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MEETING TOMORROW'S HEALTH CHALLENGES THROUGH WORKFORCE EXCELLENCE IN SUPPLY CHAIN MANAGEMENT

PtD Competency Compendium for Health Supply Chain Management:

A reference for health supply chains

First edition

Encompassing the supply chain and logistics activities required
for effective country-wide operation

An activity of the People that Deliver Technical Working Group

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Contents

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Background and introduction

The People that Deliver Initiative's mission is "to build global and national capacity to implement evidence-based approaches to plan, finance, develop, support and retain the national workforces needed for the effective, efficient and sustainable management of health supply chains." One of its strategic goals is to achieve "global recognition that strong supply chains are essential for positive health outcomes and require a competent, recognized and supported supply chain workforce with significant technical and managerial capacity." To build this supply chain workforce, the required supply chain functions and tasks — and the accompanying knowledge, skills and abilities (competencies) — must be available at the right time and right place within the workforce.

A critical activity of the Initiative has been to draft a supply chain management competency compendium and make it available to health supply chain programs globally. In collaboration with PtD member organizations and led by the University of Canberra, the PtD Technical Working Group has compiled this competency compendium and further guidance on how to create supply chain management (SCM) competency frameworks for different cadres of supply chain workers. The compendium draws on 20 competency frameworks and related documents from a number of organizations globally.

Due to the variation in detail and wording of the primary source documents used to compile this compendium, there is a varied level of detail within the domains and competency areas. Although the authors have made some minor changes to the wording from source documents for consistency, the intent of the compendium is to present the information from the source documents in a common framework while maintaining the focus of the source document. The authors have not added any extra behavioural competencies or associated knowledge references apart from those present in existing documents. Behaviours are grouped according to similarity, with no defined approach used to order the behaviours under each competency.

Most competency frameworks focus on a specific type of professional. However, because health supply chains are staffed by different types of workers at different levels of the health system with varying types of education and training backgrounds, there is no single cadre of worker that can be educated and trained to undertake all functions and tasks within a health supply chain. For this reason, we developed a compendium of all competencies needed within a national health supply chain, as noted from existing competency frameworks and related documents. Depending on the local context and configuration of the health supply chain, these competencies will be distributed across a range of different workers. This compendium does not specify cadre or the level in the supply chain where a particular competency should be demonstrated.

This resulting reference document can be referred to by countries as they seek to map out the available cadres and competencies within their health supply chain, and identify gaps or overlaps. This reference can also be used to develop competency frameworks that apply to specific cadres and their levels within the supply chain, providing the specific behavioural competencies required for their work. Such frameworks can then be used to develop job descriptions, performance frameworks and supportive supervision, and create pre-service education programs and in-service training plans.

Competency terminology and definitions

Internationally, the use of competency-related terminology can vary, so the following definitions are offered here for explanation:

Competency compendium: A comprehensive catalogue of competency areas with associated behavioural competencies taken from a number of competency frameworks and related documents.

Domains: The high-level groups, or clusters of competency areas, within a given competency framework, or in this case compendium. Traditionally, domains do not exceed six. The six domains used in this PtD competency compendium are selection and quantification; procurement; storage and distribution; use; resource management; and professional and personal (Figure 2).

Competency area: The overarching capacity/skills of a person to perform in a specific area. For example, within the domain of procurement, PtD has suggested seven competency areas:

2.1 Manage procurement costs and budget
2.2 Build and maintain supplier relationships
2.3 Manage tendering processes and supplier agreements
2.4 Execute management of contract, including risk and quality management
2.5 Assure quality of products
2.6 Manage import and export of products
2.7 Manage donations of products

Behavioural competencies: Expressions of what an individual does, and is observed when effective performers apply motives, traits and skills to a relevant task. For example, for the domain of procurement and the competency area of manage tendering processes and supplier agreements, such behavioural competencies may include "develop bidding documents," "use WHO prequalification system to confirm quality suppliers," "manage a tender process using country systems," or "formalise contracts with successful companies." This compendium contains behavioural competencies and references to required knowledge, depending on the source document used.

Competency framework: A collection of competency areas with associated behavioural competencies that define the expected requirements of a particular cadre (Figure 1). For example, a competency framework may be developed for a warehouse manager, while a separate competency framework would be required for a pharmacist. The composition of country-based, cadre-specific competency frameworks will also depend on the structure of the supply chain and at which levels various competencies are allocated.

