HRODC Postgraduate Training Institute, A Postgraduate-Only Institution, Verified by, & Registered With, UK's Department for Education.

#039

Executive Leadership, Team Leadership and Public Relations, Postgraduate Short Course.

Leading To:

Diploma – Postgraduate – in

Executive Leadership, Team Leadership and Public Relations, Triple-Credit, 90 Credit-Hours

Accumulating to a Postgraduate Certificate, with 90 additional Credit-Hours, and a

Postgraduate Diploma, with 270 additional Credit-Hours.

HRODC Postgraduate Training Institute, A Postgraduate-only Institution.
HQ: 122A Bhylls Lane, Wolverhampton, West Midlands, UK.
Primary Website: *https://www.hrodc.com*.
Prof. Dr. R. B. Crawford, Director.

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Prof. Dr. R. B. Crawford - Director
PhD (UCL – Uni London); MEd M. (Uni Bath); PGC IS (Uni West London); Adv Dip Sc Ed (Uni Bristol); PG Dip Doctoral Research Supervision (Uni Wolverhampton); F.I.M.S.; HR Specialist (I.M.S.); Executive M. AOM; M. AAM; M. ISGS; M. SCOS; M. RG.
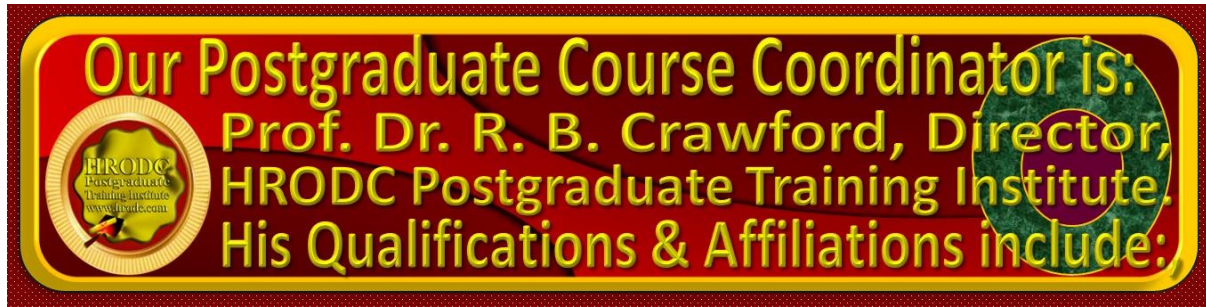

Featured PG Dip; PG Cert; Dip PG. Click For Details!

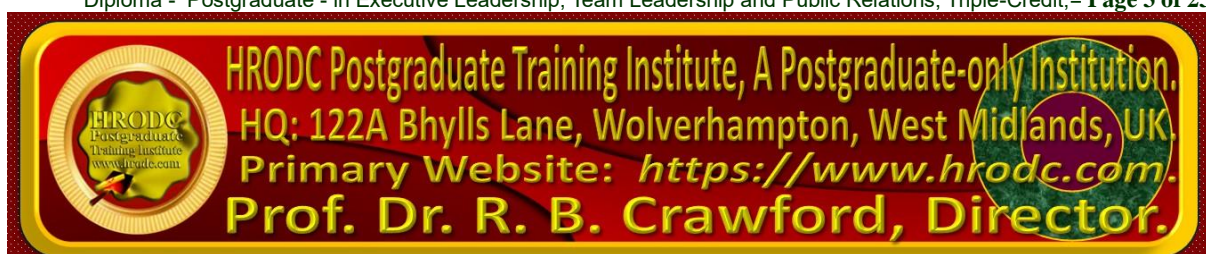**General Diploma: Access To Postgraduate. Click For Details!**

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Our Postgraduate Course Coordinator is: Prof. Dr. R. B. Crawford, Director, HRODC Postgraduate Training Institute. His Qualifications & Affiliations include:

➢ 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;

➢ 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.

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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.

He was formerly an Expatriate at:

▪ Ministry of Education, Sokoto, Nigeria;

▪ Ministry of Science and Technical Education, Sokoto, Nigeria;

▪ University of Sokoto, Nigeria;

▪ College of Education, Sokoto, Nigeria; and

Former Editor-In-Chief of 'Sokoto Journal of Education'.

