HRODC Postgraduate Training Institute

A Postgraduate-Only Institution

#105

Advanced Public Administration: Managing Strategic and Operational Aspects of Public Sector Organisations

Postgraduate Short Course

Leading To:
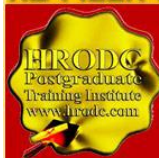
DIPLOMA – POSTGRADUATE IN

Advanced Public Administration: Managing Strategic and Operational Aspects of Public Sector Organisations 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

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.

Course Coordinator:

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

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

➢ MEd Management (University of Bath);

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

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

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

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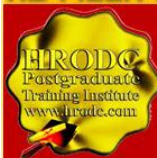
➢ Teaching Certificate;

➢ Fellow of the Institute of Management Specialists;

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

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

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

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

➢ Member of ResearchGate;

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

- Human Resources;

- Organization and Management Theory;

- Organization Development and Change;

- Research Methods;

- Conflict Management;

- Organizational Behavior;

- Management Consulting;

- Gender & Diversity in Organizations; and

- Critical Management Studies.

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

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

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

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

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

His responsibilities in these roles included:

➢ Doctoral Research Supervisor;

➢ Admissions Tutor;

➢ Postgraduate and Undergraduate Dissertation Supervisor;

➢ Programme Leader;

➢ Personal Tutor

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

- Human Resource Managers;

- Human Resource Professionals;

- Public Administration Graduates;

- Public Administration Lecturers;

- Public Sector Administrative Managers;
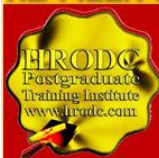
- Public Sector Board of Directors;

- Public Sector Client Managers;

- Public Sector Corporate Managers;

- Public Sector Departmental Managers;

- Public Sector Executive Directors;

- Public Sector Executive Managers;

- Public Sector General Managers;

- Public Sector Human Resource Development Experts;

- Public Sector Human Resource Directors;

- Public Sector Human Resource Managers;

- Public Sector Junior Managers;

- Public Sector Knowledge Management Protagonists;

- Public Sector Line Managers;

- Public Sector Line Supervisors;

- Public Sector Middle Managers;

- Public Sector National Directors;

- Public Sector Non-Executive Directors;

- Public Sector Organisational Analysts;

- Public Sector Organisational Development Practitioners;

- Public Sector Organisational Development Specialists;

- Public Sector Organisational Improvement Specialists;

- Public Sector Project Managers;

- Public Sector Project Specialist Team Leaders;

- Public Sector Quality Assurance Practitioners;

➢ Public Sector Quality Improvement Managers;

➢ Public Sector Regional Directors;

➢ Public Sector Senior Managers;

➢ Public Sector Service Directors;

➢ Public Sector Supervisors;

➢ Public Sector Talent Management Experts;

➢ Public Sector Team Leaders;

➢ Public Sector Individuals with a genuine interest in Issues associated with Organisational Management;

➢ All others who are desirous of enhancing their knowledge and expertise IN Advanced Public Administration.

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
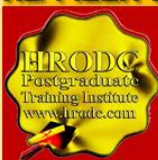
Classroom-Based Course and Programme Cost includes:

➢ 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:

➢ **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**.;

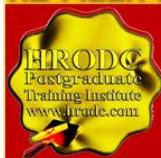➢ **Our Branded Carrier Bag**.

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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Course Objectives

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

➢ Accurately profile managers at different organisational levels;

➢ Address key issues in The Management of Quality.

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

➢ Adopt appropriate strategies for dealing with interruptions;

➢ Adopt different approaches in delegating;

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

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

➢ Appreciate the importance of time management;

➢ Appropriately define organisational structure;

➢ 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

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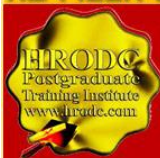
➢ Ascertain the relationship between an incumbent's experience and role enactment;

➢ Ascertain the relationship between an incumbent's role perception and his or her role performance;

➢ Ascertain their respective goals/objectives;

➢ Beat work related stress;

➢ Cite the link between culture and managerial action;

➢ Classify plans;

➢ Conceptualise classical organisational theory and design, neo-classical, humanistic and contingency organisational design approaches;

➢ Conduct an efficient workload analysis;

➢ Create an effective agenda that will keep meetings track;

➢ Deal with external organisational accountability;