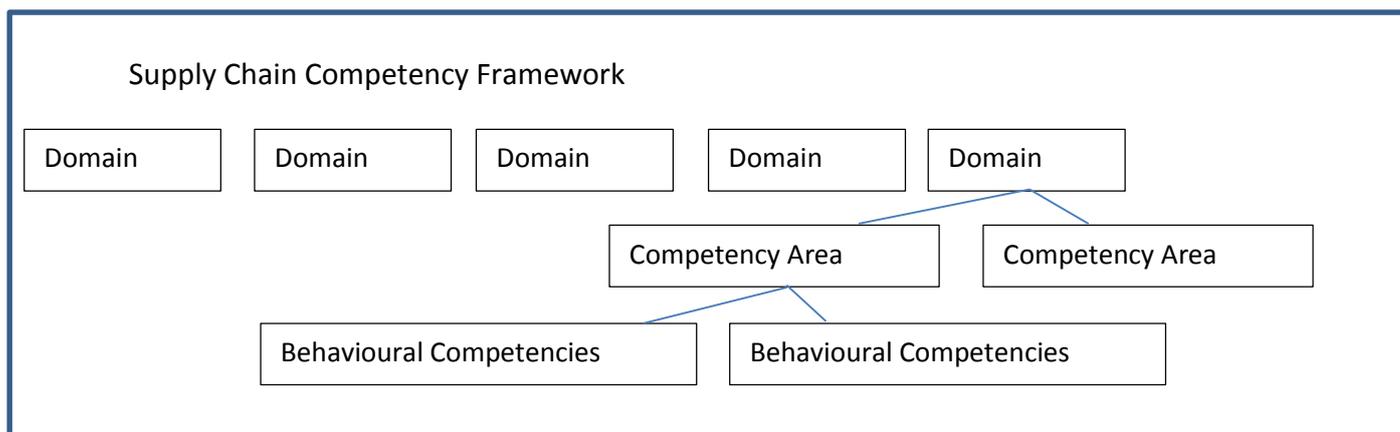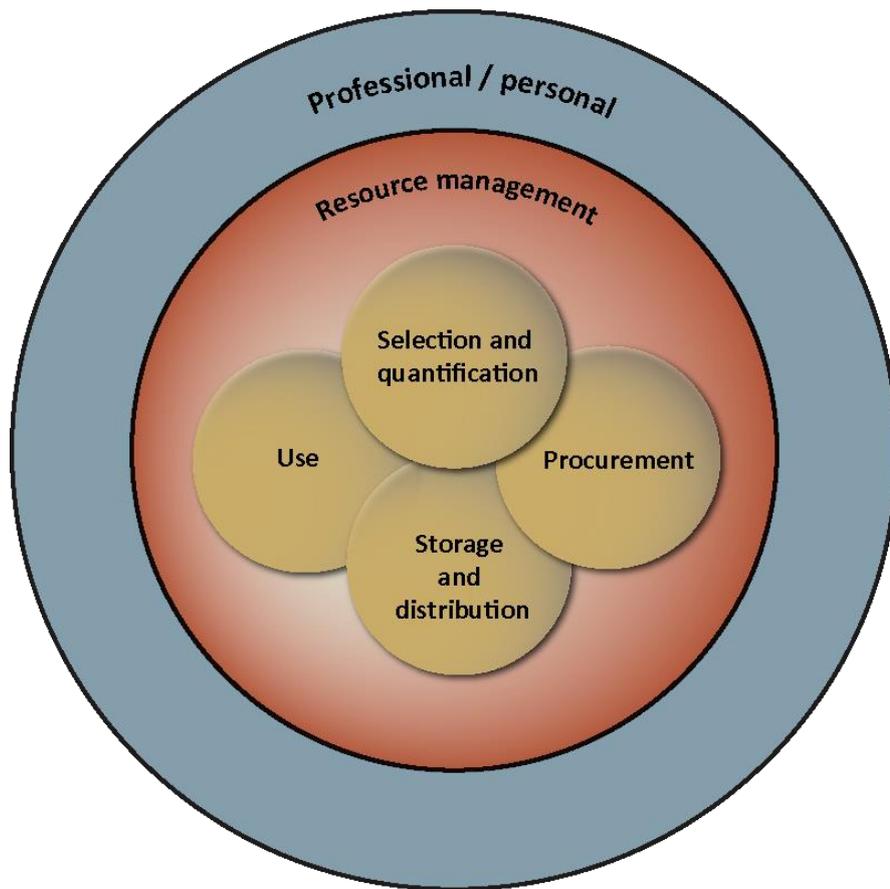**Figure 1. The structure of competency frameworks**

Figure 2. The relationship of the six domains within the PtD Competency Compendium for Health Supply Chain Management

Applying the PtD Competency Compendium for Health Supply Chain Management

The competency compendium presented in this document is a resource that requires application and adaptation. It can be applied to any health supply chain context: private or public, the whole supply chain or part, integrated or vertical.

Applying the competency compendium will help a country or program outline the supply chain domains and competencies required for the workforce at different levels of the supply chain. By completing the activities highlighted below, a country or program will be able to develop a detailed map of supply chain personnel and competency frameworks for specific cadres. Such cadre-specific competency frameworks can then be used to develop supply chain staffing models, job descriptions, education and training plans, and performance management tools, with the ultimate goal of improving supply chain performance.

Competency mapping activities can be designed to identify competency gaps in the supply chain or used to plan competencies in supply chain redesign. The following process is a suggestion of how this PtD Competency Compendium for Health Supply Chain Management can be used to develop a competency framework for specific cadres:

1. Complete a desk audit for an identified country or program.
   - Identify areas to adapt/select for application, and identify resources required for desk audit.
   - Complete a desk audit to map supply chain levels and cadres; tailor the compendium based on this map.

