Human Resource Management (HRM) in the International Petroleum – Oil and Gas – Industry
Programme, Leading to Postgraduate Diploma in Human Resource Management (HRM) in the International
Petroleum – Oil and Gas – Industry

HRODC Postgraduate Training Institute

A Postgraduate-Only Institution

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#157

Human Resource Management (HRM) in the International Petroleum – Oil and Gas – Industry

Programme

Leading To:

POSTGRADUATE DIPLOMA IN

Human Resource Management (HRM) in the International Petroleum – Oil and Gas – Industry

HRODC Postgraduate Training Institute

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

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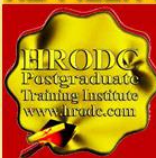
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PhD (Uni London); M. Ed. M (Bristol); PGCIS (UWL); Adv. Dip. Sc. Ed (Bristol); Dip. Doc.
Res. (Uni Wlv); F.I.M.S.; HR. S. (I.M.S.); Exec. M. AOM; M. AAM; M.I.S.G.S.; M.S.C.O.S.;
M. RG. C.

Programme 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 Programme is Designed For:

➢ Executives from the Oil and Gas Industry;

➢ Senior Managers from Oil and Gas Industry;

➢ Human Resource Professionals in Oil and Gas Industry;

➢ Personnel Officers in Oil and Gas Industry;

➢ Human Resource Personnel from Upstream Oil and gas Operation;

➢ Human Resource Personnel from Downstream Oil and gas Operation;

➢ Human Resource Personnel from Midstream Oil and gas Operation;

➢ General Human Resource Specialists desirous of a career in the oil and gas industry;

➢ All others with a genuine interest in enhancing the effectiveness of the Human Resource Function within the Oil and Gas Industry.

Classroom-Based Duration and Cost:	
Classroom-Based Duration:	12 Weeks (5 Days per Week)
Classroom-Based Cost:	£45,000.00 Per Student
Online (Video-Enhanced) Duration and Cost	
Online Duration:	20 Weeks – 3 Hours Per Day, 6 Days Per Week
Online Cost:	£30,150.00 Per Student

Classroom-Based 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.**

Human Resource Management in the International Petroleum – Oil and Gas - Industry				
Leading to Postgraduate Diploma in Human Resource Management in the International Petroleum – Oil and Gas - Industry				
Module Number	Pre-existing Course #	Module Title	Page #	Credit Value
1	091	Human Resource Management in the Oil and Gas Industry	22	Double
2	156	Health and Safety Management in the Oil and Gas Industry	31	Single
3	003	Training Trainers: Training for Trainers	34	Single
4	004	Motivating Workers	35	Single
5	006	Diversity Management	37	Single
6	132.1	Organisation Management: An Introduction	39	Single
7	132.6	Managing Individual Performance	42	Single
8	030	Executive Leadership and High Performance Management	44	Single
9	123	Key Success Factors (KSFs) and Key Performance Indicators (KPIs) in the Oil and gas Industry: Strategic Operational Survival	49	Double
10	053	Effective Time Management	54	Single

Human Resource Management in the International Petroleum – Oil and Gas - Industry, Programme

Leading to Postgraduate a Postgraduate Diploma in Human Resource Management in the International Petroleum – Oil and Gas - Industry

Programme Objectives

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

- Discuss the different oil and gas conceptual and contextual explorations;
- Explain the process involved in the horizontal, vertical and full integration activities, particularly:
    - Oil and gas exploration;
    - Developing fields;
    - Oil and gas production;
    - Oil sands mining;
    - Bitumen extraction;
    - Liquefying gas by cooling (LNG);
    - LNG Regasification;
    - Gas to liquid products (GTL) Conversion;
    - Wind energygeneration.
- Discuss the different downstream activities, specifically:
    - Refining oil into fuels and lubricants;
    - Petrochemicals production;
    - Bio fuels development;
    - Trading;
    - Retail sales;
    - CO_2 emissions management;
    - Supply and distribution;
    - Business-to-business sales.
- Understand the governing principles in oil well lease;
- Determine the applicable rules in long-term explicit contracts;

➢ Ascertain how franchise agreements are drafted;

➢ Learn the importance of joint ventures in the oil and gas industry;

➢ Describe how facilities are co-located;

➢ Cute the underlying concept of implicit contracts relying on firms' reputation;

➢ Find out how geological research and oil exploration are conducted;

➢ Differentiate natural vs. artificial lifts in oil and gas production;

➢ Demonstrate a heightened understanding about coalbed methane drilling technology;

➢ Specify the principles of gas processing;

➢ Determine the process in oil and gas rig operation;

➢ Determine the process offshore oil rig operation;

➢ Determine accounting treatment in successful effort accounting;

➢ Ascertain how oil and gas are marketed;

➢ Explain the oil and gas production separator principles;

➢ Discuss the concept of oil -water separator offshoring;

➢ Explain the principles of amine sweetening;

➢ Explain the production separator principles;

➢ Explain the glycol dehydration principles;

➢ Explain the emulsions and vertical heater treater principles;

➢ Demonstrate understanding of distinction between personnel management and human resource management. within the oil and gas industry;

➢ Indicate the significant aspects in development of human resource management and personnel management within the oil and gas industry;

➢ Demonstrate an appreciation of the importance of welfare in the development of personnel management and human resource management within the oil and gas industry;

➢ Relate the part played by Cadburys Rowntree in the development of personnel management and human resource management;

➢ Manage the strategic role of HRM within the oil and gas industry;

➢ Illustrate the difference between the Hard approach to HRM and Soft approach to HRM, focusing on the oil and gas sector;

➢ Suggest the importance of human resource planning in organisation management within the oil and gas industry;

➢ Illustrate the significance of effective human resource within the oil and gas industry;

➢ Determine the links between corporate planning and human resource planning within the oil and gas industry;

➢ Indicate how human resource planning can support business systems within the oil and gas industry;

➢ Determine when there is a need to review an organization human resource plans within the oil and gas industry;

➢ Determine the factors influencing human resource planning;

➢ Demonstrate their understanding of the importance of employee Resourcing in an oil and gas organisational context;

➢ Demonstrate their understanding of the different employee resourcing strategy that might be employed within the oil and gas industry;

➢ Demonstrate their understanding of the benefits and drawbacks of individual; employee Resourcing strategy, with specific reference to the oil and gas industry;

➢ Draw a parallel between material and facilities Resourcing and people Resourcing, from the standpoint of organisational effectiveness within the oil and gas industry;

➢ Defend the strategic importance of employee Resourcing within the oil and gas industry;

➢ Link employee Resourcing with business and organisational development within the oil and gas industry;

➢ Devise an effective employee Resourcing strategy;

➢ Demonstrate understanding of different type and levels of organisational flexibility, from an Industrial Relation or Employee Relations prospective within the oil and gas industry;

➢ Suggest what Numerical Flexibility means within the oil and gas industry;

➢ Indicate the benefits of functional flexibility of workers and managers within the oil and gas industry;

➢ Indicate the relationship between Temporal Flexibility and Financial Flexibility within the oil and gas industry;

➢ Decide what workers or managers are likely to gain from Geographical Flexibility within the oil and gas industry;

➢ Exhibit an understanding of the desirability of a limited turnover of staff;

➢ Demonstrate their ability to determine the type of commitment that motivates particular individuals to join an organisation;

➢ Have designed ways of stabilizing staff turnover/high turnover;

➢ Demonstrate their ability to conduct a human resource audit;

➢ Conduct periodic and exit interviews;

➢ Demonstrate their ability to conduct job analysis;

➢ Design job description and personnel specification for particular roles;

➢ Weight a candidate assessment form, on the basis of job description and personnel specification;

➢ Use candidate assessment form in short listing and Interviews;

➢ Conduct individual and panel interviews;

➢ Analyse education, training and development programmes;

➢ Design an effective induction package;

➢ Demonstrate an understanding of the legal bases of Employee Resourcing;

➢ Relate specific recruitment, selection, retention and exit issues to UK and European legislation;

➢ Cite Specific legislation and related cases relevant particular job design issues;

➢ Suggest the constraints that specific UK Protective Legislation place on the recruitment, selection and management of employees;

➢ Demonstrate their ability to lead a recruitment and Selection team;

➢ Know the Health and Safety Executive (HSE) Offshore Statistics in terms of:

- Hydrocarbon Releases (HCRS) 5;
- Fatal and Major Injuries to Offshore Workers;
- Types of Accidents;
- Over- 3-Day Injuries to Offshore Workers;
- Dangerous Occurrences Offshore;
- Incidence of Ill Health to Workers Offshore.

