PERFORMANCE MANAGEMENT TOOLKIT
for health supply chain organisations

September 2021

Contents

Acknowledgements

Acronyms

BSC	Balanced scorecard
CMST	Central Medical Stores Trust
EPSA	Ethiopian Pharmaceuticals Supply Agency
GHSC-PSM	Global Health Supply Chain Programme-Procurement and Supply Management
HR	Human resources
HR4SCM	Human resources for supply chain management
HRM	Human resources management
HSCM	Health supply chain management
IAPHL	International Association for Public Health Logisticians
JSI	John Snow Incorporated
KEMSA	Kenya Medical Supplies Authority
KPI	Key performance indicator
LMIS	Logistics management information system
MOH	Ministry of Health
NMS	National medical stores
NMSF	National Medical Supplies Fund
PBI	Performance based incentives
PIP	Performance improvement plan
PSA	Pamela Steele and Associates
PtD	People that Deliver
SAPICS	South African Production and Inventory Control Society
SC	Supply chain
SCM	Supply chain management
SMART	Specific, measurable, attainable, relevant, time bound
ToC	Theory of Change
UNICEF	United Nations Children Fund
WHO	World Health Organisation

Acronyms

Glossary

Balanced scorecard: a performance management framework that measures key performance indicators based on four categories: financial, customers, internal processes and capacity/learning measures.

Competencies: the skills, behaviours, capabilities that people possess in order to do their job or to fulfil their functions. A competency requires knowledge but the focus is on what people can do.

Competency compendium: a comprehensive catalogue of competency areas with associated behavioural competencies compiled from several frameworks.

Competency framework: a collection of competency areas with associated behavioural competencies which define the expected requirements of a particular cadre.

In-service training: a professional training or staff development effort through which professionals are trained and discuss their work with others in their peer group in a more formal classroom-based training situation.

Key performance indicators (KPIs): a set of performance measurements that demonstrate how effectively an organisation is achieving key objectives.

On-the-job-training: a one-on-one competency development programme that takes place with the individual at the work site.

Performance goals: a statement of desired future state, condition or purpose. Performance goals are longer term and having broader deadline.

Performance measurement: the process of collecting, analysing and reporting information regarding the performance of an individual, group, process, organisation, system or component to see whether outputs are in line with what was intended or should have been achieved. The performance measurement comprises regular collection and reporting of data to track work produced and results achieved.

Performance problems: the performance outcomes that need significant intervention to improve the system.

Performance-based incentives (PBI): any program that rewards the delivery of one or more outputs or outcomes by one or more incentives, financial or otherwise, upon verification that the agreed-upon result has actually been delivered. Performance payments may target supply-side (e.g., health centre, health worker) and/or demand-side (e.g., pregnant women) recipients, subnational entities (district health teams, regional supply depots) or national entities (central medical stores).

Performance period: a time period determined by organisations to measure the performance goals of employees. The performance period runs from the beginning to the end of the performance management process, which entails stages from planning to the final performance evaluation.

Management by objectives (MBO): a strategic performance management framework that is designed to improve organisational performance by clearly defining objectives that are agreed on by both management and employees.

SMART objective: an objective that is specific, measurable, achievable, relevant and time-bound.

Supervisory checklist: a list containing priority issues that must be observed and recorded by the supervisor during supportive supervision.

Supply chain personnel: employees of supply chain organisations.

1
Introduction

a. Background

In many health supply chain management (HSCM) organisations the practice of performance management has its challenges, which include limited performance-improvement opportunities, increased work pressure leading to high employee turnover, lack of standard procedures to measure performance, absence of measurable goals and inconsistent performance reviews.

The development of this toolkit is intended to address these challenges and respond to the needs of HSCM organisations in low- and middle-income countries to improve their performance management systems regardless of where they are in their performance management system. This performance management toolkit has been designed based on the People that Deliver (PtD) Human Resources for Health Supply Chain Management Theory of Change (ToC), the UNICEF Performance Management toolkit for Immunization Supply Chain Managers and the Human resources management and Performance Management theoretical framework.

The toolkit emphasises the importance of human resources as a key driver of improved performance within supply chains.

b. Purpose of the toolkit

This toolkit is a collection of adaptable resources for supply chain staff and supervisors that enables them to practice performance management processes and identify approaches for addressing performance management issues in their organisations. The purpose of this toolkit is, therefore, to help HSCM organisations to set out an approach to managing the performance of supply chain staff if they plan to develop a new performance management system. It also helps the organisations to review and revise their existing performance management framework as and when necessary.

c. How to use the toolkit

The toolkit is to be used as a reference document to outline all of the factors that should be considered and it is not intended to be read from start to finish, but rather the user can select and focus on their interests and needs.

For instance, an HSCM organisation may refer to the document to learn how to develop smart objectives and also use supply chain competencies to fill skill gaps.

HSCM organisations may also find it useful to incorporate one or more of the sections of this toolkit and adopt it to their performance management system if the sections are not included in their framework.

The toolkit can be used by different groups that have responsibilities in the management of the health supply chain:

- National and sub-national supply chain managers and employees, health service providers including clinicians, pharmacists and health workers with supply chain management responsibilities;

- National level leadership, senior supply chain management, administration and technical staff, and senior programme managers in Ministries of Health; and

- Human resources (HR) functions at national level to help them in developing and embedding good HR practices and support systems throughout the government structure while creating an enabling environment for supply chain professionals and support staff within the supply chain organisations.

2
Performance management

Performance management - defined

"Performance management is the continuous process of improving performance by setting individual and team goals which are aligned to the strategic goals of the organisation, planning performance to achieve the goals, reviewing and assessing progress, and developing the knowledge, skills and abilities of people."[1]

"Performance management focuses on the effective management of people to achieve organisational goals and better serve its customers and assists in creating a work environment in which people are enabled to perform to the best of their abilities. It is an on-going process through which managers and their employees gain a shared understanding of work expectations and goals, exchange performance feedback, identify learning and development opportunities, and evaluate performance results." [2]

Performance management systems entail processes that are critical to improving supply chain effectiveness and efficiency including identifying measures and data requirements, defining targets, planning, communicating, measuring, reporting and continuous dialogue and feedback.

Aims of performance management system

Health supply chain management organisations aim to strengthen performance management within country supply chains by sharing key principles and practical tools to encourage best practices. This can be achieved by focusing on activities that identify and enhance employee performance including supervision, mentoring and coaching.

Performance management enables supply chain systems and teams to continuously improve their systems and processes. It is also an ongoing cycle that helps supply chain staff achieve their objectives and also focus on improvements and the organisation's culture.

a. Performance management system self-assessment

Assessing the performance management system of a HSCM organisation is an important first step to developing any performance system within a supply chain organisation. Whether the HSCM organisation has an effective system or not, the performance management self-

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[1] Armstrong, Michael, A handbook of human resource management practice/Michael Armstrong, 10th ed. p.cm 2006.
[2] UNICEF, "Performance Management Toolkit for Immunization Supply Chain Managers", 2016.

assessment is an important step to determining if there is a system in place to achieve results and improve performance.

Developed by and for public health agencies, an assessment tool is organised around each of the four components of performance management identified in the Turning Point Performance Management National Excellence Collaborative's model.

• Performance standards
• Performance measurement
• Reporting of progress
• Performance improvement process [3]

The performance management self-assessment helps to identify strengths and areas of improvement that would have a positive impact in the development of an effective performance management system. Teams can conduct the self-assessment to help identify opportunities to improve the existing system or develop a new performance management system.

b. PtD Theory of Change

The most effective performance management is done on an ongoing basis through supportive supervision, coaching and/or mentoring. To ensure that supervision is unbiased and productive, managers must give feedback according to established guidelines, and understand how to properly reward good performance to encourage retention and mitigate poor performance. Ultimately, the objective of performance management is to link individual employee goals and performance to organisational goals and performance through competency-based assessments to positively impact supply chain performance. [4]

By applying the PtD Building Human Resources for Supply Change Management (HR4SCM) Theory of Change (ToC), interventions in HR would lead to improvements in the performance of the health supply chain workforce.

To achieve the long-term outcome of PtD's HR4SCM ToC, workforce performance is optimised through four distinct, mapped pathways: skills, staffing, working conditions and motivation.

"Employee motivation is a key HR strategy and plays a crucial role in achieving an organisation's vision. Motivation in health supply chains can be achieved when quality performance is supported within the system, the workforce is adequately incentivised, there is good supervision and management support, competency-based promotion is followed, the organisation designs a strong employee engagement and retention policy, and there exist disciplinary guidelines."[5]

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[3] Public Health Foundation, Turning Point, "From Silos to Systems: Using Performance Management to Improve the Public's Health", 2003.
[4] JSI, "The supply chain managers' handbook", 2020.
[5] Steele, P., Levitskiy, A., Nayler, J., and Subramanian, L. Human Resources for Health Supply Chain Transformation: Exploring Common Best Practices in the African Health Supply Chain, 2020.

