

*The Distinctive Mark of Leadership*



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## About Us

Imprint (U) Ltd is an **ISO 9001:2015** certified capacity building firm that provides superior capacity-building consulting services by providing excellent leadership and management development interventions serving both the domestic and international sectors. We bring a fresh and innovative approach to consulting services focusing on three strategic pillars namely: Strategic Leadership, Financial Capability, and Operations Management through management consulting, training, and executive coaching.

Utilizing the considerable operational experience of our senior consultants and the creative energy, skills and versatility of the Imprint team, Imprint tailors its products and interventions to each client's needs to create an exciting, practical and executive experience that intends to have an immediate and long-lasting impact on individuals and organizations. Hence, the name *Imprint – The distinctive mark of leadership.*

# IMPRINT (U) LTD

An ISO 9001: 2015  
Certified Capacity Building Firm

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TABLE OF  
CONTENTS

01

**Thriving more than Surviving**  
Leading during challenging times

12

**The Top 5 Qualities of a  
good Trainer**

03

**Imprint Academy Sessions -**  
Developing a Corporate Think tank

13

**Clients Feedback**

04

**Learning to Improve  
your learning skills**

14

**Pictorial**

08

**Jog your Brain**

15

**Our partners**

10

**Integrating  
Faith and Work**

11

**Open Classes at Imprint**



## Thriving more than Surviving

When the COVID 19 pandemic first emerged, many of us in the developing world thought that the virus was just another “flu bug” which would have little if any impact on our lives. However, after over two (2) years of different forms of lockdowns with their devastating impacts on several individuals, families, and businesses, it is imperative that one not only survives but works hard to thrive.

The difference between these mindsets has proved important in these turbulent times, especially for small to medium-sized businesses like Imprint (U) Ltd. Surviving is doing what is necessary to live; whilst thriving is not being satisfied by just surviving but reaching above this to make continual progress. A thriving mindset is defined by continually challenging oneself and making the best of a difficult situation.

Reflections from a former POW Ralph Galati of the infamous Hanoi Hilton during the Vietnam war teach us important lessons on how to best adapt to survive and thrive in environments like the COVID 19 aftermath,

where one has little control of their environment. Galati indicated different outlooks that his colleagues had during their predicament, which could resonate with how some individuals have reacted to the COVID 19 pandemic:

1. **Finding false hope** that on a certain date, things will return to normal and they will be back in the “good old days”. The challenge is that every time one of those predicted dates comes to pass without ushering in the expected return to normal, these individuals lose a piece of themselves.
2. **Losing hope altogether** and feeling like the sky is falling and that the world as they know it is coming to an end.
3. **Finding resilience** by accepting the new reality and facing the brutal facts that it is no longer business as usual; without losing hope that things will get better (a concept articulated by Admiral James Stockdale called the Stockdale Paradox). Finding the resilience to survive calls for

where one has little control of their environment. Galati indicated different outlooks that his colleagues had during their predicament, which could resonate with how some individuals have reacted to the COVID 19 pandemic:

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**3. Finding resilience** by accepting the new reality and facing the brutal facts that it is no longer business as usual; without losing hope that things will get better (a concept articulated by Admiral James Stockdale called the Stockdale Paradox).

Finding the resilience to survive calls for leadership at all levels within the organisation, as described by John Kotter in his article titled “What leaders really do”. Kotter uses a simple military analogy that argues that at peacetime an army can usually survive with good administration and management up and down the hierarchy, coupled with good leadership concentrated at the very top. However, during wartime such as the recent COVID 19 pandemic, an army needs competent leadership at all levels.



Leadership at all levels will enable entities to thrive during these turbulent times by;

**1) setting a direction or clarifying** their vision and the strategies for producing the changes needed to achieve that vision;

**2) aligning people by communicating** the new direction and creating coalitions that understand the vision and are committed to its achievement; and

**3) motivating and inspiring** people to move in the right direction, despite major obstacles, by appealing to the basic human values and emotions.