➢ Know the safety regulation and monitoring system of the following health and safety Institution;

➢ American Petroleum Institute: Environmental Health & Safety;

➢ Fire and Blast Information Group;

➢ National Offshore Petroleum Safety Authority;

- OSHA Oil and Gas Well Drilling and Servicing Worksafe BC Health & Safety Centre for Petroleum;
- Health and Safety Executive (HSE);
- Petroleum Industry's Annual Safety Seminar;
- Specify the functions of safety release valves and ruptured disc;
- Explain how Pressure Safety Valve (PSV) are operated and tested;
- Discuss the principle of Hydrogen Sulfide in relation to worker's safety;
- Gain familiarity of Blow-Out Preventers (BOP);
- Recognise the new generation BOPs;
- Analyse BP oil disaster;
- Describe the facets of ergonomics in the workplace;
- Define ergonomics;
- Indicate the role of Health and Safety Executives (HSE) in adopting proper ergonomics in the workplace;
- Identify the different human factor and their business benefits;
- Enumerate the different job designs and differentiate one form the other;
- Design safety features in the into workplace machines;
- Learn how ergonomics helps prevent Musculoskeletal Disorders (MDS);
- Explain the concept of ergonomic risk analysis;
- Illustrate how the different ergonomic job analysis tools are conducted;
- Enumerate the different sources of economic hazards;
- Showfamiliarity with the various health and toxic substances which can be acquired in the workplace and identify the effect of each;
- Identify the ways of controlling the environment and disturbing noise in the workplace;
- Enumerate the different flammable and explosive materials in the workplace and suggest ways to avoid accident;
- List the different personal protection equipment and first aid;
- Know how to conduct protection need assessment;
- Explain the concept of Personal Protective Equipment (PPE) Training and give its importance, particularly in the following areas:
  - Hearing protection;
  - Eye and face protection;

- Respiratory protection;
- Confined space entry;
- Head protection.

➢ Learn the other personal protective equipment.

➢ Position the training department within organisational corporate structure;

➢ Design appropriate in-course evaluation;

➢ Design appropriate assessments and assessment strategy of award-bearing components of training programmes;

➢ Effectively structure training courses to incorporate formal presentations, delegate activities and evaluation;

➢ Incorporate appropriate 'Ice-breaker' and 'Closure' activities that will enhance the effectiveness of individual training courses;

➢ Demonstrate exceptional leadership in the management of the learning environment;

➢ Effectively manage commissioning relationships;

➢ Effectively manage a training department.

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

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

➢ Demonstrate their ability to translate motivation theory into practice;

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

➢ Demonstrate their ability to formulate a comprehensive motivation strategy;

➢ Critically appraise existing motivation strategy within their organisations, identifying and addressing gaps;

➢ Formulate a workable motivation strategy;

➢ Follow the common trends in the popular motivation theories;

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

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

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

- Illustrate how the contingency approach to motivation might be applied to different situations;

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

- Manage the process of motivation, taking account of socio cultural and economic differences;

- Manage the motivation process, taking account of the differences in preferences and expectation of workers;

- Apply the 'equity' theory to work situation from a 'differentiation perspective', rather than an 'equality perspective';

- Demonstrate the need to balance the 'individualist' and 'collectivist' perspective to motivation.

- Distinguish between equal opportunities and diversity management;

- Demonstrate an understanding of the Equal Opportunities Legislation and its implications for organisational operation;

- Demonstrate their awareness of the bases for racial, ethnic and gender discrimination, focusing on the social identity perspective;

- Determine the organisational benefits of organisational diversity, on the bases of cost, resource acquisition, marketing, creativity & system flexibility;

- Design a system by which organisational diversity will be managed;

- Devise a managed approach to organisational culture;

- Devise a strategy for the creation of a bias-free human resource management;

- Devise ways to encourage a 'gender friendly' work environment - manifest in a bias-free career & promotion system and reduction in work-family conflict;

- Demonstrate their understanding of 'sentience' as a basis for discrimination;

- Devise a system by which gender, racial and ethnic heterogeneity are promoted;

- Recognise resonation, taking the necessary steps to avert or prevent its reoccurrence;

- Demonstrate their ability to manage complaints and disciplinary systems in such a way that all opportunities for discrimination are removed

- Demonstrate their ability to apply their knowledge of organisational diversity to reducing the likelihood of 'sentience';

- Apply their understanding of organisational diversity to promote a desirable level of cohesiveness, reducing the likelihood of 'groupthink';

- Demonstrate competence in 'diversity counselling';

➢ Demonstrate expertise in 'relationship management';

➢ Exhibit the ability to detect tendencies towards 'sentience' as a direct result of diversity;

➢ Demonstrate the ability to effectively manage in situations where sentience exists, progressing towards its elimination;

➢ Demonstrate their ability to formulate, implement and monitor an effective diversity policy.

➢ Demonstrate exceptional leadership in the management of a diverse workforce.

➢ Distinguish between formal & social organisations;

➢ Distinguish between business and non-business organisations;

➢ List at least three characteristics of a formal organisation;

➢ List the key features of a collegia;

➢ Distinguish between power and authority;

➢ Distinguish between social & business objectives;

➢ Distinguish between internal and external accountability;

➢ State at least three agencies to which an organisation is accountable;

➢ Demonstrate an awareness of the difference between managing in stable and turbulent times;

➢ Demonstrate a general understanding of how these fundamental elements of management are performed;

➢ Demonstrate their ability to establish an effective co-ordinating mechanism;

➢ Design a 'leadership strategy', which has a high probability of greatly enhancing worker motivation and improving their morale - factors crucial to organisational success;

➢ Influence their leadership style in such a way that they develop the flexibility to manage their organisations and subsystems effectively, in stable and turbulent times;

➢ Establish objectives, designing the mechanism for their accomplishment;

➢ Apply effective time management to competitive situations;

➢ Have exhibited confidence in delegating;

➢ Determine the factors that delegates should ascertain before delegating tasks;

➢ Determine the support that delegates should give to their delegates during their performance of the specified tasks.

- Locate performance management in an appropriate context;
- Discuss the factors that are associated with poor performance;
- Exhibit their ability to take appropriate measures to improve individual and team performance;
- Establish and monitor targets;
- Determine the resources necessary to enhance individual and team performance;
- Determine the appropriate extrinsic reward that might contribute to improve performance;
- Develop a strategy manage poor performance;
- Locate performance appraisal within performance management structure;
- Determine the objectives of performance appraisal;
- Illustrate the organisational individual and subsystems benefits of performance appraisal;
- Explain at least three appraisals systems;
- Evaluate the effective ness of individual appraisal systems;
- Conduct an appraisal interview;
- Implement a 360 degree appraisal programme;
- Customise, through a synthesis of existing systems, and an appropriate appraisal scheme that takes account of their unique cultural setting;
- Address some of the short coming s of traditional appraisal systems;
- Demonstrate their ability to avert the halo and thorny effects in appraisal;
- Define reward in an employee relation context;
- Suggest the importance of reward management in organisation;
- Explain the bases of reward management;
- Explain the reward model;
- Provide an appraisal of a specific remuneration system;
- Determine the factors that negatively or positively affect remuneration systems;
- Formulate and evaluate a recommended remuneration package;
- Understand and formulate pay or remuneration structures;
- Determine the criteria that are used to evaluate remuneration structure;
- Explain and evaluate the rationale for performance related pay.
- Distinguish between groups and mere aggregations;
- Suggest the difference in interpretation of groups and teams;

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

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

➢ Suggest how informal groups might be empowered to enhance organisational effectiveness;

➢ Distinguish between the concepts of 'leader' and 'managerial leader';

➢ Demonstrate their understanding of at least 2 approaches to leadership;

➢ Demonstrate their understanding of the relationship between fielder's situational model &McGregor's Theory 'X' & Theory 'Y' leadership styles;

➢ Plot the relationship between managers with high & low least preferred co-worker (LPC),characteristics, respectively;

➢ Demonstrate their understanding of the High and Low LPC Leaders' degree of behavioural control over their subordinates, respectively;

➢ Explain the relationship between the 'goal-path model' of leadership & the expectancy theory of motivation;

➢ Suggest problems with equalities or traits approaches;

➢ Explain 'Person' or 'Consideration Oriented' leaders and their relationship with employee satisfaction and subsequent staff turnover level Point to specific empirical research supporting the relationship between participative leadership behaviour and organisational effectiveness;

➢ Provide at least three alternative phrases for the concept of high performance teams;

➢ Illustrate the value of high performance teams in enhancing organisational development;

➢ Explain the motivation behind the excellence of high performance teams;