Within PtD's four pathways, motivation is a key HR strategy to achieving the long-term outcome of PtD: improved performance.
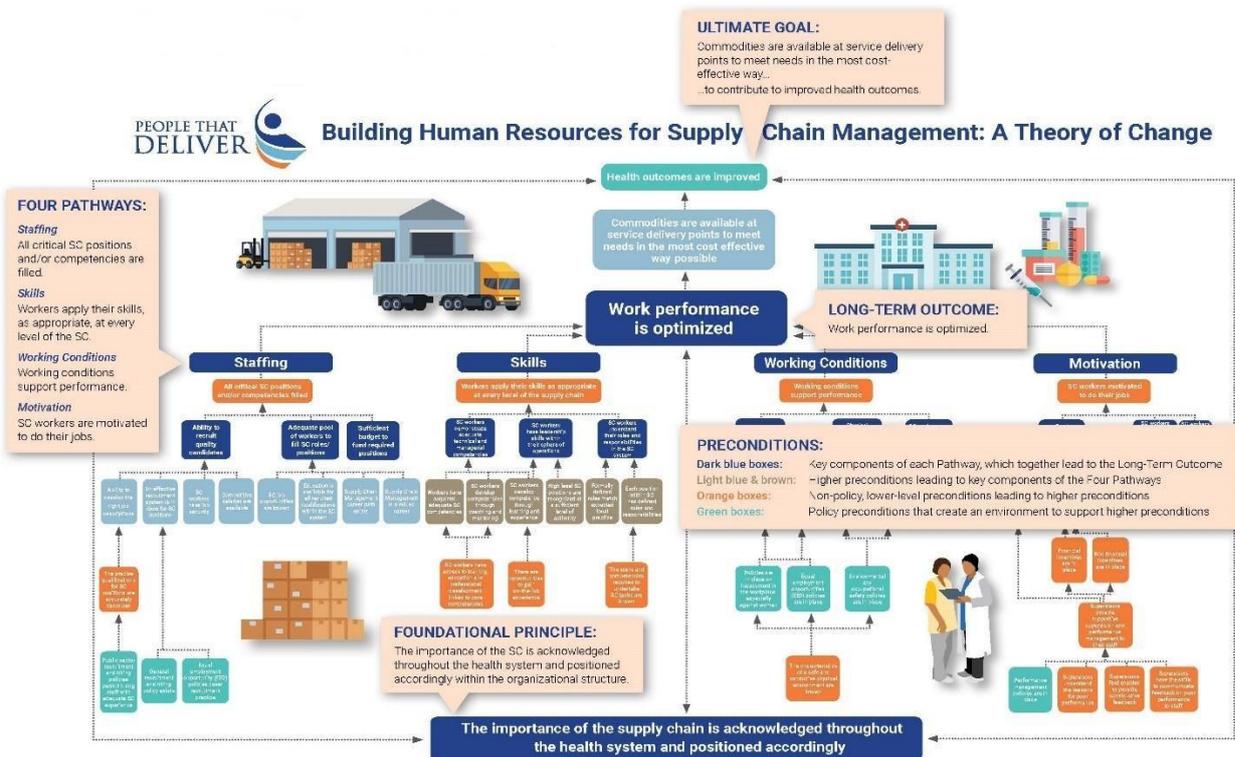
c. Roles and responsibilities in performance management

Performance management requires the clarity of goals and their translation into empirical measures that adequately characterise intended outcomes. Managing performance is the shared responsibility of supply chain personnel, immediate supervisors, the human resources department and senior management of the organisation. It is important to agree at the outset who is responsible for performance management in an organisation. The roles are as follows:

Role of senior management

HSCM organisations may be required to meet different competing priorities and these are usually set out by senior managers to meet key stakeholders' expectations. Senior management plays a crucial role in the design and implementation of the organisation's performance management strategy as it is they who ultimately dictate the performance culture of the organisation. As representatives of the organisation, senior management is responsible for:

- Demonstrating how governance can be linked with the organisation's performance management strategy;
- Ensuring organisational objectives are aligned with teams' and individual performance objectives;
- Championing the performance management framework through their actions;

- Recognising and rewarding employees for their achievement of performance targets; and
- Engaging the supply chain workforce to garner their commitment in the achievement of the organisational objectives.

Role of the supervisors

- Provide support to employees in setting clear and SMART performance objectives. A SMART objective is one that is *specific, measurable, achievable, relevant* and *time-bound* (see section 4e);
- Building capability to ensure continual development and success and monitoring performance;
- Providing regular and ongoing feedback to develop and maintain performance; and
- Systematically addressing under-performance.

Role of supply chain personnel

- Developing their own performance to meet expectations and achieve their objectives;
- Having open and honest conversations with supervisors and colleagues;
- Providing feedback to supervisors and openly receiving feedback; and
- Proactively driving their own development with the support of their supervisor.

Role of human resources department

- Establishing and maintaining performance management systems;
- Ensuring alignment with PtD's performance management framework's essential elements, which are planning, monitoring, reviewing, developing and recognising performance;
- Regularly analysing gaps between existing systems and the current performance management framework;
- Supporting supervisors in developing improvement plans to address gaps;
- Reporting to senior management on the implementation of the PtD performance management framework; and
- Supporting employees in the application of systems and tools available to them.

3
Performance management framework

Health supply chain management organisations apply different performance management frameworks; some use the traditional performance management systems while others adopt balanced scorecard performance management systems. At the MoH in Uganda, for example, the performance management framework encompasses a four-step performance management cycle: planning, monitoring, evaluation/appraisal and performance improvement for improved service delivery.

The PtD performance management framework refers to the process of planning, reviewing, monitoring, developing and recognising performance. It enables managers and employees of public and private supply chain organisations to work together to discuss and understand performance expectations, monitor performance, offer feedback, review current performance and provide or receive coaching, access training for ongoing development, and receive recognition through performance-based incentives, rewards and retention. The process also depends on manager-employee participation and collaboration.

The PtD performance management framework provides managers and employees of public and private supply chain organisations the opportunity to translate the organisation's goals into team and individual objectives. As participants in the process, supervisors and employees can gain a clear understanding of shared expectations of what needs to be achieved and how. Employees play a critical role in defining their objectives and helping their supply chain organisation achieve its mission and goals.

This framework requires a comprehensive, continuous, flexible and systematic approach. It also requires planning and monitoring by focusing on dialogue and feedback among teams and individuals within a given organisation.

The PtD performance management framework comprises four phases that represent an effective performance management system.[6]

    Phase 1: Performance planning
    Phase 2: Performance monitoring and reviewing
    Phase 3: Developing skills and competencies
    Phase 4: Recognising good performance

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[6] UNICEF, "Performance Management Toolkit for Immunization Supply Chain Managers", 2016.

Performance management framework

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┌─────────────────┐         ┌──────────────────────────────────────────────────────────┐
│   Performance   │ ◄─────  │ • Identification of competencies for supply chain roles. │
│    planning     │         │ • Development of competency-based job descriptions       │
└─────────────────┘         │ • Development of performance standards                   │
        │                   │ • Defining and selecting key performance indicators      │
        ▼                   │ • Setting SMART objectives                               │
┌─────────────────┐         └──────────────────────────────────────────────────────────┘
│   Performance   │ ◄─────  ┌──────────────────────────────────────────────────────────┐
│ monitoring and  │         │ • Supportive supervision                                 │
│    reviewing    │         │ • Managing under performance                             │
└─────────────────┘         │ • Performance reviews                                    │
        │                   └──────────────────────────────────────────────────────────┘
        ▼
┌─────────────────┐         ┌──────────────────────────────────────────────────────────┐
│ Developing skills│ ◄────  │ • Training and development needs analysis                │
│ and competencies │         │ • Employee training and development                     │
└─────────────────┘         │ • Continuous professional development                    │
        │                   │ • Coaching and mentoring                                 │
        ▼                   └──────────────────────────────────────────────────────────┘
┌─────────────────┐         ┌──────────────────────────────────────────────────────────┐
│ Recognising good │ ◄────  │ • Performance based incentives                           │
│   performance    │         │ • Employee recognition                                   │
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4
Performance planning

Performance planning for HSCM organisations may be challenging owing to the nature of supply chain operations, however it is the most crucial part and the first phase of the performance management process. Performance metrics for an individual should align with the key performance indicators for the supply chain operation as a whole. A clear link should be made between the measurement of each staff members' performance and the performance of the supply chain function for which they are responsible. For example, a receiving assistant's KPI would be the number of items receipted/processed in a given period of time while the warehouse-level KPI would be the number of on time in full deliveries.

During performance planning the inputs and preconditions for conducting performance planning are as follows:
a. Identification of competencies for supply chain roles

b. Development of competency-based job descriptions

c. Development of performance standards

d. Defining and selecting key performance indicators

e. Setting SMART objectives.

a.   Identifying competencies for health supply chain roles

In 2020 PtD developed the Library of Competencies and Designations for Health Supply Chains, which helps to ensure supply chain competencies are globally accessible, applicable and transferable. Depending on the nature of the role, supply chain organisations may use the competencies that are relevant to the positions in their organisations. The competencies are listed by supply chain function to allow users to select the competencies relevant to their cadres and levels in the supply chain.

The library outlines seven domains for supply chain management. Each domain has a set of competencies and associated behaviours linked to them. The approach is designed to be service based, which means that specific cadres who may conduct SCM competencies are not listed as these vary between country contexts. As a result of implementing the competency mapping tool, a country will develop a map of broad supply chain competency areas at any or all levels of the supply chain with additional detail on the specific behavioural competencies required to complete those tasks by specific cadres. If desired, a programme could move on to the next step of developing a competency framework for each cadre represented in the supply chain. Such frameworks can then be used to develop job descriptions, create training plans and/or identify staffing gaps.

b. Development of competency-based job descriptions

Once the needs for human resources are identified and a position's roles and responsibilities are defined, it is important to fully document those roles and responsibilities in a job description. Well-developed job descriptions serve several purposes:

- Define the purpose of the job and explain how it fits in within the overall system and other supply chain positions;

- Explain the supply chain functions for which the person is responsible;

- Ensure that positions are clearly mapped without overlap or conflict with other positions;

- Outline the expectations of supervisors towards their subordinates; and

- Ensure that the job holder understands the expectations of their job.[7]

The job descriptions should also list the competencies required to perform a given supply chain function.

The competencies that have been listed in the library can serve as a resource. In 2020 PtD also developed the "Collection of Roles and Job Descriptions for Health Supply Chains"; see this resource for information.

c. Development of performance standards

A performance standard is a generally accepted, objective standard of measurement such as a rule or guideline against which level of performance can be compared.

"Performance standards are also the establishment of organisational or system standards, targets and goals to improve public health practices."[8]

d. Development of performance measurement, key performance indicators and balanced scorecard

Performance measurement

Performance measurement is the development, application and use of performance measures to assess achievement of performance standards."

Studies have shown that people behave based on the way they are measured. Supply chain personnel are no different. Unless clear measurable indicators are in place, staff may not completely understand what is expected of them; therefore, they may not carry out their tasks as well as they could.

"Positive health outcomes are highly dependent on how well the health delivery system—health information, financing, personnel and supply chain (including supplies)—is performing.

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[7] JSI, "The supply chain managers' handbook", 2020.

[8] PHF, "About the Performance Management System Framework" http://www.phf.org/focusareas/performancemanagement/toolkit/Pages/PM_Toolkit_About_the_Performance_Management_Framework.aspx.

The importance of having medicines and other supplies available at the health facility cannot be overstated, and their availability often depends on how well or how poorly the supply chain is performing. But, to improve supply chain performance, one must understand how it is currently performing, e.g., it needs to be measured."[9]

Key performance indicators (KPI)

"Key performance indicators (KPIs) support supply chain managers to understand the workforce situation and are effective when applied consistently and comprehensively." (Bean and Geraghty, 2003)
Key performance indicators (KPIs) play an important role in strategic, tactical, and operational planning and implementation, including setting objectives, assessing progress against those objectives, identifying areas for investment, and adjusting for the future"[10].