Each of these leadership attributes can be adapted to suit the level of responsibility that each individual has, be it at the executive strategic level or tactical operational level.

Therefore, continuing to do what was done yesterday, or trying to incrementally do it better, is no longer a formula for success. To survive and thrive in a turbulent environment requires leadership at all levels that is willing and able to face the brutal facts and effectively manage the change accordingly.

**Dr Jeff Sebuyira Mukasa**  
**BCom, FCCA, MBL, DBL**

*Jeff is the CEO of Imprint (U) Ltd and is a capacity building expert with strong business leadership and financial background; he draws from his vast experience within the private sector to build both individuals' and*

## Imprint Academy Sessions - Developing a Corporate Think tank



While the term "**think tank**" is new, according to historian Jacob Soll, the concept can be traced back to the humanist academies and scholarly networks of the 16th and 17th centuries. The origins of think tanks in Europe can be traced back to the 800s, when emperors and kings began arguing with the Catholic Church about taxes. "From Charlemagne to the 17th century, when the kings of France were still arguing about whether they had the right to appoint bishops and receive a cut of their income, monarchs hired teams of independent lawyers to advise them on their financial and political prerogatives against the church." Soll cites the Académie des frères Dupuy, founded in Paris, as an early example.

Imprint (U) Ltd has developed its own weekly think tank and has named it the Imprint Academy. Here, the Directors, Senior Associates, Associates, Associate trainees, and the interns read books of best practice in the modern business environment and discuss how to implement some of the ideas to the operations of the institution. This is approached with the basis of trying to achieve more with less while effectively and efficiently utilizing the resources they have at their disposal.

Views from these such sessions at the organization vary by ideological perspective, sources of funding, topical emphasis, and prospective consumers. The principle of adult learning is applied during idea generation and below are some of the most applied techniques during the sessions.



Brainstorming/ brain writing, the team in groups creatively combines effort to find a conclusion for a specific problem by gathering a list of ideas spontaneously. This is done individually and in groups. Individually, the teams' members post their ideas and other members' creativity and experience take the idea to the next stage. Collectively, the team members leverage one another's experience and creativity to generate the best ideas. Mind mapping goes with brainstorming in that, ideas are noted on the whiteboard in random positions and connecting lines are

positions and connecting lines are drawn between all the ideas in no particular order to see if any of the connecting ideas can result into something useful and novel or if one can gain inspiration from the map.

Role-playing: This seemed silly at first, but role-playing has generated a lot of innovative ideas. Using this technique, the staff speak and formulate ideas and opinions from the point of view of other staff positions within the organization. From these sessions, the team has generated several ideas and processes that have been implemented and have improved the company's way of doing things positively.

*"It is better to have enough ideas for some of them to be wrong, than to be always right by having no ideas at all."*

### **Edward de Bono**

The Academy sessions have proven to be very useful, as they provide insight to how to increase on efficiency, improve synergy and take businesses to new levels of execution. Through starting its own weekly think tank, Imprint has shown that it is possible for cooperate businesses alike to start their own think tanks.

**By Emmanuel Wambi**  
**Associate - Consulting**

## Learning to Improve your Learning Skills



In the aftermath of the COVID-19 pandemic when many organisations, families and individuals have had to adapt to the "New Normal"; it has become imperative that one has to improve one's learning skills. The environment has rapidly changed with our homes doubling up as offices for the adults, schools for children, recreational area for the entire family as well as a refuge where one retreats to recharge one's batteries. Furthermore, the ways of work have changed with traditional in-person interaction being replaced with on-line meetings, schooling, dating; to mention but a few. All of these changes require individuals and organisa-

tions to understand the change and quickly learn how to respond effectively to the big shifts in the way society and institutions are operating. In the words of Brian Herbert, "The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice".