➢ Public Relations Professionals;

➢ Public Relations Practitioners;

➢ Marketers and Public Relations Managers;

➢ Internal Change Agents;

➢ External Change Agents;
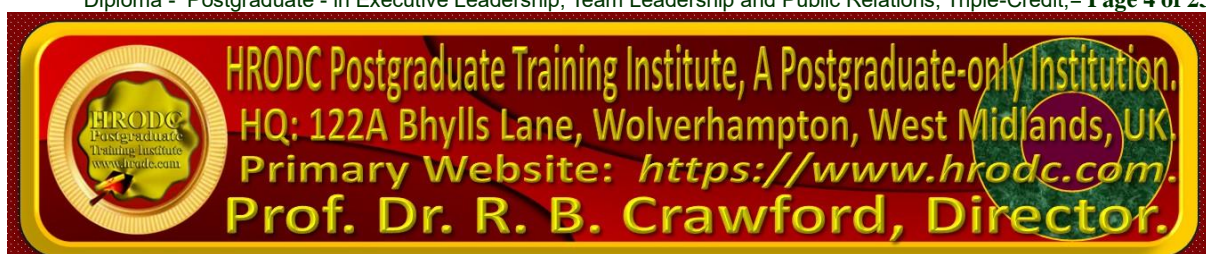
➢ Customer Service Managers;

➢ Sales and Development Business Managers;

➢ HR professionals who have communications roles;

➢ Managers who want to add high-level communications skills to their personal portfolios;

➢ Other key personnel in the organization whose work involves contact and interaction with internal/external public;

➢ Senior Leaders who oversee the activities of teams;

➢ Training Directors;

➢ Performance Consultants;

➢ Management Development Directors;

➢ Team members themselves;

➢ All other organisational operatives who are desirous of an enhanced expertise in Executive .Leadership, Team Leadership and Public Relations.

15-Day Course Duration & Cost:

* In-Venues Duration: 15 Days;
* Online Duration: 30 Days (3 Hrs. Per Day).

* In-Venues Cost: £15,000.00 Per Delegate;
* Online Cost: £10,050.00 Per Delegate;
* Group Cost: Varies with its Size.

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In-Venues Cost Includes:

➢ Snacks on Event Days;

➢ Lunch on Event Days;

➢ City Tour;

➢ Stationery;

➢ On-site Internet Access;

➢ Postgraduate Diploma; Postgraduate Certificate; Diploma – Postgraduate; or

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

Students & Delegates are Treated To A Selection of Our Branded Complimentary Products, Including:

➢ Leather Conference Folder;

➢ Leather Conference Ring Binder/ Writing Pad;

➢ Key Ring/ Chain;

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

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

➢ Branded Metal Pen;

➢ Branded Polo Shirt.; &

➢ Branded Carrier Bag.

Daily Schedule: 09:00 To 16:30 But may Vary, with Location.

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Our Scheduled Delivery Locations Include:
* **Amsterdam, Netherlands;**
* **Brussels, Belgium;**
* **Central London, UK;**
* **Dubai, United Arab Emirates (UAE);**
* **Kuala Lumpur, Malaysia; &**
* **Paris, France.**

Other Locations, & Inhouse, on Request.

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Postgraduate Course Objectives.

Team development is an important issue in organisational development, not least because of the need to keep work teams constantly motivated and their mental capacity challenged and maintained. Team commitment is desirable and team morale paramount, in the organisation's strive for effectiveness. This commitment is based on several factors, stemming from a combination of moral commitment; calculative commitment; and remunerative commitment. The associated development activities are designed to ensure that work teams progress and function effectively. The leader's responsibility incorporates the following activities:

➢ Ensuring that the team is kept highly motivated, through the use of both intrinsic and extrinsic motivation;

➢ Maintaining the team's level of effectiveness to its maximum, by averting dysfunctional behaviour, preventing over-cohesiveness and 'resonation';

➢ Guaranteeing that, through effective gatekeeping, the skills, knowledge and expertise of the team, incorporating marketing intelligence, are effectively utilised in task planning, organising and performance;