➢ Deal with information overload;

➢ Decide which items can be delegated;

➢ Define objectives, generally;

➢ Define planning;

➢ Define role set;

➢ Define role;

➢ Define, describe and analyse the nature of an organisation;

➢ Demonstrate a heightened understanding of how best to support delegatees in their task performance;

➢ Demonstrate a heightened understanding of role relationships;

➢ Demonstrate an awareness of the fundamental issues associated with Organisational design and their implications for effective organisational functioning;

➢ Demonstrate an awareness of the relationship between organisational structure and leadership, on the one hand, and organisational flexibility, on the other;

➢ Demonstrate an exceptional ability in planning organisational crucial activities;

➢ Demonstrate an understanding of organisational structure as roles and relationships;

➢ Demonstrate an understanding of tests to check the quality of their organisation's strategic plan;

➢ Demonstrate an understanding of the characteristics of planning.

➢ Demonstrate an understanding of the concept of internal selection mechanism;

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

➢ Demonstrate an understanding of the concept of multitasking;

➢ 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 difference between important and urgent activities/works;

➢ Demonstrate an understanding of the different purposes of planning.

➢ 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 span of management/control and effective supervision;

➢ Demonstrate an understanding of the right period for doing strategic planning.

➢ Demonstrate an understanding of the underlying concept of the prioritisation grid;

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

➢ Demonstrate an understanding other relevant concepts and prepare a tactical plan for their organisation.

➢ Demonstrate how to diffuse the impact of others;

➢ Demonstrate their ability to encourage the type of superior-subordinate relationship that will be conducive to organisational success;

➢ Demonstrate their understanding of how effective delegation is performed;

➢ Demonstrate their understanding of how to prioritise using decision matrices;

➢ Demonstrate their understanding of organisational structures and the implications that these have for collegial, and superior-subordinate relationships;

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

➢ 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;

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➤ Describe the democratic incumbent, autocratic incumbent, the generous incumbent, the dedicated incumbent, the social self and the role of each;

➤ Design an organisation adhering to the principles of horizontal and vertical relationship;

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

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

➤ Determine how to provide support even when the task is overwhelming for the delegate;

➤ Determine some exemplifying roles;

➤ Determine the benefits of delegating, thereby encouraging them to perform delegation whenever necessary;

➤ Determine the boundary relationship of a role set;

➤ Determine the issues involved in operational plan;

➤ Determine the place of an incumbent's perceived role expectations on his or her role enactment;

➤ Determine the requisites for delegation to avoid any problem during the process;

➤ Determine the underlying concepts of Strategic Planning;

➤ Determine when delegation is not advisable;

➤ Develop a personal approach in using their 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;

➤ 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 operational centralisation and decentralisation;

➤ Differentiate between standing and single-use plan.

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- Differentiate managerial control and worker autonomy and professionalism in mechanistic organisations;

- Differentiate managerial control and worker autonomy and professionalism in organismic organisations;

- Differentiate social objectives from business objectives;

- Discern the degree of specificity of role in mechanistic organisations and organismic organisations;

- Discuss how most managers apportioned their time;

- Discuss how to manage their workloads more effectively;

- Discuss POSEC Method in relation to time management;

- Discuss the co-ordinating mechanism in a simple structure;

- Discuss the importance of delegation in increasing productivity and workflow;

- Discuss the various components of operations management;

- Discuss, with confidence, the implications that particular organisational structures have for communication and leadership styles;

- Discuss, with confidence, the planning hierarchy;

- Distinguish a Tall from a Flat Organisational Structure;

- Distinguish among internal, upward and downward organisational accountability;

- Distinguish between different organisational structures;

- Distinguish between formal and informal organisations;

- Distinguish between fundamental types of structure;

- Distinguish between informal management and formal management succession charts;

- Distinguish between organismic and mechanistic structures;

- Distinguish between strategic planning and operational or business planning.

- Distinguish between the different types of matrix structures;

- Distinguish groupthink from teamthink;

- Distinguish the underlying concepts of delegating, empowerment and decentralization;

- Draft a strategic plan for their organisation incorporating therein the key components.

- Draft an operational or business plan for their organisation.

- Elucidate the concerns of managers in delegating;

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➢ Employ some tools for effective delegating.