➢ Illustrate how their organisations can benefit from high performance teams;

➢ Demonstrate an understanding of the relationship between high performance teams and 'Risky Shifts' and the measures that might be implemented to avert the negative consequence that is likely to ensue;

➢ Illustrate how the issue of added-value might be instilled by high performance teams;

➢ Discuss the positive effect of high performance teams to the enhancement of 'Organisational;

➢ Learning' and 'Learning Organisation';

➢ Demonstrate a positive perception of the value of a learning organisation to co-operate effectiveness;

➢ Design a strategy for the initiation development launching empowerment and support of high performance teams in their organisations;

➢ Use case examples to illustrate the need for culturing the appropriate leadership styles andstrategies that are conducive to the sustainability of high performance teams in their organisations;

➢ List the different stages of operational control;

➢ Suggest the most appropriate operational stage that is supportive of the continuance of high productivity in high performance teams;

➢ Determine the importance of training and development in the 'culturing' of high performance teams;

➢ Illustrate the importance of members' understanding of team dynamics for effecting their team building and maintenance roles;

➢ Demonstrate an understanding of the importance of inter-personal skills in the continuing performance of autonomous work teams;

➢ Indicate the function of communication as a medium of the transmission of values and role relationships in autonomous work teams;

➢ Suggest how effective conflict management might enhance the lifespan of high productivity teams;

➢ Demonstrate the ability to place equity in the context of organisational reward;

➢ Demonstrate and understanding of the place of equity in the functioning of high productivity teams;

➢ Illustrate the role of the internal and external Organisational Development Consultant (OD) in supporting the development maintenance and crisis management of high performance teams.

➢ Appreciate the importance of the different success factors in the operation of the organization;

➢ Understand the underlying concepts of Key Success Factors (KSF).

➢ Identify the different KSF of their respective organisation/business.

➢ Find out what drives the business to success in the industry in which it is engaged.

➢ Determine how the KSF can help the organization achieve its goals and missions.

➢ Ensure that the KSF are correctly identified and pursued.

➢ Exhibit their ability to determine which among the KSFs will work effectively for their organization/business.

➢ Formulate strategies to optimize the organisation's/business's performance.

➢ Learn the fundamentals of strategic planning.

➢ Devise an effective strategic plan.

➢ Identity the different core values.

➢ Indicate the relationship between the key success factors being employed and the existing core values in the organisation.

➢ Create a challenging mission for the organisation.

➢ Set a few key goals.

➢ Develop a strategy for each new goal.

➢ Know the importance of abundant communication.

➢ Propose ideas on how to improve the communication process of the organisation.

➢ Establish the importance of learning.

➢ Suggest ways on how to adapt to changing environment more efficiently.

➢ Establish the interrelationship among the different key success factors.

➢ Determine how the world's greatest managers handle their jobs.

➢ Ascertain the different living systems approach to people.

➢ Recommend some strategies for effective marketing.

➢ Address key issues associated with marketing.

➢ Demonstrate their ability in marketing for a small business.

➢ Enumerate the different approaches to marketing.

➢ Evaluate the efficiency of their organisation/business operations.

➢ Learn the proper use of the organisation's/business's finances and facilities.

➢ Ascertain how to integrate the key success factors with a total success system.

➢ Enumerate the various kinds of key result indicators.

➢ Distinguish performance and result indicators.

➢ Understand the underlying concept of Key Performance Indicator (KPI).

➢ Determine how the performances of organizations, business units and their divisions, departments and employees are assessed through KPI.

➢ Give examples of KPI.

➢ Explain how KPI helps an organisation measure progress towards its goals.

➢ Measure the performance of the organisation/business.

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Prof. Dr. R.B. Crawford - Director HRODC Postgraduate Training Institute

PhD (London), MEd.M. (Bath), Adv. Dip. Ed. (Bristol), PGCIS (TVU), ITC (UWI), MAAM, MAOM, LESAN, MSCOS, MISGS, Visiting Prof. P.U.P.

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- ➢ Design KPI for their organisation/business.

- ➢ Evaluate the effectiveness of the KPI of their organisation/business.

- ➢ Demonstrate the ability to choose the correct KPI for their organisation/business.

- ➢ Formulate efficient techniques to assess the present state of the organisation/business and its key activities.

- ➢ Identify the indicators of organisation/business.

- ➢ Ensure proper compliance with the key components of KPI.

- ➢ Describe the characteristics of a good KPI.

- ➢ Differentiate good KPI from a bad KPI.

- ➢ Carry out the correct process for the implementation of KPI.

- ➢ Indicate the benefits of KPI to the organisation/business.

- ➢ stablish the relationship of KPI to other related management tools.

- ➢ Determine the four foundation stones which guide the development and use of KPIs.

- ➢ Engineer the organisation's vision, mission and strategy.

- ➢ Observe the step-by-step process in developing and using KPIs.

- ➢ Distinguish KPI from Critical Success Factor (CSF).

- ➢ Identify the different types of CSF.

- ➢ Enumerate the key sources of CSF.

- ➢ Guarantee proper compliance of CSF methods.

- ➢ Incorporate CSF in strategic and business planning.

- ➢ Give examples of CSF.

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

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

- ➢ Implement techniques for minimising disruptions;

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

- ➢ Appreciate the importance of time management;

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

- ➢ Identify time wasters and adopt strategies for eliminating them;

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

- ➢ Develop ways to maximise their personal effectiveness;

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

- Learn how to diffuse the impact of others;

- Adopt appropriate strategies for dealing with interruptions;

- Learn how to handle interruptions constructively;

- Learn how assert themselves politely and calmly;

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

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

- Use effective delegation techniques at the workplace;

- Decide which items can be delegated;

- Adopt effective delegation techniques;

- Know how to properly delegate task;

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

- Explain the pickle jar theory;

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

- Explain the concept of Eisenhower method;

- Discuss POSEC Method in relation to time management;

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

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

- Understand the concept of multitasking;

- Suggest ways to manage multiple tasks;

- Meet tight deadlines with time to spare;

- Beat work related stress;

- Gain a balance between professional goals and personal time;

- Devise ways to avoiding time crunches;

- Formulate strategies in handling unexpected job emergencies;

- Enumerate the benefits of effective time management;

- Specify the effects of poor time management;

- Ascertain their respective goals/objectives;

- Realise the importance of goals;

- Develop useful techniques for setting and achieving goals;

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

- Set realistic goals through SMART method;

- Identify their professional goals and personal time;

- Name the different planning tools;
- Devise their personal planner;
- Develop your own individualised plan of action to maximise their use of time;
- Use practical techniques for organising work;
- Handle e-mails, task and calendar systematically;
- Manage information flow and retrieval process;
- Deal with information overload;
- Devise an organized and systematic schedule and handle it properly;
- Develop their personal "To-Do List.";
- Explain the concept of batching technique and its relationship to time management;
- Learn how to utilize their gap times;
- Manage projects in a systematic way;
- Adopt an effective follow-up system in the workplace;
- Develop and maintain a good time management habit;
- Plan to make the best use of the time available through the art of effective scheduling;
- Learn the step-by-step process in making effective schedule;
- Understand the underlying concept of the prioritisation grid;
- Prioritise 'urgent' and 'important' activities;
- Explain the time management matrix;
- Develop their personal ABC123 prioritised planning;
- Learn how to prioritise using decision matrices;
- Learn how to maintain their responsibility;
- Know how most managers apportioned their time;
- Enumerate the different time management tips for managers;
- Manage resources more efficiently;
- Conduct an efficient workload analysis;
- Learn how to manage their workloads more effectively;
- Ascertain how to work with disorganised colleagues;
- Specify and explain the four D's in time management;
- Use effective delegation techniques at the workplace;
- Decide which items can be delegated;
- Adopt effective delegation techniques;

➤ Know how to properly delegate task;

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

➤ Realise the importance of agenda;

➤ Specify the steps for running productive and effective meeting;

➤ Distinguish groupthink from team think;

➤ Reduce time spent in meetings yet contribute more effectively;

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

➤ Ascertain the possible causes and effects of meeting mismanagement;

➤ Solve problems through the trading game scenario.

