

**CAPACITY DEVELOPMENT
COUNTRY SUPPORT**

**TRAINING NEEDS ANALYSIS
TOOLKIT**

IMMUNIZATION SUPPLY CHAIN

MODULE II

**TOOLS FOR
ISCM TRAINING NEEDS ANALYSIS**



TNA Toolkit for the Immunization Supply Chain Workforce

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A collaboration between

UNICEF Supply Division

and

The People that Deliver (PtD) Initiative

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Documents in this series:

Module I.	Introduction to Training the ISC Workforce
Module II.	Tools for ISCM Training Needs Analysis
Module III.	Template for ISCM Training Strategy
Module IV.	Template for ISCM Training Plan
Module V.	Templates for ISCM Training Implementation

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TNA Toolkit Overview



Module I. Introduction to Training the ISC Workforce

Provides an introduction to the suite of documents that make up the TNA Toolkit. Describes its purpose and intended target group. The People that Deliver (PtD) Initiative Competency Compendium is introduced as the primary basis for the TNA methodology (Module II). Training options are described, as well as the stepped approach to carrying out a TNA as the basis for developing a Training Strategy (Module III) and Training Plan (Module IV).



Module II. Tools for ISCM Training Needs Analysis

Describes two methods that may be used to assess the competence of individuals or teams of ISCM workers. The first method is Employee Self-Assessment, which is best done as a dialogue between an employee and his/her line manager. The second is the Employee Proficiency Test, which takes a snapshot of the current level of knowledge of the individual ISCM worker. Some examples are given of practical applications of both methods.



Module III. Template for ISCM Training Strategy

Provides a template, i.e. detailed outline, of a generic ISCM Training Strategy for countries to use and adapt to their own specific needs. Section headings and content of sections are suggested, not prescribed. The Training Strategy is meant to be developed, based on the outcome of a Training Needs Analysis (Module II).



Module IV. Template for ISCM Training Plan

Provides a generic template for a costed ISCM Training Plan and is accompanied by several templates that can be downloaded, used and adapted to suit the specific needs of the country and of those planning and facilitating training events. A costed training action plan is an essential tool to ensure access to the necessary funds, facilitators and venues to implement planned training.



Module V. Templates for ISCM Training Implementation

Provides a selection of templates that may be used for training implementation, including formats for training curricula and training evaluation. All templates can be downloaded. Countries are encouraged to adapt these to their own specific needs.

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1 EMPLOYEE SELF-ASSESSMENT

1.1 What is Self-Assessment?

Employee self-assessment, also referred to as self-evaluation or self-appraisal, is one of the best methods to engage employees in the process of looking at performance and setting both job and career goals. Organizations with effective performance review processes use self-assessments for two reasons: to ensure that employees set aside time to evaluate their performance and to help managers get a sense of whether an employee has an accurate understanding of their impact in the workplace.

A self-assessment asks the employee to review and self-appraise his or her competence or job performance in specific functional areas of the company or organization. Self-assessments may be carried out by the individual themselves, on their own, or by the employee together with his or her supervisor or line manager. An assessment form or questionnaire, in whatever form, is the basis for the evaluation. Organizations with effective performance review processes use self-assessments for two reasons:

- to ensure that employees set aside time to evaluate their performance, and
- to help supervisors get a sense of whether an employee has a proper understanding of their role and contribution in the workplace.

There are several advantages to self-assessments:

- Allows for self-reflection on job performance
- Opens up a dialogue between employee and supervisor or line manager
- May lead to training opportunities for the employee
- Stimulates employees to think about career and promotion opportunities

Typically, during an evaluation, the employee will be asked to complete an evaluation form on his or her own, to be used as a basis for discussion during the meeting with the manager or supervisor. This evaluation can be done when necessary, or during a more formal annual performance review meeting. The manager and employee discuss the self-appraisal results, and agree on final evaluations based on both the employee's perceptions and those of the manager. Self-assessment results should not be used without discussion and negotiation, mainly to avoid that employees self-evaluate themselves unrealistically high.

To be effective, self-assessments need to be:

- Having a clear purpose. Employees must be clear on the purpose of the exercise. It is important to emphasize the objective of the evaluation and what the potential benefits are for them.
- The key to long term self-development. Explain to the employee that the purpose of the evaluation is not punitive, but rather meant to identify training gaps in terms of knowledge and skills.
- Easy to fill out. Evaluation forms or questionnaires need to be easily accessible and easy to complete. Tell the participant upfront as to the time it will take to complete the exercise and build in a 'progress-indicator' in the evaluation tool.
- Appropriately anonymous. Employees may not want the results of their assessment shared, or only shared with his or her manager. This needs to be respected. Be clear as to whether the results of the evaluation will be aggregated, so the individual remains anonymous, or whether the results will be used internally for individual performance evaluation purposes. Make the employee feel secure so as so obtain truthful responses.

