

HRODC Postgraduate Training Institute



A Postgraduate - Only Institution



#265

**Executive Management Development and
Organisational Growth Strategy**

Postgraduate Short Course

Leading To:

DIPLOMA - POSTGRADUATE IN

**Executive Management Development and
Organisational Growth Strategy, Double
Credit, 60 Credit-Hours**

Accumulating to A

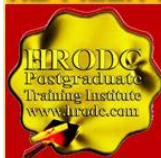
**Postgraduate Certificate,
With 120 Additional Credit-Hours, or A**

POSTGRADUATE DIPLOMA

With 300 Additional Credit-Hours

HRODC Postgraduate Training Institute

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



Prof. Dr. Ronald B. Crawford - Director

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M. RG. C.



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Websites:
<https://www.hrodc.com/>
<https://www.hrodc.london>
[postgraduateshortcourses.com/](https://www.postgraduateshortcourses.com/)

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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/>.

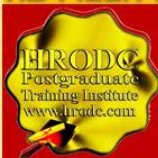
Course Coordinator:

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);

Executive Management Development and Organisational Growth Strategy Course - Page 2 of 35

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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;

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➤ Personal Tutor

For Whom This Course is Designed


This Course is Designed For:

- Chief Executives;
- Chief Executive Officers (CEOs);
- Corporate Directors;
- Divisional Heads;
- Vice Presidents;
- General Managers;
- Corporate Strategists;
- Business Development Directors;
- Chief Business Development Officer;
- Business Studies Lecturers;
- Business Consultants;
- Chief Financial Officers (CFOs);
- Chief Marketing Officer;
- Chief Operating Officers;
- Chief Product Officer;
- Production Superintendent;
- Product Engineers;
- Process Engineers;
- Chief Process Engineers;
- Organisational Development Specialists;
- Organisational Enhancement Officers;
- Collaborative Officers;
- All others who are desirous of gaining enhanced understanding of the pertinent issues associated with:
 - Organisational Efficiency and Effectiveness;
 - Micro Organisational Development;
 - Macro Organisational Development;

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- Internal Analysis;
- External Organisational Analysis;
- Organisational Strengths;
- Organisational Weaknesses;
- Internal Growth Strategy;
- External Growth Strategy;
- Internal or Organic Growth;
- Market Penetration Strategy;
- Market Development or Market Expansion Strategy;
- Product or Service Expansion or Development Strategy, etc.
- Diversification Strategy.

Classroom-Based Duration and Cost:	
Classroom-Based Duration:	10 Days
Classroom-Based Cost:	£10,000.00 Per Delegate
Online (Video-Enhanced) Duration and Cost	
Online Duration:	20 Days @ 3 Hours Per Day
Online Cost:	£6,700.00 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:

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- **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.**

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Executive Management Development and Organisational Growth Strategy Course

**Leading to Diploma – Postgraduate – in Executive Management
Development and
Organisational Growth Strategy, Double Credit, and 60 Credit-Hours,
Accumulating to a Postgraduate Certificate, with 120 Additional Credit-
Hours, or a Postgraduate Diploma, with 300 Additional Credit-Hours**

Course Objectives

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

- Address the possible synergistic effect of acquisitions;
- Adopt an effective follow-up system in the workplace;
- Adopt appropriate strategies for dealing with interruptions;
- Adopt effective delegation techniques;
- Analyse how delegation contributes towards effective time management;
- Analyse the concept of leasing in relation to delegating;
- Analyse the perception in each role;
- Apply the concept of Equifinality in organisational control;
- Apply the Pareto Principle (80/20 rule) to time management issues;
- Appreciate the importance of time management;
- Ascertain how to work with disorganised colleagues;
- Ascertain the concept of delegation;
- Ascertain the importance of delegating tasks;
- Ascertain the possible causes and effects of meeting mismanagement; and
- Ascertain the relationship between an incumbent's experience and role enactment;
- Ascertain the relationship between an incumbent's role perception and his or her role performance;
- Ascertain their respective goals/objectives;