2. Validate desk audit results through high-level meeting, focus groups and workplace observation.
   - Convene a group of public health supply chain stakeholders with the objective to:
     – Describe the overall goals and approach of competency frameworks for SCM.
     – Introduce the concept of the competency mapping tool.
     – Review the remote and in-country processes conducted thus far.
     – Validate the desk audit and allocate high-level domains and competencies.
   - Hold focus groups with specific supply chain cadres to validate competencies required and tools needed for task completion.
   - Conduct workplace observation visits to further validate on-the-job competencies required.

3. Compile findings into a final competency framework for identified supply chain cadres.
   - Include write-ups of findings from high-level meeting, focus groups and workplace observations.

4. Present results to high-level stakeholders and agree on next steps for application of the generated competency framework(s).
   - High-level stakeholders and in-country team agree on draft competency map and next steps (possibly including job description development, in-country training requirements, task shifting analysis and /or employee assessments).

People that Deliver member organizations are currently testing this suggested approach. As the results of this approach and application of the compendium to produce a competency framework are available, the Initiative will share lessons learned and any resulting guidance.

PtD Competency Compendium for Health Supply Chain Management

Summary

The PtD Competency Compendium for Health Supply Chain Management is presented by domain. The domain- and competency-based structure of this compendium reflects the view of the core PtD Technical Working Group leading this activity. It is acknowledged that varying structures may appear more suitable to some contexts. Under each domain, you will find a table with the following structure, outlining the competency, behavioural competency and reference, as below:

Domain #

#.# Competency	Behavioural competencies (including knowledge requirements)	Competency resource library ref. no.
Overarching capacity of a person to perform in a specific area. These competencies will be numbered sequentially with the domain #.# for easier reference.	Expressions of what an individual does and what is observed when effective performers carry out a relevant task.	Numerical references to all competency frameworks that list this behavioural competency in their framework. See Annex for full listing of all frameworks by number.

The compendium outlines six overlapping domains for supply chain management, and each of them have sets of competencies linked to them. Table 1 briefly describes each of the domains, and Table 2 summarises the high-level competency areas included in each domain:

Table 1: Domain descriptions

Domain	Simple language description
1. Selection and quantification	The competencies workers must have to select and quantify the correct supplies for their work situation (e.g., their country, the needs and capacity of their facility).
2. Procurement	The competencies workers must have to procure the supplies needed for their work situation.
3. Storage and distribution	The competencies workers must have to store and distribute the supplies needed for their work situation. This includes moving supplies to their facility and sending them to other facilities. It also includes the competencies required to manage the outsourcing of these activities and partnerships related to these activities.
4. Use	The competencies workers must have to ensure the best possible outcomes from using the supplies in their work situation where patients are treated.
5. Resource management	The competencies workers must have to manage money, people, information and infrastructure to ensure the system works effectively.
6. Professional and personal	The competencies workers must have to manage their day-to-day responsibilities and create a path for future career development. This includes communication, stress management and time management skills.

Note: By including the domain of 'Use' in the competency compendium it is the desire of PtD to highlight the fact that without considering how health products and commodities are used improved health outcomes will not be optimised. It is the country that will decide which cadres are responsible for 'Use' within the healthcare system and these cadres may be separate from health supply chain cadres.

Table 2: Summary of domains and competencies

Domain	Competency
1. Selection and quantification	1.1 Select the appropriate product
	1.2 Define the specifications and quality of the product
	1.3 Define 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
2. Procurement	2.1 Manage procurement costs and budget
	2.2 Build and maintain supplier relationships
	2.3 Manage tendering processes and supplier agreements
	2.4 Execute management of contract, including risk and quality management
	2.5 Ensure quality of products
	2.6 Manage import and export of products
	2.7 Manage donations of products
3. Storage and distribution	3.1 Practice storage, warehousing and inventory management standard procedures
	3.2 Supply commodities to facilities
	3.3 Supply commodities to sections within a facility
	3.4 Manage transport for commodities
	3.5 Manage disposal of products (e.g., expired, damaged, redundant products)
	3.6 Manage manufacturing or compounding of products
	3.7 Manage re-packing of products
4. Use	4.1 Properly use medical products according to international/national regulations (e.g., safety, dispensing protocols, standard treatment/testing guidelines)
	4.2 Provide information and advice to the product user/patient
	4.3 Report product use/consumption
	4.4. Dispense or provide commodities to patients/users (i.e., ensuring the product goes "the last mile" appropriately)
5. Resource management	5.1 Supply chain management (acting in a complex system)
	5.2 Oversee operation of a logistics management information system
	5.3 Implement risk management and monitoring and evaluation activities for the supply chain
	5.4 Manage outsourcing SCM functions
	5.5 Manage and plan projects
	5.6 Manage financial activities
	5.7 Support human resources (e.g., recruitment, training, team management/supervision)
	5.8 Prepare for product supply during disasters and emergencies
6. Professional and personal	6.1 Demonstrate generic skills (e.g., literacy, numeracy, technology)
	6.2 Demonstrate communication skills
	6.3 Utilize problem solving skills
	6.4. Exhibit professional and ethical values
	6.5 Prove leadership abilities
	6.6 Abide by rules/laws/legislation

Selection and Quantification: Domain 1

The competencies workers must have to select and quantify the correct supplies for their work situation (e.g., their country, the needs and capacity of their facility).