KPIs can be used as essential management tools for ongoing strategic and tactical management by in-country supply chain managers.

KPI's exist for all supply chain functions:

(1) Goal-level KPIs such as supply availability
(2) Functional-level KPIs addressing warehousing, transportation, order tracking, distribution and procurement
(3) Process-level KPIs such as Logistics Management Information System (LMIS) reporting rates

To help improve supply chain operations, many consider implementing supply chain performance indicators or metrics as one of the simplest, least expensive and least time-consuming ways of doing so.

Balanced score card (BSC)

Balanced score card is a type of performance management framework that has been applied to HSCM organisations such as the Central Medical Stores Trust (CMST) in Malawi and the Ethiopian Pharmaceutical Supply Agency (EPSA) in Ethiopia.

"The BSC suggests that we examine an organisation from four different perspectives to help develop objectives, measures (KPIs), targets, and initiatives relative to those views.

- Financial (or stewardship): views an organisation's financial performance and the use of financial resources.

- Customer/stakeholder: views organisational performance from the perspective of the customer or key stakeholders the organisation is designed to serve.

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[9] USAID, "Measuring Supply Chain Performance Guide to Key Performance Indicators for Public Health Managers", 2010.

[10] JSI, "The supply chain managers' handbook", 2020.

- Internal process: views the quality and efficiency of an organisation's performance related to the product, services, or other key business processes.

- Organisational capacity (or learning & growth): views human capital, infrastructure, technology, culture, and other capacities that are key to breakthrough performance." [11]

According to the findings of surveys and case studies of Pamela Steele Associates in its "HR for Health Supply Transformation" document, performance management is supported using KPIs at CMST, EPSA, the Kenya Medical Supplies Authority, (KEMSA), and the National Medical Supplies Fund (NMSF).

At KEMSA, KPIs strengthen the performance management process and improve staff motivation. KEMSA staff are encouraged by fostering a sense of belonging.

At NMSF Sudan, KPIs support staff performance management and the understanding of individual tasks and organisational goals.

CMST Malawi uses the "Balanced Score Card" approach to manage the performance of board members. The rest of the staff are assessed by a different performance management tool – management by objectives (MBO) – which is developed by consultants. This is a strategic performance management framework that is designed to improve organisational performance by clearly defining objectives that are agreed on by both management and employee.

The *PtD Collection of Roles and Job Descriptions for Health Supply Chains* also contains KPIs for each job description.

e. Setting SMART objectives

Once the KPIs and competency-based job descriptions are developed, supply chain supervisors with their employees may start setting SMART objectives.

- **S**pecific, clear and understandable.

- **M**easurable, verifiable and results-oriented.

- **A**chievable/attainable, yet sufficiently challenging.

- **R**elevant to the mission of the department or organisation.

- **T**ime-bound with a schedule and specific milestones.

When an objective is SMART, it will help to prioritise work, monitor progress and recognise the achievements. SMART objectives also help to focus on the priority areas.

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[11] Balanced Scorecard Institute, "Balanced Scorecard Basics", 2021, < https://balancedscorecard.org/bsc-basics-overview >, accessed 5 March 2021.

SMART objectives are set at the beginning of the performance cycle by employees in discussion and agreement with the supervisors. The number of objectives could vary depending on the role of the supply chain staff, however care should be taken to limit the objectives to ensure they are achievable. Best practices show that objectives should be set in no more than three areas — attempting to achieve too many different objectives will result in failure in achieving them.

Organisational objectives

Organisational objectives are the basis for deriving teams and individual objectives. Once the organisational objectives are well defined and set, the different teams within the organisation should align their objectives with the organisational objectives.

Team objectives

Departmental/functional/section/unit/ objectives could be expressed as teams' objectives in organisations. These teams can draw their objectives based on the overall organisational objectives.

Individual objectives

Employees develop their individual objectives in alignment with the team's objectives, in discussion with their supervisors and in consultation with their job description.

5
Performance monitoring and reviewing

a. Performance monitoring

"Performance measurement is the process of collecting, analysing, and reporting information regarding the performance of an individual, group, process, organisation, system, or component to see whether outputs are in line with what was intended or should have been achieved."

After a performance plan agreement has been discussed and the planning has been completed, the next stage of the process is performance monitoring, which is carried out on a continuous basis throughout the performance period through supportive supervision, coaching and/or mentoring.

Performance monitoring measures what a supply chain worker does rather than what they can or should do. Performance monitoring creates opportunities to improve knowledge, skills and performance by applying supportive supervision, coaching, and/or mentoring with the aim of enhancing a worker's motivation and job satisfaction.

One-on-one ongoing dialogue is an element of performance monitoring; the discussion between supervisors and supply chain staff is continuous throughout the performance period and feedback is given for good performance or under performance. This ongoing dialogue can take place weekly, bi-weekly or monthly depending on the nature and size of operations.

A mid-term review can be conducted to track the progress of the plans and adjust if objectives have changed, been redefined or added.

b. Supportive supervision

Supportive supervision is "the process of guiding, helping, and encouraging staff to improve their performance so that they meet the defined standards of performance of their organisations."

Supportive supervision is the process of helping staff to improve their own work performance continuously. It is carried out in a respectful and non-authoritarian way with a focus on using supervisory visits as an opportunity to improve the knowledge and skills of staff.

Supportive supervision fosters a collaborative approach to strengthen health worker performance and immunisation services. It has been an effective tool for improving performance for many organisations.

Supportive supervision encourages open, two-way communication and team building approaches that facilitate problem-solving. The key characteristics of supportive supervision are[12]:

- Establishes performance objectives
- Focuses on problem solving and monitoring
- Empowers supervisees to improve their own performance
- Emphasises teamwork
- Provides feedback and recommendations
- Motivates and empowers staff
- Encourages participatory decision making

Below are the steps HSCM organisations may apply while conducting supportive supervision:

i. Setting up a supportive supervision system

ii. Planning regular supportive supervision visits

iii. Conducting a supervisory visit

iv. Post visit reporting, follow-up and follow through

Ten basic practices of supply chain supportive supervision are:

1. Think of yourself first as a colleague, then as a boss.

2. Listen more than you speak.

3. Use two-way communication.

4. Assume that the staff know more than you do.

5. Bring good news and updates from other places.

6. Look for the good things first.

7. Don't take away staff responsibility.

8. Focus on the priorities.

9. Do not let a lack of resources stop improvement.

10. Leave with a limited number of specific agreements.[13]

c. Ongoing dialogue and feedback

Ongoing dialogue is a continuous feedback process to review the progress of the objectives set at the beginning of the performance period. In this process, supply chain supervisors and employees are expected to discuss the progress of the work objectives frequently prior to the final performance review period.

Supply chain supervisors are expected to give continuous, constructive or corrective feedback to their subordinates throughout the performance period. It also helps to check if employees

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[12] USAID, Deliver project, 2007.

[13] JSI, "The supply chain managers' handbook", 2020.

are on track to meet their objectives and make the necessary adjustments in cases of underperformance. Even though the review is continuous throughout the performance period, a time should be set to formally discuss and document progress; this is usually considered a mid-term review.

Guidelines for giving feedback

- Plan how you will give feedback.
- Feedback must be expressed in a supportive and respectful way.
- Feedback must be about both the strengths and weaknesses of the supervisee.
- Each weakness, and strength, must be accompanied by concrete recommendations for improvement.
- Use descriptive rather than judgmental language.
- Be direct, clear and to the point.
- Focus on behaviour that the subordinate can affect.
- Feedback should be well timed; providing feedback long after the supervisory visit will not have the same effect as feedback provided during and at the end of the supervisory visit.
- Only provide constructive feedback.[14]

d.   Annual performance review

While most organisations require an annual performance review to be conducted with all employees, effective performance management is based on ongoing feedback, coaching and support throughout the year. The formal performance review session should simply be a recap of what has occurred throughout the rating period. In other words, there should be no surprises in the performance review. During this meeting, managers should discuss with employees their ratings, narratives and rationale for the evaluation given.

Self-review

Health supply chain management organisations should encourage their employees to assess themselves prior to the discussion with their supervisors. The self-assessment gives employees the opportunity to reflect on their performance and critically identify any setbacks.

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[14] USAID, "Supervision and On-the-Job Training for Supply Chain Management at the Health Facility", 2011.

Performance appraisal

At this stage of the annual performance review, supervisors assess the progress of agreed objectives and as such formal performance discussions between employees and supervisors should be held.

The year-end review is conducted based on the revisions (if there are any) during the mid-term review and final assessments. The performance appraisal is carried out by supervisors after looking into the annual performance and the self-assessment filled out by the member of staff.

> **Malawi:** Performance appraisals at central medical store trust in Malawi are guided by clear job descriptions and staff objectives. The system involves an open appraisal, whereby an employee completes the balanced score cards and indicates their level of individual performance. This is followed by the supervisor's input and assessment. Following this, the employee and supervisor come together to discuss the appraisal based on the KPIs.

e. Performance rating

Performance rating is the step that supervisors take to complete the process of the performance appraisal.

If performance information is to be used for making decisions related to matters such as development, promotion and salary increments, a numerical rating on which employees can be ranked, or identified as top, middle and bottom performers, is often required. A five-point scale is typically used because it provides a sufficient number of rating points to help differentiate between employees. If a rating scale is to be used, the rating points should be defined sufficiently so that those making the judgements can rank staff in a uniform and fair manner. Ratings made with numerical scales can easily be averaged or summed across rating categories to derive a summary score for decision-making.

Example of five-point scale performance rating

> **Five-point scale with defined rating points**
>
> 5 = Almost always performs as described by the "Role Model" standards.
>
> 4 = Sometimes performs as described by the "Role Model" standards and sometimes performs as described by the "Meets Expectations" standards.
>
> 3 = Almost always performs as described by the "Meets Expectations" standards.
>
> 2 = Sometimes performs as described by the "Meets Expectations" standards and sometimes performs as described by the "Below Expectations" standards.
>
> 1 = Almost always performs as described by the "Below Expectations" standards.
>
> *Source: Performance Management A roadmap for developing, implementing and evaluating performance management systems, SHRM Foundation*

There are alternative performance rating levels and some examples are as follows:

Exceeds expectations – Employee consistently surpasses all expectations and goals. Supervisors should use this category sparingly to avoid diluting the value of the "Meets Expectations" rating.