Programme Contents, Concepts and Issues

Module 1
Human Resource Management in the Oil and Gas Industry

M1. Part 1: Understanding Oil and Gas Operation

Oil and Gas Conceptual and Contextual Exploration

- 3-D Seismic
- 4-D Seismic
- Acidizing a Well
- AFE (Authorization For Expenditure)
- Annular Space
- Annulus Of A Well
- Anticline
- API Gravity
- Associate Gas
- Barrel Standard
- Basement Rock
- Bcf (Billion Cubic Feet)
- Behind Pipe
- Biomass
- Bleeding Core
- Blind Pool
- Casinghead Gasoline
- Cavings Rock
- Cement
- Cement Squeeze
- Choke
- Christmas Tree
- Co2 Injection
- Coal Gasification
- Coal Liquefaction
- Cogeneration
- Commissions
- Common Carrier
- Completed Well
- Condensate

- Confirmation Well
- Connate Water
- Conventional Energy Sources
- Conveyance or Conveyancing
- Core
- Cracking
- Crude Oil
- Crude Oil Equivalent
- Cuttings
- Down Hole
- Downstream
- Drill Bit
- Drill String
- Drilling
- Drilling Break
- Drilling Fund
- Drilling Mud
- Drilling Platform
- Drilling Rig
- Drill Stem Test
- Dry Hole
- Dry Natural Gas
- Dual Completion
- Ocs (Outer Continental Shelf)
- Octane
- Octane Number
- Offering Memorandum
- Offset Well
- Offshore Platform
- Oil Column
- Oil Gravity
- Oil In Place
- Oil Pool
- Oil Rig
- Oil Run
- Oil Shale
- Oilfield Services
- On The Pump
- Sedimentary Basin
- Sedimentary Rock
- Seismic Exploration
- Seismograph.
- Selling Expenses

- Separator
- Service Well
- Set Casing
- Severance
- Severance Tax
- Shale
- Shale Oil
- Shale Shaker
- Wet Gas
- Whip Stock
- Wildcat
- Wildcatter
- Working Interest
- Work Over
- Work Over Rig
- Write-Off
- Zone
- Zone Isolation

M1. Part 2: Introducing the Oil Subsectors:

- Horizontal, Vertical and Full Integration activities, including:
- Exploring for oil and gas;
- Developing fields;
- Producing oil and gas;
- Mining oil sands;
- Extracting bitumen;
- Liquefying gas by cooling (LNG);
- Regasifying LNG;
- Converting gas to liquid products (GTL);
- Generating wind energy.

M1. Part 3: Downstream Activities

➢ Refining oil into fuels and lubricants;

➢ Producing petrochemicals;

➢ Developing bio fuels;

➢ Trading;

➢ Retail sales;

➢ Managing CO2 emissions;

➢ Supply and distribution;

➢ Business-to-business sales.

M1. Part 4: Other Factors Relevant to Oil and Gas Production

➢ Oil Well Lease;

➢ Long-Term Explicit Contracts;

➢ Franchise Agreements;

➢ Joint Ventures;

➢ Co-Location Of Facilities;

➢ Implicit Contracts Relying on Firms' Reputation;

➢ Geological Research and Oil Exploration;

➢ Drilling or Mining;

➢ Basic Drilling Operation;

➢ Natural Vs. Artificial Lifts in Oil and Gas Production;

➢ Coalbed Methane Drilling Technology;

➢ Principles of Gas Processing;

➢ Oil Well Drilling;

➢ Spudding Oil and Gas Wells;

➢ Oil and Gas Rig Operation;

➢ Offshore Oil Rig Operation;

➢ Successful Effort Accounting;

➢ Horizontal Drilling;

➢ Marketing Oil and Gas;

➢ Oil and Gas Production Separator Principles;

➢ Oil -Water Separator Offshore;

➢ Oil Separator;

➢ Principles of Amine Sweetening;

➢ Production Separator Principles;

➢ Glycol Dehydration Principles;

➢ Emulsions and Vertical Heater Treater Principles.

M1. Part 5: Human Resource and Personnel Management

➢ A Distinction between Personnel Management and HRM;

➢ The Advent of Welfare Management;

➢ The Role of Rowntree in Industrial Welfare Development;

➢ Welfare Workers and Recruitment and Selection;

➢ The Development of Professional Personnel and Human Resource Management;

➢ Concerns of Personnel Management within the Oil and Gas Industry;

➢ Recruitment and Selection within the Oil and Gas Industry: An Introduction;

➢ Workers' Welfare and Benefits within the Oil and Gas Industry;

➢ Industrial Relations within the Oil and Gas Industry;

➢ Staff Appraisal within the Oil and Gas Industry;

➢ Impact of Human Resource Management on Oil and Gas Operation;

➢ Appraising Workers in Offshore Operation;

➢ Appraising Workers in Dangerous Operations;

➢ The Place of Critical Incidents in Appraisal of Oil and Gas Field Workers;

➢ Supporting Managers and Supervisors in Establishing and Managing Appraisal; Schemes, In Volatile Environments;

➢ Difference between Tacit and Explicit Knowledge;

➢ Training;

➢ The Strategic Significance of Human Resource Management within the Oil and Gas Industry;

➢ HRM Value Chain in Oil and Gas Sector;

➢ Concerns of Human Resource Management within the Oil and Gas Industry:

➢ Recruitment;

➢ Selection;

➢ Motivation;

➢ Human Resource Planning Within the Oil and Gas Industry;

➢ Workforce Management Strategy within the Oil and Gas Industry:

- Workforce Flexibility;
- Flexible Working Strategy.

M1. Part 6: Human Resource Planning (HRP)

➢ The Rationale for HRP within the Oil and Gas Industry;

➢ The Link between HRP and Corporate Planning Within the Oil and Gas Industry;

➢ The Investigation and Forecasting Processes-Understanding Contextual Influences within Oil and Gas Context;

➢ Designing, Implementing and Reviewing the Effectiveness of HRP in an Oil and Gas Setting;

➢ Planning For the Future in Oil and Gas Industry.

M1. Part 7: The Strategic Significance of Employee Resourcing & Approaches to Employee Resourcing

➢ The Role of Employee Resourcing In Contributing To Corporate Strategies and Goals within the Oil and Gas Industry;

➢ The Role of Internal and Stakeholders in the Employee Resourcing Process within the Oil and Gas Industry;

➢ Managing the Potentially Conflicting Concerns of Stakeholders in Employee Resourcing Within the Oil and Gas Industry;

➢ Dealing With Stakeholders' Values and Expectations within the Oil and Gas Industry;

➢ Traditional Approaches to Employee Resourcing Within the Oil and Gas Industry;

➢ Emergent and Contingency Approaches To Employee Resourcing Within the Oil and Gas Industry;

➢ The Role of Employee Resourcing In Business and Subsystem Strategy;

➢ The Role of Employee Resourcing In the Development of Organisational Strategy within the Oil and Gas Industry;

➢ Organisational Strategy and Employee Resourcing Strategy Compatibility within the Oil and Gas Industry;

➢ Employee Resourcing Strategy;

➢ Employee Retention in the Oil and Gas Industry;

➢ Determining Training Needs within the Oil and Gas Industry.

M1. Part 8: Employee Flexibility and Workforce Flexibility

Alternative Patterns of Work and the Increase in the Non-Standard Contracts

➢ The Different Forms of Worker Flexibility within the Oil and Gas Industry;

➢ Elements of Workforce Flexibility;

➢ Numerical Flexibility;

➢ Functional Flexibility within the Oil and Gas Industry;

➢ Temporal Flexibility within the Oil and Gas Industry;

➢ Financial Flexibility within the Oil and Gas Industry;

➢ Geographical Flexibility within the Oil and Gas Industry;

➢ Hard and Soft HRM within the Oil and Gas Industry;

➢ The Flexibility Debate within the Oil and Gas Industry;

➢ The Concept of the 'Flexible Firm' within the Oil and Gas Industry;

➢ The Strategic Use of Flexible Workers within the Oil and Gas Industry;

➢ Flexibility Strategies for Economic Development within the Oil and Gas Industry.

M1. Part 9: Human Resource and Performance Management

➢ Assessing the Nature and Causes of Performance Problems;

➢ Performance Management in Oil and Gas Operation;

➢ Managing Poor Performance within the Oil and Gas Industry;

➢ Managing Absence within the Oil and Gas Industry;

➢ Dealing With Harassment within the Oil and Gas Industry;

➢ The Effective Management of Retirement, Redundancy, Dismissal and Voluntary Turnover within the Oil and Gas Industry;

➢ Evaluating the Mechanisms Available For Preventing or Alleviating Poor Performance within the Oil and Gas Industry.