Competency	Behavioural competencies (including knowledge requirements)	Competency resource library ref. no.
1.1 Select the appropriate product	Describe the broad concepts of the national medicines policy, essential medicines lists, essential equipment lists, standard treatment guidelines and "dangerous drug" (DDA) policy	5, 16
	Use the government system required to add and subtract items from the essential medicines list and the essential equipment list	16
	Follow the government system required to alter standard treatment guidelines, dangerous drug policy and national medicines policy	16
	Confirm the type of supplies and services that are required	12
	Convene regularly scheduled coordination meetings with stakeholders involved in financing, procuring or distributing commodities	13
	Understand the steps needed to bring a medicinal product to the market, including the safety, quality, efficacy and pharmacoeconomic assessments of the product	5
1.2 Define the specifications of the product, including product quality	Advise on specifications for procurement	4,7,11,14,15, 17,19
	Describe the characteristics of a good specification	11
	Discuss the types of specifications	11
	Name the advantages of functional and performance specifications	11
	List the contents of a specification	11
	Name the procurement staff responsibilities in the specification process	11
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	15
	List any specific considerations in the quantification of program-specific products (e.g., ARVs, family planning commodities, vaccines)	13
	Describe current international trends in commodity availability	11,13
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	16
	Understand principles and applications of demand forecasting	19
	Demonstrate the critical requirements for effective forecasting: establishing time horizons, level of detail and use of data	19
	Establish policies and procedures for forecasting	19

12	Quantify product requirements using a variety of methods	8, 14,13,19
	Organize and summarize consumption data at the national level for various country programs	12
	Compare and reconcile different types of forecasts	12
	Apply VEN or ABC analysis to program requirements for national level procurement	12
	Calculate average monthly dispensed-to-user quantities for all service delivery points nationally	13
	Calculate storage space requirements for all levels in the supply chain	12,13
	Calculate the months of supply on hand for each commodity at the national level	13
	Determine the maximum and minimum stock levels for each level in a program	13
	Demonstrate knowledge about various tools used in quantification (e.g., quantification software)	12
	Demonstrate the use of various data sources for commodity forecasting (e.g., consumption data, services data, demographic data)	12
	Establish key performance indicators of forecast accuracy	19
	Establish the degree of error when using forecasting methods	19
1.5. Supply planning	Design, implement and monitor a purchasing and supply plan in line with national priorities	1,2,7,11,14, 12
	Monitor and manage the national commodity pipeline	12

Procurement: Domain 2

The competencies workers must have to procure the supplies needed for their work situation.

Competency	Behavioural competencies (including knowledge requirements)	Competency resource library ref. no.
2.1 Manage procurement costs and budget	Follow public procurement regulations	7,15
	Ensure budget approval is in place before initiating procurement	15
	Demonstrate sound understanding and application of financial and management accounting practices within procurement	7,15
	Apply commercial factors that contribute toward cost reduction, price savings and value improvement opportunities	11,15
	Factor in principles of foreign exchange rates and how they impact prices	15
	Leverage different funding options available for product procurement	15
2.2 Build and maintain supplier relationships	Analyse the market	4,7,11,14
	Use and monitor the processes for prequalification and tender contracting	5,16
	Define a good supplier	11
	Effectively locate and source key suppliers, while analysing the total cost associated with procuring an item or service	4,11,14, 18,19
	Focus on developing and maintaining long-term relationships with trading partners that can help the purchaser meet profitability and customer satisfaction goals	7,14,18,19,20
	Develop and implement supplier relationship management plans (e.g., sourcing, frequency of meetings, negotiate and monitor benchmarks for performance)	7,11,10,14, 13,15,17, 18,19
	Educate suppliers to create value for customers by streamlining processes in the value chain	18,19,20
	Explain the difference between strategic and non-strategic suppliers and the associated supplier management principles	7,15
2.3 Manage tendering processes and supplier agreements	Demonstrate the use of request for qualifications (RFQ), invitations to bid (ITB) and request for proposals (RFP) methods and when to choose which method	7,11,15
	Demonstrate knowledge of local and international tendering procedures (e.g., open competitive bidding, restricted tender, competitive negotiation, direct procurement)	7,12,14,15
	Select procurement strategy and methods appropriate to special commodities and contextual situations	2,11,12,
	Write detailed specifications for tenders	11
	Provide high-level guidance for high-value and politically sensitive procurements	17
	Facilitate the process of developing and managing contracts	11,17
	Formulate procurement, return and exchange policies consistent with approved financial delegation and sound business practice	8
	List appropriate legislation and policy in regard to procurement processes, and what is required to comply	7,11,12, 15,17,19
	Ensure ethical behaviour, abiding by conflict of interest policies	11,5,14,15
	Describe the evaluation criteria and methods	11