When self-assessment becomes an accepted and integral part of the performance management process, it will encourage employees to self-evaluate throughout the year. This is most valuable, both for the individual and the organization. When self-assessments with follow-up become routine, managers can spend far less time fire-fighting and micro-managing.

1.2 How to Use this Method

1.2.1 Target Group

The self-assessment method described here is meant primarily for public health immunization supply chain workers. Examples of staff classifications are given in Module I. However, the same method may be used for health workers in other staff categories, provided that the content of the questionnaires and dissemination tools are adapted to the specific target group.

1.2.2 Guidelines for Employees

For individual employees, undertaking a self-assessment, the recommended approach is as follows:

- Spend time thoughtfully considering and evaluating your job performance since your last performance evaluation or self-assessment;
- Look at your job description and reflect on what you are supposed to be doing;
- Think about your work, career, and personal development progress since your last assessment;
- Think about your personal development goals you would like to achieve;
- Determine areas in which you want to improve your performance. Use co-workers and supervisor's feedback and suggestions;
- Determine whether there are elements of your job that might fit better elsewhere in the organization;
- Interact with your supervisor or manager – ask their opinion about how you are performing in specific areas; remember that the purpose of a self-evaluation is to seek improvement, in everyone's interest;
- Prepare for your interaction with your manager to help make the assessment meeting a conversation, not just a passing of judgment by your manager; and
- Following your thoughtful preparation and completion of the self-assessment, send copies of the result to your manager and to the HR department, as the basis for possible training requests.

1.2.3 Role of the Supervisor

Self-assessments should ideally be done by way of a dialogue between the supervisor and the employee. This will, to a large extent, avoid bias on the part of the employee. Bias tends to result in a wish list - a list of what the employee wants and not what s/he really needs. Staff appraisals, including self-assessment, are an ongoing process of communication between a supervisor and an employee that, ideally, occurs throughout the year. Employees are most likely to be successful performers when they clearly understand their assignments, know what level of performance is considered acceptable, and receive consistent feedback. The supervisor or line-manager plays an important role in this process. During a performance appraisal of any sort, a supervisor should strive to listen, to be heard and to reach a mutual understanding with the employee, resulting in a realistic self-evaluation.

1.2.4 Individual vs. Collective Assessments

The employee self-assessment method can be used in a variety of ways.

Individual Self-Assessment

The questionnaire, whether printed or in digital form, is used by an individual employee to assess his or her own levels of competence. During the assessment, the individual confers with his/her supervisor or line-manager. The results from the assessment will be applicable to this individual only.

Collective Self-Assessment, Single Target Group

The questionnaire may be distributed among a specific group of employees with the same or similar functional responsibilities, or with the same or similar required competencies. The collective

responses are collated and analysed. The result will be an indication of the collective training needs of that specific set of employees.

Collective Self-Assessment, Multiple Target Groups

Same as above, but with one difference. At the beginning of the questionnaire, there will be one or more questions asking about the level and job function of the respondent. This will allow for analysis of the responder data, disaggregated by job function or role. One option is to prepare separate questionnaires for each specific target group, which facilitates easier data analysis, depending on the survey tool used.

External Assessment of Target Group

This method can be used, for example, by a national assessment committee, to externally evaluate the competency levels and subsequent training needs of specific target groups of employees, without directly engaging with that target group. The committee will consist of supervisors and line-managers who are well placed to form an opinion of competency levels of their subordinates. The advantage of using a questionnaire based on a comprehensive competency framework is that the committee will be made aware of all relevant technical and managerial competencies that apply.

1.2.5 Competency Scales

Competency scales, or competency proficiency scales, are used to indicate or to measure one's ability to demonstrate a competency on the job. The scale captures a range of ability levels and usually organizes them into five steps, frequently referred to as a Likert-type scale. The scale serves as a guide to understanding the proficiency level of individuals, with a view of recommending the need for training. These are some commonly used competency scales:

Option 1.

	1	2	3	4	5	
Non-existent (very poor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly proficient (excellent)

Option 2.