To enable you as learner to develop strategies to effectively enhance your learning skills. We shall draw from the research done by educational scholars who have devised various typologies of VARK (visual, auditory, reading / writing and kinaesthetic) styles of learning. Furthermore, we shall also pick insights from research in psychology and management; more specifically Erika Andersen's article on Learning to Learn where she identified some fairly simple mental tools anyone can develop to enhance all four attributes (aspiration, self-awareness, curiosity and vulnerability).

### **VARK Learning Styles**

The acronym "VARK" is used to describe four modalities of student learning that were



described in a 1992 study by Neil D. Fleming and Coleen E. Mills.



These different learning styles—visual, auditory, reading/writing and kinaesthetic—were identified after thousands of hours of classroom observation.

**Visual Learners:** best take in and make sense of information when it is presented to them in a graphic depiction of meaningful symbols. Such individuals tend to be holistic learners who process information best when it is presented to them as a whole rather than bit by bit. They prefer to see the big picture first. As an Executive Coach, I have learned the importance of quickly assessing my clients and using appropriate visual aids to enable visual learners to appreciate the entire coaching journey and specific issues at hand.

**Auditory Learners:** are most successful when they are given the opportunity to hear information presented to them vocally. Such individuals may sometimes prefer not to take notes during a training session in order to concentrate on listening to the trainer. Auditory learning is usually a two-way street, and during training sessions we have found that such individuals often enhance learning through group activities where they are asked to vocally discuss issues with their

contemporaries; and they also benefit from reading their written work aloud to help them think it through.

**Reading/Writing Learners:** work best in the modality that includes both written information presented in form of handouts, online research and PowerPoint slide presentations, as well as the opportunity to synthesize data into written assignments.

**Kinaesthetic Learners:** are hands-on, participatory learners who need to take a physically active role in the learning process in order to achieve their best educational outcomes. As a seasoned facilitator for several leadership programs at Imprint, I have found that utilizing interactive experiential physical activities tends to engage participants mentally as well as all of their senses equally in the process of learning. Furthermore, research indicates that the more active learning associated with kinaesthetic learners tends to have higher average retention levels than the passive learning associated with lectures and reading learning style.

Given that individuals may have affinities to different styles of learning; settings that engage them with multiple learning styles alternately or in concert with one another are likely to improve their learning skills.

Whilst "...the ability to learn is a skill; the willingness to learn is a choice"; and the willingness to resist the bias against doing new things, scanning the horizon for growth opportunities, and pushing yourself to acquire radically different capabilities while still performing your job; is definitely a choice that one must make. Erika Andersen argues that this choice requires a willingness to experiment and become a novice again and again: an extremely discomforting notion for most of us. She identified four attributes that are common learning tools: aspiration, self-awareness, curiosity, and vulnerability.

**Aspiration** can be defined as hope, desire or ambition to achieve something. Great learners can raise their aspiration level—and that’s key, because everyone is guilty of sometimes resisting development that is critical to success. Andersen argues that it’s easy to see aspiration as either there or not: You want to learn a new skill or you don’t; you have ambition and motivation or you lack them. When confronted with new learning, this is often our first roadblock: we focus on the negative and unconsciously reinforce our lack of aspiration.



During the COVID-19 aftermath that entailed social distance and a virtual lockdown in Uganda, my mother-in-law Hon. Joyce Mpanga, at the grand age of 88 years, embarked on learning how to use various social media platforms that included WhatsApp, YouTube, Twitter and Zoom to enable her to maintain her social obligations, be it virtually. Her desire to remain socially connected inspired her to start learning a range of technological skills that have enabled her to remain connected to her social circle despite the physical constraints of the current COVID-19 lockdown.

**Self-Awareness:** our assessments of ourselves—what we know and don’t know, skills we have and don’t have—can still be woefully inaccurate. It is argued that the people who evaluate themselves most accurately start the process inside their own heads: They accept that their perspective is often biased or flawed and then strive for greater objectivity, which leaves them much more open to hearing and acting on others’ opinions. The trick is to pay attention to how you

talk to yourself about yourself and then question the validity of that “self-talk.”