	Evaluate tender bids based on the specification and evaluation criteria	4,7,11,5,14, 15,17,19
	Critically evaluate and compare supply arrangements and products in terms of their suitability, safety and economy	11,8
	Analyse information on the capability of the suppliers	4
	Identify problems relating to the content and outcomes of the contract	4
	Follow contract approval process, including contract negotiations	4,7,11, 15, 17,19
	Discuss some of the key issues relevant to negotiating supply contracts (e.g., volume usage over time, price volume agreements, alternate supplier clauses, duration of contract, period of review, terms for contract termination and renewal)	11,8
	Award and manage contracts, resolving any issues as they arise	7,11, 15,17,19
	Describe the process of debriefing unsuccessful suppliers	4,11, 15
	Describe the ways in which compliance with purchasing policies and procedures is monitored	4, 8
	Demonstrate effective procurement planning, including a yearly activities schedule	7,10,11,14, 12,15,16, 17,19
	Participate in procurement planning and developing a wide range of briefs, specifications and commercial documentation	17
	Lead strategic sourcing projects, capturing benefits, work requirements, impacts and cost savings	17
	Play a leading role in cross-functional teams handling strategic procurements	12
	Participate in effective internal and external procurement networks	11
	List local and international health commodity prices and understand the factors affecting them	12
	Engage clients across the public sector in presentations demonstrating the benefits of a range of strategic projects designed to ensure cost savings and value for money for government procurement	17
2.4 Execute contract management (including risk and quality management)		
2.4.1 Place commodity orders according to national supply plan and contract specifications	Obtain authorisations to administer the contracts	4
	Confirm the type of supplies required	4
	Obtain reference sources and supplier catalogues to clarify required product and its availability	8
	Comply with policies and procedures to order required stock and equipment	4,11,14,8,10
	Confirm the orders with suppliers	4
	Identify any problems in placing orders	4
	Comply with procedures for placing orders	4,16
	Monitor the delivery of orders	4
	Progress orders with suppliers	4
	Identify any problems with order delivery	4, 16
	Recommend options for progressing order delivery	4

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	Ensure effective mechanisms for checking invoices exist and take action to adjust payments accordingly	15
	Receive or raise requisitions and arrange purchase orders and payments	10,17
2.4.2 Manage contracts	Conduct reviews of performance against agreed key performance indicators	7,11,10,14,17
	Provide timely and expert guidance to remediate procurement performance issues	14,17
	Manage contract disputes	11,12
	Evaluate contract responsiveness and negotiate changes to a contract (contract variations)	2,4,11,14,15,17,18,19
	Terminate contracts legally and appropriately if necessary	11,12,14
	Describe the importance of contract administration and supplier management	2,11
	Describe the importance of supplier control mechanisms	11
2.4.3 Address risk and ensure quality management	Provide risk assessments for the procurement process (technical, commercial, administrative)	7,11,10,14, 19
	Use key performance indicators for assessing procurement and supplier performance and effectiveness	4,11,14,15,17,19
	Identify any problems with the procurement of supplies in the supply chain	4
	Develop and implement contingency plan for shortages	5
	Recommend options for improving the performance of suppliers	4,
	Understand procurement portfolio analysis and risk assessment (supply positioning)	11
	Understand the fundamentals of risk planning and assessment	7,11
2.5 Ensure quality of products	Use and monitor the processes for prequalification of suppliers	5
	Ensure health commodities are not counterfeit and meet quality standards	5,12,13
	Implement, conduct and maintain a reporting system of pharmacovigilance (e.g., report adverse drug reactions) and equipment faults	5
	Inspect products when delivered and during storage to catch defects or problems before they are given to, or needed by, clients	12
2.6 Manage import and export of products	Comply with import and export procedures and requirements	4,14,15
	Identify import or export requirements for the supplies	4,14
	Complete import or export documentation for the supplies	4,14
	Monitor the completion of import and export procedures	4
	Identify any problems with the import and export procedures and requirements	4
	Demonstrate knowledge about international business processes (e.g., shipping, air cargo, clearing and forwarding, financial transactions, business ethics)	1,12,14
2.7 Manage donations of products	Follow the national donations policy, referring to the appropriate Ministry for advice	16
	Demonstrate the ability to say no to donations that are not consistent with national donation policy	16

Storage and Distribution: Domain 3

The competencies workers must have to store and distribute the supplies needed for their work situation. This includes moving supplies to their facility and sending them to other facilities. It also includes the competencies required to manage the outsourcing of these activities and partnerships related to these activities.