- 1 No knowledge; no application on the job
- 2 Little knowledge; little application on the job
- 3 Moderate knowledge; moderate application on the job
- 4 Good knowledge; good application on the job
- 5 Excellent knowledge with many years of experience on the job

Option 3.

1	Fundamental awareness	You have a common knowledge or an understanding of basic techniques and concepts.
2	Novice	You have the level of experience gained in a classroom or as a trainee on-the-job. You are expected to need help when performing this skill.
3	Intermediate	You are able to successfully complete tasks in this competency. Help from an expert may be required, but you can usually perform the skill independently.
4	Advanced	You can perform the actions associated with this skill without assistance. You are recognized within your immediate organization as "a person to ask".
5	Expert	You are known as an expert in this area. You can provide guidance, troubleshoot and answer questions related to this area of expertise.

The Employee Self-Assessment Tool (Annex 1) currently applies the simplest of these competency scales (Option 1), but this can be modified according to the preference of the tool administrator.

1.2.6 Limitations of this Method

Self-assessments have their limitations, because they are subjective by their very nature. After all, individuals are given the task of rating and assessing their own levels of competence. The individual's communication skills, workplace experiences and self-perception will all alter the accuracy of the assessment. To offset this risk, it must be very clear to the employee that the purpose of the assessment is not to formally assess his or her performance, but rather to determine areas that require attention, training or mentoring. Self-assessments may be done anonymously, which encourages employees to be candid with their responses.

1.3 Data Collection Methods

Questionnaires can be administered to the target group in a variety of ways. This section gives some examples.

1.3.1 Paper-Based Questionnaires

Traditional paper-based surveys still have their place in survey research, especially in situations where, for whatever reason, internet and online communication prove to be challenging. Nevertheless, continued advances in technology will increasingly diminish the demand for paper-based methods of data collection.

1.3.2 Emailed Questionnaires

Email-type questionnaires offer a personalized way to collect feedback from the target group. It is relatively easy to create and send email-based survey forms. The benefit of sending out email questionnaires to collect responses is the ability to track exactly who has responded, who has not, who has opted out and much more.

1.3.3 Online Survey Tools

Online survey tools for creating and administering surveys have vastly improved over recent years. As the name suggests, they use the power of the internet to design questionnaires, administer them and receive

and analyse responses. Many are free of charge, while others are available on subscription basis. These are some examples:

Google Forms

The free Google Forms lets you create and analyze surveys, including assessments, right in your mobile or web browser. No special software is required, since it is cloud-based. Responses can be viewed as they come in. Google Forms analyzes survey results at a glance with charts and graphs. There are no limitations on the number of questions and responses.

SurveyMonkey

SurveyMonkey is also an online cloud-based survey management application. It provides customizable surveys, as well as a suite of paid back-end programs that include data analysis, sample selection, bias elimination, and data representation tools. The free version has a limit of 10 questions and 100 responses per survey.

Zoho Survey

Zoho Survey part of a larger suite of cloud-based applications, the Zoho Office Suite. The free version allows for unlimited surveys, 15 survey questions and 150 responses.

1.3.4 Apps for Mobiles

An App is computer software, or a program, most commonly specifically designed for mobile devices. There are thousands of Apps designed to run on today's smartphones and tablets. Apps are ideal for surveys and assessments. One example of an open source mobile data collection platform is CommCare[®], which enables anyone with some degree of IT skills to build mobile Apps for use in low-resource settings.

1.4 Practical Applications

1.4.1 ISCM Paper-based Survey

Traditional paper-based surveys are suitable in situation where, for whatever reason, online methods are difficult or unsuitable to use. Annex 1 gives a generic survey form, based on the PtD Competency Framework, which can be adapted to country needs, printed and distributed.

1.4.2 ISCM Online Survey

Alternatively, the questionnaire in Annex 1 can be distributed and completed online. A generic survey tool using the free Google Forms[®] can be freely downloaded via [this link](#) (Ctrl+Click). By clicking on the document link 'TNA Google Form Template', you will be prompted to make a copy of the Google Form, which can then be used and adapted to specific needs.

1.4.3 CIPS PSC Competency Assessment Tool

The self-assessment tool produced by CIPS (Chartered Institute of Procurement and Supply) has been created to assist CIPS members' learning and development and help them grow professionally. It aligns with the Global Standard for Procurement and Supply, and Knowledge. This free tool has been developed to help CIPS members produce a learning plan by identifying the skills they need to succeed. The tool can be accessed by logging in to MyCIPS via cips.org and navigating to the 'Career' section.

