

St Clements Education Group E-Magazine

ANCHOR

Volume 4, Number 2

June 2013

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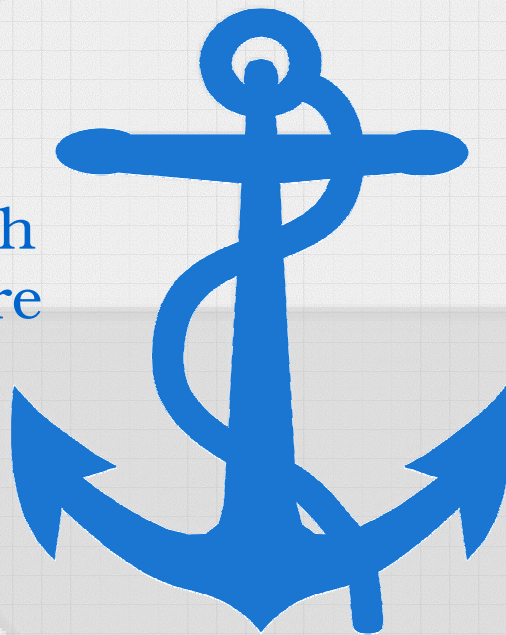
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***ANCHOR* is the official magazine of the St Clements Education Group**

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St Clements University (Somalia) www.stclements.edu/Somalia

St Clements University (T&C) www.stclements.edu

ANCHOR Published by:

St Clements University

Registered Office:

2nd Floor Yellowman & Sons Building,

Off Old Airport Road, Grand Turk

TURKS & CAICOS Islands - British West Indies

Reg. No. E 14905

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Editorial:

The biggest challenge to the educational establishment in 2012/2013 has been the emergence of MOOC's (Massive Open Online Courses). Ever since the late 1800's some progressive universities have offered correspondence degrees and once the internet started, used it as your method of communications. While many non-traditional universities like St Clements University (T&C) have been using the internet for tutoring students, the major universities have been ignoring this important method of tutoring. In 2011, a number of leading universities, including Harvard University, started making some of their lectures online and these e-courses became known as Massive Open Online Courses (MOOC).

It became the fashionable thing for all major universities to do – become involved in Massive Open Online Courses. These MOOC programs were designed to enable universities to share/give knowledge to those not fortunate enough to join their traditional classroom programs. The universities offering MOOC offer participation certificates, but do not accept them for academic credit.

As these courses are well structured and taught, other institutions started offering credits to students studying them. Pearson Education, one of the biggest Education corporations is offering invigilated examination to students studying a number of these programs. Pearson has a world wide network of assessment centres (primarily for English Language testing).

A number of regionally accredit US universities (Antioch University, Georgia State University) will assess the work from MOOC and give credit points to their degrees. There are two major consortiums of MOOC providers EdX and Coursera. Each consortium is trying to become the premier provider of MOOC's and becoming a provider is proving to be very prestigious.

To quote Kevin Carey from an article in an Education Chronicle where he explains why he believes the elite Colleges are giving away their courses in the various MOOC Groups *“Elite colleges are ultimately in the business of maximising status, not revenue. Spending a lot of money on things that return a lot of status isn't just feasible for these institutions – it's their basic operating principle. It's not hard to make money when you're already wealthy – witness the performance of the Harvard Management Company over the past 20 years. The difficult manoeuvre is converting money into status of the rarefied sort that elite institutions crave. MOOCs offer that opportunity. Elite colleges are willing to run them at a loss forever, because of the goodwill – and thus status – they create. Free online courses who quality matches their institutional reputation (a*

tall order, to be sure, but MOOC providers have strong incentives to get there) could ultimately become as important to institutional status as the traditional markers of exclusivity and scholarly prestige. Technology, in other words, could give colleges and universities a brand strategy worthy of their names”.

The end result is MOOC's have made internet tutoring respectable and prestigious. It is the future and the St Clements Education Group needs to continue to be a leader in this field.

Become a St Clements Sponsor

St Clements University College and St Clements Institute are looking for sponsors to offer scholarships to students and help develop infrastructure of the campus.



