

HRODC Postgraduate Training Institute



A Postgraduate - Only Institution



#077

**Communication Dynamics and
Networking in Organisation**

Postgraduate Short Course

Leading To:

DIPLOMA - POSTGRADUATE IN

**Organisational Communication and
Networking, Double-Credit, 72 Credit-Hours**

Accumulating to A

**Postgraduate Certificate,
With 108 Additional Credit-Hours, or A**

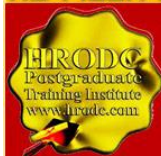
POSTGRADUATE DIPLOMA

With 288 Additional Credit-Hours

Communication Dynamics and Networking in Organisation Course - Page 1 of 34

HRODC Postgraduate Training Institute

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Prof. Dr. Ronald B. Crawford - Director

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Res. (Uni Wlv); F.I.M.S.; HR. S. (I.M.S.); Exec. M. AOM; M. AAM; M.I.S.G.S.; M.S.C.O.S.;
M. RG. C.



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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);
- Teaching Certificate;



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

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


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

His responsibilities in these roles included:

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

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For Whom This Course is Designed

This Course is Designed For:

- Academic and Administrative Support;
- Application Engineers;
- Business Development Experts;
- Company Secretaries;
- Computer and Information Systems Managers;
- Consultants;
- Corporate Directors;
- Data Encoders;
- Data Entry Operators;
- Divisional Managers;
- Entrepreneurs;
- Executive Directors;
- HR Administrative Support;
- Human Resource Development Managers;
- Human Resource Management Managers;
- ICT Specialists;
- Information Technology Directors;
- Information Technology Managers;
- Line Managers;
- Management Consultants;
- Management Development Directors;
- Management Information Systems Directors;
- Organisational Leaders;
- Performance Consultants;
- Programmer Analysts;
- Project Team Leaders;
- Researchers;
- Security Specialists;
- Senior Executives and Managers;
- Senior Leaders who oversee the activities of teams;

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- Senior Security Specialists;
- Software Engineers;
- Software Quality Assurance Analysts;
- Specialist Team Leaders;
- Support Specialists;
- System Administrators;
- Systems Analysts;
- Systems Architects;
- Systems Software Engineers;
- Talent Managers;
- Team Development Personnel;
- Team Leaders;
- Team Supervisors;
- Technical Specialists;
- Telecommunications Specialists;
- Training and Development Managers;
- Training Directors;
- Training Managers;
- Transaction Analysts;
- All others desirous of enhancing their skills and competence on Microsoft PowerPoint, multi-tasking, team formation, team development, team behaviour, resonance control, transactional analysis and other salient aspects of leadership and team dynamics.

Classroom-Based Duration and Cost:	
Classroom-Based Duration:	12 Days
Classroom-Based Cost:	£12,000.00 Per Delegate
Online (Video-Enhanced) Duration and Cost	
Online Duration:	24 Days @ 3 Hours Per Day
Online Cost:	£8,040.00 Per Delegate

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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.**

Communication Dynamics and Networking in Organisations Course

Leading to Diploma – Postgraduate – in Organisational Communication and Networking, Double-Credit, 72 Credit-Hours, Accumulating to a Postgraduate Certificate, with 108 Additional Credit-Hours, and a Postgraduate Diploma, with 288 Additional Credit-Hours

Course Objectives


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

- Add and delete slides;
- Add animation to a slide, in Microsoft PowerPoint Presentations;
- Add text to slides;
- Add transitions to a slide, in Microsoft PowerPoint Presentations;
- Change the background colour of slides;
- Change the slide layout;
- Create and utilise a master slide;
- Demonstrate a high level of competence in using Microsoft PowerPoint;
- Demonstrate effective verbal and non-verbal presentation skills, during the delivery of their oral-visual presentations;
- Demonstrate familiarity with the PowerPoint interface;
- Demonstrate their ability to network with colleagues;
- Demonstrate their ability to select the information that is relevant to the particular issues being presented, omitting the irrelevant aspects;
- Demonstrate their internalisation of the fact that they can effectively network, without being aggressive;
- Demonstrate their understanding of Kinesics;
- Demonstrate their understanding of the importance of the introduction – in oral-visual presentations;
- Demonstrate their understanding of the specific skills and competence needed to be effective in 'networking' at different 'levels';