Meets expectations – Employee fully and consistently achieves expectations and goals. "Meets Expectations" is the standard and is commendable. Seventy percent of employees' performance falls into this category in many organisations.

Needs improvement – Employee's performance needs improvement to fully achieve expectations/goals. This rating is for those aspects of performance that require some additional training and development, or for performance in certain areas that is not consistent.

Below expectations/action required – Employee's performance fails to meet job expectations. This is used when performance continually fails to meet the acceptable standards. (If an employee's performance is "Action Required," the supervisor should consult with Human Resources prior to completing the annual performance appraisal, to learn the next steps in the process and also seek advice on how to proceed).

f. Managing under performance

It is the supervisor's responsibility to address under-performance of employees. It can be challenging, but if problems arise it is crucial that a supervisor address them as soon as possible. It is not acceptable to the employee, their colleagues, the organisation or the end-customer to let an issue become a more serious problem before action is taken.

Organisations may consider under performance when an employee:
* Does not undertake the duties of the role as required;
* Does not complete the duties to the required standard or within the expected timeframe;
* Does not understand the job requirements or instructions;
* Does not comply with professional codes of practice;
* Is not motivated to meet the minimum expectations;
* Is regularly absent without justification;
* Demonstrates poor timekeeping;
* Has poor working relationships; or
* Makes errors at work.

Underperformance is usually considered to be as a result of capability or conduct. Underperformance, however, should not come as a surprise to the employee at the end of the period owing to the ongoing dialogue and feedback sessions taking place throughout the

performance period. Not all under performance will require a formal approach. In many cases an informal discussion is all that is needed to improve performance. Supervisors are encouraged to have early discussions through their normal procedures, such as one-to-one meetings or coaching sessions. They should remember to record such meetings in writing and to share records with the employee. Such informal meetings can be used as an opportunity to talk to the employee about the need for improvement and to agree a plan of action to bring about improvements.

How to correctly identify the performance problem

In order to correctly and specifically identify the performance problem supervisors should determine how serious the problem is, how long has the problem existed, the gap between the expectation and performance of the staff, and to check if there are external constraints affecting performance, such as systems, processes, financial constraints or a lack of skills or competence.

How to approach a conversation about underperformance?

Preparation before the conversation:
- Understand the real issues.
- Take advice from HR or a senior manager.
- Think about how the employee might respond/react.
- Consider what you would like to achieve.
- Practice how and what you are going to say.
- Allow enough time for the conversation.
- Choose the right place for the conversation (private and comfortable place away from distractions).

During the conversation:
- State the issues clearly and honestly.
- Explain why it is important.
- Provide specific examples.
- Listen well and be open minded.
- Ask questions.
- Allow the employee to be heard.

Agree on an action plan or a performance improvement plan
- Jointly agree a way forward and if necessary, complete a performance improvement plan (PIP).
- Agree on what is to be achieved and by when.
- Consider if any support can be provided.
- Schedule discussions to review progress.

6
Developing skills and competencies

Within the four pathways of PtD's HR4SCM ToC, developing skills and competencies is one of the pathways for the attainment of the long-term improved health outcome.

Mapping the training process is a methodology for managing workforce development through training. It is a systematic approach to determining the training needs of individuals with the objective of ensuring that these individuals are equipped to carry out their duties effectively by having the necessary knowledge, skills and attitudes to perform.

The training process begins with identifying employees' learning needs. Critical questions need to be asked, such as:

- What are the performance gaps of the organisation and can these gaps be addressed by training?

- Is poor performance caused by employees lacking the necessary skills, or is there a lack of equipment, or are there no set procedures for staff to adhere to?

- Analysis and design of the training are part of the decision-making phase. What must be learned?

These are critical questions but are not always asked, and the assumption is made that training is a panacea for poor organisational performance.

Training strategy

A training strategy is developed to achieve the employee development goals of supply chain organisations. Creating training strategies involves preparing supply chain staff to develop the necessary skill set and setting them up for success within the organisation. Supply chain staff must learn new skills or update them based on the skills requirements and the organisation's training plans.

Conducting training and development needs analysis

During annual performance reviews supervisors can assess the skill gaps of their subordinates. However, a systematic needs analysis is required and the following are the five steps of a training needs analysis (TNA).

Step 1. **Identify the problem and needs**

The first step in undertaking a TNA is to identify the problems and needs. It is necessary to consider whether the lack of training is a significant causal factor for poor organisational performance. Will the problems be solved by training? Before a TNA is considered and

conducted it is important to ensure that training is needed, while the broader context in terms of policy, goal, roles and responsibilities also require consideration.

Step 2. **Design of the assessment**

The second step in a TNA is to determine the design of the assessment. The design, or type of assessment, will depend, among other factors, on the subject area and on the target groups to be trained. The preferred assessment or survey method becomes the basis for a training analysis designer to either create a new assessment or identify an existing one that can fulfil the need.

Step 3. **Collect data**

The third step in conducting a TNA is to collect data from the target group of interviewees. Depending on the survey method chosen this may be done by conducting a survey, which required the completion of questionnaires, either manually or online, or through interviews or another method. Regardless of which method is adopted, data capturing should be carried out in parallel with data collection if possible, or soon afterwards, so that no data is lost or forgotten.

Step 4. **Analyse data**

Provided that the design and preparations have been done well, the analysis of the data is usually straightforward. We distinguish between qualitative and quantitative data.

Unlike numbers or 'hard' data, qualitative information tends to be 'soft', meaning that it can't always be reduced to something definite; this can be a weakness but also a strength. Most surveys collect a combination of both types of data. Recording and organising data may take different forms, depending on the kind of information collected. Analysing information involves examining it in ways that reveal relationships, patterns and trends.

Step 5. **Provide feedback**

Providing feedback to those who took part in the survey is important, yet often overlooked. Feedback may include the results from the survey after the analysis has been carried out or,

> HSCM organisations use performance appraisals to conduct their TNAs. In KEMSA for example, the TNA is conducted annually, by using the inputs from the performance appraisals. Training requests are submitted to the training committee, which plans the training calendar. However, in NMSF Sudan, the TNA is conducted in accordance with the comprehensive training strategy.

alternatively if that is not possible, a simple message to acknowledge their contribution and time investment.

In addition to the above, PtD's Library of Competencies and Designations for Health Supply Chains can be used as the basis for a TNA. The framework informs the questionnaire and is

the basis for both interviews and questionnaire-type surveys through an employee self-assessment and an employee proficiency test.

> Pamela Steele Associates uses an online questionnaire and assessment for health supply chain professionals, leaders and managers to assess skills and the health supply chain skills profile.
>
> Developed in collaboration with People that Deliver, the Empower School of Health's Capacity Assessment Tool (CAT) is a free online self-assessment tool offered for procurement and supply chain management public health professionals.

Employee self-assessments or self-evaluations engage employees in the process of analysing their abilities and performance. A self-assessment asks the employee to review and self-appraise their competence or job performance in specific functional areas of the company or organisation. Self-assessment is best done by way of dialogue between employee and supervisor.

The assessment will help supply chain professionals to compare their technical, management and leadership strengths and weaknesses against a benchmark group of managers working in the health supply chain; increase their awareness of how their competencies and skills impact on their performance; and identify the skills they need to improve to develop strengths and address any areas of limitation.

The assessment will also help organisations to make better recruitment decisions by providing information about candidates' competencies to use as the foundation for competency-based interviews; benchmark the competencies and skills of staff with managerial and leadership responsibilities; identify which employees are suitable for promotion to the next level and which individuals need further development; and develop learning programmes to increase management and leadership skills and thereby improve performance.[15].

An employee proficiency test measures the degree of competence the applicant possesses at the time of testing. Proficiency tests help to identify a candidate's or employee's strengths and weaknesses and help determine if additional training may be needed or if there is another position within the organisation they may be better suited to. The diagram below shows the profile of procurement and supply chain for needs analysis.

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[15] Pamela Steele Associates, "Health Supply Chain Skills Profile", www.pamsteele.co.uk.

Example: **Sample profile for procurement and supply chain management capacity needs according to the Empower School of Health Competency Assessment Tool**[16]
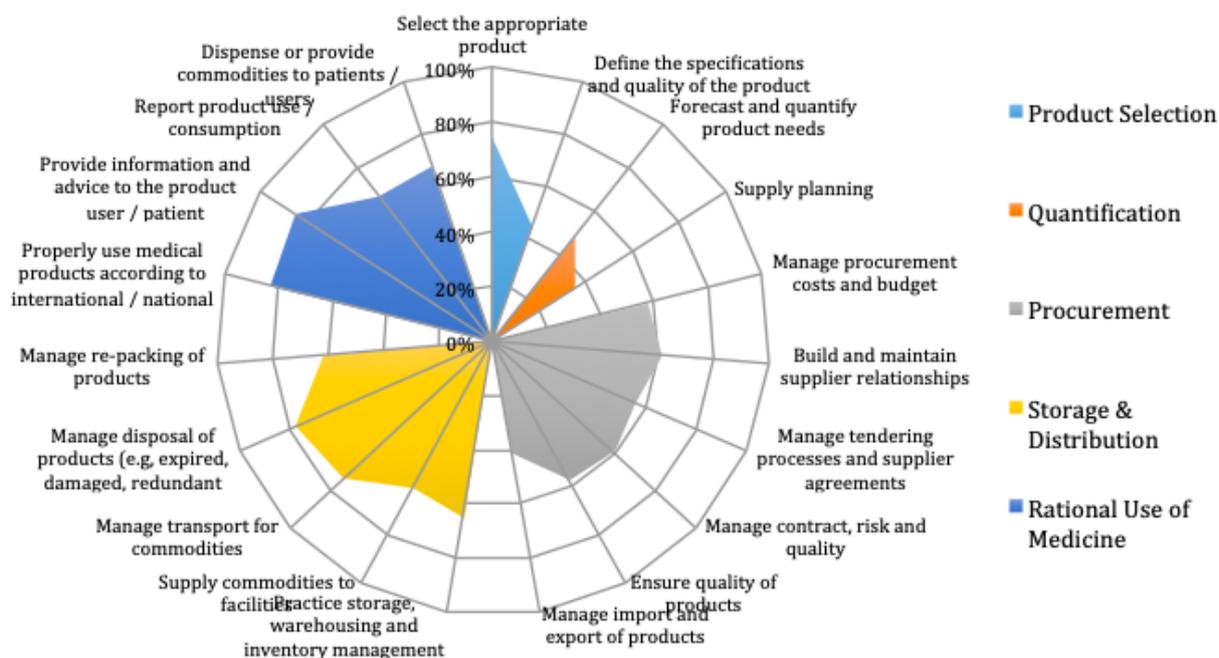
Training plan and calendar

A training plan is an outline of training sessions that could be developed based on the outputs of the TNA. A costed training plan and calendar are essential tools to ensure access to the necessary funds, facilitators and venues to implement planned training. Training plan templated are attached in the annexes.