➢ Managing conflict, to encourage 'teamthink', while averting 'groupthink' and its adverse effect.
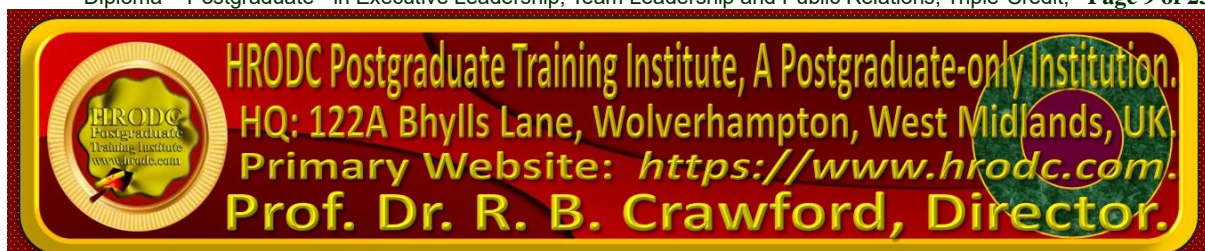
Many organisations are now moving towards the creation of teams, with a view to improving workers' esteem and commitment. However, if the process is ineffectively managed, their development can be impaired, creating even greater problems for the organisation than persists prior to their creation. Without a clear understanding of team dynamics, the entity might generate a situation wherein a team might be ineffective because of it is deficient in relation to the factors that are associated with its growth and development, relevant to its current stage of operation. An organisation, therefore, needs to recognise the stages of development of a team and the factors relevant to its launch into the 'performing stage', taking cognisance of the psychological factors

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related to the 'disbandment phase' and the efforts that can be made to address them in such a way that members' future contribution to the organisation's effectiveness is not impaired.

This course addresses all the above crucial issues, equipping participants with the needed expertise to effectively manage teams, making intervention into their operation, where appropriate, to enhance and maintain their performance, towards objective accomplishment. **Specifically, by the conclusion of the specified learning and development activities, delegates will be able to:**

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

➢ Distinguish between formal and informal organisations;

➢ Identify some organisational tasks and determine how tasks are grouped;

➢ Enumerate examples of business and non-business organisations;

➢ Define objectives, generally;

➢ Differentiate social objectives from business objectives;

➢ Peruse business objectives through business objectives;

➢ Explain how social objectives lead to profitability gain;

➢ Explore the bases for 'division of labour/work' in organisations and their relation to organisational effectiveness;

➢ Ascertain the importance of delegating tasks;

➢ Demonstrate an understanding of the issue of 'responsibility' and how it translates in superior-subordinate relationships in organizations

➢ Provide a working definition of accountability

➢ Expound the facet of authority, providing practical examples

➢ Demonstrate an understanding of the concept of power and how it might be applied for the benefit of the organisation;

➢ Ascertain the concept of delegation;

➢ Analyse the concept of leasing in relation to delegating;

➢ Define role;

➢ Identify the set of complimentary relationship in every role;

➢ Demonstrate a heightened understanding of role relationships;

➢ Determine some exemplifying roles;

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- Analyse the perception in each role;
- Define role set;
- Identify role segments;
- 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 of formation of a group;
- Distinguish between task forces, committees, command groups and boards;
- Apply group dynamics to organisational settings;
- Suggest ways of improving group morale, while enhancing their effectiveness;
- Demonstrate a heightened understanding of the type and permanence of the leadership of a team;
- Explain the occasions in which a situational leader is likely to emerge;
- Demonstrate a high level of understanding of a team attempts to replace a situational leader, to enhance stability, acceptability or renewed or clarified mission or objectives;
- Determine why a temporary team is likely to be more problematic to lead than a permanent team;
- Explain why a team's disbandment might have a negative psychological effect on members and the team leader;
- Explain the bases for the feeling of 'Togetherness' or 'Awareness' IN An Aggregation;
- Demonstrate their understanding of the theoretical and practice bases of Team Dynamics;
- Explain the Team Typological Bases;
- Distinguish between command teams, boards, committees and task forces;
- Provide examples of command teams, highlighting the situations in which a leader might belong to two Command Teams;
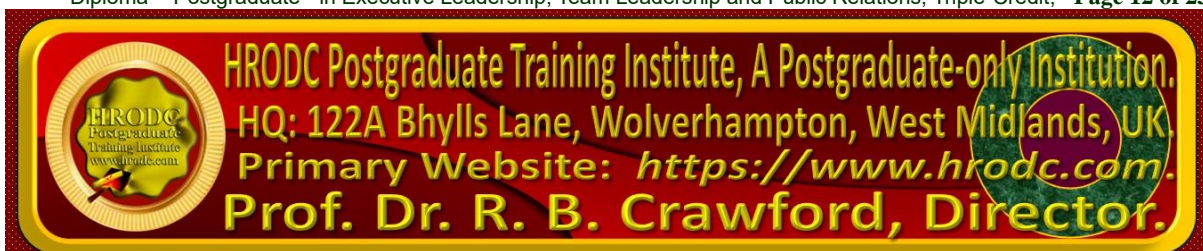- Distinguish between Temporary Committees and Standing Committees;
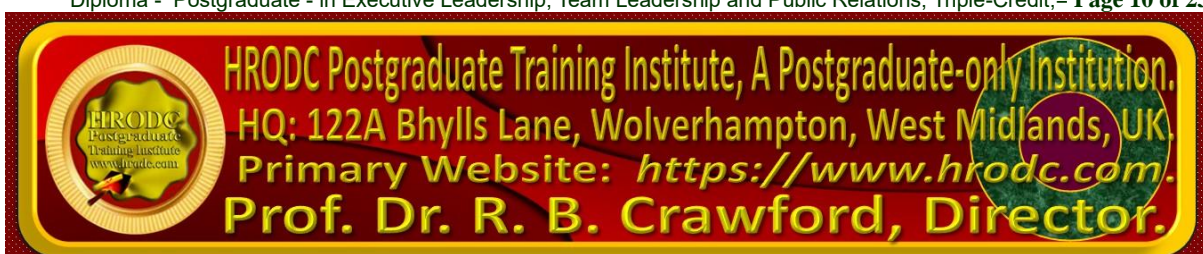
- ➢ Order the team formation stages, explaining the psychological issues that beset them and relate them to organisational functioning;

