Leadership and Management

INTRODUCTION

Public health leaders are workers who can work with emotional intelligence, interpersonal skills and the ability to inspire and empower, in addition to having the ability to manage time, financial and human resources and carry out missions. In the field of global health, it is common to find health workers who have been promoted to supervisory positions due to their technical knowledge but with little training in leadership and management. This is especially seen in countries where decentralization has taken place and management responsibilities have been transferred in bulk. This results in work being done both ineffectively and inefficiently due to a lack of required skills. It also results in workplaces that are full of confusion and dissatisfaction.

At the root, most of the world's pressing health issues can be alleviated by improved management practices related to coverage, motivation, and competence. In an attempt to build the regional capacity in health development, the training programs in Foundations in Leadership and Management for Public Health, and the courses it encompasses, are essential to better educate health professionals.

Short Courses: There are 5 courses under **one program:**

Leadership and Management

Course 1: Strategic Planning & Leadership
Course 2: Health Project Management
Course 3: Resources Management
Course 4: Communication Skills
Course 5: Effective Training

Each training course is delivered in (30) Learning Hours. These courses can be taken as part of the three-month program for a Technical Diploma, or as stand-alone courses. Upon meeting the course requirements, the participant will be awarded a Successful Completion Certificate by the International Academy of Public Health (IAPH) and accredited by the Agency for Public Health Education Accreditation (APHEA).

Training Delivery Methods:
  - In-class method
  - Online method

Strategic Planning and Leadership

Duration: 30 Learning Hours
25 CPD Points

Course Outline

- Teambuilding
- Introduction to Leadership and Management
- Stakeholder Analysis
- Health Program Planning Building Health
  Programs That works
- Value Based Decision Making
- Public Health Advocacy
- Manage your time and manage your stress

Description

It's been said that public health leaders should think globally but act locally. By being role models for the community, public health leaders can strengthen health at all levels. Indeed, planning a new health program is an important undertaking that can have a significant impact on the health of the population. By basing planning decisions on data analysis, review of scientific literature, and consultation with stakeholders, health program managers can design and implement programs that make a difference.

In this course, participants learn to develop, articulate, and implement a strategic plan that leads the organization toward accomplishing its vision and mission. Participants will be required to come into this workshop with case studies that highlight problems they have identified in their work. During this course, participants will analyze these examples in-depth and begin to propose interventions.

Learning Outcomes

By the end of this course, participants will be able to:

1- Define and prioritize health problems and interventions
2- Set short-term organizational goals and performance objectives based on
   appropriate source information
3- Anticipate and reduce risks
4- Search for innovative ways to position the organization for success
5- Demonstrate understanding of one's self and impact on others

2 Health Project

Duration: 30 Learning Hours
25 CPD Points

Course Outline

- Project Management
- Cultural Competence in Project Management
- Information Management in Project Management
- Monitoring and Evaluation

Description

A project is a temporary endeavor undertaken to create a unique product or service. Projects can last a few weeks or several years. Regardless of their scope, successful projects are the result of meticulous project management. Successful project managers combine their planning with people and technical skills to guide the project to completion. In this course, participants practice using tools to track activities, assess the performance of those activities, and use assessment results to reassess program activities.

Participants will continue to work on the projects that they proposed in the first workshop. They will develop plans for managing their interventions and discuss ways of monitoring and evaluating the project to ensure and confirm the effectiveness of the intervention.

Learning Outcomes

By the end of this course, participants will be able to:

1- Set clear, well-defined desired outcomes for work activities and tracks progress
2- Establish plans that break complex projects into components, each with its own timeline
3- Establish means of measuring performance based on defined objectives
4- Identify needed changes and makes recommendations based on data
5- Use monitoring and evaluation of results to improve work processes, procedures, and tools

Duration: 30 Learning Hours
25 CPD Points

Course Outline

- Introduction to Resource Management
- Responsible Data Management
- Knowledge Management
- Performance Management
- Conflict Management
- Financial Management

Description

Resource management is the efficient and effective deployment of an organization's resources, which may include financial resources, inventory, human capacity, production resources, information technology (IT) or time management. The "Resource Management" terminology refers to processes, techniques and philosophies for allocating resources.

For human resources, this can be called "Performance Management", which is the process of creating a productive and rewarding work environment in which employees are guided and monitored to perform to the best of their abilities. In this course, participants are introduced to methods for estimating, justifying, and managing appropriate resource levels to achieve results. They will discuss acquiring, maintaining, and retaining human resources who interact sensitively, effectively, and professionally to achieve more effective outcomes.

Learning Outcomes

By the end of this course, participants will be able to:

1- Allocate and ensure the effective use of resources (money, people, and materials)
2- Assess current and future staffing needs based on the organization's goals and budget realities
3- Prepare, justify, and/or administer the budget for the program area
4- Identify staff capacities and constraints and align them with planned activities
5- Provide staff with clear direction and support in meeting their objectives
6- Develop policies, procedures and values that encourage cultural awareness and acceptance and educate others about ethical decisions, standards, and approaches

Communication Skills

Duration: 30 Learning Hours
25 CPD Points

Description

Communication can take many forms: formal, informal, speaking, writing, listening, gestures and even body language. Participant's practice speaking and writing clearly, adapting communication styles and methods that are appropriate for the needs of the intended audience.

They will make their fieldwork presentations and give and receive feedback from the facilitators and each other.

Course Outline

- Interpersonal Communication Skills
- Presentation Skills
- Report Writing
- Grant Writing

Learning Outcomes

By the end of this course, participants will be able to:

1- Communicate effectively in writing and orally with internal and external audiences
2- Convey information and opinions in a structured and credible way
3- Choose appropriate presentation methods for various types of audiences
4- Develop an effective statement of need for funding requests
5- Describe the benefits of using success stories to support a public health program

5 Effective Training

Duration: 30 Learning Hours
25 CPD Points

Course Outline

- Introduction to Training and Development
- Conducting Training Needs Assessment
- Evaluating Trainings
- Designing and Planning Effective Trainings
- Creating Training Materials
- Facilitating Learning

Description

Experts on a subject will find themselves teaching others and may even take a leadership role in an organization. In today's service society, an attitude of lifelong learning is replacing the traditional attitude of completion of formal academic studies indicating completion of education.

Teaching adults requires not only expertise in a subject matter, but also the ability to convey the knowledge, skills and attitudes necessary for an individual to successfully perform a job. In the workplace, teaching can come in the form of one-on-one mentoring/coaching, or in scheduled group trainings. In this course, participants are introduced to adult learning theories where they learn to address performance problems through training methods adaptable for different audiences and learning styles.

Learning Outcomes

By the end of this course, participants will be able to:

1- Choose appropriate coaching and mentoring methods when fostering professional development in others
2- Identify performance problems which can be addressed through training
3- Develop training outlines which address knowledge, skill and attitude needs
4- Select appropriate training methods for various audiences and learning styles
5- Develop smart monitoring and evaluation instruments for a training program

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