

## Leadership and Management Training

### Overview

At the request of the supported countries, CDC and CDC Foundation collaborated to develop optional leadership and management (L&M) training modules that can be incorporated into FETP training, as appropriate, to equip FETP partners with skills needed to coordinate and manage their field projects effectively. These brief lectures address but are not intended to substitute the optional leadership and management FETP competency<sup>1</sup> training.

### Approach

The L&M training is based on open-sourced material and focuses on application. The modules include pre-recorded lectures with PowerPoint presentations and hands-on exercises to view and complete at the learners' convenience for self-study. Additionally, these trainings can be conducted in-person or remotely as a group. These lectures are available upon request via [globalncds@cdc.gov](mailto:globalncds@cdc.gov)

#### TOPICS

- Leadership styles
- Stakeholder engagement
- Making a case for your project
- Program planning
- Conflict resolution
- Effective supervision and performance management
- Self-management
- Program management during emergencies
- Mentorship

### TRAINING COMPETENCIES

Module	Topic (recording length)	Learning Objectives
1	<b>Leadership styles</b> (35 min)	<ul style="list-style-type: none"> <li>• Summarize the key ingredients of effective leadership and its characteristics.</li> <li>• Contrast the functions of leadership and management</li> <li>• Reflect on personal leadership skills and develop simple action steps for improvement</li> </ul>
2	<b>Stakeholder engagement</b> (27 min)	<ul style="list-style-type: none"> <li>• Identify and analyze the various kinds of stakeholders</li> <li>• Demonstrate the impact and relevance of stakeholder engagement on project implementation</li> <li>• Describe the principles of effective stakeholder engagement</li> <li>• Apply the principles of stakeholder engagement to everyday program management experience</li> </ul>
3	<b>Making a case for your project</b> (23 min)	<ul style="list-style-type: none"> <li>• Identify to whom and how to make the case for your project</li> <li>• List factors to consider when making a case for your project</li> <li>• Practice preparing and delivering an effective elevator pitch</li> </ul>
4	<b>Program planning</b> Part 1 (24 min) Part 2 (27 min)	<ul style="list-style-type: none"> <li>• Define program planning, its principles and relevance</li> <li>• Describe logic models and their use in program planning</li> <li>• Highlight use of Gantt charts and budgets in program planning</li> <li>• Develop questions and indicators to evaluate program performance</li> </ul>
5	<b>Conflict resolution</b> (30 min)	<ul style="list-style-type: none"> <li>• Describe the five levels of conflict intensity</li> <li>• Demonstrate the impact of conflict and relevance of resolving conflict in the workplace with the use of examples</li> <li>• Identify different styles and dynamics of conflict resolution</li> </ul>

<sup>1</sup> [https://www.cdc.gov/globalhealth/healthprotection/fetp/pdf/FETP-A\\_Competencies\\_Activities\\_and\\_Deliverables\\_2016\\_Final-508.pdf](https://www.cdc.gov/globalhealth/healthprotection/fetp/pdf/FETP-A_Competencies_Activities_and_Deliverables_2016_Final-508.pdf)

Module	Topic (recording length)	Learning Objectives
		<ul style="list-style-type: none"> <li>• Apply conflict resolution principles to everyday experience</li> </ul>
6	<b>Effective supervision and performance management</b> Part 1 (18 min) Part 2 (20 min)	<ul style="list-style-type: none"> <li>• Identify and practice ingredients of effective supervision</li> <li>• Contrast supporting and controlling supervision</li> <li>• Provide feedback to motivate teams and sustain improved performance</li> <li>• Integrate varied methods of recognition and reward into leadership practice</li> </ul>
7	<b>Self-management</b> (23 min)	<ul style="list-style-type: none"> <li>• Identify time wasters and discuss measures to minimize their impact</li> <li>• Use planning and scheduling tools</li> <li>• Discuss ways of minimizing interruptions</li> <li>• Set SMART goals</li> <li>• Identify some productivity habits</li> </ul>
8	<b>Program management during emergencies</b> (27 min)	<ul style="list-style-type: none"> <li>• Understand the diversity of cases and contexts in which crises and emergencies affect programs.</li> <li>• Reflect on crisis management steps</li> <li>• Develop simple steps to navigate their teams through a current crisis.</li> <li>• Effectively communicate to stakeholders during times of crises.</li> </ul>
9	<b>Mentorship</b> (self-study slides, est 20 min)	<ul style="list-style-type: none"> <li>• Identify the key ingredients and nature of effective mentorship</li> <li>• Reflect on the benefits of offering mentorship</li> <li>• Describe expectations for mentorship relationships</li> <li>• Describe considerations for active listening and giving constructive feedback</li> </ul>

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