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

- ➢ Detect Dysfunctional Behaviours;

- ➢ Address the salient issues associated with Dysfunctional Behaviours;

- ➢ Provide an individually synthesized proposal for dealing with aggressiveness;

- ➢ Indicate how they would handle blocking, effectively;

- ➢ Propose an effective way of dealing with interfering behaviour;

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

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

- ➢ Propose an effective remedy to 'member withdrawal';

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

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

- ➢ Exhibit tact in discouraging team member distracting behaviours;

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

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

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

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

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

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

- ➢ Establish a basis for standard setting in their teams;

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

- ➢ Determine the optimum team size for effective functioning;

- ➢ Demonstrate their ability to manage conflict effectively, incorporating the occasions when it should be encouraged;
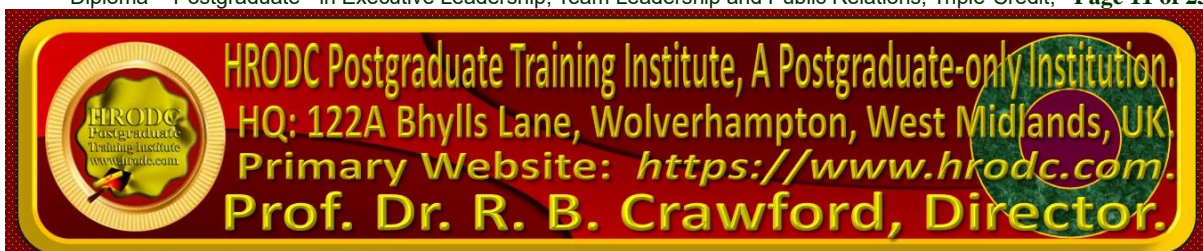
➢ Outline the steps that they will take to avert groupthink and promote teamthink;

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

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

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

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

➢ Demonstrate their grasp of the fundamentals of performance management;

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

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

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

➢ Clarify roles in team settings;

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

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

➢ Recognise and acknowledge performance improvement in teams;

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

➢ Indicate how they will establishing key competencies in teams;

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

➢ Propose standards of measuring competence in teams;

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

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

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by the extroverted;

➢ Recognise the ineloquent team members;

➢ Without relevant current;

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

➢ Resonation as an issue in team effectiveness;

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

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

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

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

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

➢ Exhibit a knowledge of the intimidating effect that class might have on team members, and, hence, the leader's responsibility to ensure that this informal hierarchy is dispensed with in the promotion of a 'classless team';