Competency	Behavioural competencies (including knowledge requirements)	Competency resource library ref. no.
3.1 Undertake storage, warehousing and inventory management	Distribute products among suppliers, distribution centres, warehouses and customers through a logistics network	4,18,19
	Apply a total systems approach to designing and managing the entire flow of information, materials and services	2,7,10,11,14, 18,19
	Justify the choice of equipment or materials based on suitability for intended use, accuracy, safety of use and cost	8
	Configure warehouses to have formal storage locations that identify the row, rack section, level and shelf location, typically with an alphanumeric location bar code or label	10,14,16, 18, 19
	Place high-turn items closest to packing and shipping areas	18,19
	Store medicines appropriately, considering temperature, access and cleanliness	2,16
	Demonstrate appropriate use of, and ability to maintain, the cold chain	2,16
	Control and monitor the movement and storage of materials within a warehouse	4,14,18,19,
	Secure the medical store and limit access to staff	16
	Develop and follow organization processes, instructions, rules and parameters for warehouse and inventory management and use of equipment (e.g., annual stock turns, expiry date tracking, stock procurement, rotation and retrieval, equipment maintenance)	4,7,11,8,10, 14,19
	Develop policies and procedures for stock handling, distribution and withdrawal consistent with maintaining safety (e.g., policies for distribution of concentrated electrolyte solutions and cytotoxics, identification of cytotoxic drug products within the work environment, separation of like-named or like-packaged products)	7,8,14,21
	Confirm information on the supplies being stored	2,4
	Divide truckloads of homogeneous items into smaller, more appropriate quantities	18,19
	Consolidate several items into larger units for fewer handlings	18,19
	Apply methods of stock rotation (e.g., first in first out, FIFO, or first to expire first out, FEFO)	16,19
	Enter the quantity received and update the warehouse management system software with the stock on hand when each order is delivered	13
	Asses required levels of stock and/or equipment in specific situations	2,8
	Ensure accurate verification of rolling stocks	5,13,14,19
	Effectively manage surplus and obsolete inventory	19
	Collate and prepare data for the supplies analysis	4
	Monitor the location and condition of the supplies being stored	2,4
	Analyse information on the storage locations and facilities	4,14
	Identify any problems in using the storage locations and facilities	4

3.1.1 Manage storage of commodities during disasters	Describe the types of warehouses available for emergency or disaster supply	21
	Describe the importance of the choice of storage site for emergency or disaster supply	21
	Describe the staff required for the storage of emergency or disaster supply	21
	Describe the equipment and material required for the warehousing of emergency or disaster supply	21
	Conduct a rapid assessment of logistical needs in emergencies	2
3.2 Supply commodities to facilities	List the sources of distribution demand (customers)	16,19
	Demonstrate use of order policies for planned order generation	19
	Calculate re-supply quantities using a variety of inventory methods, including visual review, two bin, periodic review, order point and just in time	19
	Prepare and use order schedules	16
	Calculate safety stock	19
	Use economic order quantity (EOQ) principles in ordering	19
	Demonstrate the use of pull and push inventory control systems	19
	Promote a regular, rather than urgent, order culture	16
	Determine order-filling priorities in relation to delivery opportunities and urgency	16
	Screen orders (modify order quantities on the basis of available stock, impact on service delivery, distance of facility from hospital)	16
	Assemble, check and pack orders	16
	Understand making and using dispatch lists and invoices	10,20
	Balance supply with demand, considering both lead time and demand variability created by supply patterns not matching demand patterns	18
	Analyse information on the storage locations and facilities	4
	Measure customer satisfaction and develop loyal customers by using performance metrics taken from the customer perspective, with criteria such as on-time delivery, perception of quality, complaints and length of wait times	18
3.3 Supply commodities to sections within a facility	Establish imprest lists for wards in conjunction with relevant doctors and nurses	16
	Use an imprest system, including implementing imprest schedules	16
	Review imprest quantities regularly	16
3.4 Manage transport for commodities	Manage distribution activities, including a fleet of vehicles and distribution schedules, to deliver health commodities to facilities	2,11,12,14, 18, 19,
	Demonstrate knowledge of policies and procedures related to handling and transporting special products, such as vaccines, HIV/AIDS drugs and other high-value products and narcotics	4,14.12
	Choose shipping methods, considering trade-offs between costs and benefits	14,18,19
	Understand all local and national laws/requirements for vehicle safety, driving regulations and licensing	12
	Identify and implement proper packing and labelling methods for transportation of hazardous materials	2,14,18, 19

	Maximise freight loads while minimizing freight costs	14,18, 19
	Ensure efficient use of transportation resources while meeting customers' needs	14,18,19
	Integrate movement demands with vehicle resources	14,18,19
	Apply quantitative techniques when solving logistics problems, such as designing routes and scheduling vehicles	18,19
	Deliver products to hospitals and district health offices with the accompanying dispatch note and report and requisition forms	12
	Coordinate transport options for order delivery	2,14,16
	Ensure vehicle availability through developing and implementing a vehicle maintenance plan	2,12
	Collect and analyse information on distribution requirements	2,4,12,14
	Identify any problems in distribution requirements	2,4
	Equip distribution sites	2
	Inform stakeholders for better coordination of distribution	2
	Implement tracking devices (tools and indicators)	2
3.4.1 Manage transport for commodities during disaster	List the different types of transport and their characteristics for emergency or disaster supply	21
3.5 Manage disposal of products (e.g. expired, damaged, redundant products)		
3.5.1 Define and direct process for managing redundant and returned stock	Confirm information on the supplies being returned	4,10
	Collate, prepare and analyse data on the flow of returned supplies	4,10
	Identify any problems with the flow of returned supplies	4,10
	Recommend options for improving the flow of returned supplies	4,10
	Comply with procedures for monitoring the flow of returned supplies	4,10
	Describe and/or demonstrate recall procedures to be used in response to a product recall notice or to access the information promptly	8
	Identify issues relevant to the urgency and scope of action required in response to a product recall notice	8
	Explain the importance of reporting and the procedures for following up on medication incidents	8
	Identify follow-up strategies likely to be effective in preventing recurrence (e.g., root cause analysis)	8
	Develop an integrated health care waste management plan	2
	Follow guides and procedures for collection, sorting, transport and disposal	2
3.5.2 Manage process for disposal of returned stock	Dispose of expired medications and/or medical equipment according to national policy	16
	Describe and/or use an appropriate recording system for disposal	2,8
	Dispose of specific individual items of greatest risk with appropriate care (e.g., oncology medicine)	2,16
	Dispose of expired medicines and/or used medical sundries correctly, including syringes	7,8,16,19