- Assess their organisational strengths, listing the three most important ones that might be exploited, in the light of the current opportunities that are available;
- Beat work related stress;
- Calculate 'Life Cycle Costing';
- Chart the benefits and drawbacks of a 'Conglomerate Integration';
- Cite the link between culture and managerial action;
- Conceptualise classical organisational theory and design, neo-classical, humanistic and contingency organisational design approaches;
- Conduct an efficient workload analysis;
- Contextualise Organisational Effectiveness;
- Contextualise organisational external growth strategy;
- Create an effective agenda that will keep the meeting on the track;
- Deal with external organisational accountability;
- Deal with information overload;
- Decide which items can be delegated;
- Define objectives, generally;
- Define Organisational Development, in Context;
- Define role set;
- Define, describe and analyse the nature of an organisation;
- Demonstrate a heightened understanding of 'gatekeeping' and how it might be effectively managed, to enhance organisational improvement;
- Demonstrate a heightened understanding of role relationships;
- Demonstrate a positive perception of the value of a learning organisation to co-operate effectively;
- Demonstrate an understanding of team dynamics and its importance for organisational functioning;
- Demonstrate an understanding of the concept of power and how it might be applied for the benefit of the organisation;
- Demonstrate an understanding of the importance of inter-personal skills in the continuing performance of autonomous work teams;
- Demonstrate an understanding of the issue of 'responsibility' and how it translates in superior-subordinate relationships in organizations

- Demonstrate an understanding of the relationship between high performance teams and 'Risky';
- Demonstrate and understanding of the place of equity in the functioning of high productivity teams; and
- Demonstrate how a continuous improvement strategy might be designed and implemented;
- Demonstrate the ability to place equity in the context of organisational reward;
- Demonstrate the quality benefits of JIT vs. MRP;
- Demonstrate their ability to circumvent problems posed by Single Sourcing;
- Demonstrate their ability to conduct an Internal Organisational Analysis;
- Demonstrate their ability to Identify areas for quality improvement;
- Demonstrate their ability to Quality Benchmarking;
- Demonstrate their ability to use quality as the basis for conducting a strategic operational review;
- Demonstrate their understanding of 'Modern Control Systems';
- Demonstrate their understanding of at least 2 approaches to leadership;
- Demonstrate their understanding of the different bases of co-ordination;
- Demonstrate their understanding of the fundamental differences between JIT and MRP;
- Demonstrate their understanding of the High and Low LPC Leaders' degree of behavioural control over their subordinates, respectively;
- Demonstrate their understanding of the relationship between fielder's situational model & McGregor's Theory 'X' & Theory 'Y' leadership styles;
- Demonstrate their understanding of the role OF Research and Development for Quality Improvement.
- Describe and enumerate some single and dual status organisations;
- Describe role as the behavioural expectations of a role set;
- Describe self-ideal as a behavioural construct;
- Describe the bureaucratic organisations, adhocratic organisations, mechanistic organisations, organismic organisations;
- Describe the democratic incumbent, autocratic incumbent, the generous incumbent, the dedicated incumbent, the social self and the role of each;

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- Design a strategy for the initiation development launching empowerment and support of high performance teams in their organizations;
- Determine Efficiency Gains, from the implementation of specific organisational strategy;
- Determine how efficient time management increases work effectiveness and productivity;
- Determine how goal setting can lead to proper time management;
- Determine how management information systems support organisational control;
- Determine some exemplifying roles;
- Determine the boundary relationship of a role set;
- Determine the cybernetic value of computerised information system in general organisational functioning and specifically management control system;
- Determine the cybernetic value of computerised information system in general organisational functioning and specifically management control system;
- Determine the importance of 'Life Cycle Costing';
- Determine the importance of training and development in the 'culturing' of high performance teams;
- Determine the level of worker autonomy to permit when dealing with highly motivated staff;
- Determine the most significant weaknesses within their organisations, and the extent to which the entity is, consequently exposed to specific external threats;
- Determine the organisational benefits of Zero base budgeting;
- Determine the place of an incumbent's perceived role expectations on his or her role enactment;
- Determine the place of mutual adjustment, as a co-ordinating mechanism within specific organisational settings – determined by their sizes and stages of development, and work process;
- Determine when a merger might best be executed;
- Develop a personal approach in using your time in the most productive way;
- Develop and maintain a good time management habit;
- Develop their personal "To-Do List;"
- Develop their personal ABC123 prioritised planning;