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

➢ Demonstrate their awareness of the value of team cohesiveness and team solidarity, and the dangers of over-cohesiveness;
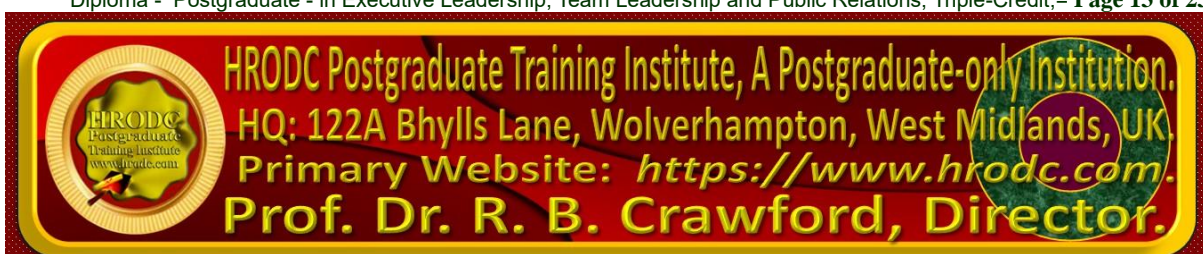
➢ Distinguish between the concepts of 'leader' and 'managerial leader';

➢ 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.
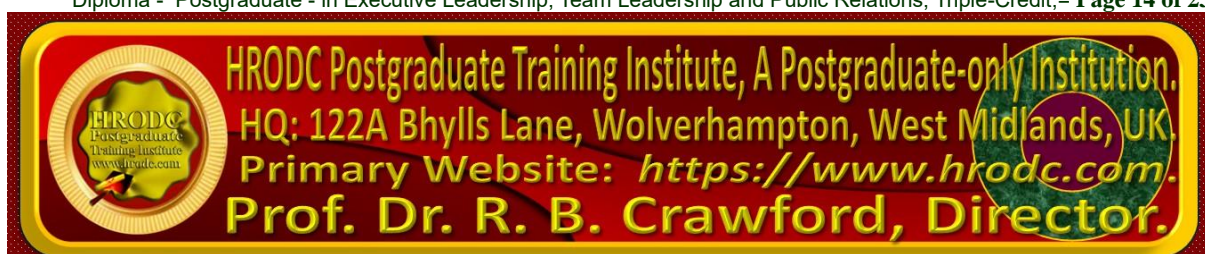
Postgraduate Course Contents, Concepts, and Issues.

Dip. Postgraduate Course Outline.

While, so far, we have Provided Pertinent **Information, Incorporating:** Learning Objectives, Duration, Cost, Target Audience, & Coordinator.

We have withheld Details of: Course Contents, Concepts, & Issues. Delegates will receive the Specifics in attendance, At our International Locations, & Online.

Part 1. Contextualising Organisational Analysis

Part 2. Team Leadership: Conceptual and Contextual Explorations

Part 3. Team Dynamics in an Organisational Context.

Part 4. Addressing Team Dysfunctional Behaviours For Enhanced Performance.

Part 5. Intrateam Relationship and Motivarion.

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Part 6. Team Leadership: Conceptual and Contextual Explorations

Part 7. Team Performance Standard and Measurement

Part 8. Resonational Impediment To Enhanced Team Performance.

Part 10. Leader Behaviour-Orientation, and System and Subsystem Success.

Part 11. Task Performance and Team Relationships: Pertinent Issues Towards

Part 12. Print Media Relations

Part 13. Employee Relations.

Part 14. Multicultural Community Relations

:

Part 15. Government Relations: Enhancing Public Relations Effectiveness:

Part 16. Consumer or Client Relations in Public Relations.

Postgraduate Short Courses are of a minimum of five days' In-Venues (10 days' Online) but less than 6 weeks' In-Venues (less than 10 weeks' Online) 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 or accumulating to Awards bearing their title prefixes. While we, refer to our short studies, detailed above, as 'Courses', those with duration of 6 weeks or 12 weeks In-Venues (10- and 20-weeks' Online) are labelled 'Programmes'. Nevertheless, we conform to popular usage, by often referring to all study durations as 'Courses'. A mark of distinction, though, is that participants in a short course are referred to as 'Delegates', as opposed to the ascription 'Students', which is confined to those studying a Postgraduate Programme.