Let’s say your boss has told you that your team isn’t strong enough and that you need to get better at assessing and developing talent. Your initial reaction might be something like “What? She’s wrong. My team is strong.” Most of us respond defensively to that sort of criticism. But as soon as you recognize what you’re thinking, ask yourself, “Is that accurate? What facts do I have to support it?” In the process of reflection, you may discover that you’re wrong and your boss is right, or that the truth lies somewhere in between—you cover for some of your reports by doing things yourself, and one of them is inconsistent in meeting deadlines; however, two others are stars. Your inner voice is most useful when it reports the facts of a situation in this balanced way. It should serve as a “fair witness” so that you’re open to seeing the areas in which you could improve and how to do so.

**Curiosity:** Kids are relentless in their urge to learn and master; and curiosity is what makes us try something until we can do it, or think about something until we understand it. Great learners retain this childhood drive, or regain it through another application of self-talk. Instead of focusing on and reinforcing initial disinterest in a new subject, they learn to ask themselves “curious questions” about it and follow those questions

up with actions.

I was intrigued by my 8-year-old nephew who was attending an online classroom session with his young colleagues. The kids had learned how to navigate through the different attributes of Zoom such as raising their hands, knowing when to mute their microphones or switch on their videos. I observed that curiosity was key to their learning and similarly many leaders who have mastered the art running webinars, online conference calls have been driven by responding to their curiosity of exploring the unknown.

**Vulnerability:** Andersen argues that once we become good or even excellent at some things, we rarely want to go back to being not good at other things. Yes, we're now taught to embrace experimentation and "fast failure" at work. But we're also taught to play to our strengths. So, the idea of being bad at something for weeks or months; feeling awkward and slow; having to ask "dumb," "I-don't-know-what-you're-talking-about" questions; and needing step-by-step guidance again and again is extremely scary. Great learners allow themselves to be vulnerable enough to accept that beginner state. In fact, they become reasonably comfortable in it—by managing their self-talk.

My daughter Suubi has fascinated me with her tenacity to cope with change due to the different education systems she has been exposed to. During a difficult time whilst at Gayaza High School, Suubi personally adopted her school's motto "Never Give Up" to seek support and guidance from her fellow students, teachers and other stakeholders until she excelled in her studies. Suubi has used the same approach in her different endeavours that include playing the Guitar, Piano, and Netball.

In a world that is experiencing rapid change following the COVID-19 pandemic, all of us need to enhance our learning skills despite our different learning styles; namely visual,



auditory, reading / writing and kinaesthetic. The ability to acquire new skills and knowledge quickly and continually is crucial to success and this is driven by the aspiration, self-awareness, curiosity, and vulnerability to be an effective learner.

**Dr Jeff Sebuyira Mukasa**  
**BCom, FCCA, MBL, DBL**

# Jog your BRAIN



Did you know that working out different riddles, logic puzzles and other brain teasers have been proven to sharpen your thinking process, improve on your creativity and even increase your concentration? Take a try at these brain teasers below to get those cog wheels turning and give your brain a good workout!

Ready for something a bit more challenging? Give these tricky thinkers a go!

## 1

A red house is made from red bricks. A blue house is made from blue bricks. A yellow house is made from yellow bricks. What is a green house made from?

There are two ducks in front of a duck, two ducks behind a duck and a duck in the middle. How many ducks are there?

## 2



## 3

I have a large money box, 10 inches wide and 5 inches tall. Roughly how many coins can I place until my money box is no longer empty?

Five people were eating apples, A finished before B, but behind C. D finished before E, but behind B. What was the finishing order?