3.6 Manage manufacturing or compounding of products	Compound under the good manufacturing practice (GMP) for pharmaceutical medicines	5
	Identify factors that can affect medicine stability	16
	Recognise when a product needs to be prepared under sterile or special conditions (e.g., cytotoxic)	16
	Prepare the formulation worksheet, calculations and labels	16
	Compound the product using appropriate compounding techniques and principles	16
	Comply with legal, workplace and professional requirements when preparing and dispensing compounded products	16,10
	Pack and label compounded products for safety, stability and patient compliance	16,10
	Clean and maintain compounding equipment and area	16
	Complete documentation and records related to compounding or product manufacturing	16,10
	Schedule production activities (Including issuing, product testing, staging and releasing product)	10
	Manage manufacturing equipment and facilities, including transportation	10
	Explain the use of compounding techniques and equipment	16
	Explain the role of non-therapeutic agents, such as suspending agents, preservatives, buffers and flavourings.	16
3.7 Manage re-packing of products	Predict when re-packing or pre-packs are required	16
	Demonstrate a safe system for repacking	16

Use: Domain 4

The competencies workers must have to ensure the best possible outcomes from the use of the supplies in their work situation where patients are treated.

Note: By including the domain of 'Use' in the competency compendium it is the desire of PtD to highlight the fact that without considering how health products and commodities are used improved health outcomes will not be optimised. It is the country that will decide which cadres are responsible for 'Use' within the healthcare system and these cadres may be separate from health supply chain cadres.

Competency	Behavioural competencies (including knowledge requirements)	Competency resource library ref. no.
4.1 Understand use of medical products (e.g., safety procedures, dispensing protocols, standard treatment/testing guidelines)	Identify medicines by their generic name	16
	Describe the way medicines work, their use (how much, how often and for how long), and their main adverse effects and cautions	16
	Identify that some signs and symptoms shown by a patient may be the result of adverse medication effects, and these people need to be referred to the appropriate health personnel	16
	Describe how individual pieces of medical equipment are used, noting personal and patient safety	16
	Identify when to dispose of medical equipment or sundries	16
	Demonstrate to patients how to use any equipment given to them for their care	16
	Maintain equipment supplied by the pharmacy and use any existing maintenance support network	16
	Keep up to date with standard treatment guidelines	16
4.2 Provide information and advice to the product user/patient	Follow country-based treatment guidelines to ensure the appropriate use of medicines	5,16
	Provide structured, patient-centred consultation with the consumer/carer without engendering concern, resistance or other adverse reactions	8
	Counsel patients when handing out medicines and explain the main adverse effects and special considerations, including storage and food requirements	5,16
	Obtain sufficient information about a patient request to determine if the situation can be managed by the individual or referred	5,16
	Clarify the nature and duration of the symptoms/condition, other associated symptoms or signs, current or recent medications, and actions/treatments already used and their effectiveness, asking appropriate questions when the required information is not readily volunteered	8
	Describe and justify additional clinical information required (e.g., concurrent medical conditions, laboratory test results) to form an opinion about the treatment options	8
	Supply non-prescription medicines, therapies and diagnostic aids to meet patients' needs	5,16
	Identify issues with medicines, dose forms and methods of administration that need to be discussed or referred	5,16
	Identify, prioritise and act upon medicine-medicine interactions, medicine-disease interactions, medicine-patient interactions and medicine-food interactions	5
	Report defective or substandard medicines to the appropriate authorities	5
	Discuss ways in which consumer privacy and confidentiality may be protected during a clinical consultation	8

	Describe circumstances for which the consumer's right to receive primary health care services anonymously should be protected	8
4.3 Report product use/consumption	Use patient records as a tool for calculating usage	5,16
	Review records to provide information for government and NGO reporting	16
	Record the quantities of drugs dispensed on the daily activity register every time drugs are dispensed	12
	Update the stock control card every time products are received, issued or transferred to another facility	12,13
	Compile and send the report and requisition form to the upper levels of the supply chain in time for the reporting requisition period	12,13
4.4. Dispense or provide commodities to patients/users (i.e., ensuring the product goes "the last mile" appropriately)	List which medicines are allowed to be prescribed by different prescribers and how to monitor this	16
	Validate prescriptions, ensuring they are correctly interpreted and legal	5
	Supply medication to patients, considering packaging, storage and labeling	5,16
	Identify which medicines are especially dangerous and need more care when dispensing	5
	Describe checking processes required to ensure consumer safety (e.g., double check of calculations, weight and measurements, quarantine of products prior to final check and release, label reconciliation, and check and release of final products)	8
	Act upon dispensing errors	5
	Keep clients up to date about decisions that affect them; adjust services based on feedback from upper levels as appropriate	12
	List the risks to consumer safety posed by care that extends between care settings (e.g., hospital to community, hospital to hospital) and/or is delivered by multiple health care providers (GP to specialist, GP to pharmacist)	8
	Provide assistance to meet the requirements, requests and concerns of clients; provide accurate information to answer client questions; look for ways to help clients by identifying and proposing appropriate solutions and/or services	8, 12
	Ensure patients are transferred from hospitals to clinics with a continuing supply of medicine	16

Resource Management: Domain 5

The competencies workers must have to manage money, people, information and infrastructure to ensure the system works effectively.