1.4.4 PSA PSC Self-Assessment

An example of a self-assessment for the pharmaceutical supply chain in general is the one developed by Pamela Steele Associates (PSA). It can be accessed via [this link](#). Quoting from the PSA website: "The online leadership questionnaire measures technical, management and leadership competencies covering six key areas of health supply chain work set out in the People that Deliver (PtD) Health Supply Chain Competency

Framework for Managers and Leaders. The questionnaire is presented on-screen and consists of short competency statements that you are asked to rate your abilities on using a 7-point competence scale ranging from 'Very Basic' to 'Outstanding'. There are 234 competency items covering 20 technical competencies and 25 management leadership competencies.” Use of this tool is not free. The price per individual is USD85, with discount available for bulk purchase.

2 EMPLOYEE PROFICIENCY TEST

2.1 What is a Proficiency Test?

Whereas the Employee Self-Assessment measures skills, a proficiency test measures the level of knowledge which the applicant possesses at the time of testing. They basically resemble math or physics tests at college and are usually presented as multiple-choice questions. An employee proficiency test uses standardized testing to measure a potential employee's skill set and knowledge within a specialized area. For example, an organization might test an employee's language skills for a position that involves writing, or spreadsheet skills for an accounting position.

Proficiency tests may be used for new recruits, as well as for existing employees, to test their knowledge of specific work-related topics. Proficiency tests help to identify a candidates' or employee's strengths and weaknesses and help determine if additional knowledge-related training may be needed or if there is another position within the organization they may be better suited for.

2.2 How to Use this Method

2.2.1 Target Group

The proficiency test methodology may be used for public health immunization supply chain workers. Again, the same method can be used for health workers in general, provided that the content of the tests are adapted to the specific target group.

2.2.2 Guidelines for Employees

Since the purpose of the test is to evaluate the knowledge of the employee at the time of testing, there is little the person can or should do in terms of academic preparation. Preparation for proficiency test is mainly to do with personal readiness to sit a test, much like students do at college or university.

2.2.3 Role of the Supervisor

Unlike with competency self-assessments, the supervisor does not play an important role in employee proficiency testing. The employee taking the test, does this on his/her own, without assistance or interference.

2.2.4 Collective vs. Individual Assessments

The employee proficiency test method is primarily meant to test the knowledge of the individual. However, it can also be used to assess the 'average knowledge' of a group of people, similar to the options listed above for self-assessments.

2.2.5 Limitations of this Method

Proficiency test scores are useful to assess the level of knowledge of individuals. However, test results may be influenced by (i) extrinsic factors, such as the environment in which the test is taken, (ii) intrinsic factors, such as the style or pattern of the question paper, and (iii) personal factors, such as fatigue and tension.

2.3 Data Collection Methods

2.3.1 Introduction

There are several data collection methods, which, by and large, are the same as those recommended for self-assessments (see above). Questionnaires can be administered to the person(s) in a variety of ways. This section gives some additional examples of online tools.

2.3.2 Online Proficiency Test Tools

There are many online applications, many of them free of charge, that are perfectly suited to design and disseminate proficiency tests for individuals. In addition to those mentioned under self-assessment survey tools, examples of these are Moodle[®], Typeform[®], Online Quiz Creator[®] and FlexiQuiz[®].

2.4 Practical Applications

2.4.1 PSC Assessment Tool by Empower School of Health

The Empower School of Health is in the process of developing a “Procurement and Supply Chain Management Assessment for Public Health Professionals and Organizations” with a holistic approach to assessing competencies and subsequent training requirements.

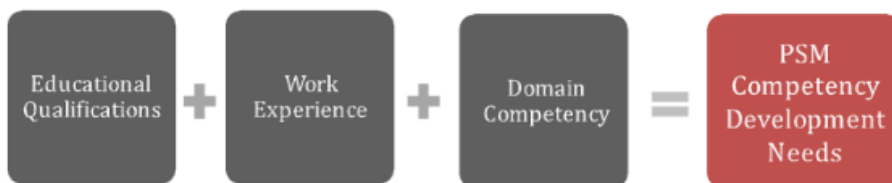


FIGURE 1 EMPOWER SCHOOL OF HEALTH APPROACH TO COMPETENCY ASSESSMENT

The assessment determines the PSM profile of the individual by asking a series of questions related not only to supply chain competencies, but also to educational qualifications and work experience. The competency assessment is based on the People that Deliver (PtD) competency framework.