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- 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 an organized and systematic schedule and handle it properly;
- Devise their personal planner;
- Devise ways to avoiding time crunches;
- Differentiate between Micro Organisational Development and Macro Organisational development;
- Differentiate managerial control and worker autonomy and professionalism in mechanistic organisations;
- Differentiate operational centralisation and decentralisation;
- Differentiate social objectives from business objectives;
- Discuss POSEC Method in relation to time management;
- Discuss the positive effect of high performance teams to the enhancement of 'Organisational Learning' and 'Learning Organisation';
- Discuss, with examples, at least three functions of effective organisational communication;
- Distinguish among internal, upward and downward organisational accountability;
- Distinguish between formal and informal organisations;
- Distinguish between Horizontal and Vertical Integration, clarifying their discussion with examples;
- Distinguish between informal management and formal management succession charts;
- Distinguish between JIT system and material requirements planning;
- Distinguish between Organisational Effectiveness and Organisational Efficiency;
- Distinguish between strategic, tactical and operational quality objectives;
- Distinguish between task forces and committees;
- Distinguish between teams and groups in organisations;
- Distinguish between the concepts of 'leader' and 'managerial leader';
- Distinguish between the different types of Vertical Integration, outlining the contribution that each might make to organisational success and sustainability;
- Distinguish groupthink from teamthink;


- Elucidate the tacit relationship between Employee Development and Organisational Effectiveness;
- Enumerate examples of business and non-business organisations;
- Enumerate the benefits of effective time management;
- Enumerate the different stages of team formation, exploring their significance in organisational reality;
- Enumerate the different time management tips for managers;
- Enumerate the factors influencing effective delegation;
- Establish a 'quality-throughput accounting balance';
- Establish quality objectives;
- Establish the difference in 'push' and 'pull' between Just-In-Time (JIT) System and Material Requirement Planning (MRP);
- Establish the link between role and the internal environment;
- Establish the relationship between delegation and external candidature;
- Establish the relationship between power, culture and organisational structure;
- Establish the relationship between self-ideal and a performance enhancer;
- Evaluate the impact of a haphazard management accounting system on the overall organisational control mechanism;
- Evaluate the impact of a haphazard management accounting system on the overall organisational control mechanism;
- Evaluate the standards proposed by internationally acclaimed quality protagonists, such as:
 - Exemplify 'Life Cycle Costing';
 - Exhibit an understanding of the role of communication for quality improvement;
 - Exhibit their ability to establish quality assurance from quality objectives;
 - Exhibit their ability to initiate and institutionalise incremental quality improvement;
 - Exhibit Their understanding of the Sourcing strategies, which are necessarily employed in JIT and MRP;
- Explain 'Person' or 'Consideration Oriented' leaders and their relationship with employee satisfaction and subsequent staff turnover level Point to specific empirical research supporting the relationship between participative leadership behaviour and organisational effectiveness.

- Explain facets #1 and 2 of authority;
- Explain how 'Joint Ventures' might mitigate financial risks;
- Explain how managers and subordinates benefit from delegating;
- Explain how social objectives lead to profitability gain;
- Explain the concept of batching technique and its relationship to time management;
- Explain the concept of delegation as internal promotion;
- Explain the concept of Eisenhower method;
- Explain the concept of organisational culture;
- Explain the concept of segmental expectations;
- Explain the different classification of culture;
- Explain the import conversion export process;
- Explain the issue of merger as a 'Strategic Choice';
- Explain the motivation behind the excellence of high performance teams;
- Explain the Objectives of Planning, Programming Budgeting System (PPBS);
- Explain the pickle jar theory;
- Explain the relationship between the 'goal-path model' of leadership & the expectancy theory of motivation;
- Explain the time management matrix;
- Explore the bases for 'division of labour/work' in organisations and their relation to organisational effectiveness;
- Expound the facet of authority, providing practical examples
- Formulate strategies in handling unexpected job emergencies;
- Gain a balance between professional goals and personal time;
- Give the bases of divisional organisational structure;
- Graphically illustrate the symbiotic relationship between Organisational Development and Organisational Change;
- Handle e-mails, task and calendar systematically;
- Highlight at least three crucial issues that are associated with Internal Organisational Changes;
- Identify role segments;
- Identify some organisational tasks and determine how tasks are grouped;
- Identify the concerns of managers in delegating;