- Demonstrate their understanding of the ways in which Kinesics and Kinesiology might be counterbalanced for communication and networking effectiveness;
- Demonstrate your understanding of the social and psychological relevance of the stages of formation of a group;
- Develop their own presentations, in Microsoft PowerPoint.
- Distinguish between groups and mere aggregations;
- Distinguish between task forces, committees, command groups and boards;
- Distinguish between the various PowerPoint views;
- End with a blank slide, in Microsoft PowerPoint;
- Exhibit an understanding of the importance of proximity in social environments;
- Exhibit their ability to select the most appropriate PowerPoint template, in line with the type of presentation they intend to deliver;
- Explicitly demonstrate' that they took the necessary steps in the preparation for their oral-visual presentation;
- Hide slides in a presentation, in Microsoft PowerPoint;
- Illustrate, through role play, that they are able to effectively communicate during their 'networking' encounter with people outside their immediate command group;
- Indicate, with confidence, their strategy for networking with 'stranger groups';
- Insert hyperlinks, in Microsoft PowerPoint Presentations;
- Insert Images in Microsoft PowerPoint Presentations;
- List at least 3 pitfalls of networking, explaining how they might be averted;
- List at least five barriers to communication in organisation, explaining how they might be averted or addressed, in order to improve communication effectiveness;
- Loop a slideshow, in Microsoft PowerPoint;
- Navigate through a presentation;
- Open new and existing presentations;
- Place communication networking in an organisational context;
- Prepare and deliver electronic presentations;
- Programme their presentations to provide 'dim effect', thereby enhancing the readability and psychological effect of the information they present;
- Propose a simple but clear definition of 'communication networking' ;
- Provide at least three cultural interpretations and misinterpretations examples of kinesics;

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- Rearrange slides in the slide sorter view;
- Select the appropriate background design of a presentation, in Microsoft PowerPoint;
- Set their PowerPoint presentation slides to automatic run, timing it to coincide with their allocated time;
- Suggest how informal groups might be empowered to enhance organisational effectiveness.
- Suggest the difference in interpretation of groups and teams;
- Suggest the extent to which external networking events might be valuable to individual workers and the organisation, as a whole;
- Suggest the part that they can play in order to make the communication of their colleagues more effective;
- Suggest the steps that they will take to continue to improve their confidence, particularly as it relates to networking;
- Use action buttons, in Microsoft PowerPoint Presentations;
- Use proper images, animations, and transitions in a presentation, in Microsoft PowerPoint;
- Use the various print options, in Microsoft PowerPoint;
- View a slideshow on full screen;
- View in kiosk mode, in Microsoft PowerPoint;
- 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;
- Adopt effective delegation techniques;
- 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 the Pareto Principle (80/20 rule) to time management issues;
- Demonstrate their appreciation of 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;
- Beat work related stress;

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- Clarify roles in team settings;
- Conduct an efficient workload analysis;
- Create an effective agenda that will keep the meeting on the track;
- Deal with information overload;
- Decide which tasks can be delegated;
- 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 notion that societal socio-economic hierarchy might be informally represented in teams;
- Demonstrate the effectiveness of the strategy that they have devised for dealing with intra-team competition;
- Demonstrate their ability to deal with the psychological effect of disbandment;
- Demonstrate their ability to employ transactional analysis in a team context;
- Demonstrate their ability to manage conflict effectively, incorporating the occasions when it should be encouraged;
- Demonstrate their appreciation of the fact that workers belong to different classes, in society;
- Demonstrate their awareness of the value of team cohesiveness and team solidarity, and the dangers of over-cohesiveness.
- Demonstrate their grasp of the fundamentals of performance management;
- Demonstrate their understanding of the 'risky shift syndrome', outlining the steps that they will take to avert them;
- Demonstrate their understanding of the importance of Gatekeeping in team formal settings;
- Demonstrate their understanding of the theoretical and practice bases of Team Dynamics;

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- 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;
- Detect Dysfunctional Behaviours in Team Settings;
- Determine how efficient time management increases work effectiveness and productivity;
- Determine how goal setting can lead to proper time management;
- 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 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 maximize their personal effectiveness;
- Develop your own individualized plan of action.to maximise their use of time;
- 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 groupthink from team think;
- Enumerate the benefits of effective time management;
- Enumerate the different time management tips for managers;
- Establish a basis for standard setting in their teams;
- Evaluate the effectiveness of their strategy for addressing situations where team members seek sympathy;