Implementing training plans[17]

In applying professional development for supply chain employees, the following training sessions are suggested for continuous development and to fill skills gaps.

Pre-service training

A one-, two- or three-year curriculum that is developed and incorporated into a university programme to train the supply chain workforce.

In-service training

Training employees on-the-job, or in-service, has distinct advantages. In-service training may be defined as any training that is held within the premises of the agency in order to educate, develop or improve employees' competence. (Heathfield, 2016).

On the job training (OJT)

On the job training takes place at the supervisee's place of work—the supervisee learns on the job, while doing the job. On the job training also allows for much more interaction and real work together in a less formal atmosphere. However, it also requires that the supervisor, who is acting in the capacity of a trainer, be prepared for direct interactions.[18]

Coaching

Coaching: This a form of development in which a person (a coach) supports a learner or client to achieve a specific personal or professional goal by providing training and guidance. The learner is sometimes called a coachee.

The main goal of coaching is to provide direction and guidance and to support the development of individuals so that they can reach their performance potential or improve performance when it is not meeting expectations. Coaching focuses on concrete issues, such as managing behaviours more effectively, speaking more articulately and learning how to think strategically. This requires a content expert (coach) who is capable of teaching the coachee how to develop these skills. Supervisors are encouraged to provide ongoing coaching and feedback to their employees on performance issues. Coaching is typically short term; in fact a coach can successfully be involved with a coachee for just a few sessions. Coaching lasts for as long as is needed, depending on the purpose of the coaching relationship.

Key coaching activities include motivating, offering constructive feedback (positive and negative), guiding development and guiding performance improvement.

Coaching tips for supply chain managers
- Continuously observe what employees do and how they do it.
- Take the time to give each employee daily and/or weekly feedback on his or her work by setting up regular one-to-one meetings.
- Let employees know what they did well and what could be improved as soon as possible after an observed incident.
- Guide employees by identifying not just the specific desired behaviour but also the desired results.
- Give employees an understanding of your role and the benefit of your organisational expertise.
- Encourage employees to share their own experience and insights.
- Be willing to explore options with employees
- Show tact when coaching an employee who needs improvement.
- Work with top performers to maintain their high standards and find new challenges.
- Use coaching to help employees improve, develop and succeed, not to chastise.
- Be positive about the role, the employee and the organisation.
- Ask questions and listen actively to the answers and the reactions behind them.

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[18] USAID, "Supply Chain Management System When Conducting OJT", 2009.

Mentoring

Mentoring is a relationship in which a more-experienced or more-knowledgeable individual helps to guide a less experienced or less knowledgeable individual. The mentor may be older or younger than the person being mentored, but he or she must have a certain area of expertise. Mentoring requires a trusted environment in which the mentee shares the issues that affect their professional and personal success. Although specific learning goals or competencies may be used as the basis for creating the relationship, its focus goes beyond these areas to include work/life balance, self-confidence, self-perception and how personal wellbeing influences professional performance.

Mentoring is typically long term and multi-faceted; it can be formal or informal and may change and evolve as the needs of the mentee change.

E-learning

E-learning is the delivery of training via the use of electronic media, such as web or computer-based learning, virtual classrooms and mobile devices. It can be delivered via public internet, organisations intranet/extranet or other electronic means.

E-learning resources

The International Association for Public Health Logisticians (IAPHL) has compiled e-learning resources that could be used by supply chain personnel in different organisations. The resources are listed in Annex I.

If financial resources for formal training interventions are limited, organisations may opt for alternative and innovative methods for training. These may include twinning/shadowing, secondment, peer-to-peer learning and self-study.

Monitoring and evaluation of training and development

The purpose of monitoring and evaluation of training is to assess whether the planned learning exercise has been provided and progress has been made in accordance with training plans.

Health supply chain management employees should also be assessed by their supervisors on whether an intended development plan has been achieved and improvements have been made. Annual performance review processes help to evaluate an employee's improvement in identified gaps and determine whether they have been addressed as intended or not.

7
Recognising good performance

Recognising good performance helps health supply chain organisations retain their workforce and manage other common workforce management challenges like recruitment and employee development.

Health supply chain organisations recognise good performance through different approaches; performance-based incentives is one of the approaches considered to be relevant and important to motivate supply chain personnel.

a. Performance-based incentives (PBI)

Performance-based incentives are increasingly included in supply chain performance management systems. Through these schemes, the supply chain organisation formally agrees to provide a performance incentive, either financial or non-financial, to a contracting entity contingent upon the achievement and documentation of pre-determined results and indicators. These arrangements can be with third party providers or internally with other units within the network.

It is reasonable to assume that carefully-designed and well-implemented PBI interventions can be used to drive improvement in public supply chain performance. In theory, PBI offers opportunities to strengthen supply chains by linking performance to rewards.

Good performance-based incentives should have the following characteristics:

- The incentive should be large enough to trigger a change in behaviour;
- The incentive should motivate the majority of recipients;
- The incentive should be replicable over multiple periods and it should be scalable; and
- The amount of the incentive should be easily adjustable to reflect the level of performance.

Impact of adding PBI on supply chains:

- First, PBI adds an element of financial risk by aligning individual earnings with performance (although generally leaving the fixed component of a salary unchanged). Some of this financial risk is transferred to the "aligned" side of the balance as a financial reward for good performance (and penalty for poor performance).
- PBI also typically adds an element of peer pressure to perform since most awards are based on team rather than individual performance.

PBI interventions work best on challenges that are caused by people and teams not making efforts to work hard, identify solutions or work effectively together.

PBI initiatives aimed at strengthening supply chain performance can target a variety of potential recipients including teams within each entity and individuals who work within supply systems. The recipients are institutions and/or individuals that can potentially receive incentive payments provided they meet performance targets.[19]

Incentives within PBI can be both financial and non-financial. Financial incentives are an important motivating factor for health workers, especially in countries where government salaries and wages are insufficient to meet the basic needs of health workers and their families (Dieleman et al., 2003; Martinez and Lindsay, 2007). Non-financial incentives are needed to complete a package that will attract health workers – especially to rural and remote areas – and encourage them to stay in the workforce. The lack of professional development has, likewise, been cited as a reason for job dissatisfaction (Bolger et al., 2005). The following are examples of financial and non-financial incentives.

Bonuses
Bonuses are one-time rewards usually paid out after the annual performance review and linked to an employee's annual goals and their successful achievement.

Merit pay
Merit pay involves giving employees a permanent pay raise based on past performance. However, to avoid creating a sense of entitlement on the part of the employees, merit pay should be truly dependent on an employee's performance.

Team bonuses
Employees' pay can be tied to team performance in addition to individual bonuses or independent of individual bonuses, thus motivating employees to positively influence their team's performance level.

Opportunities for continued education
Employees can be offered scholarships for further study within their field and can range from full or partial payment for degree or certificate programmes or short-courses. Often employees are eligible only after a certain number years of service.

Housing
Employees may be offered accommodation paid for by the organisation or given a housing allowance/stipend to cover (partially or fully) the housing costs.

For further information on PBI, please refer to "Options Guide: Performance Based Incentives to Strengthen Public Health Supply Chains," (USAID | DELIVER PROJECT)

Examples of PBI in countries

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[19] USAID/Deliver project, "Options Guide, Performance-Based Incentives to Strengthen Public Health Supply Chains – Version 1", 2012.

Sudan: The National Medical Supplies Fund (NMSF) introduced performance-based rewards and incentives in 2012. The system applies if an employee scores above 70 points in the performance appraisal. The National Medical Supplies Fund then offers staff an additional benefits package.
Source: NMSF HR policies and procedures

"Rwanda: The nationwide PBI scheme is carried out in 40 district hospitals and another 500 health centres with the aim of improving the quantity and quality of primary health care services. The facility receives monthly payments based on the numbers of priority services they deliver. Facilities are assessed quarterly on a wide range of service quality indicators, including for supply chain management. Overall scores on these quarterly assessments do not consider the total amount of facility payments for delivered services. Facilities distribute roughly 85 percent of the award to staff in the form of bonuses, which account for up to one-half of salary.
Source: Stewart, Bahirai et al. 2012 (forthcoming) »

Employee recognition

Another way of motivating supply chain personnel is to establish a reward and recognition system. Employee reward recognition systems also help organisations to retain their employees.

Recognition can be either formal or informal. Formal initiatives can be put in place on a weekly, monthly or annual basis, based on length of service, personal accomplishments and team accomplishments, with informal recognition when merited. This includes a thank you letter, salary increment, promotion and employee of the month announcement.

In KEMSA, the employee rewards and recognition programme includes an annual salary increase, a recognition letter signed by the CEO and dinner with the CEO.

Annexes

People that Deliver Mapping of Education for Health Supply Chains (Education framework): This tool provides an explanation of how an education and training framework should be considered within a country context and how these should align with SCM job roles. The tool also includes a review of existing SCM education and training opportunities and matches them with the domains and levels within the Library of Competencies & Designations for Health Supply Chains. The Excel document is organised by the six domains of the PtD SCM Professionalisation Framework and each domain lists the competencies required for each designation level. In the Education Framework document, the user will find a similar structure to the competency framework; the difference is that there are no competency descriptors but rather a list of courses that have exhibited content for those competency descriptors. The Education Framework is designed to give users a broad idea of the types of education available to fill country skills gaps, but it also recognises that each country may have its own regulations and prerequisites.