## 4

## 5

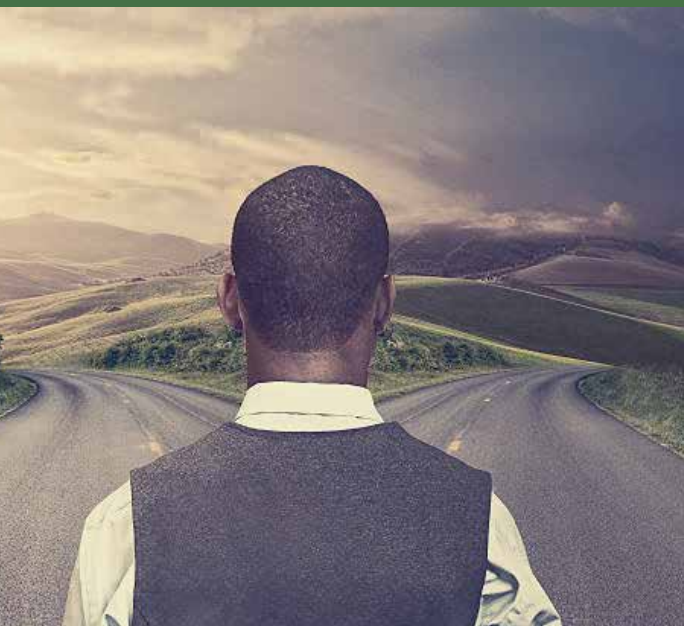
The cost of making only the maker knows, Valueless if bought, but sometimes traded. A poor man may give one as easily as a king. When one is broken pain and deceit are assured. What is it?

Four people are crossing a bridge at night, so they all need a torch—but they just have one that only lasts 15 minutes. Alice can cross in one minute, Ben in two minutes, Cindy in five minutes and Don in eight minutes. No more than two people can cross at a time; and when two people cross together, they have to go at the slower person's pace. How do they get across in 15 minutes?

## 6

## 7

You're at a fork in the road in which one direction leads to the City of Lies (where everyone always lies ALL THE TIME) and the other to the City of Truth (where everyone always tells the truth). There's a person at the fork who lives in one of the cities, but you're not sure which one. What question could you ask the person to find out which road leads to the City of Truth?



**A 6** Alice and Ben cross first in two minutes, and Alice crosses back alone with the torch in one minute. Then the two slowest people, Cindy and Don, cross in eight minutes. Ben returns in two minutes, and Alice and Ben return in two minutes. They just made it in 15 minutes exactly.

**A 7** "Which direction do you live?" Someone from the City of Lies will lie and point to the City of Truth; someone from the City of Truth would tell the truth and also point to the City of Truth.

**A 1** Glass / Other transparent material

**A 2** Three. Two ducks are in front of the last duck; the first duck has two ducks behind; one duck is between the other two.

**A 3** Just one, after which it will no longer be empty.

**A 4** CABDE. Putting the first three in order, A finished in front of B but behind C, so CAB. Then, we know D finished before B, so CABD. We know E finished after D, so CABDE.

**A 5** A promise



► Finally, test yourself with these fun, familiar tongue twisters!

- \* He throws three free throws  
I wish to wash my Irish wristwatch.
- \* Near an ear, a nearer ear, a nearly eerie ear.
- \* If you must cross a coarse cross cow  
across a crowded cow crossing, cross the  
cross coarse cow across the crowded cow  
crossing carefully.
- \* How much wood would a woodchuck  
chuck if a woodchuck could chuck wood?
- \* He would chuck, he would, as much as he  
could, and chuck as much wood as a  
woodchuck would if a woodchuck could  
chuck wood.
- \* Susie works in a shoeshine shop. Where  
she shines, she sits and where she sits,  
she shines.

# INTEGRATING FAITH AND WORK



From the beginning there was work. God worked and determined that humankind would work as part of their fellowship with Him. He gave the garden of Eden to Adam to tend and keep. The Fall broke this perfect fellowship and corrupted work; however, it did not fatally sever the relationship between worship and work. It made work difficult and because we are in a fallen state, we naturally want to find a way not to do our work and over time believers have separated the two into secular and spiritual spheres. Most of them hold the misguided notion that some work is “spiritual” and other work is “secular,” the former being more pleasing to God than the latter yet all work matters to God.