Any one who becomes a sponsor will be given a certificate making them a friend of the St Clements school (eg. Friend of St Clements University College or Friend of St Clements Institute). There are four levels of friends - Friend, Bronze, Silver and Gold. Friends are listed on the institutions website.

Major sponsors may also gain the award 'Patron Fellow' in which they will be given the honorary status of Professor at official functions like graduation convocations, campus openings etc.

Both St Clements University College (Liberia) and St Clements Institute (Cambodia) have classrooms that need naming. The naming rights are available for the right sponsorship.



St Clements University College and St Clements Institute need your help. If you are interested in sponsoring education in Cambodia or Liberia please contact admin@stclements.edu

Professional Organisations News

Institute of Management Specialists Update

It has come to the editor's attention that the Institute of Management Specialists (IMS) became listed on the UK Register for Learning Providers in October 2011, reference number 10035444.

Institute of Manufacturing

The Institute of Manufacturing is establishing an Executive Diploma to develop Manufacturing Managers. The proposed new Executive Diploma has identified 17 areas of knowledge Manufacturing Managers should be skilled in.

Executive Diploma in Manufacturing

Proposed syllabus

1. Innovation – the thought behind the product
2. Workforce skills: the value of KSE and the upgrading of same relative to new products
3. Expedition and improvement of the manufacturing process
4. Human resources – the role of the manager in a modern manufacturing environment and his knowledge of the problems which can arise on the production line. The art of inculcating self-belief and pride into the workforce
5. An introduction to the art of negotiation
6. Inter-departmental co-ordination to ensure that all the stages of manufacture of a product are to be completed on time
7. The art of good communication and leadership skills at all levels
8. Team building and performance management
9. How to develop the best strategy: the value of an enterprise
10. An introduction to business planning: financial management and cost accounting
11. Full knowledge of all processes involved in the manufacture of a product relative to a candidate's workplace
12. A logistical survey together with suggested improvements
13. The art of best practice and benchmarking
14. The management of a manufacturing supply chain
15. Computer-operated plant: the development of robotics
16. The Health & Safety at Work Act with particular emphasis of the safe working of machinery
17. Risk and project management

The Academy of Executives and Administrators

The Academy of Executives and Administrators (AEA) is now on the UK Register for Learning Providers, reference number 10041293.

Institute of Management Specialists

The Institute of Management Specialists (IMS) has developed an Executive Diploma in Business Leadership and Management.

The Program consists of 7 Core Courses and a compulsory Elective course of the student's choice.

Core Courses

1. Personal Effectiveness and Development
2. Sales and Marketing Strategy
3. Operations and Quality Management
4. Management Information Systems
5. Introduction to Management Science
6. Introduction to Financial Management
7. Introduction to Corporate Project Management

Elective Courses (Optional)/Mini Thesis Presentation

All students must compulsorily take up one elective course. In the elective, we test our students by means of a mini thesis of a minimum of 5000 words. These theses are intended to ensure that the student has understood the core subjects and can apply the knowledge gained on a practical basis.

1. Project Management
2. Accounting and Financial Management
3. Sales and Marketing Management
4. Human Resources Management
5. Management Information Systems
6. Banking and Finance
7. Procurement and Logistics Management
8. Treasury Management
9. Leadership
10. Tourism Management
11. Health Care Management
12. Audit
13. Risk Management

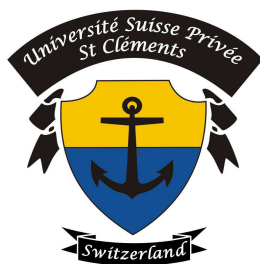
Facilitator

Prof. Samuel Lartey
Carayol University College

Method of Delivery

Blended learning, face to face, seminars, skype telecommunication, open learning and convocations.

Dual Doctorate Degree Program



Doctor of Education



St Clements Private Swiss University and the Entrepreneurial University of Costa Rica have agreed to a joint Doctorate Degree Program.