In line with the above notion, a Postgraduate Certificate might be earned through a 6 weeks' Intensive In-Venues Study, or 10 Online Delivery. Similarly, a Postgraduate

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Diploma might be studied for 12 weeks In-Venues or 20 weeks. They might also be taken through a blend of both modes, providing that a minimum of 6 and 12 Credits and 180 or 360 Credit-Hours, respectively, are earned. You might Pick and Mix Courses, to create your preferred blend of Disciplines, or follow a predesigned Specialist route. They might accumulate from our Postgraduate Short Courses, or through continuous study. Please click to view and download our List of Specialist Postgraduate Certificate, and Postgraduate Diploma Programmes
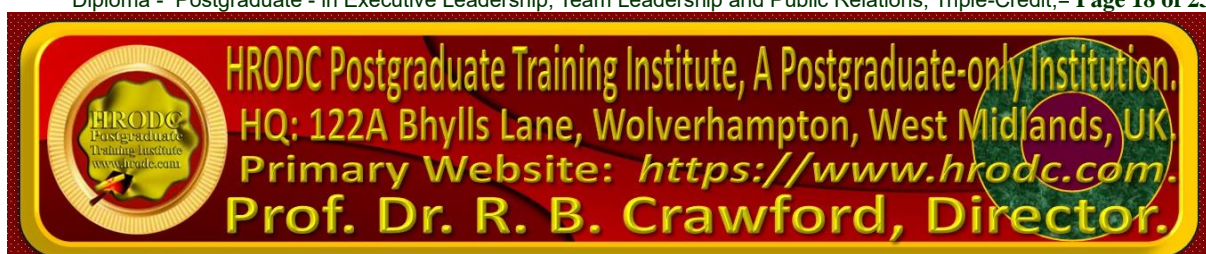

Credit-Hours and Credit-Values, in Diploma – Postgraduate - Award

Credit-Hours are the actual amount of time that a lecturer or tutor spends with his or her students or delegates, in both In-Venues and Online Deliveries. Each Five-Day In-Venues, or a Ten-Day Online (3 hours per day) Course consists of 30 Credit-Hours, while a 6-Day In-Venues (12-day Online) course amounts to 36 Credit-Hours. Because Credit-Values are calculated in multiples of 30 Credit-Hours, 60-89 Credit-Hours have a Double-Credit (2 Credit) value, while 90 Credit-Hours earn a Triple-Credit (3 Credits).

A delegate who successfully completes a Postgraduate Short Course of 30 or more Credit-Hours, but which is less than 180 Credit-Hours (Postgraduate Certificate), is awarded a Diploma – Postgraduate. This Award is assigned Credit-Values and Credit-Hours, as are exemplified by the following:

1. Diploma – Postgraduate – in Organisational Change Management, 30 Credit-Hours;

2. Diploma - Postgraduate - in Trainer Training: Training for Trainers, Double-Credit, 60 Credit-Hours:

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3. Conveyancing and Property Valuation: Property Law, Double-Credit, 72 Credit-Hours:

4. Diploma – Postgraduate – in University and Higher Education Administration, Triple-Credit, 90 Credit-Hours;

5. Diploma – Postgraduate – in Tourism and International Relations, Quad-Credit, 120 Credit-Hours.

As in the first example, above, where the Credit-Value is not noted in an Award, it must be assumed that it is a Single-Credit Value.
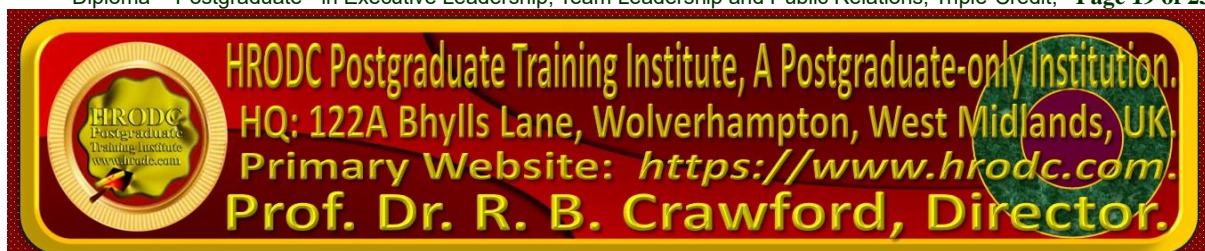
Postgraduate Diploma Award

A Postgraduate Diploma Award is achieved with a minimum of 360 Credit-Hours, through continuous study, or an accumulation of Credit-Hours.

Postgraduate Certificate Award

A Postgraduate Certificate might be gained with a minimum of 180 Credit-Hours, through continuous study or Credit-Hours' accumulation.