- Identify the different meeting menaces and learn how to deal with them;
- Identify the role expectations of social support;
- Identify the set of complimentary relationship in every role;
- 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 a matrix organisational structure;
- Illustrate a simple, functional and divisional organisational structure;
- Illustrate how just-in-time system works in practice;
- Illustrate how the issue of added-value might be instilled by high performance teams;
- Illustrate how their organisations can benefit from high performance teams;
- Illustrate the application of 'gatekeeping' to avert 'resonation';
- Illustrate the importance of members' understanding of team dynamics for effecting their team building and maintenance roles;
- Illustrate the role of the internal and external Organisational Development Consultant (OD) in supporting the development maintenance and crisis management of high performance teams.
- Illustrate the value of high performance teams in enhancing organisational development;
- Illustrate their understanding of an organisation's external internal integration and its ramifications for its effectiveness;
- Implement techniques for minimising disruptions;
- Indicate the function of communication as a medium of the transmission of values and role relationships in autonomous work teams;
- Indicate the occasions when their organisation might concede 'exposure avoidance';
- Indicate the quality issues involved in JIT and MRP;
- Indicate when managerial control should be relaxed, to facilitate organisational development and continuous professional development.
- Indicate when managerial control should be relaxed, to facilitate organisational development, quality improvement and continuous professional development;
- Know how most managers apportioned their time;
- Know how to properly delegate task;

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- Know how to properly delegate task;
- Know how to refuse unreasonable requests in the proper manner;
- Know the degree of specificity of role in mechanistic organisations and organismic organisations;
- Know the difference between being “busy” and “productive;”
- Know the importance of delegation in increasing productivity and workflow;
- Know the importance of lines of authority and accountability in organisations towards effective organisation communication;
- Know the organisation’s accountability to owners or sponsors, clients, users, or customers, creditors, and sector or industry;
- Know the role actor or incumbent;
- Lead discussions on the place of Organisational Development in the enhancement of Organisational Effectiveness;
- Learn how assert themselves politely and calmly;
- Learn how to delegate authority for effective task performance;
- Learn how to delegate responsibility with delegated tasks;
- Learn how to diffuse the impact of others;
- Learn how to handle interruptions constructively;
- Learn how to maintain their responsibility;
- Learn how to manage their workloads more effectively;
- Learn how to prioritise using decision matrices;
- Learn how to utilize their gap times;
- Learn the step-by-step process in making effective schedule;
- List down some matrix organisational types;
- List four barriers to an effective organisational communication system, explaining how they impair its functioning and the ways in which these problematic issues might be addressed;
- List some structural typologies and describe each;
- List the constituents of a ‘Strategic Operational Review’;
- List the different stages of operational control;
- Make a case for the ‘employment’ of ‘Autonomous Teams’ in organisations;

- Make suggestions regarding the elimination of their organisational weaknesses, transforming them into strengths;
- 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 resources more efficiently;
- Manage the risk of internal 'sabotage';
- Meet tight deadlines with time to spare;
- Name at least two types of teams, with examples;
- Name the different planning tools;
- Narrate the importance of 'Market Forces Monitor' in formulating Strategic Direction;
- Outline at least three types of dysfunctional behaviours and how they might be effectively addressed;
- Peruse business objectives through business objectives;
- Pinpoint expected results;
- Plan to make the best use of the time available through the art of effective scheduling;
- Plot the relationship between managers with high & low least preferred co-worker (LPC), characteristics, respectively;
- Position **Resonation** a crucial obstacle to organisational operation;
- Prioritise 'urgent' and 'important' activities;
- Provide a working definition of accountability
- Provide an illustrative example of a manager 'residing' in two distinct 'Command Team';
- Provide at least one example of '**resonation**' in an organisational setting;
- Provide at least three alternative phrases for the concept of high performance teams;
- Provide at least three critical bases for the enhancement of Organisational Effectiveness, Through Organisational Development;
- Provide at least two bases for team typologies;
- Provide at least two examples of organisational efficiency, in practice;
- Rationalise Horizontal Integration for the enhancement of an entity's Operational 'Status';