The program is based on an in depth researched study in any field of endeavour in education, special education, education management, education development, and many other areas in education. Students must prepare a dissertation in the usual style and format of not less than 90,000 words (200 to 250 pages). However, before work starts, students must present a rationale of the proposed work as well as the literature and research methods planned to cover the field of study completely.

While the Doctor of Philosophy focuses on the development of new sciences in the appropriate field of endeavor, the Doctor of Education is focusing on the implementation, improvement and development of systems, methods or means of using the knowledge in particular areas that currently is available.

Study Area:

The areas below are included into the student's research area and are assignment based mini theses in the area covered by the proposed research topic of the student. Each area requires a mini thesis of 8,000 words and each study area must have a bearing on the overall research field of the student's dissertation of the degree program.

- Education Management and Development
- Special Education Development
- Education in Society
- Education Research and Development
- Research Methods
- Research Methodology: Data collection and related numerical analysis

Dissertation - 90,000 words.

On the successful completion of this program graduates will receive two Doctorates, one from St Clements Private Swiss University (Université Suisse Privée St Clément) and one from Entrepreneurial University of Costa Rica (Universidad Empresarial de Costa Rica).

Université Suisse Privée St Clément is a private Swiss University registered in the Canton of Vaud. It is accredited by the American Association of Higher Education and Accreditation www.AAHEA.org

Universidad Empresarial de Costa Rica is a private Costa Rica University licensed by the Costa Rica Ministry of Higher Education. It is listed in the current 2004-2012 International Association of Universities International Handbook of Universities.

If you are interested and require further details please contact scu@cbcl.ch

New Course - Graduate Certificate in African Studies

St Clements University - Somalia is launching a Graduate Certificate in African Studies. This will be integrated into a Post Graduate Diploma in African Studies and a Master of Arts in African Studies.

African Studies

Africa has a long history that goes well beyond the cold war, the colonial period as well as the Atlantic experience. Each of these periods, though separate in nature, has interplayed with the other or others and vastly contributes to the overall understanding of the different stages the continent has come through. This understanding, however, takes a new turn when the lens is turned to the continent from its postcolonial perspective when nationalism gave birth not only to pride and a new look of the continent, but criticism as well. This puts postcolonial elites on the spot for their failure to move the masses from poverty to prosperity. As a result, a myriad of reasons have been raised as the active contributors to the volatile political and economic situation of the continent where confronting narrative and counter-narratives on the social development debates have been exchanged in the Africanist as well as globalist scholarship.

During the last few decades, different nations in Africa have faced challenging times of wars and economic under-performance. Yet, some have demonstrated remarkable advancement in economic performance, others moved well towards Western style democracy through the adoption of multi-party governance system, while others are taking time to recuperate from devastating war. The latter case has led, in certain situations, to regional and international levels of intervention. The volatility has also brought in a new trend of global security issues which placed Africa at the heart of global security and the associated debates on international terrorism.

From another interesting perspective, Africa has recently again attracted attention in the global trade and economic power struggle. The cold war being over, and terrorism taking a major Western focus, China has emerged with a new strategy that aims at dominating the African foreign investment regime, a matter which demanded a Western rethinking towards improving their treatment of Africa as well as forging a mechanism to off-balance the aggressive intervention of the Chinese where African countries seem to encounter less conditions and/or internal interference compared to the Western partnerships.

This course approaches the study of Africa from the aforementioned interdisciplinary platform. It guides the student to trace the reality about the situations expressed and the various academic opinions that shape and inform the debate surrounding the

continent's affairs. It involves readings of a broad spectrum of relevant topics and subjects, combining disciplines in politics, social development, ethnic studies, history as well as a critical look that fosters the current debate in and on the continent.

Course Director



Mohamed A. Eno is Associate Professor of African Studies and Dean of St Clements University Somalia. He holds a PhD in Social Studies (interdisciplinary with an African Focus), MA TESOL, IMBA as well as dual first degrees in English and in Journalism. He is the author of *The Bantu Jareer Somalis:*

Unearthing Apartheid in the Horn of Africa (London: Adonis & Abbey Publishers 2008), and *Corpses on the Menu: Blood, Bullets and Bones* (Denver, CO: Outskirts Press, 2012). Prof. Eno has published outstanding research works in journals on Africa and has contributed book chapters on the African scene. His area of research encompasses across disciplines in the Social Sciences and the Humanities.