Cumulative Postgraduate Certificate, and Postgraduate Diploma Awards

All Postgraduate Short Courses accumulate to a Postgraduate Certificate and a Postgraduate Diploma, on a 'Pic and Mix' or Specialist basis. This means that we maintain academic records for each delegate, indicating the courses studied, with their Credit-Value and Credit-Hours, as are indicated above, **'Credit-Hours and Credit-Values, in Diploma – Postgraduate – Award'.** The Credit-Hours are aggregated to accumulate to at least 180 and 360 Credit-Hours, for a Postgraduate Certificate and a Postgraduate Diploma, respectively. Each Short Course Award (below a Postgraduate Certificate) indicates both its Credit-Value and Credit-Hours, excepting for Single-Credit.

Accumulated Postgraduate Certificate, and Postgraduate Diploma Awards

All Specialist Postgraduate Certificate and Postgraduate Diploma Programmes have predetermined Award Titles. Delegates who do not follow a specialism, for accumulation to a Postgraduate Certificate and Postgraduate Diploma, receive a Generalist, rather than a Specialist, Award. However, a Specialist Award is given to delegates who studied at least seventy percent (70%) of their courses in a specialist grouping, as are exemplified above, under the heading **'Postgraduate Diploma and Postgraduate Certificate Specialist Award Titles'.**

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 appropriate section;

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

➢ Copies of credentials stated in the Application Form.

Admission and Enrolment Procedure

➢ On receipt of all the above documents, they will be forwarded to our 'Admissions Committee', which will assess applicants' suitability for the Course or Programme for which they have applied;

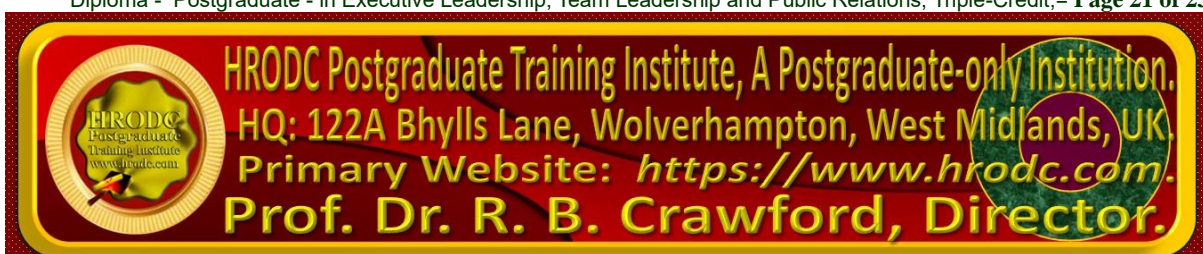➢ If they are accepted on their chosen Course or Programme, they will be notified accordingly, and sent Invoices;
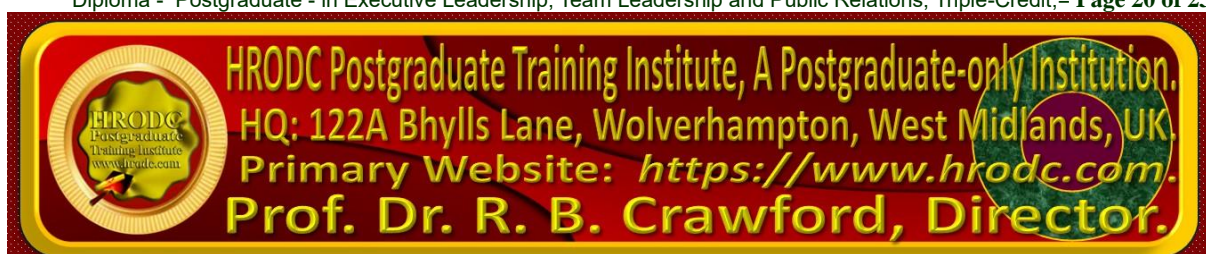
➢ Upon receipt of an applicant's payment, we will send him or her an Official Payment Receipt, and Admission Letter, bearing a copy of the Passport-Type in the respective Application Form.