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- Exhibit a knowledge of the intimidating effect that class might have on team members, and, hence, the leader's responsibility to ensure that this informal hierarchy is dispensed with in the promotion of a 'classless team';
- Exhibit tact in discouraging team member distracting behaviours;
- Explain 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 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;
- Formulate strategies in handling unexpected job emergencies;
- Gain a balance between professional goals and personal time;
- Handle e-mails, task and calendar systematically;
- 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;
- 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;
- Implement techniques for minimising disruptions;
- Indicate how they will establish key competencies in teams;
- Indicate how they will help team members to channel their energies into task performance, establishing realistic goals;
- Indicate how they will recognise resonance in their teams, outline the steps that they will take to avert or reduce its occurrence, outlining how they will 'cautioning'

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resonators;

- Indicate how they will reward exceptional performance in their teams;
- Indicate how they would handle blocking, effectively;
- Indicate the range of tangible rewards that might be utilised in a team;
- Indicate the steps that they will take to harmonising their teams;
- Information, who might, nevertheless, be able to perform evaluative role;
- Internalise the dysfunctional effect of 'resonation' in a team context;
- Demonstrate their understanding of the factors contributing to managers' time-wasting activities;
- Suggest the most effective ways of dealing with task delegation;
- Suggest how one might address unreasonable requests from one's manager;
- Outline the difference between being "busy" and "productive;"
- Illustrate how they will assert themselves politely and calmly, within their varying work contexts;
- Illustrate how to diffuse the impact of others;
- Indicate how they will address the issue of interruptions constructively;
- Suggest how they will maintain their responsibility;
- Illustrate how they will manage their workloads more effectively;
- Exemplify how to utilize their gap times;
- Demonstrate the step-by-step process in making effective schedule;
- Indicate how they will utilise 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 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 steps that they will take to avert groupthink and promote team think;
- Plan to make the best use of the time available through the art of effective scheduling;
- Prioritise 'urgent' and 'important' activities;
- Propose an effective remedy to 'member withdrawal';

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- 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;
- Reduce time spent in meetings yet contribute more effectively;
- Relate the concept of Maslow's Hierarchy of Needs with effective time management;
- Demonstrate their understanding of Resonance as an issue in team effectiveness;
- Set realistic goals through SMART method;
- Solve problems through the trading game scenario.
- 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 resonance;
- Suggest how to determine which individual members of a team can improve their performance – and subsequently, their contribution to the team as a way of harnessing team synergy;
- Suggest how to establish acceptable performance levels in teams, noting

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performance indicators;

- Suggest the difference in interpretation of groups and teams;
- Suggest ways of improving team 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;
- Demonstrate their understanding of the concept of multitasking;
- Demonstrate their understanding of the difference between important and urgent activities/works;
- Demonstrate their understanding of the underlying concept of the prioritization grid;
- Demonstrate their understanding of the underlying principles of “time” in an organisational wide context;
- Use effective delegation techniques in a workplace setting;
- Use practical techniques for organising work.

Course Contents, Concepts and Issues

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.

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.





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.

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.

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 Resonance;
- Encouraging Members;
- Harmonising Team.

Part 6: Enhancing Team Performance (1)

- Performance Management;
- Solving Interpersonal Problems among Team Members;
- Helping Team Members to Channel Their Energies into Task Performance
 - Establishing Realistic Goals;
- Developing Effective Communication Strategies;
- Minimising Technical Language;
- Clarifying Roles;
- Standard Setting - Establishing Standards and Evaluating Progress;
- A Determination of the Contribution of Each Team Member to Goal Accomplishment;
- Recognising and Acknowledging Performance Improvement;
- Rewarding Exceptional Performance;
- Establishing Key Competencies.

Part 7: Enhancing Team Performance (2)

- Establishing Acceptable Performance Levels;
- Noting Performance Indicators;
- Measuring Competence;
- Which Individual Members Can Improve Their Performance – and Subsequently, Their Contribution to the Team as A Whole;
- Harnessing Team Synergy;
- Gatekeeping;
- Making It Possible for Others to Participate;
- Supporting the Weak;
- Ensuring That Introverted Team Members Are Not Intimidated or ‘Crushed’ By the Extroverted;
- Recognising the Ineloquent Team Members Without Relevant Current Information to Perform Evaluative Role.