M1. Part 10: Employee Resourcing: Recruitment and Selection: A Strategic Standpoint

➢ Staff Turnover and Negative and Positive Impact On the Organisation;

➢ Levels of Individual Commitment of Potential and New Recruits;

➢ Moral Commitment;

➢ Remunerative Commitment;

➢ Calculative Commitment;

➢ Recruitment and Selection as a Resourcing Activity;

➢ Training, Education, Development as Facilities for New Recruits;

➢ The Importance of Human Resource Forecasts;

➢ Methods of Forecasting Human Resource Needs of the Organisation;

➢ Strategic Operational Review' (SOR) As Prerequisite For Human Resource Forecasting;

➢ The Legal Bases of Recruitment and Selection;

➢ Importance of Human Resource Audit;

➢ Conducting Human Resource Audit;

➢ Periodic and Exit Interviews;

➢ Systematic Recruitment and Selection Process;

➢ Conducting Job Analysis;

➢ Designing Job Description;

➢ Designing Personnel Specification;

➢ Market Targeting;

➢ Designing and Placing Advertisement;

➢ Weighting and Using Candidate Assessment Form (CAF);

➢ Conducting Interviews;

➢ Non-Conventional Personnel Selection;

➢ The Value of Staff Induction;

➢ Organising an Induction Programme;

➢ Running an Induction Programme;

➢ Short-Listing Candidates;

➢ Conducting Interviews;

➢ The Value of and Problems of E-Recruitment;

➢ The Different Types and Levels of E-Recruitment;

➢ Conducting Periodic Interviews;

➢ Conducting Exit Interviews;

➢ Job Design and the Law.

M1. Part 11: Talent Management and Intellectual Capital within the Oil and Gas Industry

➢ Talent Management in Oil and Gas, As an 'Expert Sector';

➢ Creating Most Desirable Employer Status in Oil and Gas Operation;

➢ Training and Development Strategy in Oil and Gas Industry;

➢ Knowledge Management in Oil and Gas Industry;

➢ Protecting Intellectual Property in the Oil and Gas Industry;

➢ Industrial Espionage in the Oil and Gas Industry;

➢ Managing Knowledge Transfer in Oil and Gas Industry;

➢ Understanding and Managing Expatriate Workforce;

➢ Creating a Learning Organisation within the Oil and Gas Industry;

➢ Synthesizing Knowledge in the Oil and Gas Industry;

➢ Enhancing Worker Motivation for Continued Moral Commitment to the Organisation;

➢ Technological Knowledge Transfer in Oil and Gas Industry;

➢ Employee Development in the Oil and Gas Industry.

Module 2
Health and Safety Management in the Oil and Gas Industry

M2. Part 1: Oil and Gas Safety

➢ Health and Safety Executive (HSE) Offshore Statistics:

● Hydrocarbon Releases (HCRS) 5;

● Fatal and Major Injuries to Offshore Workers;

- Types of Accidents;
- Over- 3-Day Injuries to Offshore Workers;
- Dangerous Occurrences Offshore;
- Incidence of Ill Health to Workers Offshore.

➢ Oil and Gas Industry Safety Regimes/ Institutions and Their Safety Regulation and Monitoring System:

- American Petroleum Institute: Environmental Health & Safety;
- Enform;
- A Step Change in Safety;
- Fire and Blast Information Group;
- National Offshore Petroleum Safety Authority;
- OSHA Oil and Gas Well Drilling and Servicing
- Worksafe BC Health & Safety Centre for Petroleum;
- Health and Safety Executive (HSE);
- Petroleum Industry's Annual Safety Seminar.

➢ Safety Relief Valves and Rupture Discs;

➢ Pressure Safety Valves (PSV), Operation and Testing;

➢ Gaswell blowouts;

➢ Hydrogen Sulfide;

➢ Hydrogen Sulfide Principles;

➢ Hydrogen Sulfide (H2S) Safety for Oil and Gas;

➢ Rig Accidents;

➢ Actinia Oil Rig Blowout;

➢ Blow-Out preventers – (BOP);

➢ New Generation of BOPs;

➢ Malfunctioning of BOPs;

➢ Dealing with Blowouts;

➢ Analysing the BP Oil Disaster.

M2. Part 2: Prioritising Worker's Health and Safety while in the Workplace

- ➢ HSE Human Factor Mixed with Ergonomics:
  - Facets of Ergonomics;
  - Ergonomics in General;
  - Ergonomics and the HSE;
  - Human Factor and Their Business Benefits;
  - Job Design:
    - Mechanistic Job Design;
    - Biological Job Design;
    - Motivational Job Design;
    - Perceptual Job Design.
  - Designing Safety Features in the into Workplace Machines;
  - Musculoskeletal Disorders (MDS);
  - Ergonomic Risk Analysis;
  - Ergonomic Job Analysis:
    - Formal Analysis Tools;
    - Rapid Upper Limb Assessment (RULA);
    - Rapid Entire Body Assessment (REBA);
    - The National Institute for Occupational Safety and Health (NIOSH) Lifting Equation.
  - Sources of Economic Hazards.
- ➢ Health and Toxic Substances:
  - Toxic Substances;
  - Irritants;
  - Systematic Poisons;
  - Depressants;
  - Asphyxiants;
  - Carcinogens;
  - Air Contaminants;
  - Threshold Limit Values (TLV);
  - Detecting Contaminants;

- Approaches in Measuring Air-Contaminant Exposures;
- Environment Control and Noise;
- Ventilation;
- Design Principles;
- Makeup Air;
- Purification Devices;
- Indoor Air Quality (IAQ);
- Industrial Noise;
- Decibels;
- Noise Measurement;
- Radiation.

➢ Flammable and Explosive Materials:

- Flammable Liquids;
- Sources of Ignition;
- Standards Compliance;
- Combustible Liquids;
- Spray Finishing;
- Dip Tanks;
- Explosives;
- Liquefied Petroleum Gas (LPG).

➢ Personal Protection and First Aid:

- Protection Need Assessment;
- Personal Protective Equipment (PPE) Training;
- Hearing Protection;
- Eye and Face Protection;
- Respiratory Protection;
- Confined Space Entry;
- Head Protection;
- Miscellaneous Personal Protective Equipment;
- First Aid.

Module 3
Trainer Training: Training for Trainers in the Oil and Gas Industry

- Learning Theory;
- Learning and Memory;
- Learning and Application;
- Education Training and Development: A Distinction;
- Conditions Conducive To Learning and Memory;
- The Taxonomy of Educational Objectives;
- The Value of Varied Learning Experiences;
- Establishing Learning Objectives;
- Determining the Content of Training Programmes;
- Designing Delegate Activities, In Line With Established Objectives;
- Effective Oral Presentations;
- Designing Training Courses;
- Designing Ice Breaker and Closure Activities;
- Creating an 'Ideal' Setting;
- Designing the Course Evaluation Questionnaire;
- Equipping the Training Room 'Within the Budget';
- Learning Organisation: An Introduction;
- Training and Development Policy;
- Training Needs Analysis;
- Individual Training Needs Analysis;
- Group Training Needs Analysis;
- Corporate Training Needs Analysis;
- Determining the Appropriateness of Training;
- Aligning the Training Department within Existing Organisational Structure;
- Aligning Training Strategy with Subsystem and Organisational Strategy;
- Effective Training Commissioning;
- Managing the Training Environment;
- Managing the Learning Environment;
- Organisational Training and Training Organisation;
- Contemporary Issues in Training Development;

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➢ Aptitude Treatment Intervention (ATI);

➢ The Role of the Internal Trainer;

➢ Training and Organisational Policy and Strategy.

Module 4
Motivating Workers of Oil and Gas Industry

➢ Directing or Leading;

➢ The Concept of Motivation;

➢ Theories of Motivation;

➢ Content Theories and Some of Their Contributors;

➢ Maslow's Hierarchy of Needs;

➢ Analysis of Maslow's Claims;

➢ McClelland's Studies;

➢ Taylor: Money & Motivation;

➢ Motivator-Hygiene Factor: Herzberg's Contribution;

➢ Process Theories;

➢ Equity Theory;

➢ Goal-Setting Theory;

➢ Expectancy Theory;

➢ Equitable Reward Systems;

➢ Reinforcement Theories;

➢ Reinforcement Theory;

➢ Motivation and Contingency Theory;

➢ Designing an Effective Motivation Strategy;

➢ The Collectivist vs. the Individualist Perspective of Motivation;

➢ Common Trends in Motivation Theories;

➢ Intrinsic and Extrinsic Values of Motivation;

➢ Motivation and Worker Behaviour;

- ➢ The Extent to Which Salary or Wages Inducement Motivate Workers;
- ➢ Performance Related Pay (PRP);
- ➢ Productivity Bonuses;
- ➢ Efficiency Gains;
- ➢ Profit Share;
- ➢ The Contingency Approach to Motivation;
- ➢ Social Differentiation in Motivation;
- ➢ Culture Differentiation in Motivation;
- ➢ Wealth as a Factor in Motivation;
- ➢ Class as an Issue in Motivation;
- ➢ Individual Expectation and Motivation;
- ➢ Individual Preferences as a Motivating Factor.