➢ Enumerate examples of business and non-business organisations;

➢ Enumerate the benefits of effective time management;

➢ Enumerate the different time management tips for managers;

➢ Enumerate the factors influencing effective delegation;

➢ Enumerate the factors influencing effective delegation;

➢ Establish the link between role and the external environment;

➢ Establish the link between role and the internal environment;

➢ Establish the relationship between delegation and external candidature;

➢ Establish the relationship between planning and organisational control.

➢ Establish the relationship between power, culture and organisational structure;

➢ Establish the relationship between self-ideal and a performance enhancer;

➢ Establish the right environment for successful delegation;

➢ Evaluate the performance of the person with whom the job was delegated and the result of the completed assignment;

➢ Exhibit an enhanced knowledge of the importance of lines of authority and accountability in organisations towards effective organisation communication;

➢ Exhibit their knowledge of the situations when delegating is effectively executed;

➢ Exhibit their knowledge of vertical and horizontal relationships and formal communication channels;

➢ Explain at least 3 reasons for delegating;

➢ Explain facets #1 and 2 of authority;

➢ Explain how managers and subordinates benefit from delegating;

➢ Explain the approaches to organisational design;

➢ 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 informal plan.

➢ Explain the concept of organisational culture;

➢ Explain the concept of segmental expectations;

- ➤ Explain the degree of decision-making and operational centralisation or decentralisation that persist in particular organisational structure and their implications for organisational effectiveness;

- ➤ Explain the different classification of culture;

- ➤ Explain the mechanism whereby the organisational activities can be co-ordinated;

- ➤ Explain the pickle jar theory;

- ➤ Explain the relationship between worker autonomy and managerial control;

- ➤ 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

- ➤ Express familiarity with the concepts of responsibility, authority and accountability as they relates to delegation;

- ➤ Formulate strategies in handling unexpected job emergencies;

- ➤ Gain a balance between professional goals and personal time;

- ➤ Give the bases of divisional organisational structure;

- ➤ Handle e-mails, task and calendar systematically;

- ➤ Identify an organisational structure from verbal description;

- ➤ Identify horizontal relationships in organisational design;

- ➤ Identify role segments;

- ➤ Identify some organisational tasks and determine how they are grouped;

- ➤ Identify the concerns of managers in delegating;

- ➤ Identify the difference between delegating authority and task;

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

- ➤ Identify the role expectations in social support;

- ➤ Identify the set of complimentary relationships in every role;

- ➤ Identify the tasks which can be delegated;

- ➤ Identify the various contingency factors in planning to prepare their organisation for any unforeseen or unexpected circumstances;

- ➤ 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;

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- ➢ Illustrate a matrix organisational structure;

- ➢ Illustrate a simple, functional and divisional organisational structure;

- ➢ Illustrate communication channels in an organisational chart;

- ➢ Illustrate how assert themselves politely and calmly;

- ➢ Illustrate how to utilize their gap times;

- ➢ Illustrate lines of authority in an organisational chart;

- ➢ Illustrate the effect of organisational structure on communication within an organisation;

- ➢ Illustrate the strategic planning process.

- ➢ Illustrate their ability to design an appropriate organisational structure that takes account of contingent internal and external environmental factors;

- ➢ Illustrate their knowledge of how to determine the skills required for the delegated task;

- ➢ Implement techniques for minimising disruptions;

- ➢ Indicate how to address problems in delegation;

- ➢ Indicate how to effectively delegate task;

- ➢ Indicate how to maintain their responsibility;

- ➢ Indicate how to refuse unreasonable requests in the proper manner;

- ➢ Indicate the importance of vertical and horizontal relationships in organisational design;

- ➢ List down some matrix organisational types;

- ➢ List some structural typologies and describe each;

- ➢ 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';

- ➢ Match the organisational design approach with the level of development of the organisation;

- ➢ Meet tight deadlines with time to spare;

- ➢ Monitor progress and provide feedback about the delegated assignment;

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- Name the different planning tools;

- Name the fundamental organisational structures and their variations;

- Outline the organisation's accountability to owners or sponsors, clients, users, or customers, creditors, and sector or industry;

- Outline the planning hierarchy in reference to their own organisations;

- Outline, with examples, Mintzberg's 'Bases of Co-ordinating';

- Outline, with examples, the planning process, as it applies to different organisational levels;

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

- Prepare a plan incorporating all the necessary requirements;