2.4.2 ISCM Driver’s Licence

This section proposes the concept of an online proficiency test for new recruits, i.e. an entrance test for applicants wishing to join the ISCM workforce. The ‘Driver’s Licence’ concept may be used as a complementary part of an induction process for new recruits. Employees, or prospective employees, are typically tested on their theoretical knowledge of, in this case, ISCM.

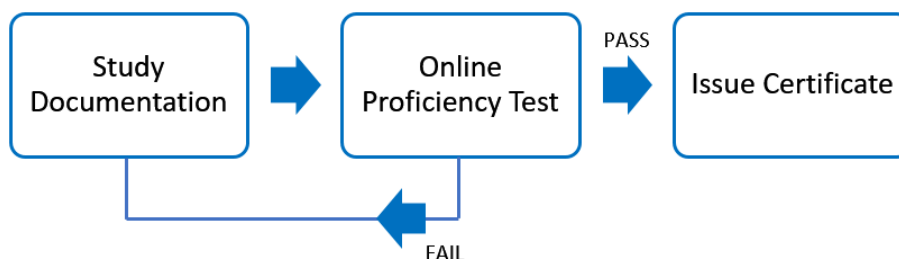


FIGURE 2 ISCM DRIVER’S LICENCE CONCEPT

- Step 1. New recruits are given relevant ISCM documentation to read, including documentation that details the workings of the organization and the principles of the supply chain. The documentation may be made available as online reading or download, or presented to the candidates in printed form. The content of the documentation may be updated periodically, as required.
- Step 2. New recruits do the online proficiency test. If their 'score' is below a certain level, they need to do the test again, but only after a certain minimum period of time. In the interim, candidates study the documentation in more detail.
- Step 3. The online test generates and issues a 'Certificate of Competence' for successful candidates, that is for those who scored a minimum of, say, 75%. The test can be repeated as often as needed, until the learner has passed the minimum required standard. The certificate will have the name and designation of the staff member printed on it, as well as the date and test results.

The online proficiency test will have the following features:

- User friendly
- Self-registration of users
- Extensive database of questions, a selection of which will be randomly presented to the candidate
- Different categories of questions, tailored to the organization, for example 'technical', 'managerial' and 'personal/workplace'
- Questions are multiple choice
- Different questions may have a different 'weight', meaning that some questions are more important than others
- There is a time-limit for each question
- Generates a personalised certificate upon successful completion of the test, including the name and test score of the candidate

The proficiency test will also be applicable to existing employees, who need refreshing their knowledge of ISCM and of the organization. For example, directors and managers may require their staff to complete the proficiency test with 3-year intervals. The principle of periodic proficiency tests may also apply to improving computer skills of employees.

The challenge with this concept is to develop a comprehensive database of questions that can be used for this type of test. There are currently no ready-to-use practical applications available, other than the one mentioned in the previous section (PSC Assessment by Empower School of Health).

ANNEXES

Annex 1: Template: Employee Self-Assessment Questionnaire (Long)

Questionnaire: Training Needs Analysis (TNA) for ISCM/EPI staff.

Time needed: 15-20 minutes.

Note

This template may be adapted to specific country situations.

Introduction

The purpose of this self-assessment is to determine your individual training needs. This is **NOT** a performance assessment. We ask you to be honest with your answers. Your responses will be used to design a training plan for ISCM/EPI staff.

You will be asked what your current level of proficiency is for each particular competency. If a competency is not important for your job, you can skip it and jump to the next section. If are not sure, whether a particular domain or section is important for your job or not, discuss with your supervisor.

Personal Information (Optional)¹

Your Name:

Your Function:

Your Place of Work:

Your Email:

Your Mobile No.:

How to answer the Questions

For each Question you will be asked:

What is your current level of competence?

	1	2	3	4	5	
Non-existent (very poor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly proficient (excellent)

- 1 No knowledge; no application on the job
- 2 Little knowledge; little application on the job
- 3 Moderate knowledge; moderate application on the job
- 4 Good knowledge; good application on the job
- 5 Excellent knowledge with many years of experience on the job

¹ Depending on the purpose of the assessment, this information may be optional (anonymous questionnaire)

Technical Domain: A. Selection Criteria & Quantification of Supplies

Is “Selection Criteria & Quantification of Supplies” relevant to your job?