LAPTOP: The Health SCM course-finder database. This database includes more than 650 training opportunities in supply chain management. For more than a decade, LAPTOP has helped students and young professionals pursue educational opportunities and advance their careers. You can search through course location, duration and whether the course is remote or conducted in-person. See this link for more information: https://www.rhsupplies.org/activities-resources/tomorrows-leaders/laptop/

i+solutions offers short stand-alone courses (introduction to HIV and AIDS and the supply chain management of ARVs; quantification of medicines and health products; and introduction to antimalarial). Participants who complete all lessons, quizzes and exercises receive an e-badge. Questions and in-depth issues can be further explored through a discussion forum.

Introduction to procurement and supply management: This certificate course was jointly developed by UNDP and Empower School of Health. It describes the importance of PSM in ensuring the uninterrupted supply of life-saving medicines and other health products.

WHO and UNICEF e-learning initiative: This course series provides training in areas considered vital to Extended Programme for Immunization (EPI) advancement. It helps immunisation professionals align their knowledge and gain information about the latest immunisation systems and protocols.

Lessons in logistics management of health commodities: A free interactive online course developed by the USAID | DELIVER PROJECT.

Global Health eLearning Centre: Open-access courses related to pharmaceutical management, sponsored by USAID.

Free e-courses developed by UNFPA: UNFPA has developed three e-courses in the area of procurement that focus on reproductive health commodities. The courses are available at no cost and are accessible at any time, offering flexible learning as the system allows users to

resume from where they left off. This means users do not need to complete the courses in one session.

Reproductive health supply management and sustainability. This course was developed by Ipas. Participants must register to access course material.

Supportive supervision of supply chain personnel: This video outlines the steps to conduct a supportive supervision visit for facility-level supply chain staff.[20]

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[20] IAPHL, Resources, https://iaphl.org/resources

Annex 2: List of additional resources for training and professional development

For a more detailed view see the **SCM training course listing**.
(click on the name to see website)

PtD Professionalisation Framework	Associate	Practitioner	Professional	Specialist	Leader
Cadres	**Community health workers & junior operators**	**Senior operators & supervisors**	**Senior supervisors & managers**	**Senior managers**	**Leaders**
CIPS	CIPS level 2 (focused on procurement)	CIPS level 3 (focused on procurement)	CIPS level 4 (focused on procurement)	CIPS level 5 (focused on procurement)	CIPS level 5 (focused on procurement)
CSCMP				SC Pro Certificate	
APICS			CLTD, CPIM	Operations management/ SCOR	CSCP
CILT	International Entry Award in Logistics & Transport	International Introductory Certificate in Logistics & Transport International Certificate in Logistics & Transport	International Diploma in Logistics & Transport International Advanced Diploma in Logistics & Transport		
Centre for Logistics Excellence (CLX)	INCOTERMS, stocktaking, stores & warehouse	Logistics operations		Fundamentals of SC	
Empower School of Health				Post-graduate degree supply chain	
Gavi/Global Fund/USAID/People that Deliver				Coordinated STEP 2.0	
HLA (Nigeria)				HELP leadership	LEAPS leadership
SAPICS	Basics of stores and stock control certificate				
The Institute of Business Forecasting & Planning			Certified Professional Forecaster	Advanced Certified Professional Forecaster (ACPF)	
MIT			MITx MicroMasters Program in SCM	Logistics and Supply Chain Management MIT	
EduKazi			Supply chain risk and resilience level 1, 2 and 3		
Bee Skilled Global	Collective learning certificate 1: supply chain for health (core functions) Collective learning certificate 2: supply chain for health (enabling functions)				
Georgia Tech Supply Chain and Logistics Institute	Supply Chain Fundamentals Series Online Supply Chain Project Management Certificate Courses			Procurement and Supply Management Certificate	Supply Leadership
Kuehne Foundation	Supply chain course (general)				
HELP Logistics	Supply chain course (general)				

Pamela Steele Associates	HSCM supply chain (general)
I+ Academy	Basic Principles of Supply Chain Management for Health Systems
	Quality Assurance in Supply Chain Management
	Warehouse Management for Health Systems
	Supply Chain Management of Essential Laboratory Commodities

Annex 3: Competency-based job description template

[Download the competency-based job description template](#)

Organisation: The organisation within which the role exists				
Competency level	**Serial number**	**Primary process**	**Job role**	**Supervises**
The level of the organisation the role occupies organisationally	The serial number uniquely identifying the JD	The SC process to which the role primarily contributes	The name of the role	The roles of subordinates who report to this role in the scenario
Personal/management competency(ies): The type of competency being referenced in this section	A list of the competencies included in this section			
Top level competencies that describe the overall theme of the behavioural competencies included	Behavioural competencies: these are competencies the person should be able to exhibit as well as sections of the work they may be responsible for			
Key performance indicators:				
A list of suggested key performance indicators that are indicated for this role.				
Training:		**Qualifications available:**		**Certifications available:**
Suggested occupational training that may be indicated for this role		Available qualifications to satisfy the requirements of these job descriptions		Available certifications to satisfy the requirements of these job descriptions

	*this list is not exhaustive and is not prescriptive but rather serves as guidance	*this list is not exhaustive and is not prescriptive but rather serves as guidance

Annex 4: Performance planning/objective/goal setting template

[Download the performance planning/objective/goal setting template](#)

Part I.   Employee's details

Name of employee _____   Position _____

Date of employment   _____   Performance period _____

Part II. Performance objectives agreement

This section is to be completed by the employee in discussion and agreement with their supervisor at the beginning of the performance period. Performance objectives should not be the same as job descriptions.

SMART objectives need to be agreed upon and written at this stage of planning (SMART means, specific, measurable, achievable, relevant and time bound). Make sure your objectives or goals contain specific indicators, targets and estimated completion dates.

#	Performance objectives	Indicators and targets		Completion date
1				
2				
3				
4				

Part III. Planning for professional development and competencies

Professional development goals: This section is completed by the employee with the support of the supervisor.

Professional development goals should align with your current position or a future position. These goals may be related to the development of your core capabilities, programme capabilities, technical capabilities and corporate values.

#	Goal	Indicators and targets	Completion date
1			
2			
3			

Competency development goals: These should be extracted from the job descriptions or competency requirements of the role in discussion with supervisor.

#	Goal	Indicators and targets	Completion date
1			

2			
3			

Name and signature of employee _____   Date _____

Name and signature of supervisor _____   Date _____

Annex 5: Mid-year review

 [Download the mid-year review template](#)

Mid-year employee review check-in

Supervisor and employee meeting record
Please use this form to record the key discussion points from your mid-year employee review check-in meeting. The mid-year employee review check-in is an opportunity to review progress on goals and accomplishments in anticipation of the annual performance appraisal. This check-in can also be used to revise goals if needed

Employee name	Supervisor name	Date of check-in

Major achievements:

Objective one:

Objective two:

Objective three:

Objective four:

Planned activities in the remaining performance period:

Challenges faced:

Support needed from the supervisor (if any)

Comments by supervisor:

Supervisor's signature	Employee signature	Date

[Download the year-end performance review template](#)

Employee name		Date of employment	
Position		Performance period	
Supervisor name		Supervisor position	

APPRAISAL RATINGS

Assigned ratings should be relative to formally established expectations in the employees' job descriptions as well as formally agreed upon expectations between the supervisor and employee.

Ratings		Rating definitions
4	Exceeds expectations	● Employee exceeds performance expectations on a regular and sustained basis. ● Errors are infrequent and are typically detected and corrected by the employee.
3	Meets expectations	● Employee consistently meets performance expectations. ● Employee is fully competent and is satisfactorily performing the job.
2	Needs improvement	● Employee does not adequately accomplish expectations or fulfil responsibilities. ● Employee must improve performance within a designated time period. ● **Performance improvement plan is recommended.**
1	Unsatisfactory	● Employee performs unacceptably. ● Employee does not accomplish most or all position objectives. ● **Performance improvement plan is required.**

I.   Work goal achievement

The employee should insert the goals agreed upon with their supervisor and self-assess the achievement of those goals.

Goals	Employee rating (1-4)	Supervisor rating (1-4)
Goal #1 Employee comments: Supervisor comments:		
Goal #2 Employee comments: Supervisor comments:		
Goal #3 Employee comments:		

Supervisor comments:		
Goal #4 Employee comments: Supervisor comments:		

II.   Professional development achievement

The employee should insert the goals agreed upon with their supervisor and self-assess the achievement of those goals.

Goals	Employee rating (1-5)	Supervisor rating (1-5)
Employee comments: Supervisor comments:		

III.   Competencies

Competencies	Employee rating (1-5)	Supervisor rating (1-5)
Goal 1		
Goal 2		
Employee comments: Supervisor comments:		

IV.   Overall rating (supervisor-only section)

Based on the ratings above and progress relative to established goals for previous year, check the box that best describes the individual's overall performance this year. This overall rating is not based on a mathematical formula. Evaluators should base their final overall score on the component scores, but use their judgment in determining how the elements are weighted based on the role/position of the employee.

Overall rating						
4	3.5	3	2.5	2	1.5	1

Supervisor's final comments / coaching points for employee:

V.   Appraisal review and sign-off
The supervisor may be called upon to provide additional information relevant to the ratings given to the employee.