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- Realise the importance of agenda;
- Realise the importance of goals;
- Recognise the variety of causes of procrastination and apply relevant techniques to overcome them;
- Reduce time spent in meetings yet contribute more effectively;
- Relate objectives to specific actions, whenever necessary;
- Relate the concept of Maslow's Hierarchy of Needs with effective time management;
- Set quality objectives in relation to other organisational objectives;
- Set realistic goals through SMART method;
- Shifts' and the measures that might be implemented to avert the negative consequence that is likely to ensue;
- 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;
- Specify when goals are expected to be achieved;
- State quality objectives as precisely as possible;
- Suggest how effective conflict management might enhance the lifespan of high productivity teams;
- Suggest how their organisation might aligning its Strengths with Its Strategic and Operational Plans;
- Suggest problems with equalities or traits approaches; and
- Suggest the importance of a merger in improving organisational effectiveness;
- Suggest the most appropriate operational stage that is supportive of the continuance of high productivity in high performance teams;
- Suggest ways to improve organisational culture.
- Suggest ways to manage multiple tasks;
- Understand organisational structure as roles and relationships;
- Understand the concept of internal selection mechanism;
- Understand the concept of multitasking;
- Understand the difference between important and urgent activities/works;

- Understand the underlying concept of the prioritisation grid;
- Understand the underlying principles of “time” in an organisational wide context;
- Use case examples to illustrate the need for culturing the appropriate leadership styles and strategies that are conducive to the sustainability of high performance teams in their organizations;
- Use effective delegation techniques at the workplace;
- Use practical techniques for organising work;
- Use prominent examples to distinguish between groups and aggregations;
- Use quality as a basis for conducting an internal and external environmental analysis;

Course Contents, Concepts and Issues

Part 1: Business and Organisational Analysis (1)

- Social Organisations: Formal Organisations as A Subset
- Formal Organisations: A Definition and Distinction
- Collegia As Formal Organisations
- Formal Organisation Exclusions
- Organisational Objectives
- Business Objectives Vs Social Objectives
- Organisational Tasks
- Division of Work or Labour
- Delegation in Organisations
- Organisational Responsibility
- Accountability in Organisations
 - Accountability to Owners or Sponsors
 - Accountability to Clients, Users or Customers
 - Accountability to Creditors;
 - Accountability to Sector or Industry;
 - Accountability to The State;
- Authority in Organisations
 - The Facet of Authority;

- The Second Facet of Authority
 - Traditional Authority;
 - Charismatic Authority;
 - Legitimate Authority;
 - Professional Authority;
- Organisational Power

Part 2: Organisational Development for Efficiency and Effectiveness

- The Concept of Organisational Effectiveness;
- Organisational Efficiency VS Organisational Effectiveness;
- Organisational Effectiveness in Context;
- Contextualising Organisational Development;
- Micro Organisational Development;
- Macro Organisational Development;
- Organisational Development as an Instrument towards Organisational Effectiveness;
- Change as a Symbiotic Issue in Organisational Development;
- Internal Organisational Changes;
- Employee Development and Organisational Effectiveness;
- Organisational Effectiveness in Context;
- Enhancing Organisational Effectiveness Through Organisational Development.

Part 3: Contextualising Strengths and Weaknesses (SW), and their Organisational Implications.

- Conducting an Organisation's Internal Analysis: Determining Its Strengths and Weaknesses (SW);
- Assessing Organisational Strengths;
- Determining an Organisation's Weaknesses;
- Eliminating Organisational Weaknesses or Conceding 'Exposure' Avoidance?
- Aligning an Organisation's Strengths with Its Strategic and Operational Plans.