- Yes Continue with **Question 1 (Q1)**.
- No Skip this Section. Go to Section **B. Procurement** ----->

Q1. National disease patterns and immunization priorities

The competencies required to understand and apply national policy and priorities, critical disease patterns and national Essential Medicine List (EML).

Your current level of competence?		1	2	3	4	5	Highly proficient (excellent)
	Non-existent (very poor)	0	0	0	0	0	

Q2. Vaccine forecasting and supply planning

The competencies required to forecast and plan vaccine supplies by estimating the quantity of immunization supplies.

Your current level of competence?		1	2	3	4	5	Highly proficient (excellent)
	Non-existent (very poor)	0	0	0	0	0	

Q3. Budgeting for immunization programmes

The competencies required to determine budgetary requirements for effectively conducting immunization programmes. Includes estimating cost of vaccines and related supplies.

Your current level of competence?		1	2	3	4	5	Highly proficient (excellent)
	Non-existent (very poor)	0	0	0	0	0	

Q4. Cold Chain capacity assessment and planning

The competencies required to forecast Cold Chain equipment needs, based on the gap between existing storage capacity and future needs.

Your current level of competence?		1	2	3	4	5	Highly proficient (excellent)
	Non-existent (very poor)	0	0	0	0	0	

Technical Domain: B. Procurement**Is “Procurement” relevant to your job?**

- Yes Continue with **Question 5 (Q5)**.
- No Skip this Section. Go to Section **C. Storage & Distribution** ----->

Q5. Vaccine procurement

The competencies required to apply public procurement regulations, appreciate financial accounting practices and use this knowledge to analyse and evaluate vaccine order costings. Includes knowledge of international, local and e-procurement.

Your current level of competence?		1	2	3	4	5	Highly proficient (excellent)
	Non-existent (very poor)	0	0	0	0	0	

Q6. Supplier relationship management

The competencies required to understand contractual relationships with suppliers and to develop effective relationships with key stakeholders. Includes transparency in tendering and contracting, as well as dealing with conflict of interest.

Your current level of competence?		1	2	3	4	5	Highly proficient (excellent)
	Non-existent (very poor)	0	0	0	0	0	

Q7. UNICEF procurement system

The competencies required to plan, implement and evaluate a procurement process appropriate to the value/risk of the category being procured along with a clear understanding of UNICEF procurement processes.

Your current level of competence?		1	2	3	4	5	Highly proficient (excellent)
	Non-existent (very poor)	0	0	0	0	0	

Q8. UNICEF Cold Chain equipment procurement

The competencies required to select and order Cold Chain equipment through the UNICEF Supply Division.

Your current level of competence?		1	2	3	4	5	Highly proficient (excellent)
	Non-existent (very poor)	0	0	0	0	0	

Technical Domain: C. Storage & Distribution**Is “Storage & Distribution” relevant to your job?**

- Yes Continue with **Question 9 (Q9)**.
- No Skip this Section. Go to Section **D. Use (at Service Level)** ----->

Q9. Inventory management at vaccine stores

The competencies required to physically manage vaccine and other immunization products to ensure that they are protected from harmful environmental conditions or handling, remain accessible, and are maintained in good condition.

Your current level of competence?		1	2	3	4	5	Highly proficient (excellent)
	Non-existent (very poor)	O	O	O	O	O	

Q10. Temperature monitoring

The competencies required to manage temperature monitoring of vaccines and other immunization materials, thus avoiding wastage due to temperature excursions.

Your current level of competence?		1	2	3	4	5	Highly proficient (excellent)
	Non-existent (very poor)	O	O	O	O	O	

Q11. Temperature mapping

The competencies required to map the differences and changes in temperature that occur within temperature controlled rooms due to influences like opening doors, proximity to cooling fans, personnel movement, and the quantity of products being stored at any given time.

Your current level of competence?		1	2	3	4	5	Highly proficient (excellent)
	Non-existent (very poor)	O	O	O	O	O	

Q12. Distribution and transport

The competencies required to manage the distribution and transportation of vaccines to off-site or satellite facilities.

Your current level of competence?		1	2	3	4	5	Highly proficient (excellent)
	Non-existent (very poor)	O	O	O	O	O	

Q13. How to write and revise SOPs

The competencies required to create, review, manage and distribute SOPs.

Your current level of competence?		1	2	3	4	5	Highly proficient (excellent)
	Non-existent (very poor)	O	O	O	O	O	

Technical Domain: D. Use (at Service Level)**Is “Use (at Service Level)” relevant to your job?**

- Yes Continue with **Question 14 (Q14)**.
- No Skip this Section. Go to Section E. Resource Management

Q14. Immunization planning

The competencies required to plan, implement, monitor and evaluate immunization activities. Includes supply chain, programmatic planning and partner collaboration.