- Prioritise 'urgent' and 'important' activities;

- Propose the desirable level of specialisation that might apply to particular organisational types and settings;

- Provide a working definition of accountability

- Provide examples of different bases of divisional structure;

- Provide the bases for structural contingencies;

- Realise the importance of agenda;

- Realise the importance of goals;

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

- Recommend the most appropriate structure for an organisation, taking contingent factors into account;

- Reduce time spent in meetings yet contribute more effectively;

- Select the right person to do the tasks;

- Set parameters in delegating a task;

- Set realistic goals through SMART method;

- Set up a discussion when about task delegation;

- Show the vertical relationships in an organisational chart;

- Solve problems through the trading game scenario;

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

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- Specify the effects of poor time management;

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➢ Specify the steps for running productive and effective meeting;

➢ Suggest how authority might be delegated effectively;

➢ Suggest how to handle interruptions constructively;

➢ Suggest the approaches which might be adopted in designing an organisation;

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

➢ Suggest the strategies for handling descent from delegation;

➢ Suggest ways to improve organisational culture;

➢ Suggest ways to manage multiple tasks;

➢ Teach delegation skills to team leaders;

➢ Translate the positive and negative factors of particular types of structure to the design of an organisation which will enhance the effectiveness of an entity;

➢ Use effective delegation techniques at the workplace;

➢ Use practical techniques for organising work;

➢ Use some techniques in improving delegating skills;

➢ Use the different strategic planning tools in preparing their organisation's strategic plan.

Course Contents, Concepts and Issues

Part 1: Contextualising Organisational Analysis

➢ Organisations: A Definition;

➢ Formal and Informal Organisations: A Distinction;

➢ Organisational Task and Task Groupings;

➢ Business vs. Non-business Organisations;

➢ Objectives Defined;

➢ Social Objectives;

➢ Business Objectives;

➢ Division of Work or Labour;

➢ Delegation;

- Responsibility;

- Accountability;

- Authority Demythified;

- Authority - Facet #1;

- Authority - Facet #2;

- Power.

Part 2: Role in an Organisational Context

- Role: A Definition;

- The 'Role Set';

- Role and Role Relationships;

- Exemplifying Roles;

- The Role Actor or Incumbent;

- Role Perception;

- Incumbent's Role Perception;

- Individual's Role Perception;

- Role and the External Environment;

- Role and the Internal Environment;

- Defining the Role Set;

- Role Segments;

- The Relationship between an Incumbent's Experience and Role Enactment;

- The Relationship between an Incumbent's Role Perception and His or Her Role Performance;

- The Place of an Incumbent's Perceived Role Expectations on His or Her Role Enactment;

- Segmental Expectations;

- The Role as the Behavioural Expectations of a Role Set;

- The Boundary Relationship of a Role Set;

- Role Expectations of Social Support;

- The Democratic Incumbent;

- The Autocratic Incumbent;

- The Generous Incumbent;

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➢ The Dedicated Incumbent;

➢ The Social Self;

➢ Self-Ideal as a Behavioural Construct;

➢ Self-Ideal and a Performance Enhancer.

Part 3: The Organisation's Internal and External Accountability

➢ Internal Organisational Accountability;

➢ Upward Organisational Accountability;

➢ Downward Organisational Accountability;

➢ The Risk of Internal 'Sabotage';

➢ External Organisational Accountability;

➢ Accountability to Owners or Sponsors;

➢ Accountability to Clients or Users;

➢ Accountability to Sector or Industry.

Part 4: Organisational Design Metaphors and Relationships

➢ Organisational Structure as Roles and Relationships;

➢ Lines of Authority and Accountability in Organisations;

➢ Unitary Command System: Classical Organisational Theory and Design;

➢ Dual and Multiple Command Systems: Towards Neo-Classical, Humanistic and Contingency Organisational Design Approaches;

➢ Operational Centralisation;

➢ Operational Decentralisation;

➢ Bureaucratic Organisations;

➢ Adhocratic Organisations;

➢ Mechanistic Organisations;

➢ Organismic Organisations;

➢ Single Status Organisations;

➢ Dual Status Organisations;

➢ Role Specificity in Mechanistic Organisations;

➢ Role Specificity in Organismic Organisations;

➢ Managerial Control vs. Worker Autonomy and Professionalism in Mechanistic Organisations;

➢ Managerial Control vs. Worker Autonomy and Professionalism in Organismic Organisations;

➢ Structural Typologies;

➢ The Simple Organisational Structure;

➢ Snippet of Functional Organisational Structure;

➢ Snippet of Divisional Structure;

➢ Bases of Divisional Organisational Structure;

➢ Snippet of Matrix Organisational Structure;

➢ Matrix Organisational Types.