Constituents and Importance of Strategic Operational Reviews

The Organisation's External Uncontrollable Environment



- Political Context:
- Economic Context:
- Social Context:
- Technological Context:
- Environmental Context:
- Legal Context:

Part 4: Formulating and Executing Organisational External Growth Strategy

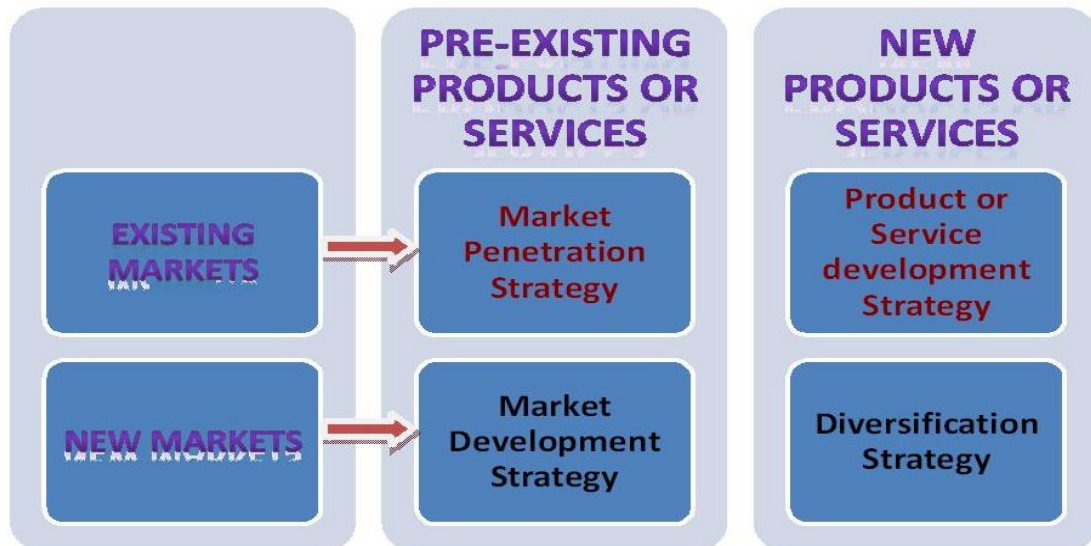
Organisational Growth Pattern

- Internal Growth
- External Growth, e.g:
 - Mergers:
&
 - Takeovers:
 - Vertical Integration Forward
 - Vertical Integration Backward
 - Conglomerate Integration
- Joint Ventures/ Operations

- External Growth Strategy Contextualised;
- External Integration and Its Ramifications for Organisational Effectiveness;
- Merger as a Strategic Choice: Balancing the 'Act';
- Business and Organisation Acquisitions or Takeovers: Synergy or Asset Stripping;
- Joint Ventures: Limiting Wealth or Mitigating Risk?
- Horizontal or Vertical Integration: Assessing Direction of Market Forces;
- Horizontal Integration: Solidifying Operational 'Status';
- Vertical Integration: Calculated Strategic Repositioning;
- Vertical Integration Forward: Influencing End-Users' Choice;
- Vertical Integration Backward: Impacting Sourcing Strategy;
- Conglomerate Integration: Omnipresence or Hodgepodge?

Part 5: Organisational Internal Growth Strategy

An Organisation's Developmental Strategic Choice



- Internal or Organic Growth;
- Market Penetration Strategy;
- Market Development or Market Expansion Strategy;
- Product or Service Expansion or Development Strategy;
- Diversification Strategy.

Part 6: Organisational Control Systems: Towards Productivity Improvement

- Modern Control Systems;
- Management Information System;
- Computerised Information Systems;
- Information Speed;
- Information Retrieval;
- Management Accounting System;
- The Import- Conversion –Export Process;

- The Import Process;
- The Conversion Process;
- The Export Process;
- Operational Control System;
- Service Operation;
- Process Scheduling;
- Loading;
- Sequencing;
- Detailed Scheduling.
- Inventory Control;
- Cost Control;
- Quality Control;
- Controlling Utilisation of Organisational Resources;
- Co-Ordinating As a Control Mechanism;
- Mutual Adjustment;
- Direct Supervision;
- Standardisation of Work Process;
- Standardisation of Input-Skills, Knowledge and Attitudes;
- Standardisation of Output;
- Organisational Structure as a Control Function;
- Communication Dissemination;
- Decision Making Involvement;
- The 'In' Inventory;
- The 'Out' Inventory;
- The 'JIT' Inventory System;
- The KANBAN System.