It is crucial we understand this notion that all work matters to God. If we do, it brings a totally new energy and dynamic to our work. Though it may seem hard to believe, the amazing truth is this: the work of the janitor is pleasing to God as the work of the CEO. The same is true for bankers, accountants, lawyers, teachers, doctors, nurses, and electricians. Therefore, we need to appreciate everyone’s uniqueness and the value they bring to work. Below are the ways in which we can integrate faith and work;

**Work with Integrity;** As believers, it goes without saying that we must hold ourselves to the highest standards of ethical behavior in our work, knowing that we work not just for human bosses but for the Lord (Col 1:21). This means we will not cook the books, take shortcuts that might harm the environment, our employees, or our customers. It means we will not take advantage of neither our customers by overcharging or overpromising nor our suppliers by underpaying them. It also means honoring our employers’ time by not slacking off or browsing social media sites for hours on end.

**Work with Excellence;** We should seek to outstandingly exceed internal and external client’s expectations and needs in all that we

**“EXCELLENCE IS NEVER AN ACCIDENT; IT IS THE RESULT OF HIGH INTENTION, SINCERE EFFORT, INTELLIGENT DIRECTION, SKILLFUL EXECUTION AND THE VISION TO SEE OBSTACLES AS OPPORTUNITIES.”**

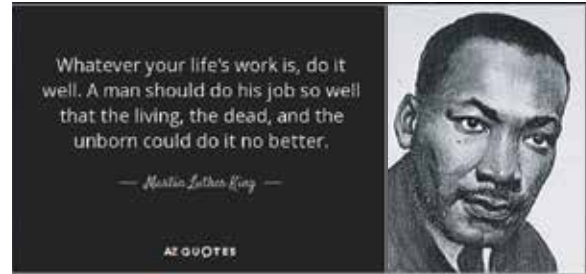
**ANONYMOUS**

do because we serve a God who is excellent in every way. Excellence should be engrained in everyone’s work ethic and there should not be a place for complacency. This calls for a high level of focus on the quality of work as Dr. Martin Luther King put it “If a man is called to be a street sweeper, he should sweep streets even as Michelangelo painted or Beethoven composed music or Shakespeare wrote poetry. He should sweep streets so well that all the hosts of heaven and earth will pause to say, here lived a great street sweeper who did his job well.”

**Work with Love;** Above all else, we must seek to love our leaders, coworkers, and employees to the best of our ability, knowing that as fellow image-bearers of God they deserve to be treated with the utmost dignity and respect. Practically, this means caring for our coworkers by maintaining meaningful work relationships with them, acknowledge each person’s basic dignity, have empathy for every person’s life situation, listen to and encourage each other’s opinions and input,

appreciate other people's contributions, avoid gossip, teasing and other unprofessional behavior, obey the policies and procedures of your employer.

**By Ssamula Rodgers Ivan**  
**Senior Associate - Operations Management**



# OPEN CLASSES AT IMPRINT



As a management consultancy firm with a purpose of providing sustainable solutions to customer needs, Imprint (U) Ltd in its quest to build the capacity of both individuals and organizations conducts open classes in its operations. The Open classes are designed to suit each individual needs especially those who are passionate about growing their skills either in Leadership and Management, Finance, Internal Audits and Monitoring and Evaluation. The participants have the luxury of attending these classes after office hours because they are flexible by nature. These face to face and online blended courses are run in partnership with the Univeristy of Wash- ington including but not limited to;

- Leadership and Management in Global Health
  - Project Management in Global Health
  - Introduction to Monitoring and Evaluation in Global Health
- Others are Quality Management Systems

Internal Audits - (IA) and Finance for Non Finance – (F4NF)

It is highly anticipated that an Open class for the Woman of Purpose course will soon be the latest addition to the above menu. This will enable the ladies world over to polish the diamonds on the inside. Not even the biting hand of the COVID-19 pandemic ravaged the entire world could halt the pace of the Imprint open classes. Instead Imprint quickly adopted and utilised platforms such as zoom in order to remain relevant to its clients and to date, these continue to run.