Module 5
Diversity Management with the Oil and Gas Industry

- ➢ The Concepts of Equal Opportunities and Diversity Management;
- ➢ Equal Opportunities in Employment and the British Legislation;
- ➢ Exploring Workforce Diversity;
- ➢ Cultural Diversity, Generally;
- ➢ Gender Diversity;
- ➢ Racial Diversity;
- ➢ Ethnic Diversity;
- ➢ Age Diversity;
- ➢ Perceptual and Mental Diversity;
- ➢ Physical Diversity;
- ➢ Sexuality Diversity;
- ➢ Sentience as a Basis for Racial, Ethnic and Gender Discrimination;
- ➢ Racial, Ethnic and Gender Discrimination: The Social Identity Perspective;
- ➢ Gender and Sex Discrimination;
- ➢ Age Discrimination (Ageism and Reverse Ageism);
- ➢ Disability Discrimination;
- ➢ Racial Discrimination;
- ➢ Discrimination as Social Identity;

- Understanding and Dealing with Sentience;

- The Effectiveness of the British Legislation in Protecting the Rights of the Disadvantaged Groups;

- Gender Disparity in Organisations: An Analysis of the Status of Women in the Workplace;

- Diversity Mismanagement and Its Consequence for Organisational Survival: Some Case Examples;

- Beyond Equal Opportunities: Towards Diversity Management;

- Diversity Management and Effective Human Resource Utilization;

- Constitution of Committees and Task Forces;

- Gate Keeping: Avoiding 'Resonation';

- Utilizing Marketing Intelligence;

- Activities Necessary for an Effective Management of Organisational Diversity: Managing Organisational Culture;

- Ensuring Human Resource Management System Is Bias Free;

- Managing Diversity through Recruitment, Training, Education andDevelopment;

- Managing Diversity in Appraisal, Compensation and Benefits;

- Promotion;

- Creating a Higher Career Involvement of Women: Eliminating Dual Career Routes;

- Managing Diversity through the Prevention of Subtle Sexual Harassment;

- Managing Racial, Ethnic and Gender Diversity through the Elimination of the Opportunities for Discrimination That Are Created By the 'Complaints System';

- Reducing Work-Family Conflict;

- Promoting Heterogeneity in Race, Ethnicity, Nationality;

- Being Mindful of the Effect of Homogeneity on Cohesiveness and Groupthink;

- Effective Diversity Management and Organisational Success;

- Some Effective Diversity Initiatives;

- Mummy Tracks;

- Granny Crèche;

- Employment of Older People;

- Example of Organizations with Diversity-Enhanced Environments:

- Wall Street Journal;

- Lockheed Martin Aeronautics Company;

- Clairol;
- Quaker Oats;
- IBM;
- Ciba-Geigy;
- Pacific Telesis;
- Mercedes Benz;
- Levi Strauss;
- Managing Cultural Differences: Promoting An Understanding of Sensitivity   Towards Differences Existing Among Workers, e.g. in:
    - Culture;
    - Gender;
    - Ethnicity;
    - Race;
    - Sexuality;
    - Age;
    - Disability.
- Taking Advantage of the Opportunities Which Diversity Provides;
- Organisational Diversity and the Issue of 'Sentience';
- Relationship Management;
- Diversity Management, Workforce Flexibility and Flexible Working Practices;
- Developing, Monitoring and Enforcing Equal Opportunities and Diversity Policies;
- The Adaptation of a Leadership Style That Is Conducive To an Effective Diversity Management System;

Module 6
Organisation Management: An Introduction

M6. Part 1: Formal Organisations

- Definition; Objectives – Social and Business;
- Tasks;
- Division of Work/Labour;

➢ Delegation;

➢ Responsibility;

➢ Accountability;

➢ Authority;

➢ Power;

➢ Roles;

➢ Informal Organisations;

➢ Case Study Analysis.

M6. Part 2: The Functions of Management: Overview

➢ The Functions of Management;

➢ The Management Process: Its Universality;

➢ Planning: The Basis for the Emanation of Subsequent Functions;

➢ The Different Types and Levels of Planning;

➢ Planning As Objective Establishment;

➢ Planning As a Procedural Issue;

➢ Organising Process, People and Subsystems;

➢ Fundamental Issues in Designing Organisations;

➢ Management Implications for Tall and Flat Structures;

➢ Basic Organisational Forms;

➢ Simple Structure;

➢ Functional Structure;

➢ Divisional Structure;

➢ Matrix Structure;

➢ Organisational Design as a Function of Organisational Dynamics;

➢ Important Considerations in Organisational Design;

➢ Designing For Effective Product/Service Management;

➢ Designing For Communication Effectiveness;

➢ Designing For Effective Client/Customer Focus;

➢ Importance of Vertical and Horizontal Relationships;

➢ Directing or Leading;

➢ Directing or Leading? : A Question of Leadership Styles and Administrative Strategies;

- Directing or Leading? : Managerial Control vs. Worker Autonomy;
- The Relationship between Leadership and Worker Motivation;
- Co-ordinating - Mintzberg's Bases of Co-Ordination;
- Mutual Adjustment;
- Direct Supervision;
- Output;
- Standardisation of Input;
- Standardisation of Work Process;
- Managing Organisations in a Stable Environment;
- Managing Organisations in an Unstable Environment;
- Increased Leisure Time;
- Enhanced Job Satisfaction;
- Reduced Stress;
- More Opportunity to Switch Off After Hours;
- More Room for Forward Planning & Long-Term Solutions;
- Higher Creativity;
- Time Management Tips for Managers;
- Reducing Time Spent On Meetings;
- Meeting Management;
- The Trading Game Scenario.

M6. Part 3: Delegating for Organisational Effectiveness

- What is Delegation?;
- Advantages of Delegation to Delegates;
- What Might Be Delegated?;
- Benefits of Delegation to Delegates;
- Prerequisites for Effective Delegation;
- Support Necessary during Task Performance;
- Importance of Communication in Delegation;
- Importance of Power and Authority in Delegation;
- Problems of Ineffective Delegation.

Module 7
Managing Individual Performance within the Oil and Gas Industry

M7. Part 1: Human Resource and Performance Management

➢ Assessing the Nature and Causes of Performance Problems;

➢ Managing Poor Performance;

➢ Managing Absence;

➢ Dealing with Harassment;

➢ The Effective Management of Retirement, Redundancy, Dismissal and Voluntary Turnover;

➢ Evaluating the Mechanisms Available For Preventing or Alleviating Poor Performance;

➢ Working From Corporate Mission and Strategy;

➢ Performance Targets;

➢ Tactical Performance Targets;

➢ Operational Performance Targets;

➢ Linking Performance Management with Operational Processes and Systems;

➢ Initiate Appropriate Reward Systems;

➢ Individual Development Plans;

➢ Performance and Reward Cycle.

M7. Part 2: Staff Performance Appraisal

➢ Performance Appraisal: A Definition;

➢ Objectives of Performance Appraisal;

➢ Why Some Managers Are Afraid To Appraise;

➢ Performance and the Halo Effect;

➢ Performance Appraisal and the Thorny Effect;

➢ Organisational Benefits and Performance Appraisal;

➢ Individual Benefits of Performance Appraisal;

➢ Subsystem Benefits of Performance Appraisal;

- The Appraisal Cycle;
- Systematising Performance Appraisal;
- Some Problems with Performance Appraisal;
- Punitive Aspects of Performance Appraisal;
- Some Popular Appraisal Systems;
- Graphic Rating Scales;
- Ranking;
- Paired Comparison;
- Self Appraisal;
- Critical Incident;
- Management by Objectives (MBO);
- 360 Degree Appraisal;
- The Appraisal Setting.

M7. Part 3: Reward Management: Developing an Effective and Equitable Career Structure

- Employee Reward:A Definition;
- Defining Reward Management;
- The Basis of Reward Management;
- Reward Management Strategies: Provide Support for Corporate Values;
- Reward Management   Derived From Business Strategy and Goals;
- Reward Management and Its Links to Organizational Performance;
- Reward Management and the Driving Force for Individual Behaviour;
- Reward Management and Its Relationship to Leadership Styles;
- Reward Management and Competition;
- Reward Management   and the Attraction to High Calibre Personnel;
- Encouraging Positive and Effective Organisational Culture;
- Culture and Organisational Values;
- Level and Type of Motivation;
- Remuneration Systems;
- Factors Affecting Remuneration Systems;
- Government' Reduced or Increased Spending;

- Increased or Decreased Labour Force Availability;
- Increased Demand for Quality;
- Organization's Expansion, Contraction or Diversification Plans;
- Increased Competition;
- Remuneration Packages, Including Salary and Welfare Benefits and Payments;
- Pay or Remuneration Structures;
- Pay Structures, Purpose, Criteria and Types;
- Performance Related Pay (PRP).