Part 7: Organisational Control Systems: Enhancing Quality and Productivity

- The Relationship between Quality and Productivity Improvement;
- Establishing Quality Objectives;
- Stating Precise Objective;
- Setting Productivity Objectives in Relation to Other Organisational Objectives;
- Relating Objectives to Specific Actions;
- Pinpointing Expected Results;
- Specifying When Goals Are Expected To Be Achieved;
- Distinguishing Between Strategic, Tactical and Operational Objectives;
- Establishing a 'Quality-Throughput Accounting Balance';
- Continuous Improvement Programme;
- Just-In-Time (JIT) Compared With Material Requirements Planning (MRP);
- JIT vs. MRP: Component & Material Sourcing Strategy;
- The Quality Benefits of JIT vs. MRP;
- The Quality Issues Involved InJIT and MRP;
- Kaizen or Continuous Improvement;
- Quality as a Benchmark for Productivity Improvement;
- Focus on the Advocacy of:
 - Philip B. Crosby,
 - W. Edwards Deming,
 - Joseph M. Juran,
 - Shigeo Shingo,
 - Armand V. Eeigenbaum.
- Internal and External Environmental Analysis;
- Productivity and Strategic Operational Review (SOR);
- Incremental Productivity Improvement;
- Communication for Productivity Improvement;
- Researches and Development for Productivity Improvement.

Part 8: Understanding the Human Factor, Its Ergonomic Symbiosis and Productivity Improvement

- The Job in Content and Context;
- The Individual in an Organisational Context;
- The Worker as an Internal Customer;
- The Organizational Context;
- The Nature of the Task;
- Workload and Productivity Implications;
- The Working Environment;
- The Design of Displays and Controls, And –
- The Role of Procedures;
- Competence and Productivity;
- Workforce Skills: Deskillling or Reskilling and Productivity Implications;
- Personality Factors and Productivity;
- Attitude and Productivity Implications;
- Aptitude as Trainability: A Productive Enhancer;
- Nurturing Productivity Enhancers of:
 - Skills;
 - Attitude;
 - Disposition -
- The Organisational Context of:
 - Work Patterns;
 - The Embedded Culture;
 - Available Resources;
 - Communications Systems and Patterns;
 - Predominant Leadership Styles.
- Employing Productivity Risk Analysis towards Productivity Improvement;
- The Symbiotic Relationship between Ergonomics and Productivity Improvement:
Exploring the Productivity Benefits of Ergonomic Job Design.

Part 9: Executive High Performance Leadership

- The Concepts of 'Leader' and 'Managerial Leader';
- The Leader and Authority;
- The Leader and Influence;
- The Manager and the Conferment of Power;
- The Application of Control and 'Power Cohesion';
- The 'Managerial Leader' and the Ability to Vary Strategy;
- Power as Recourse of the Managerial Leader;
- Leadership and Interpersonal Relationship;
- Approaches to Leadership;
- Qualities or Traits Approach To Leadership;
- Task and Person Orientation;
- Participative Leadership;
- Transactional Leadership;

Part 10: Executive Time Management

- Time in an Organisational Wide Context: Acting in Time;
- The Cost of Time;
- Maximising Personal Effectiveness;
- Busy vs. Productive;
- 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 Over-commitment (Learning to say, "No").
- The Four D's of Time Management:
 - Do;
 - Delegate;

- ✚ Tasks Which Should Be Delegated;
 - ✚ Effective Delegation Techniques;
 - ✚ How to Delegate.
- Dump;
 - Defer.

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.

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

Executive Management Development and Organisational Growth Strategy Course, Leading to Diploma Postgraduate - in Executive Management Development and Organisational Growth Strategy, Double Credit, 60 Credit-Hours, Accumulating to A Postgraduate Certificate, with 120 additional Credit-Hours, a Postgraduate Diploma, with -300 additional Credit-Hours

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

Executive Management Development and Organisational Growth Strategy Course - Page 32 of 35

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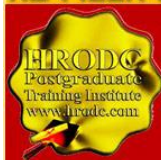
Executive Management Development and Organisational Growth Strategy Course, Leading to Diploma
Postgraduate - in Executive Management Development and Organisational Growth Strategy, Double Credit,
60 Credit-Hours, Accumulating to A Postgraduate Certificate, with 120 additional Credit-Hours, a Postgraduate
Diploma, with -300 additional Credit-Hours

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;**

Executive Management Development and Organisational Growth Strategy Course - Page 33 of 35

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M. RG. C.

- 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 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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