Part 5: Stage-Setting for Managerial Function

➢ The Universality of Management Roles;

➢ Profiling Managers at Different Organisational Levels;

➢ Deconstructing the Acronym 'PODCC';

- Planning;

- Organising;

- Directing;

- Controlling;

- Co-ordinating.

➢ Co-ordinating Mechanism: Exploring Mintzberg's Portrayal of Co-ordination

- Mutual Adjustment - With Informal Communication;

- Direct Supervision;

- Standardisation of Work Process;

- Standardisation of Input - Skills, Knowledge and Attitudes;

- Standardisation of Output;

Part 6: The Planning Function: Types of Plans and Key Issues in Planning

- ➢ Organisational Inception and Formalisation;
- ➢ Planning, Defined
- ➢ Requirements of Planning
- ➢ Planning Characteristics
- ➢ Informal Plans
- ➢ Purpose of Planning
- ➢ Planning Misconceptions
- ➢ Planning Variations:
- ➢ According to Breath or Coverage
- ➢ According to Time Frame
- ➢ According to Specificity
- ➢ According to Frequency
- ➢ Planning Contingency
- ➢ Steps in Planning
- ➢ Planning and Organisational Control
- ➢ Planning in Operations Management
- ➢ Planning as the Link-Pin in Organisational Management: Establishing the Parameters for:
    - Organising
    - Directing
    - Co-ordinating
    - Controlling

Part 7: Factors Necessitating Delegation

- ➢ A Working Definition of Delegation;
- ➢ The Concept of 'Leasing';
- ➢ Why Delegate?;
- ➢ How Managers Benefit from Delegating;
- ➢ How Subordinates Benefits from Being the Recipient of a Delegated Task;
- ➢ Managerial Concerns about Delegating;
- ➢ Delegating Authority for Effective Task Performance;
- ➢ Delegating Responsibility with Delegated Task;
- ➢ Factors Influencing Effective Delegation;
- ➢ Delectation in a Time Management Context.

Part 8: Contextualising and Planning Delegation

- ➢ Delegation as Internal Promotion;
- ➢ Informal Management Succession Charts;
- ➢ Formal Management Succession Charts;
- ➢ Internal Selection Mechanism;
- ➢ Delegation and External Candidature;
- ➢ Authority: Facet #1.
- ➢ What to Delegate;
- ➢ When to Delegate;
- ➢ When not to Delegate;
- ➢ Setting Parameters in Task Delegation;
- ➢ Skills Identification Required for the Delegated Task Performance.

Part 9: Managerial Support to Delegate vs. Managerial Control

- ➢ Authority: Facet #2;
- ➢ Delegatee Autonomy VS Managerial Control;
- ➢ Releasing Control, without Relinquishing Responsibility;
- ➢ The Emergent New Dimension of 'Supervision';
- ➢ Scheduled 'Supervision';
- ➢ Unscheduled 'Supervision';
- ➢ Delegation Resourcing Requirements;
- ➢ Conflict Resolution Mechanism.

Part 10: Monitoring and Developing Delegatee's Performance

- ➢ Establishing performance Standards;
- ➢ Monitoring Progress and Providing General Feedback about the Delegated Assignment;
- ➢ Addressing Target Progress;
- ➢ Addressing Predetermined Problems in Delegated Task;
- ➢ Evaluating Delegatee's Role Performance.
- ➢ Maintaining Authority Facet #1;
- ➢ Determining Delegatee's Training Needs:
    - • Specified Performance Measurement;
    - • Self-Appraisal;
    - • Positive Application of 360 Degree Feedback.
- ➢ Deciding on Training Programme;
- ➢ Re-entry and Transfer;
- ➢ Measuring Training Effectiveness.

Part 11: 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").

Part 12: 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.

Part 13: 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.

Part 14: 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.