VI.   Supervisor recommendation

This Employee appraisal has been confirmed by the following:		
Second level supervisor's name	Signature	Date
Supervisor's name	Supervisor's signature	Date
Employee's name	Employee's signature	Date

EMPLOYEE COMMENTS (optional):

Source: Adapted from Social Impact

Annex 7: Performance improvement plan template

[Download the performance improvement plan template](#)

Performance improvement plan

Employee name: _____   Job title: _____

Supervisor name: _____   Job title: _____

#	Area of improvement identified	Reasons of under performance	Proposed plan of action for improvement	Expected output	Due date	Regular meeting dates	Status/ remarks
1							
2							
3							

Overall comments of supervisor _____

_____

_____

_____

Name of supervisor _____ Signature _____ Date _____

Overall comments of employee _____

_____

_____

Name of employee _____ Signature _____ Date _____

Annex 8: Sample job description, manager – demand and supply planning

Organisation: SC-focused organisation				
Competency level:	Serial number:	Primary process:	Job role:	Supervises:
Managerial	1-14-15-3	Plan – Procurement	Manager – Demand and Supply Planning	Head – Demand and Supply Planning, Officer – Inventory and Demand Planning, Lead - Demand and Supply Planning, Manager - Logistics Planning
Contributions	Articulates the supply chain strategy to the procurement functionaries. Ensures that the procurement department is enabled to supply the supply chain in line with the supply chain materials and resource plan. Facilitates the execution of the supply strategy, implements best practices to extract the most efficiency from each process and guarantees supply accuracy, lead time and cost diminution as well as data accuracy.			
Technical competency(ies):	1.3 List any special considerations for the product (e.g., temperature requirements, size, implications for infrastructure) 1.4 Forecast and quantify product needs 1.5 Supply planning			
1.3 List any special considerations for the product (e.g., temperature requirements, size, implications for infrastructure)	• Describe the principles and processes of category management, including market segmentation principles • List any specific considerations in the quantification of programme-specific products (e.g., ARVs, family planning commodities, vaccines) • Describe current international trends in commodity availability • Define regulatory requirements for the product			
1.4 Forecast and quantify product needs	• Identify the factors that affect usage patterns of medications and equipment and how this affects ordering (e.g., disease outbreaks), using national policies as a guide and to ensure consistent application • Apply principles and applications of demand forecasting • Apply the critical requirements for effective forecasting: establishing time horizons, level of detail and use of data • Describe policies and procedures for forecasting • Quantify product requirements using a variety of methods • Organise and summarise consumption data at the national level for various country programmes			

Organisation: SC-focused organisation				
Competency level:	Serial number:	Primary process:	Job role:	Supervises:
Managerial	1-14-15-3	Plan – Procurement	Manager – Demand and Supply Planning	Head – Demand and Supply Planning, Officer – Inventory and Demand Planning, Lead - Demand and Supply Planning, Manager - Logistics Planning
	• Describe the use different types of forecasts • Apply VEN or ABC analysis to programme requirements for national level procurement • Calculate average monthly dispensed-to-user quantities for all service delivery points nationally • Calculate storage space requirements for all levels in the supply chain • Calculate the months of supply on hand for each commodity at the national level • Describe the maximum and minimum stock levels for each level in a programme • Use various tools used in quantification (e.g., quantification software) • Describe the use of various data sources for commodity forecasting (e.g., consumption data, services data, demographic data) • Establish key performance indicators of forecast accuracy • Establish the degree of error when using forecasting methods			
1.5 Supply planning	• Describe a purchasing and supply plan in line with national priorities • Balance supply chain resources and trigger activities to correct any imbalances • Explain the formalisation of sales and operations plans through sales and operations meeting • Translate sales and operations plan into executable plans to ensure dispatch of goods in line with overall priorities • Describe the national commodity pipeline			

Organisation: SC-focused organisation				
Competency level:	Serial number:	Primary process:	Job role:	Supervises:
Managerial	1-14-15-3	Plan – Procurement	Manager – Demand and Supply Planning	Head – Demand and Supply Planning, Officer – Inventory and Demand Planning, Lead - Demand and Supply Planning, Manager - Logistics Planning

Personal/management competency(ies):	5.3 Implement risk management and monitoring and evaluation activities for the supply chain
	    5.3.1 Ensure monitoring and evaluation activities are completed
	
	5.6 Manage financial activities
	
	6.1 Demonstrate generic skills (e.g., literacy, numeracy, technology)
	    6.1.1 Exhibit high understanding of literacy and numeracy
	
	6.2 Demonstrate strong communication skills
	6.2.1 Practice cultural awareness
	
	6.3 Use problem-solving skills
	    6.3.3 Take risk into account and implement security measures
	
	6.4 Exhibit professional and ethical values
	    6.4.1 Demonstrate integrity			

5.3 Implement risk management and monitoring and evaluation activities for the supply chain				
5.3.1 Ensure monitoring and evaluation activities are completed	• Describe the periodic evaluations to maintain processes by gathering pertinent information — such as problem symptoms from knowledgeable sources, carrying these through to the problems, potential causes and root causes of the problem • Quantify the operational performance of similar companies and establish internal targets based on best-in-class results • Apply key performance measurements and continuous process improvement initiatives to improve process quality on a continual basis • Provide results of the analyses to colleagues			

Organisation: SC-focused organisation				
Competency level:	Serial number:	Primary process:	Job role:	Supervises:
Managerial	1-14-15-3	Plan – Procurement	Manager – Demand and Supply Planning	Head – Demand and Supply Planning, Officer – Inventory and Demand Planning, Lead - Demand and Supply Planning, Manager - Logistics Planning
	• Control and check errors, taking corrective action so deviation from standards are minimised and the organisation's goals are achieved • Identify the use of appropriate technological developments to improve the system • Describe that continuous process improvement is an accepted way of organisational life • Execute ways of eliminating unnecessary steps in system design • Apply processes that strive to eliminate waste • Apply processes to encourage sustainability (e.g., reducing carbon footprint, establishing a paperless office, using renewable energy) • Describe the systematic approach used to close process or system performance gaps through streamlining and cycle time reduction, and identify and eliminate causes of quality below specifications, process variation and non-value-adding activities • Outline the relationship between technology and process functionality • Describe how policy, guidelines and regulatory reforms impact SC performance			
5.6 Manage financial activities	• Manage all resources with care, applying budgetary principles • Participate in meeting budgets and donor requirements • Recognize budgets (national, regional, etc.) as necessary for work (e.g., wages budget, touring budget, stationery budget, project budgets for using NGO funds) • Describe the process of producing timely and clear financial reports for funders and donors • Describe the process of keeping records following government budgeting, accounting and financial practices • Describe the process of maintaining an overview of multiple budgets from multiple sources • Providing input during seeking and using information on financial funding requirements • Ensure timely decision making with regard to financial shortfalls • Provide budget tracking for logistics activities according to established procedures • Provide input during the analysis of financial statements and explain components of a balance sheet and income statement			

Organisation: SC-focused organisation				
Competency level:	Serial number:	Primary process:	Job role:	Supervises:
Managerial	1-14-15-3	Plan – Procurement	Manager – Demand and Supply Planning	Head – Demand and Supply Planning, Officer – Inventory and Demand Planning, Lead - Demand and Supply Planning, Manager - Logistics Planning
	• Provide input on creating interactive decision support models that allow the development of multiple scenarios and demonstrating the sensitivity of multiple independent variables • Describe the success or failure of a business using financial accounting • Calculate the total system cost of delivering a product or service to the customer • Describe the key considerations for developing a business plan • Describe the structure against which business performance will be monitored (e.g., cost centres, chart of accounts) • List key performance indicators used to monitor business performance (e.g., turnover, profitability) • List strategies for minimising the risk of fraudulent activity (e.g., reconciliation of purchase orders, receipts and payment approvals; dual signatory arrangements for funds transfers) • Describe investigative processes and options for confirming the existence of fraudulent activity (e.g., sample audits, forensic accounting services) • Provide input on preparing funding applications for trusts and grants • Apply the process of ensuring financial transparency • Describe the general monetary value of medicines and equipment • Provide input to securing financing and managing budgets to support distribution operations • Apply the ability to translate financial information into SC language • Apply SC finance knowledge			
6.1 Demonstrate generic skills (e.g., literacy, numeracy, technology)				
6.1.1 Exhibit high understanding of literacy and numeracy	• Speak clearly and confidently, organise information in a logical manner and consider voice tone and pace • Respond to verbal messages and other cues (active listening) • Express ideas and opinions clearly in written and verbal form			

Organisation: SC-focused organisation				
Competency level:	Serial number:	Primary process:	Job role:	Supervises:
Managerial	1-14-15-3	Plan – Procurement	Manager – Demand and Supply Planning	Head – Demand and Supply Planning, Officer – Inventory and Demand Planning, Lead - Demand and Supply Planning, Manager - Logistics Planning
	• Communicate information accurately, concisely and confidently in writing and verbally • Practice a level of mathematics suitable to the job held • Describe visual presentation techniques, including charting, histograms and flow sheets • Read and comprehend at a level necessary to properly complete duties of the position • Interpret written information in documents, such as reports, SOPs, LMIS forms, graphs, calendars, schedules, notices and directions • Pay attention to detail and identify the main ideas, detect inconsistencies and identify missing information in documents • Apply computer skills — such as using Word, Excel, PowerPoint and the internet — suitable to the job level • Describe the process of analysing and validating KPIs • Participate in the evaluation of activities that act as standards against which the KPIs are measured • Apply the process of performing critical self-review on work before submission			
6.2 Demonstrate strong communication skills	• Be truthful and trustworthy, and supply accurate information at all times • Work as part of a workplace team • Describe vocabulary and communication style and form for both written and verbal communication that is appropriate for the situation, audience and material being communicated (e.g., avoid unnecessary jargon, clearly explain medical and SCM terminology) • Encourage open communication within constraints of confidentiality • Organise communications about logistics • Encourage participation in meetings, expressing one's opinions, being aware of others' needs, and being appropriately assertive when required • Apply perspective into the point of view of others, understanding their needs and goals • Encourage building trust, rapport and credibility with others • Anticipate the communication needs and concerns of others and respond to them • Avoid conflict between work and personal interests			

Organisation: SC-focused organisation				
Competency level:	Serial number:	Primary process:	Job role:	Supervises:
Managerial	1-14-15-3	Plan – Procurement	Manager – Demand and Supply Planning	Head – Demand and Supply Planning, Officer – Inventory and Demand Planning, Lead - Demand and Supply Planning, Manager - Logistics Planning
	• Encourage meaningful two-way communication • Influence others by persuasively presenting thoughts and ideas • Apply assertiveness skills to deal with unreasonable requests and/or refusals that would compromise practice or consumer care • Maintain a positive, supportive and appreciative attitude • Apply the ability to balance the organisation's needs and the customer's needs • Use self-control by maintaining composure and keeping emotions in check, even in difficult situations; deal calmly and effectively with stressful situations • Encourage the expressing of opinions and providing information in written and/or verbal form in a manner that does not elicit concern, anger or other adverse response • Apply the use of a systematic process for following up that demonstrates written reports have been received and understood • Describe the means by which responses to input to the work environment are monitored • Seek practical ways to overcome barriers to communication • Identify language representation (e.g., interpreters) at meetings when appropriate • Tackle difficult situations and resolve disputes between staff • Give both positive and negative feedback sensitively • Maintain and improve communication • Apply the process of giving and requesting feedback frequently • Apply the ability to communicate effectively with shop stewards and union representatives			
6.2.1 Practice cultural awareness	• Describe cultural awareness and sensitivity, treating all people with fairness, respect and dignity • Describe anti-discriminatory practices in the organisation, including HR and disciplinary procedures • Establish cultural sensitivity, equality and fairness at all levels of the organisation • Challenge discriminatory behaviour directly and sensitively • Act in a non-discriminatory way towards individuals and groups			