Part 8 – Communication Effectiveness: Overcoming Barriers, and Networking

- Barriers to effective communication .:
- Filtering;
- Selective perception;
- Emotions;
- Language;
- Culture;
- Miss-management of multiculturalism;
- Gender differences;
- Conflict between body language and spoken words;
- Efforts to avert or eliminate communication barriers.
- Communication Networking: Its value and relevant issues;
- Internal ‘communication networking’
- Levels and Contexts of communication networking;
- Networking with Colleagues;
- Inter-group networking;
- Organisation-wide networking;
- Stranger-group networking;
- Pitfalls of networking;
- Gaining confidence;
- Non-aggressive networking;
- Role of ‘External Networking Events’.

Part 9 - Designing PowerPoint Presentations (1)

- Designing PowerPoint Presentations;
- Important PowerPoint Conventions;
- Choosing PowerPoint Background;

- Using PowerPoint Templates;
- Using PowerPoint Designs;
- Equitizing PowerPoint Background;
- Using PowerPoint Scripts;
- Adding Animation to PowerPoint Presentations;
- Formatting PowerPoint Presentations;
- Inserting Images in PowerPoint Presentations;
- Inserting Shapes in PowerPoint Presentations;
- Arranging Objects in PowerPoint Presentations;
- Bringing Objects Forward or Backward in PowerPoint;
- Using PowerPoint Transitions;
- Using Morph Transition, in PowerPoint;
- Using Fade Transition, in PowerPoint;
- Using Wipe Transition, in PowerPoint;
- Using Split Transition, in PowerPoint;
- Using Reveal Transition, in PowerPoint;
- Using Cut Transition in PowerPoint;
- Using Cut Transition, in PowerPoint;
- Using Random Bars Transition, in PowerPoint;
- Using Shape Transition, in PowerPoint;
- Using Cover and Uncover Transitions, in PowerPoint;
- Using Flash Transition, in PowerPoint;
- Using Fall Over Transition, in PowerPoint;
- Using Drape Transition, in PowerPoint;
- Using Curtains Transition, in PowerPoint.

Part 10 - Designing PowerPoint Presentations (2)

- Using Wind Transition, in PowerPoint;
- Using Prestige Transition, in PowerPoint;
- Using Fracture Transition, in PowerPoint;
- Using Crush Transition, in PowerPoint;

- Using Peel Transition, in PowerPoint;
- Using Page Curl Transition, in PowerPoint;
- Using Airplane Transition, in PowerPoint;
- Converting Pen to Text, in PowerPoint.
- Using Eyedropper in PowerPoint;
- Using Chart Animations in PowerPoint;
- Adding Quick access Toolbar to PowerPoint;
- Using 'Smart-Lookup' in PowerPoint;
- Salient PowerPoint Presentation Shortcuts;
- Animating Static Images in PowerPoint;
- Linking Excel an Spreadsheet to a PowerPoint Presentations;
- Creating an Animated Graphical Interchange Format (GIF) in PowerPoint;
- Embedding Fonts in PowerPoint Files.

Part 11: Designing PowerPoint Presentations (3)

- Using Origami Transition, in PowerPoint;
- Using Checkerboard Transition, in PowerPoint;
- Using Blind Transition, in PowerPoint;
- Using Clock Transition, in PowerPoint;
- Using Ripple Transition, in PowerPoint;
- Using Honeycomb Transition, in PowerPoint;
- Using Glitter Transition, in PowerPoint;
- Using Shred Transition, in PowerPoint;
- Using Flip Transition, in PowerPoint;
- Using Gallery Transition, in PowerPoint;
- Using Doors Transition, in PowerPoint;
- Using Combo Transition, in PowerPoint;
- Using Zoom Transition, in PowerPoint;
- Adding Effects To PowerPoint Transitions;
- Using Dictation in PowerPoint;
- Creating 3D Barcodes (3R Codes) in PowerPoint;

- Inserting Videos into PowerPoint;
- Enabling Video Auto-Play;
- Adding automatic run;
- Timing PowerPoint Transition.