Your current level of competence?		1	2	3	4	5	Highly proficient (excellent)
	Non-existent (very poor)	0	0	0	0	0	

Q15. Immunization safety

The competencies required to guide, support and assist staff in carrying out their duties in ensuring the safety of immunizations.

Your current level of competence?		1	2	3	4	5	Highly proficient (excellent)
	Non-existent (very poor)	0	0	0	0	0	

Q16. Management of AEFI

The competencies required to manage and report Adverse Events Following Immunization (AEFI).

Your current level of competence?		1	2	3	4	5	Highly proficient (excellent)
	Non-existent (very poor)	0	0	0	0	0	

Q17. Arranging vaccines in refrigerators, cold boxes & vaccine carriers

The competencies required to arrange vaccines inside refrigerators, cold boxes and vaccine carriers in a manner that helps ensure that they remain in good condition with minimum risk of exposure to damaging temperatures.

Your current level of competence?		1	2	3	4	5	Highly proficient (excellent)
	Non-existent (very poor)	0	0	0	0	0	

Q18. Preventive maintenance of Cold Chain equipment at health facilities

The competencies required to carry out first-line preventive maintenance of refrigerators, cold boxes and vaccine carriers.

Your current level of competence?		1	2	3	4	5	Highly proficient (excellent)
	Non-existent (very poor)	0	0	0	0	0	

Q19. Disposal of immunization waste

The competencies required to segregate, store, collect, transport, handle and dispose sharps and identify roles and responsibilities of all staff involved with managing sharps waste.

	1	2	3	4	5		
Your current level of competence?	Non-existent (very poor)	O	O	O	O	O	Highly proficient (excellent)

Managerial Domain: E. Resource Management**Is “Resource Management” relevant to your job?**

- Yes Continue with **Question 20 (Q20)**.
 No Skip this Section. Go to Section **F. Professional & Personal**

Q20. Supervision and staff performance management

The competencies required to manage people and their work activities with the goal of optimizing efficient use of staff talent. Includes supportive supervision and how it relates to training and performance management.

	1	2	3	4	5		
Your current level of competence?	Non-existent (very poor)	O	O	O	O	O	Highly proficient (excellent)

Q21. Financial management

The competencies required to adhere to financial guidelines, regulations, principles and standards when committing resources or processing financial transactions. Includes budgeting and finance for non-financial managers.

	1	2	3	4	5		
Your current level of competence?	Non-existent (very poor)	O	O	O	O	O	Highly proficient (excellent)

Q22. Cold Chain equipment management

The competencies required to manage Cold Chain equipment, including selection, installation, maintenance and replacement. Including power supplies and generators.

	1	2	3	4	5		
Your current level of competence?	Non-existent (very poor)	O	O	O	O	O	Highly proficient (excellent)

Q23. Infrastructure management

The competencies required to manage and maintain service delivery points, including health facility building structures, utilities and communication systems.

	1	2	3	4	5		
Your current level of competence?	Non-existent (very poor)	O	O	O	O	O	Highly proficient (excellent)

Q24. Transport management

The competencies required to manage and maintain vehicles, motorbikes and other means of transport for vaccine distribution.

	1	2	3	4	5		
Your current level of competence?	Non-existent (very poor)	0	0	0	0	0	Highly proficient (excellent)

Q25. 3PL Contract management

The competencies required to manage contracts made with customers, vendors, partners, or employees, including contract negotiation and monitoring.

	1	2	3	4	5		
Your current level of competence?	Non-existent (very poor)	0	0	0	0	0	Highly proficient (excellent)

Q26. Data for decision making

The competencies required to monitor immunization activities, understand the information flow, analyse data and use the generated information for decision making and action.

	1	2	3	4	5		
Your current level of competence?	Non-existent (very poor)	0	0	0	0	0	Highly proficient (excellent)

Q27. Immunization systems design

The competencies required to create plans, or blueprints, for how an immunization supply chain should run and how all of the components of the supply chain system fit together and interact towards higher vaccine availability, increased supply chain efficiency and improved vaccine potency.