If you are interested in this program and require further information please contact somalia@stclements.edu

Holding St Clements University Records Electronically

When St Clements University was established in 1995, as a non-traditional University, to enable it to defend the various degrees it issues the decision was made to keep the assessment records for every subject a student passes in their degree. This has led to several container loads full of paper records.

The decision has been made to hold future assessment records in an electronic format. This will ultimately make them more secure as copies can be held in multiple locations. Being held electronically they will be more accessible should graduates require any copies and makes it easier to send to any organisation querying the standard of the graduates' degrees.

All records of the 2013 St Clements University Turkish graduates are now held electronically. It is hoped that the assessment records for St Clements University - Somalia, St Clements University Higher Education School - Niue and St Clements Private Swiss University graduates will be held electronically rather than physically held in boxes, after June 2013.

Dual Doctorate Degree Program



Doctor of Engineering



St Clements Private Swiss University and the Entrepreneurial University of Costa Rica have agreed to a joint Doctorate Degree Program.

The Doctor of Engineering (D Eng) is an academic degree awarded on the basis of advanced study and project in engineering. To be admitted as a doctoral student, one must hold a Master's degree in engineering or related science subject. The student must complete necessary coursework and perform independent project/dissertation under supervision of a qualified Doctoral Advisor, and pass the engineering dissertation defense.

The Doctor of Engineering degree is awarded in recognition of the candidate's substantial original and distinguished contributions to engineering knowledge. Candidates are required to submit an engineering project/dissertation that must constitute an original and important contribution to scientific knowledge. Students must prepare a dissertation in the usual style and format of not less than 60,000 words and a 3,000 word executive portfolio.

Study Area:

The areas below are included into the student's research

- Engineering Project Management
- Engineering Research
- Selective I: Management Subject
- Selective II: Management Subject
- Quantitative Methods and Statistics

Engineering Project/Dissertation - 60,000 words.

It is expected of Master's candidates to defend their thesis by means of a colloquium doctum (academic discussion). The purpose of the meeting is for the candidates to convince a panel of experts in the field of the dissertation how well they have done in the conducting of their research study and the preparation of their dissertation

On the successful completion of this program graduates will receive two Doctorates, one from St Clements Private Swiss University (Université Suisse Privée St Clément) and one from Entrepreneurial University of Costa Rica (Universidad Empresarial de Costa Rica).

Université Suisse Privée St Clément is a private Swiss University registered in the Canton of Vaud. It is accredited by the American Association of Higher Education and Accreditation www.AAHEA.org

Universidad Empresarial de Costa Rica is a private Costa Rica University licensed by the Costa Rica Ministry of Higher Education. It is listed in the current 2004-2012 International Association of Universities International Handbook of Universities.

If you are interested and require further details please contact scu@cbcl.ch

More on the New 21st Century Global Executive Leadership Program

Dr Irving H. Buchen

St Clements Private Swiss University

Collaborative Gate Keeping: Launching Leadership Development Programs

Clichés abound: how we begin is often how we end; forearmed is forearmed; the homework of due diligence still delivers best. But how we launch does in fact determine success or failure—whether the venture involves the onboarding of new hires or culminates with the development of leaders. Indeed, these two programs which link base and top also span and sum up the company’s commitment to employee and leadership engagement—and become its brand.

The focus here is exclusively on beginnings. Minimally, there are five major up front issues: competencies, assessment, choices, expectations and adjustments:

1. Competencies

At the outset, the program lists 10 leadership competencies. They are basic and familiar and would probably appear in every one’s compilation. Along side each attribute is a fundamental rating system to indicate the extent to which each competency is exercised occasionally, often, or regularly --whether in short it follows the usual allocation of playing a modest, moderate or advanced role--of looming small, medium or large.