Part 15: Effective 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
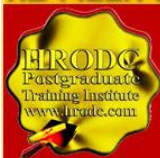
more are labelled 'Programmes'. Nevertheless, in line with popular usage, we often refer to all study durations as 'Courses'. Another mark of distinction, in this regard, is that participants in a short course are referred to as 'Delegates', as opposed to the term 'Students', which is confined to those 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

Advanced Public Administration: Managing Strategic & Operational Aspects of Public Sector Organisations Course, Leading to Diploma Postgraduate - in Advanced Public Administration: Managing Strategic and Operational Aspects of Public Sector Organisations (Double-Credit), and 60 Credit-Hours, Accumulating to A Postgraduate Certificate, with 120 Additional Credit-Hours, a Postgraduate Diploma, with -300 Additional Credit-Hours

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.

Advanced Public Administration: Managing Strategic & Operational Aspects of Public Sector Organisations Course, Leading to Diploma Postgraduate - in Advanced Public Administration: Managing Strategic and Operational Aspects of Public Sector Organisations (Double-Credit), and 60 Credit-Hours, Accumulating to A Postgraduate Certificate, with 120 Additional Credit-Hours, a Postgraduate Diploma, with -300 Additional Credit-Hours

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.

Advanced Public Administration: Managing Strategic & Operational Aspects of Public Sector Organisations Course, Leading to Diploma Postgraduate - in Advanced Public Administration: Managing Strategic and Operational Aspects of Public Sector Organisations (Double-Credit), and 60 Credit-Hours, Accumulating to A Postgraduate Certificate, with 120 Additional Credit-Hours, a Postgraduate Diploma, with -300 Additional Credit-Hours

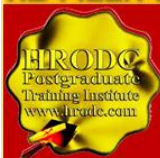## Key Features of Our Online Study: Video-Enhanced Online Mode

➢ 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.

Advanced Public Administration: Managing Strategic & Operational Aspects of Public Sector Organisations Course, Leading to Diploma Postgraduate - in Advanced Public Administration: Managing Strategic and Operational Aspects of Public Sector Organisations (Double-Credit), and 60 Credit-Hours, Accumulating to A Postgraduate Certificate, with 120 Additional Credit-Hours, a Postgraduate Diploma, with -300 Additional Credit-Hours

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)

Advanced Public Administration: Managing Strategic & Operational Aspects of Public Sector Organisations Course, Leading to Diploma Postgraduate - in Advanced Public Administration: Managing Strategic and Operational Aspects of Public Sector Organisations (Double-Credit), and 60 Credit-Hours, Accumulating to A Postgraduate Certificate, with 120 Additional Credit-Hours, a Postgraduate Diploma, with -300 Additional Credit-Hours

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

Credit Value	Credit Hours	Award Title Prefix (& Suffix)
8-Credit	240-264	Postgraduate Certificate (+2 Credits)
9-Credit	270-294	Postgraduate Certificate (+3 Credits)
10-Credit	300-324	Postgraduate Certificate (+ 4 Credits)
11-Credit	330-354	Postgraduate Certificate (+5 Credits)
12-Credit	360	Postgraduate Diploma
360 Credit-Hours = Postgraduate Diploma		
12 X 5-Day Courses = 360 Credit-Hours = Postgraduate Diploma		
10 X 6-Day Courses = 360 Credit-Hours = Postgraduate Diploma		

Exemplification of Accumulated Postgraduate Certificate and Postgraduate Diploma Award Titles

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

1. **Postgraduate Diploma in Accounting and Finance;**
2. **Postgraduate Certificate in Accounting and Finance;**
3. **Postgraduate Certificate in Aviation Management;**
4. **Postgraduate Diploma in Aviation Management;**
5. **Postgraduate Certificate in Industrial Health and Safety Management, Incorporating Oil and Gas Safety;**
6. **Postgraduate Diploma in Industrial Health and Safety Management, Incorporating Oil and Gas Safety;**

Advanced Public Administration: Managing Strategic & Operational Aspects of Public Sector Organisations Course, Leading to Diploma Postgraduate - in Advanced Public Administration: Managing Strategic and Operational Aspects of Public Sector Organisations (Double-Credit), and 60 Credit-Hours, Accumulating to A Postgraduate Certificate, with 120 Additional Credit-Hours, a Postgraduate Diploma, with -300 Additional Credit-Hours

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;**

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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
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