	1	2	3	4	5		
Your current level of competence?	Non-existent (very poor)	0	0	0	0	0	Highly proficient (excellent)

Managerial Domain: F. Professional & Personal

Note: Professional & Personal competencies are important for all staff

Q28. Introduction to vaccines management

The competencies required to appreciate and understand vaccines and their history, as well as the role of the supply chain in ensuring the uninterrupted availability of quality vaccines from manufacturer to service-delivery levels.

	1	2	3	4	5	
Your current level of competence?	0	0	0	0	0	Highly proficient (excellent)
Non-existent (very poor)						

Q29. Computing and data skills

The competencies required to use computers and related technology efficiently. This includes acquiring adequate knowledge of standard office software packages and awareness of and adherence to data protection and security measures, as well as a basic understanding of EPI-related data systems.

	1	2	3	4	5	
Your current level of competence?	0	0	0	0	0	Highly proficient (excellent)
Non-existent (very poor)						

Q30. Communication and interpersonal skills

The competencies required to convey information to others effectively and efficiently while choosing a communication style that is both appropriate and effective for a given situation.

	1	2	3	4	5	
Your current level of competence?	0	0	0	0	0	Highly proficient (excellent)
Non-existent (very poor)						

Q31. Problem solving and decision making

The competencies required to resolve difficult or complicated challenges and make timely, informed decisions that take into account the facts, goals, constraints, and risks.

	1	2	3	4	5	
Your current level of competence?	0	0	0	0	0	Highly proficient (excellent)
Non-existent (very poor)						

Q32. Teamwork and team building

The competencies required to work and engage constructively with colleagues in order to effectively work together towards the same goals.

	1	2	3	4	5	
Your current level of competence?	0	0	0	0	0	Highly proficient (excellent)
Non-existent (very poor)						

Q33. Presentation skills and public speaking

The competencies required to speak effectively to audiences and become a more skilful public speaker who is able to present with power and to captivate, motivate, inspire and persuade.

	1	2	3	4	5		
Your current level of competence?	Non-existent (very poor)	0	0	0	0	0	Highly proficient (excellent)

Q34. Fundraising and proposal writing

The competencies required to identify potential funding partners, compose written proposals and engage in follow-up correspondence.

	1	2	3	4	5		
Your current level of competence?	Non-existent (very poor)	0	0	0	0	0	Highly proficient (excellent)

Q35. Conflict management

The competencies required to resolves complex or sensitive disagreements and conflicts in a sensible, fair and efficient manner.

	1	2	3	4	5		
Your current level of competence?	Non-existent (very poor)	0	0	0	0	0	Highly proficient (excellent)

Q36. Training of trainers

The competencies required to train and mentor staff in specialized subjects related to ISCM.

	1	2	3	4	5		
Your current level of competence?	Non-existent (very poor)	0	0	0	0	0	Highly proficient (excellent)

Thank you!

Annex 2: Template: Employee Self-Assessment Questionnaire (Short)

Questionnaire: Training Needs Analysis (TNA) for ISCM/EPI staff.

Time needed: 5-10 minutes.

Note

This template may be adapted to specific country situations.

Prioritise your training needs.

Choose five (5) training topics that are most important to you personally:

- National disease patterns and immunization priorities
 - Vaccine forecasting and supply planning
 - Budgeting for immunization programmes
 - Cold Chain capacity assessment and planning
-
- Vaccine procurement
 - Supplier relationship management
 - UNICEF procurement system
 - UNICEF Cold Chain equipment procurement
-
- Inventory management at vaccine stores
 - Temperature monitoring
 - Temperature mapping
 - Distribution and transport
 - How to write and revise SOPs
-
- Immunization planning
 - Immunization safety
 - Management of AEFI
 - Arranging vaccines in refrigerators, cold boxes & vaccine carriers
 - Preventive maintenance of Cold Chain equipment at health facilities
 - Disposal of immunization waste
-
- Supervision and staff performance management
 - Financial management
 - Cold Chain equipment management
 - Infrastructure management
 - Transport management
 - Contract management
 - Data for decision making
 - Immunization systems design
-
- Introduction to vaccines management
 - Computing and data skills
 - Communication and interpersonal skills
 - Problem solving and decision making
 - Teamwork and team building
 - Presentation skills and public speaking
 - Fundraising and proposal writing
 - Conflict management
 - Training of trainers
-

What other training topics are important to you?

Do you have any other comments or suggestions?

Thank you!

Annex 3: Record of Revisions

Date	Description	Author(s)
February 1, 2018	First draft of this Module, by UNICEF SD\Capacity Development Section	MK,AA,BR