Module 8
Executive Leadership and High Performance Management

M8. Part 1: Team Dynamics (1)

- Groups: A Definition;
- Distinguishing Groups from Aggregations;
- Group Solidarity;
- Group Cohesion;
- Team or Group: A Distinction;
- Team Dynamics;
- Types of Teams;
- Command Teams;
- Committees (Temporary and Standing);
- Task Forces;
- Boards;
- Team Formation;
- Forming;
- Storming;
- Norming or Initial Integration;
- Performing or Total Integration;
- Disbandment or Adjournment;
- Purpose of Teams in the Work-Place;

M8. Part 2: Team Dynamics (2)

➢ Team Characteristics;

➢ The Role Concept: An Introduction;

➢ How 'True-To-Life' or Realistic Are the Forming and Norming Stages of Team Development?;

➢ Dysfunctional Behaviour in Teams;

➢ Aggressiveness;

➢ Blocking;

➢ Interfering;

➢ Competing;

➢ Seeking Sympathy;

➢ Withdrawal;

➢ Special Pleading;

➢ Inter-Team Conflict;

➢ Sources of Inter-Team Conflict;

➢ Consequences of Dysfunctional Conflict;

➢ Team Decision-Making;

➢ Social Identity Theory;

M8. Part 3: Team Dynamics (3)

➢ Team Building and Maintenance Roles: Improving Team Effectiveness;

➢ Encouraging Members;

➢ Harmonising;

➢ Standard Setting;

➢ Gate-Keeping;

➢ Determining the Optimum Team Size;

➢ Providing Team Incentives;

➢ Encouraging Conflict;

➢ Averting Groupthink;

➢ Avoiding the Risky Shift Syndrome;

➢ 'Resonation' As an Issue in Team Development;

➢ Employing Transactional Analysis;

➢ Employing Effective Diversity Management;

➢ Discouraging Resonation.

M8. Part 4: Executive High Performance Leadership (1)

➢ 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;

M8. Part 5: Executive High Performance Leadership (2)

➢ Transformational Leadership;

➢ Contingency or Situational Approaches to Leadership;

➢ Leaders vs. Non-Leaders In Relation To Confidence & Intelligence;

➢ Leadership and Extroversion;

➢ Problems with Traits Approach';

➢ Social, Power and Achievement Needs and Their Relevance to Leadership;

➢ 'Task and Leader- Qualities Match';

➢ Perceived Consequence of Task Orientation and Reduced Relationship Orientation for Managerial Effectiveness;

➢ The Consequence of Person or Consideration Oriented Leadership on Employee Satisfaction and Subsequent Staff Turnover;

➢ Contingent Factors and Leader Effectiveness or Ineffectiveness;

➢ Perceived Value of 'Democratic Leader Behaviour', Dispensing Participative Leadership;

➢ Perceived Value of 'Autocratic Leader Behaviour';

M8. Part 6: Executive High Performance Leadership (3)

➢ Value Of 'Performance Monitoring' To Individual Effectiveness;

➢ Result Orientation Leadership vs. Process Oriented Leadership;

➢ Transformational Leadership and Charisma;

➢ Mission Progress Articulation;

➢ Leading Through Delegation;

➢ Subordinates' Perception of Transformational Leadership vs. Transactional Leadership;

➢ Contingency Approaches to Leadership and the Crucial Nature of an Organisation's Environmental Variables;

➢ Contingency Approaches vs. Universalist Approaches to Leadership;

➢ Contingency Approaches to Leadership and Their Relationship to Trait and Style Orientations;

M8. Part 7: Executive High Performance Leadership (4)

➢ Employee Development or Maturity and Its Relevance to Superior-Subordinate Relationships;

➢ Superior-Subordinate Relationships as Leader Behaviour;

➢ Superior-Subordinate Relationships as Control and Influence;

➢ Superior-Subordinate Relationships as Power and Authority;

➢ Least Preferred Co-Worker (LPC) – Low and High;

➢ Characteristics of LPC Managers and Their Relationship to Mcgregor's Theory X and Theory Y;

➢ Characteristics of Low LPC Managers and Their Relationship to Autocratic Leader Behaviour;

➢ Characteristics of Low LPC Managers and Their Relationship with Theory X;

➢ Characteristics of Low LPC Managers and Their Relationship to Task Control;

➢ Characteristics of High LPC Managers and Their Relationship to Mcgregor's Theory Y Leader;

➢ Characteristics of High LPC Managers and Their Relationship To Permissive Leader Behaviour;

M8. Part 8: Executive High Performance Leadership (5)

➢ LPC Leaders and Their Relationship with Production Orientation;

➢ LPC Leaders and Their Perception of the Behaviour That They Need to Exhibit to Achieve Productivity Improvement;

➢ LPC Leaders and the Concept of 'Power Distance';

➢ LPC Leaders and Their Emphasis on Meeting Targets;

➢ LPC Leaders and the Level of Regard They Have For Superior-Subordinate Relationship;

➢ Relevance of Situational Variables on Leader Behaviour:

● Leader-Member Relation;

● Task Structure;

● Position Power.

➢ Situational Variables and Expectancy Theory of Motivation.

M8. Part 9: High – Performance Teams

➢ High Performance Teams: A Definition;

➢ Autonomous Work Teams;

➢ Autonomous Work Groups;

➢ Learning Groups;

➢ Self-Directed Work-Teams/Groups;

➢ Self-Managed Teams;

➢ The Potential Energy of High-Performance Teams.

M8. Part 10: Organisational Benefits of High-Performance Teams

➢ Instituting High-Performance Teams;

➢ Empowering High-Performance Teams;

➢ Inevitable Issues of Reward and Equity;

➢ Internal and External Organisational Development (OD) Consultant's Role in the Formation, Development, Support and Maintenance of High Performance Teams.

Module 9
Key Success Factors (KSFs) and Key Performance Indicators (KPIs) in the Oil and Gas Industry: Strategic Operational Survival

Key Success Factors (KSFs)

M9. Part 1: Introducing Organisational Success Factors

➢ Defining Success Factors;

➢ The Most Important Success Factor That Works;

➢ Definition of Success Factors;

➢ Success Factors and Living System;

➢ The Star Model of Success Factors.

M9. Part 2: Strategy as a Fundamental Success Factor

➢ Concentrating Your Resources – An Ancient Concept;

➢ Strategy vs. Strategic Planning;

➢ The Fundamentals of Strategic Planning;

➢ Importance of The Defining Element;

➢ Clarifying Core Values;

- ➤ Creating a Challenging Mission;
- ➤ Setting a Few Key Goals;
- ➤ Developing a Strategy for Each New Goal;
- ➤ The Living Systems Perspective;
- ➤ The Importance of Abundant Communication;
- ➤ The Significance of Learning;
- ➤ Importance of Effective Communication;
- ➤ Significance of Learning: Individual and Organisational Learning;
- ➤ Adapting to The Changing Environment;
- ➤ Interrelationships with Other Success Factors.

M9. Part 3: The People as the Organisation

- ➤ Introducing General Systems Theory;
- ➤ Open System and Close Systems;
- ➤ System Chaos;
- ➤ The Concept of Equifinality;
- ➤ Biological Systems;
- ➤ The Organisation as an Open System;
- ➤ Thinking and Operating Out of the Box.

M9. Part 4: Effective Marketing towards Competitive Advantage

- ➤ Core Concept of Marketing;
- ➤ Criticism of the Marketing Concept;
- ➤ Marketing Philosophy;
- ➤ Marketing Planning;
- ➤ Marketing Strategy;
- ➤ Customer Orientation;
- ➤ Organisational Orientation;
- ➤ Meeting Customer Needs While Meeting Organisational Goals;
- ➤ Inbound Marketing:
  - • Market Research;

- Competitive Analysis;
- Pricing;
- Positioning;
- Naming and Branding.

➢ Outbound Marketing:

- Advertising and promotion;
- Public and Media Relations;
- Sales Customer Service;
- Customer Satisfaction;
- Social Networking.

➢ Online Marketing:

- Telemarketing;
- E-mail Marketing;
- Social Networking;
- Online Reputation Management.