Part 12: Designing PowerPoint Presentations (4)

- Adding Voice to PowerPoint Presentations;
- Adding Music to PowerPoint Presentations;
- Creating a PowerPoint Video;
- Incorporating the Presenter in PowerPoint Videos.
- Designing PowerPoint Presentations;
- Important PowerPoint Conventions;
- Choosing PowerPoint Background;
- Using PowerPoint Templates;
- Using PowerPoint Designs;
- Equitizing PowerPoint Background;
- Using PowerPoint Scripts;
- Adding Animation to PowerPoint Presentations;
- Formatting PowerPoint Presentations;
- Inserting Images in PowerPoint Presentations;
- Inserting Shapes in PowerPoint Presentations;
- Using PowerPoint Transitions;
- Using Morph Transition, in PowerPoint;
- Using Fade Transition, in PowerPoint;
- Using Wipe Transition, in PowerPoint;
- Using Split Transition, in PowerPoint.

Part 12: Designing PowerPoint Presentations (5)

- Using Reveal Transition, in PowerPoint;
- Using Cut Transition in PowerPoint;
- Using Cut Transition, in PowerPoint;
- Using Random Bars Transition, in PowerPoint;
- Using Shape Transition, in PowerPoint;
- Using Cover and Uncover Transitions, in PowerPoint;
- Using Flash Transition, in PowerPoint;
- Using Fall Over Transition, in PowerPoint;
- Using Drape Transition, in PowerPoint;
- Using Curtains Transition, in PowerPoint;
- Using Wind Transition, in PowerPoint;
- Using Prestige Transition, in PowerPoint;
- Using Fracture Transition, in PowerPoint;
- Using Crush Transition, in PowerPoint;
- Using Peel Transition, in PowerPoint;
- Using Page Curl Transition, in PowerPoint;
- Using Airplane Transition, in PowerPoint.

Part 12: Designing PowerPoint Presentations (6)

- Using Origami Transition, in PowerPoint;
- Using Checkerboard Transition, in PowerPoint;
- Using Blind Transition, in PowerPoint;
- Using Clock Transition, in PowerPoint;
- Using Ripple Transition, in PowerPoint;
- Using Honeycomb Transition, in PowerPoint;
- Using Glitter Transition, in PowerPoint;
- Using Shred Transition, in PowerPoint;
- Using Flip Transition, in PowerPoint;

- Using Gallery Transition, in PowerPoint;
- Using Doors Transition, in PowerPoint;
- Using Combo Transition, in PowerPoint;
- Using Zoom Transition, in PowerPoint;
- Adding Effects To PowerPoint Transitions;
- Using Dictation in PowerPoint;
- Creating 3D Barcodes (3R Codes) in PowerPoint;
- Inserting Videos into PowerPoint;
- Enabling Video Auto-Play;
- Adding automatic run;
- Timing PowerPoint Transition;
- Adding Voice to PowerPoint Presentations;
- Adding Music to PowerPoint Presentations;
- Creating a PowerPoint Video;
- Incorporating the Presenter in PowerPoint Videos.

Part 14 – Preparing For, and Getting on, The Stage

- Preparing for the Presentation;
- Electronic Presentations;
- The Presentation;
- The Introduction to Your Presentation;
- Avoiding Stage-Fright;
- Eye Contact, Posture and Other Forms of Body Language;
- Verbal Communication;
- Written Communication;
- Oral Communication - Audibility, Intonation, Etc.;
- Improving the Relevance of Information Presented;
- Addressing Questions.

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.

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

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

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

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

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

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

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

Admission and Enrolment Procedure

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

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

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

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

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

Introducing Our Video-Enhanced Online Study Mode

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

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

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

- The tutor meets the group and presents the course, via Video, in a similar way to its classroom-based counterpart;
- All participants are able to see, and interact with, each other, and with the tutor;
- They watch and discuss the various video cases and demonstrations that form an integral part of our delivery methodology;
- Their assessment is structured in the same way as it is done in a classroom setting;
- The Video-Enhanced Online mode of training usually starts on the 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)
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

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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;**

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- 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;**

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55. Postgraduate Certificate in Research Methods;

56. Postgraduate Diploma in Research Methods;

57. Postgraduate Certificate in Risk Management;

58. Postgraduate Diploma in Risk Management;

59. Postgraduate Certificate in Sales and Marketing;

60. Postgraduate Diploma in Sales and Marketing;

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

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

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

Service Contract, incorporating Terms and Conditions

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

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Director

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