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

➢ Joining Instruction will be sent to Students and Delegates, on time to prepare for their enrolment. The incorporated information include:

- o Venue Name, Location, with specific address;
- o Details of Airport Transfer, where appropriate;
- o Start date and time;
- o Registration details;
- o Daily Schedule;
- o Local Transportation Details;
- o Residential Accommodation Details;
- o Leisure and Shopping Facilities, in the area;
- o General Security Information; among others.
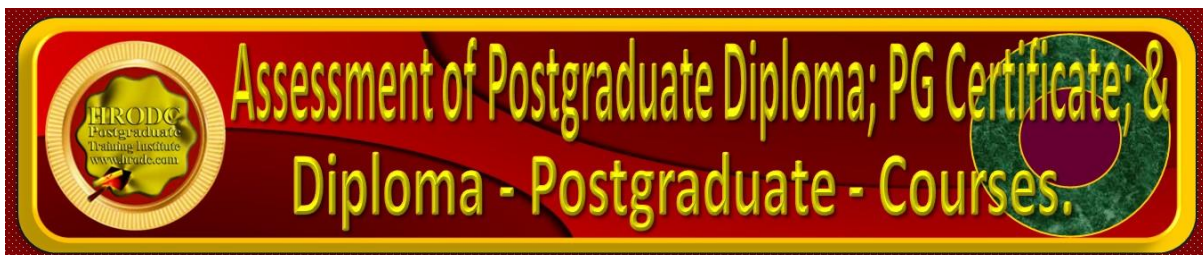
Because of the intensive nature of our Courses and Programmes, for In-Venues, and Online modes, assessment will take place during or at the end of the **'active teaching period'**, adopting differing formats. These structures include, but are not limited to:

➢ In-Class Tests;

➢ Text-Case Analyses;

➢ Video-Case Analyses;

➢ 'Out-of-Class Assignments;

➢ Individual Presentations;

➢ Group Presentations; and

➢ End of Course Examinations.

Executive Leadership, Team Leadership and Public Relations Postgraduate Course, Leading to Diploma - Postgraduate - in Executive Leadership, Team Leadership and Public Relations, Triple-Credit, 90 Credit-Hours, accumulating to a Postgraduate Certificate, with 90 additional Credit-Hours, and a Postgraduate Diploma, with 270 additional Credit-Hours

Based on these assessments, successful candidates will receive either a:

➢ Diploma – Postgraduate - Award;
➢ Postgraduate Certificate Award; or
➢ Postgraduate Diploma Award.

For all the above Awards, a minimum of 70% overall pass is expected. 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.

You might study a Postgraduate Diploma, or Postgraduate Certificate, in 20 or 10 weeks, respectively, in the comfort of your offices or homes, through our Postgraduate Training Institute's Online Delivery Mechanism. We are committed to your achieving the 360 or 180 Credit-Hours, respectively, in line with our Regulation, within the stipulated timeframe. The direct "Student-Lecturer-Contact-Times" of 3 hours per day, 6 days per week will ensure that these requirements are met. 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.
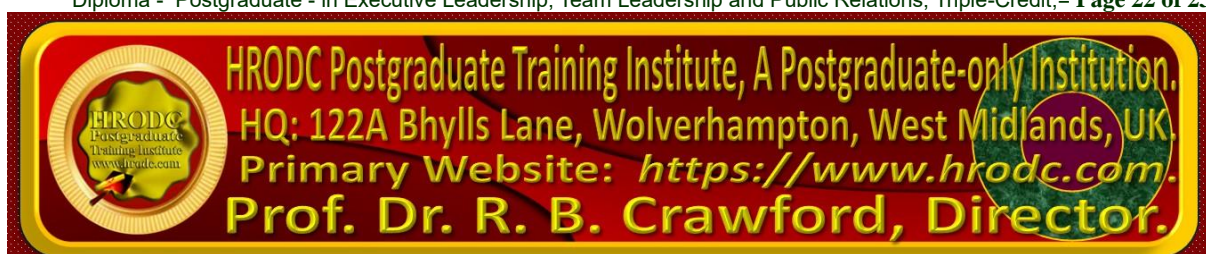
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Click, or copy and paste the URL, below, into your Web Browser, to view our Service Contract, incorporating Terms and Conditions.
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The submission of our application form or otherwise registration by of the submission of a course booking form or e-mail booking request is an attestation of the candidate's subscription to our Policy Terms and Conditions, which are legally binding.

You Are Most Welcome To Visit Our Main Website, & SM Pages, To Communicate With, & Follow, Us.

For and On Behalf of: Prof. Dr. R. B. Crawford, Director, HRODC Postgraduate Training Institute.

HRODC Postgraduate Training Institute, A Postgraduate-only Institution. HQ: 122A Bhylls Lane, Wolverhampton, West Midlands, UK. Primary Website: https://www.hrodc.com. Prof. Dr. R. B. Crawford, Director.