The Open class calender is drawn and shared annually with prospects on plat- forms such as WhatsApp, Emails, the Imprint website: [www.imprintltd.com](http://www.imprintltd.com) as well as referrals made by the Imprint Alum- nai who have tested and cherished these courses.

Try out these classes and you are guaran- teed a return on your investment.



**By Annet Mbeiza**  
**Senior Office Administrator**



## The Top 5 Qualities of a Good Trainer

We're sure that one time or another, you've been fascinated at how a trainer facilitates class and engages learners.

You've also most likely observed some of the best qualities of a good trainer and already somewhat have an idea of what attributes make a trainer great at their work. Most probably, you've also thought of becoming a trainer yourself at a certain point in your career. Nevertheless, if you want to find out what really makes a trainer successful, or if you're looking into switching careers and make training a career option, then this is definitely for you!

The biggest advantage of taking up a career in training and development is that the skills needed to be a trainer are standard across all industries: the skills required for a trainer in global health are the same in retail, manufacturing, IT, etc.

A trainer's main responsibility is to facilitate classes. Since this is a task that most of us see a trainer usually do, oftentimes, the trainer role gets downplayed to being just a mere facilitator. This brings about a certain misconception of what successful corporate trainer skills are perceived to be – limited to just communication, product knowledge, and entertainment value.

Although communication and facilitation skills are both important skills of a trainer, they're not the end-all and be-all of corporate training skills. This shallow understanding of what good trainer skills are supposed to be, definitely has to go. What is needed, instead, is a deeper understanding of a trainer's other tasks and the required competencies that go with them.

For this purpose, we've created a list of trainer skills and qualities that are needed to succeed in the field, as follows:

- Trainers are Strategic Thinkers and Partners
- Trainers are well-versed in Instructional Design
- Trainers are Project Managers
- Trainers are Facilitators of Change and Learning
- Trainers are Evaluators

Adopted from eLearning Industry



# Clients'

# Feedback



"Ability to pass on the message creatively."

"They engage students in the training and do so allow the team to express themselves which creates a good environment and the team feels comfortable."



Enabel



'The Facilitator, the Imprint games, the team is very organized, very good time management'. Timeliness, professionalism of the consultants, paperwork, ethics, good relationship with client. Elizabeth Nkwasure: Enabel

"Imprint understand our business needs thus gearing effective assistance to our needs"



'The facilitator was so knowledgeable, engaging, challenging, encouraging and motivating!'

"Imprint (U) Ltd makes effort to understand their client organization; work with the client to achieve consensus on the capacity gap(s) to be prioritized or addressed; develop user-friendly solutions; support roll-out; and monitor effective implementation of provided solutions."



**We value your Feedback**

# PICTORIAL



## OUR PARTNERS



THE LEADERSHIP TEAM

PRACTICAL TOOLS FOR LEADERSHIP SUCCESS

## OUR CLIENTS

### Development Partners



### Manufacturing Partners



### Utilities



### Financial Institutions



### NGOs



### Public Sector





in partnership with



# PROJECT MANAGEMENT IN GLOBAL HEALTH (PMGH)

Offered by the **University of Washington** and facilitated by Imprint (U) Ltd, this course offers invaluable practical project management skills and tools you can use in Uganda and worldwide.

The concepts and materials are best suited for health professionals in a leadership or management position, but can benefit anyone running development projects.

Application starts: **29 April** and ends : **27 May 2022**      Course starts: **27 June 2022** To: **11 September 2022**      Fee: **\$250**

Follow <https://bit.ly/3s11OwC> to register

**COURSE WILL RUN ONLINE WITH LIVE WEBINAR  
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Contact: 0752 891598/ 0774 261163

[www.imprintltd.com](http://www.imprintltd.com)



# Coming Soon

**Leadership and Management in Health (LMIH) Program**

Practical leadership and management skills for complex health environments