Here then is the list:

- Decisiveness.
- Collaboration.
- Creativity.
- Drive.
- Self Awareness.
- Resilience.
- Intuition.
- Motivating Others.
- Strategic Vision.
- Management Skills.

The coach begins: “Well here are the goals of the program, Let’s look over the list together. Any surprises? Anything left out that you would add? Do you believe you can claim all of them? What would be your top three? In fact, let us put the entire list in your priority order; and then follow that with the scoring exercise. That will give us a profile of your strengths and areas needing development—our marching orders of what we need to work on. OK? “

2. Assessment

In addition to standard tests, assessment involves an initial and ongoing conversation between an executive coach and a leadership candidate. Yes, an executive coach assigned to each enrollee (but also assigned to a number of others as well). In many programs coaches are introduced later as capstone interventions but then their role is mostly evaluation not assessment.

The principle here however is collaborative assessment: coach and participant That not only offers richer more insightful character yields, but also sets up from the beginning the developmental value of an evolving, shared and permanent dialectic relationship of all leaders.

Here then is a typical sample of assessment using the third degree of coaches:

“Tell me who you really are, deeply? Please do not quote from your resume. Do you believe you were born to lead? That character is fate? What is your birth order? What difference did that make? Where are you situated historically and sociologically—your demographics, class, generation? What is your sense of this time and place? Are character and personality the same? Or are they ever at odds? Which one comes out on top?”

“Are you an innocent? Who and what brought about your first downfall in the organizational Garden of Eden? How good are you at assessing character? Who typically are your friends? Your enemies? Have you ever lied? Are you likeable, laudable, trustable, approachable? Are you ever a snob? How smart are you? What is your IQ? How are you smart? Do leaders have to be smart? Ever invented anything, ever starved? Do you have a short fuse? What ticks you off? Who are you not? What is missing in your make-up that would make a big difference? What have you done about that? Do you believe in fusing personal and professional change? Should such personal and psychological change be applied to a change in vision or direction of the company?”

3. Choices

“Although leadership choices are spelled out later in the program, it is important to anticipate and to explore them now so we can learn your preferences. Let us walk through and discuss the taxonomy below together and make sure we understand the choices and what positioning each one offers. Then let us entertain your choices or combination of choices.”

Role \ Focus	Modes	Direction	Outcomes
1. The Changer	Aspirational	Vertical	New Visions
2. The Re-arranger	Transactional	Horizontal	New Structures
3. The Integrator	Holistic	ZigZag	New Composites
4. The Anticipator	Leapfrogging	Up and Down	New Cyborgs
5. The Innovator	Convergence	Circular	New Amalgams

4. Expectations of Success

Here the exchange turns to two prospects: success or failure. The first involves the heady future of becoming a CEO and what that would be like. The second deals with the unpleasant possibility that things will not work out. First the upside

“Now sit back, and use your imagination. Think about being the CEO and walking into the corner office, What is the first thing you do or say? What is the first phone call you make? The second? What have you planned for the week? What subjects on the agenda for your initial meeting with your executive team? Shall you share with them your vision of the future directions of the company? What is that vision?”

5. Adjustments to the Downside

“Although unpleasant to contemplate, you have to face the possibility you may not make the cut. There are many reasons that can happen and believe it or not they are not all as negative as your black thoughts are right now. Here is my checklist:

- The program favored a particular leadership prototype which did not match your profile.
- The emphasis was on the technical or financial which is not your strongest suit.
- Looking for a global leader and you did not have the languages or cultural background to qualify.
- Finally, supply exceeds demand. There are more applicants and more leadership development programs than there are CEO positions available.
- Indeed I do not know whether the company has developed any plan to deal with such pervasive discontent among senior management enrolled in the program. Retaining coaches might help.

But in any case I do not plan to leave you in the lurch. We will talk and talk, strategize and scheme together.”