Organisation: SC-focused organisation				
Competency level:	Serial number:	Primary process:	Job role:	Supervises:
Managerial	1-14-15-3	Plan – Procurement	Manager – Demand and Supply Planning	Head – Demand and Supply Planning, Officer – Inventory and Demand Planning, Lead - Demand and Supply Planning, Manager - Logistics Planning
	• Integrate cultural awareness in learning and development approaches • Avoid stereotypical responses by examining one's own behaviour and bias • Manage cultural diversity in teams and make the most of differences • Describe strategies and/or resources to communicate effectively with people from different cultural backgrounds • Elicit information relating to values, beliefs and cultural backgrounds of consumers that may influence the way professional services are provided			
6.3 Use problem-solving skills	• Identify information to solve problems in a sensitive and ethical manner • Manage day to day and complex problems in a timely manner • Explain problem situations and their step-by-step transformation based on planning and reasoning, without apportioning blame • Critically review, analyse, synthesise, compare and interpret information; draw conclusions from relevant and/or missing information; and understand how facts are interrelated and apply this understanding when solving problems • Describe a range of possible approaches/strategies that are effective for resolving conflict in the workplace (e.g., negotiation, collaborative problem-solving, mediation, arbitration) • Use an open environment that encourages people to work together • Resolve conflicts as they arise • Use creativity through questioning, attempting to improve on ideas, applying other experiences and working toward action in problem solving • Break down facts and thoughts into strengths and weaknesses • Think in a careful way to solve problems, analyse data, and recall and apply information, involving others • Practice goal-directed thinking and action in situations in which no routine solutions exist • Maintain appropriate ethical and moral standards in resolving problems • Choose between alternative courses of action, using cognitive processes such as memory, thinking and evaluation • Map likely consequences of decisions to choose the best course of action • Ask other people to help with solving problems			

Organisation: SC-focused organisation				
Competency level:	Serial number:	Primary process:	Job role:	Supervises:
Managerial	1-14-15-3	Plan – Procurement	Manager – Demand and Supply Planning	Head – Demand and Supply Planning, Officer – Inventory and Demand Planning, Lead - Demand and Supply Planning, Manager - Logistics Planning
	• Use difficult or unusual situations to develop unique approaches and useful solutions • Commit to a solution in a timely manner and develop a realistic approach for applying the chosen solution; evaluate the outcome of the solution to see if further action is needed, and identify lessons learned • Describe the impact of conflict in the workplace (e.g., tension, low morale, absenteeism, system or service failure, aggressive or uncooperative behaviours) • Follow up on problems to ensure they are fixed • Describe situations where referral is warranted (e.g., severe emotional distress, intractable dispute)			
6.3.3 Take risk into account and implement security measures	• Follow security guidelines, plans and standard operating procedures • Provide input into security planning and reviews • Ensure compliance with legal, regulatory, ethical and social requirements in humanitarian settings • Carry out responsibilities and follow instructions (e.g., completing a personal risk assessment and filling in travel plans) • Ensure personal behaviour does not impact personal or organisational security			
6.4 Exhibit professional and ethical values				
6.4.1 Demonstrate integrity	• Accept responsibility for one's own work tasks and performance • Work within a framework of clearly understood humanitarian values and ethics • Stand by decisions and hold others accountable when necessary • Does not abuse one's own power or position • Manage team members to ensure they do not abuse their power or position • Identify when individuals or the organisation is straying from organisation goals, and challenge them to uphold ethics • Resist undue political pressure in decision making • Support staff in maintaining ethical stances • Make time in team for ethical inquiry and reflection			

Organisation: SC-focused organisation				
Competency level:	Serial number:	Primary process:	Job role:	Supervises:
Managerial	1-14-15-3	Plan – Procurement	Manager – Demand and Supply Planning	Head – Demand and Supply Planning, Officer – Inventory and Demand Planning, Lead - Demand and Supply Planning, Manager - Logistics Planning
	• Show consistency between expressed principles and behaviour • Provide input to ensure that principles, values and ethics are embedded in policy • Act without consideration of personal gain • Promote transparency in decision making structures and processes • Provide input on ensuring programmes are acting with integrity, and recognising the impact of not doing so • Recognise one's own limitations and act upon them • Apply all standard operating procedures • Work in a safe and legal way • Demonstrate respect, dignity and consideration for consumers • Discuss the impact of a no-blame culture on reporting and preventing recurrence of incidents • Describe requests of colleagues that might be regarded as unreasonable • Communicate (verbally and by example) expectations of the desired standards and approaches to be adopted • Describe roles and responsibilities in terms of the position statement/duty statement of the position held • Demonstrate punctuality • Explain the obligation to apply professional care and expertise to deliver high quality of services • Demonstrate care and attention to detail in undertaking work activities • Describe appropriate attire and presentation for the role and situation • Recognise and take responsibility for emotions • Describe an environment in which others can talk and act without fear of repercussion • Seek to keep commitments and not let people down • Be trusting and cooperative when working alongside others • Take on various responsibilities within the department as the need arises			

Organisation: SC-focused organisation				
Competency level:	Serial number:	Primary process:	Job role:	Supervises:
Managerial	1-14-15-3	Plan – Procurement	Manager – Demand and Supply Planning	Head – Demand and Supply Planning, Officer – Inventory and Demand Planning, Lead - Demand and Supply Planning, Manager - Logistics Planning
Basal technology competency(ies):	7.6 ERP includes function of LMIS 7.12 Basic office skills 7.13 Have a command of technology			
7.6 ERP includes function of LMIS	• Support a Master Data Management System • Describe the critical components of an ERP system • Describe the meaning of common document types found within an ERP/LMIS • Describe the logic of data visibility within an ERP • Describe the importance of data integrity, record management and information security			
7.12 Basic office skills	• Have a good understanding of common presentation authoring packages • Have a good understanding of common spreadsheet authoring packages • Have a good understanding of common document authoring packages • Have a good understanding of common email authoring packages • Have a good understanding of common instant messaging packages • Have a good understanding of common video conferencing authoring packages			

Organisation: SC-focused organisation				
Competency level:	Serial number:	Primary process:	Job role:	Supervises:
Managerial	1-14-15-3	Plan – Procurement	Manager – Demand and Supply Planning	Head – Demand and Supply Planning, Officer – Inventory and Demand Planning, Lead - Demand and Supply Planning, Manager - Logistics Planning
7.13 Have a command of technology	• Apply the use of technology suitable to the job held • Provide input on monitoring new developments and technologies in the sector • Identify new technologies and recognise potential benefits for the sector • Identify resources and support that are provided across the organisation to enable colleagues to make the best use of available technology • Ensure that the organisation has a strategy for technology use • Describe how to minimise environmental damage through technology use • Use technology to maximise effectiveness and efficiency • Use field-based technology (e.g., radio, general packet radio service (GPRS), satellite phone)			
Advanced technology competency(ies):	7.14 e-Procurement			
7.14 eProcurement	• Describe how to transact with an eProcurement system where necessary • Describe eProcurement as a value-add capability for relevant global health use cases • Apply the benefits and limitations of eProcurement to best utilise the system			
Key performance indicators:				
• Percentage of emergency orders issued in the last 12 months • Availability - stock out rate - number of missed line item quantity deliveries due to stock out versus total line item quantity deliveries • Availability - stock levels - current on hand stock versus planned on hand stock • Data accuracy - vendor master data accuracy, item / SKU master data accuracy • Forecast accuracy, measured and reported on.				

Organisation: SC-focused organisation				
Competency level:	Serial number:	Primary process:	Job role:	Supervises:
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- Inventory days of supply - actual inventory - planned demand over the planning horizon divided by the average daily usage
- Order accuracy - net requirement versus order quantities in the planning horizon
- Supply adequacy - net requirements are reflected in the procurement pipeline to secure sufficient future supply.
- Supply chain planning cost recorded and measured against required supply china planning cycle times to accomplish supply chain strategic objectives.
- Supply plan report; supplier performance report
- Vendor on time delivery (VOTD)
- Transport efficiency - total cost of transport versus planned cost of transport by mode
- Forecast bias
- Forecast accuracy measured based on absolute percentage error (MAPE)
- Transportation lead time accuracy - actual transportation lead time versus transportation promised lead time

Training:	Qualifications available:	Certifications available:
- Risk and exception management - Import & export regulations for products - Inventory management, min-max replenishment - ABC/VEN inventory classification	- Diploma in International Trade Management in Exports/Imports - Bachelor of Business Science	- Occupational Certificate: Procurement Officer - CIPS Level 4 Diploma in Procurement and Supply - SPSM2® (Global Procurement Management)

[Download the Sample supervisory checklist](#)

Sample supervisory checklist

	Question	YES	NO
1	Is the session organised efficiently?		
2	Are immunisation cards in use for every infant and pregnant woman?		
3	Is the register used for each child/mother/pregnant woman?		
4	Are parents advised on when to return?		
5	Does the health facility have a monitoring chart displayed?		
6	Does the health facility have a map of the catchment area displayed?		
7	Does the health facility have a work plan for the quarter?		
8	Are planned sessions monitored for completeness/timeliness?		
9	Is there a system to track defaulters?		
10	Does the health facility display a spot map of measles cases?		
11	Is a temperature monitoring chart in use?		
12	Are the vaccines stacked properly inside the refrigerator?		
13	Are there any expired vaccines inside the refrigerator?		
14	Are there any vaccines with VVM reaching the discard point?		
15	Do the health workers know how to read and interpret the VVM? Ask them to describe the stages of the VVM and what they mean.		
16	Does the staff member know WHEN to perform the shake test, and can he/she correctly perform the shake test? (Ask them to demonstrate how they would do it).		
17	Is there an adequate supply of AD syringes for the planned sessions?		
18	Are AD syringes used for every immunisation?		
19	Is the injection technique appropriate?		
20	Are safety boxes used for each AD syringe and needle?		
21	Are immunisation posters displayed on the health facility wall?		
22	Is there a schedule of community meetings?		
23	Is there a community volunteer involved with immunisation?		
24	Is there a stock register?		
25	Does the stock register show adequate vaccines and supplies		

Annex 10: Resources

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