgraduate Diploma in Sales and Marketing;**

61. **Postgraduate Certificate in Travel, Tourism and International Relations;**

62. **Postgraduate Diploma in Travel, Tourism and International Relations.**

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

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Prof. Dr. Ronald B. Crawford
Director
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