In summary, gatekeeping is an advanced warning system and a knowledge heads up, in at least three ways. First, it turns the inside out—it personalizes, puts an identity stamp on the entire process. From the outset future leaders are compelled to understand that this is no objective pursuit—that ego, character and family are already prefigured and written into every future decision. Second, what each candidate wants to be—hungers to be—is distinction—to set the world on fire—to be one of a kind. And so he carries within him a world of dynamic images of that role—accompanied by a script constantly revised every time a new book, article or webinar impacts. Third, he is not alone. He has a dedicated partner committed

to his success; and later if things do not work out, to his adjustment. In addition, he has been given a model to reap insights and consoling self-knowledge from dialectic relationships—so much so that the image of the leader as a lone ranger has been stripped from his scenario and been replaced by host of future sidekicks, buddies, and trusted advisors.

Please contact St Clements Private Swiss University at scu@cbcl.ch for further information about the **21st Century Global Executive Leadership Program**.

Special introduction cost for ‘Anchor’ readers is USD\$195 to pilot this program.

New Dual Doctorate Degree

St Clements Private Swiss University has negotiated two new dual Doctorate programs with the Entrepreneurial University of Costa Rica. These are Doctor of Engineering and Doctor of Education.

Graduates of our Master of Arts in TESOL for either the old St Clements University (T&C) program or current St Clements University Higher Education School - Niue MA in TESOL program are advised to consider the dual Doctor of Education program. The cost for the two doctorates is USD\$14375.

Study Area:

The areas below are included into the student’s research area and are assignment based mini theses in the area covered by the proposed research topic of the student. Each area requires a mini thesis of 8,000 words and each study area must have a bearing on the overall research field of the student’s dissertation of the degree program.

- Education Management and Development
- Special Education Development
- Education in Society
- Education Research and Development
- Research Methods
- Research Methodology: Data collection and related numerical analysis

Dissertation - 90,000 words.

On the successful completion of this program graduates will receive two Doctorates, one from St Clements Private Swiss University (Université Suisse Privée St Clément) and one from Entrepreneurial University of Costa Rica (Universidad Empresarial de Costa Rica).

MA in TESOL graduates who enrol into the program between now and the end of 2013 will be entitled to a USD\$6000 scholarship.

If you are interested and require further details please contact scu@cbcl.ch

St Clements Institute English Language Centre

On Monday the 20th May 2013 English Language Courses started at the St Clements Institute. SCI has started an English Language Centre which concentrates on teaching English at 12 levels from basic (no English language knowledge) to level 12 being competent to pass the ESL TEFOL exam at a 5.5 point score.



Students filling in their application forms for enrolment into the English Learning Centre.

Mr Seng Rithy is the Head (Manager) of the English Learning Centre and has designed the teaching levels and helped recruit many of the students. Most of the ELC students are year 12 students upgrading their English language competencies before their final year examinations in August.



One of the first English Learning Centre classes.

The English Language programs are designed to take 60 hours over an 8 week term. Competency in English is a major requirement for people who wish to earn above average income in Cambodia.



Another of the first English Learning Centre classes.



Students arriving at the Institute to start their classes.

New IT Programs Offered By St Clements University Higher Education School - Niue

St Clements University Higher Education School - Niue has re-structured its Computer IT programs and is now offering IT at four levels – Certificate of Information Technology, Diploma of Information Technology, Advanced Diploma of Information Technology and Bachelor of Applied Science in IT.

The programs integrate into each other with the Certificate of IT being a good starting qualification for someone wishing to develop their IT knowledge and skills. The Certificate, Diploma and Advanced Diploma programs are all based on the Australian Vocational Education Standards. The Bachelor of Applied Science in IT program is a four year qualification.

For further information please contact admin@stclements.edu.nu

Dual Doctorate Degree Program



Doctor of Business Management



Doctor of Business Administration in Management

St Clements Private Swiss University and the Entrepreneurial University of Costa Rica have agreed to a joint Doctorate Degree Program.

The program is based on an in depth researched study in any field of endeavour in business, management, administration, commerce and many more areas. Students must prepare a dissertation in the usual style and format of not less than 90,000 words (200 to 250 pages). However, before work starts, students must present a rationale of the proposed work and the literature and research methods planned to cover the field completely.