➢ Marketing Public Sector Organisations

➢ Marketing Non-Governmental Charitable Organisations (NGOs)

M9. Part 5: Managing Non-Human Resource: A Key Success Factor

➢ Operationalising Key Success Factors;

➢ Financial Health as a key Success Factor;

➢ Managing Facilities and Resources: Enhancing Key Success Factors;

➢ Integrating Key Success Factors for Total System Effectiveness.

KEY PERFORMANCE INDICATOR

M9. Part 6: Introduction to Key Performance Indicator

➢ Key Result Indicators;

➢ Performance and Result Indicators;

➢ Key Performance Indicators (KPI);

➢ Examples of Key Performance Indicators (KPI);

➢ Categorization of Key Performance Indicators (KPI);

➢ Identifying Indicators of Organisation;

➢ Key Components of Key Performance Indicators (KPI):

- Starting with what you need to measure and monitor;

- Establishing current performance benchmark and target levels;

- Adding KPI project control elements.

➢ Characteristics of a Good Key Performance Indicators (KPI);

➢ How to Implement Key Performance Indicators (KPI);

➢ Benefits of Key Performance Indicators (KPI);

➢ Management Models That Have a Profound Impact on Key Performance Indicators (KPIs);

➢ Definitions.

M9. Part 7: Key Performance Indicators (KPI) and Other Related Management Tools

➢ Key Performance Indicators (KPI) and Balanced Scorecard;

➢ Key Performance Indicators (KPI) and Benchmark;

➢ Key Performance Indicators (KPI) and Business Intelligence;

➢ Key Performance Indicators (KPI) and Business Performance Management;

➢ Key Performance Indicators (KPI) and Business Performance Measurement;

➢ Key Performance Indicators (KPI) and Management Information System (Dashboard);

➢ Key Performance Indicators (KPI) and Overall Equipment Effectiveness;

➢ Key Performance Indicators (KPI) and Gap Analysis;

➢ Key Performance Indicators (KPI) and Key Risk Indicator (KRI).

M9. Part 8: Foundations Stones for Implementing Key Performance Indicators

- Four Foundation Stones Guiding the Development and Use of KPIs;
- Defining Vision, Mission and Strategy.

M9. Part 9: Developing and Using KPIs: A 12-Step Model

- STEP 1:   Senior Management Team Commitment;
- STEP 2:   Establishing a Winning KPI Project Team;
- STEP 3:   Establishing a "Just Do It" Culture and Process;
- STEP 4:   Setting Up a Holistic KPI Development Strategy;
- STEP 5:   Marketing the KPI System to all Employees;
- STEP 6:   Identifying Organization-Wide Critical Success Factors;
- STEP 7:   Recording Performance Measures in a Database;
- STEP 8:   Selecting Team-Level performance Measures;
- STEP9:   Selecting Organisational Winning KPIs;
- STEP 10:   Developing the Reporting Framework at All Levels;
- STEP 11:   Facilitating the Use of Winning KPIs;
- STEP 12:   Refining KPIs to Maintain Their Relevance.

M9. Part 10: Key Performance Indicator (KPI) and Critical Success Factors (CSF)

- Overview – Critical Success Factors;
- Types of CFS;
- 5 Key Sources of CFS;
- KPI vs. CSF;
- CSF Method;
- Using CFS for Strategic and Business Planning;
- Examples of CFS.

Module 10
Effective Time Management

M10. Part 1: Introduction to Time Management

- ➢ Time Management Defined;
- ➢ Time in an Organisational Wide Context: Acting in Time;
- ➢ The Cost of Time;
- ➢ Time Management Tools;
- ➢ Maximising Personal Effectiveness;
- ➢ Busy vs. Productive;
- ➢ Time Wasters/Time Robbers/Time Stealers/Time Bandits;
- ➢ Managing Time Wasters/Time Robbers/Time Stealers/Time Bandits;
- ➢ Combating Procrastination;
- ➢ Diffusing the Impact of Others:
    - • Handling Interruptions Constructively;
    - • Asserting Yourself Politely and Calmly;
    - • Conquering Overcommitment (Learn to say, "No").

M10. Part 2: Contextualising Time Management

- ➢ The Four D's of Time Management:
    - • Do;
    - • Delegate:
        - ✦ Tasks Which Should Be Delegated;
        - ✦ Effective Delegation Techniques;
        - ✦ How to Delegate.
    - • Dump;
    - • Defer.
- ➢ Managing Multiple Task and Deadlines;
- ➢ Combating Work Related Stress;
- ➢ Balancing Personal and Professional Life;
- ➢ Avoiding Time Crunches;

➢ Handling Unexpected Job Emergencies;

➢ Human Multitasking;

➢ Benefits of Effective Time Management;

➢ Effects of Poor Time Management;

➢ Time Management Theories:

- Maslow's Hierarchy of Needs;

- The Pickle Jar Theory;

- Pareto Principle or 80/20 Rule;

- Eisenhower Method;

- POSEC Method.

M10. Part 3: Setting Goals/Objectives, Planning and Getting Organised

➢ Setting Goals and Objectives:

- What You Want to Achieve;

- Importance of Goal;

- Setting Realistic Goals Through SMART Method;

- Techniques for Setting and Achieving Goals.

➢ Planning:

- Management and Planning Tools;

- Using a Planner;

- Developing Action Plan.

➢ Getting Organised:

- Organising Your Workspace, Files and Folders;

- E-mail, Task and Calendar Managing;

- Information Flow and Retrieval Process;

- Information Overload;

- Schedule Management:

  + Scheduling to Create Work/Life Balance;

  + Creating Dynamic "To-Do List";

  + Reducing Mental Clutter.

➢ The Batching Technique;

➢ Utilise Time Gaps;

➢ Effective Follow-up System;

➢ Developing Time Management Habit.

M10. Part 4: Scheduling, Prioritising and Time Management Application

➢ Scheduling:

- Effective Scheduling;

- Steps in Scheduling.

➢ Prioritising:

- The Prioritisation Grid;

- Important vs. Urgent;

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

- To-Do List;

- ABC123 Prioritised Planning;

- Decision Matrix.

➢ Time Management and Manager:

- How Most Managers Apportioned Their Time;

- Time Management Tips for Managers;

- Effective Resource Management;

- Workload Analysis;

- Managing Workload;

- Managing Disorganised Staffs.

M10. Part 5: Achieving Effective Time Management through Proper Meeting Management

➢ Meeting Management:

- Creating an Effective Agenda;

- Importance of Agenda;

- Steps For Productive and Effective Meeting;

- Groupthink;

- Teamthink;

- Reducing Time Spent on Meeting;
- Meeting Menaces:
  - The Waffler;
  - The Turf Warrior;
  - The Assassin;
  - The Dominator;
  - The Interrupter.
- Meeting Mismanagement.

Trading Game Scenario.

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

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

at least seventy percent (70%) of his or her courses in a specialist grouping. These are exemplified below:

1. **Postgraduate Diploma in Accounting and Finance;**
2. **Postgraduate Certificate in Accounting and Finance;**
3. **Postgraduate Certificate in Aviation Management;**
4. **Postgraduate Diploma in Aviation Management;**
5. **Postgraduate Certificate in Industrial Health and Safety Management, Incorporating Oil and Gas Safety;**
6. **Postgraduate Diploma in Industrial Health and Safety Management, Incorporating Oil and Gas Safety;**
7. **Postgraduate Certificate in Business Communication;**
8. **Postgraduate Diploma in Business Communication;**
9. **Postgraduate Certificate in Corporate Governance;**
10. **Postgraduate Diploma in Corporate Governance;**
11. **Postgraduate Certificate in Costing and Budgeting;**
12. **Postgraduate Diploma in Costing and Budgeting;**
13. **Postgraduate Certificate in Client or Customer Relations;**
14. **Postgraduate Diploma in Client or Customer Relations;**
15. **Postgraduate Certificate in Engineering and Technical Skills;**
16. **Postgraduate Diploma in Engineering and Technical Skills;**
17. **Postgraduate Certificate in Events Management;**
18. **Postgraduate Diploma in Events Management;**
19. **Postgraduate Certificate in Health and Safety Management;**
20. **Postgraduate Diploma in Health and Safety Management;**
21. **Postgraduate Certificate in Health Care Management;**
22. **Postgraduate Diploma in Health Care Management;**
23. **Postgraduate Certificate in Human Resource Development;**
24. **Postgraduate Diploma in Human Resource Development;**
25. **Postgraduate Certificate in Human Resource Management;**
26. **Postgraduate Diploma in Human Resource Management;**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Prof. Dr. Ronald B. Crawford
Director
HRODC Postgraduate Training Institute