The Doctor of Business Management focuses on the implementation, improvement and development of systems, methods or means of using the knowledge in particular areas.

Study Area:

The areas below are included into the student's research area and are assignment based areas to cover the research topic of the student. Each area requires a mini thesis of 8,000 words and each study area must have a bearing on the topic of the dissertation of the DBM program.

- Strategic Management: Formulation, Implementation and Control
- Operations Management: Producing Goods and Services
- Research Methodology: Data Collection and Related Numerical Analysis
- Research Methods
- Statistical Probability and Related Analysis
- Quality Planning and Analysis

Dissertation - 90,000 words.

On the successful completion of this program graduates will receive two Doctorates, one from St Clements Private Swiss University (Université Suisse Privée St Clément's) and one from Entrepreneurial University of Costa Rica (Universidad Empresarial de Costa Rica).

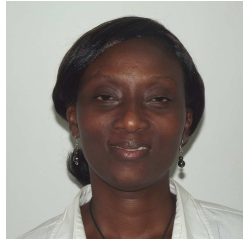
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If you are interested and require further details please contact scu@cbcl.ch

Graduate Profile

**Priscilla Blanche
Mildred Randall**



**BBA, GDM, MBA AICM,
AMBA, FIPFM**

Priscilla's tertiary education has been in Sierra Leone via various distance learning courses. She has just completed her MBA in Financial Management St Clements University (SCU) course run by the Institute of Professional Financial Managers (IPFM).

Priscilla has great potential to achieve her goals. She is a good team player and carries out her job functions well, especially in the area of administration. She has been in the banking industry for 22 years and has served in various departments ranging from Clerk to Senior Management level. At present she is heading the Credit Department of the First International Bank Sierra Leone.

Ms Randall started her banking career in 1991 at the Meridian Biao Bank before it was bought out by Union Trust Bank Sierra Leone and served there until 2006. She then joined Ecobank Sierra Leone and stayed until 2011 when she joined the First International Bank.

She has worked in the following departments:

- Customer Service
- Information Technology
- Internal Audit
- Credit/ Recoveries
- Operations

In pursuing her career in the Banking Industry she has had the opportunity to interact with different nationalities to which she has rendered services to maintain a good customer/banking relationship. She can handle difficult problems with customers with complaints and creates time to listen to staff issues which are affecting their jobs.

Priscilla has had the opportunity to travel to different countries for workshops and seminars to widen her knowledge in her banking career. She has obtained certificates in the following courses:

- Principles and Practice of Internal Auditing
- Banking and Finance Application Software
- Money Laundering and Operational Risk Management
- Dimensions on Professional Selling
- Fundamentals of Corporate Lending
- Management and Analysis of Credit and Lending
- Banking and Risk Management

She has extensive experience in Human Resources Management and Administration having been involved in the recruitment and discipline of staff. She is involved in relationship management operations of the bank, marketing and debt recoveries.

Ms Randall has established relationships with international professional organizations in the UK and has been admitted as an Associate Member of the ICM and has upgraded to Fellow of the IPFM after her recent SCU MBA success.

St Clements University Facebook Pages

St Clements University has four official Facebook pages.

St Clements University Group

This page encourages Facebook users to 'like' St Clements University and keep up between 'Anchor' editions on what is happening with the St Clements Education Group.

St Clements University Group Members Page

This page is for people who want to join rather than just 'like' St Clements University. This again keeps people informed on what is happening in the St Clements Education Group.

St Clements Institute (Cambodia)

This is for people to keep in contact with St Clements Institute Cambodia. It is the fastest growing Facebook page in the St Clements Education Group.

St Clements University/Türkiye (Turkey)

This is designed for Turkish language students to keep in contact with St Clements Education Group in Turkey.

PhD Scholarship

Applications are being called for a PhD candidate to study the management of banks in non-EU countries which do not have their own currency or the main currency used is foreign currency. To apply send in a CV with a two page letter outlining your knowledge and experience in banking and economics. Sent it to admin@stclements.edu under the heading Application for PhD Banking Scholarship.