Competency	Behavioural competencies (including knowledge requirements)	Competency resource library ref. no.
5.1 Design and implement supply chain system and strategies	Design a responsive, agile and efficient supply chain that has the ability to meet the changing needs of customers and deliver high-quality products with short lead times at low cost	1,4,7,11,14, 15,17,18,19, 20
	Describe the inter-relationship of organizations, people, technology, activities, information, and resources involved in moving a product from supplier to customer	1,7,11,14,17, 18,19,20
	List the management activities carried out in the course of running an organization, including controlling, leading, monitoring, adjusting, organising and planning	18,19,20
	Describe the characteristics unique to public health; demonstrate awareness of the factors that could contribute to or hinder the delivery of logistics services	12
	Demonstrate awareness of emerging concepts and principles in public health logistics; adapt current practices to incorporate new developments in the field	12
	Determine which type of inventory control system will be most effective for a particular program or country	12
	Explain the difference between continuous and period review systems of inventory control	19
	Develop and implement a formal logistics strategy and plan	7,19
5.2 Oversee operation of a logistics management information system	Integrate activities across organizations in the supply chain by ensuring information visibility in inventory levels, production and materials in transit	15,18
	Use appropriate recording systems. (e.g., stock cards, order forms, computer systems)	4,16
	Aggregate, analyse, and interpret logistics data to produce reports on logistics system performance	4,8,12,14,13, 17,18
	Disseminate reports up and down the supply chain to all appropriate stakeholders	4,12
	Communicate directly with facilities for receipt, review and approval of reports and/or orders; follow up on missing reports/orders; and generate feedback reports for the facilities	12
	Monitor the supply pipeline and assess stock status	4,12
	Apply a logical system for secure storage of records	8
	Establish the urgency of required information	8
	Assess specific requirements for undertaking work (e.g., information, stock, equipment, access to specific expertise) and ensure those requirements are or can be met	8
	Demonstrate a detailed knowledge of the national medicines supply information system (electronic or manual)	15,16
5.3 Implement risk management and monitoring and evaluation activities for the supply chain		

5.3.1 Ensure monitoring and evaluation activities are completed	Perform 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	1,4,5,8,14,18, 19,20
	Quantify the operational performance of similar companies and establish internal targets based on best-in-class results	10
	Establish key performance measurements and continuous process improvement initiatives to improve process quality on a continual basis	4,7,8,11, 14, 15,17,18,19, 20
	Provide results of the analysis to colleagues	4
	Control and check errors, taking corrective action so deviation from standards are minimised and the organisation's goals are achieved	18,19,20
	Consider the use of appropriate technological developments to improve the system	18,19,20
	Recognize that continuous process improvement is an accepted way of organisational life	18,19,20
	Execute ways of eliminating unnecessary steps in system design	4,8,18
	Develop processes that strive to eliminate waste	18
	Review processes to encourage sustainability (e.g., reducing carbon footprint, establishing a paperless office, using renewable energy)	18
	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	1,4,7,11,17, 18,19,20
	Outline the relationship between technology and process functionality	18,19,20
5.3.2 Implement risk management activities	Identify risks affecting supply, transformation, delivery and customer demand	8,10,14,18
	Identify unsafe working conditions and take prompt, corrective action; stay alert to and take preventive action against hazards and threats; recommend measures to protect employees from hazardous working conditions; follow protocol for reporting safety violations; and investigate accidents to determine how to prevent them in the future	8,9,12
	Develop and/or implement training programs/drills in which personnel participate (e.g., fire and armed hold-up drills, safe manual handling practices, use of mandatory safety clothing)	8
	Develop and apply systems of review (e.g., audit) to check compliance with policies and procedures intended to maintain workplace safety (e.g., manual handling techniques, correct use of protective clothing)	8,9
	Ensure equipment and tools are operating to prescribed standards	12
	Implement key security systems for the workplace (e.g., for cash, narcotics and other controlled substances, investigational drugs, consumer records, entry and exit points) and levels of access and/or authority applicable to each	8,9
	Describe the prevention strategies adopted (e.g., protocols, security barriers, fixed or personal duress alarms)	8
	Document critical incidents	5
	Engage in contingency planning and managing operational continuity	9
	Increase understanding of a safe working environment and engender a shared commitment from all personnel to creating one	8
	Demonstrate knowledge of relevant safety and health laws and regulations; comply with safety codes, standards and guidelines; adhere to worksite safety programs; understand emergency response plans when they exist; demonstrate knowledge of how to handle hazardous commodities and first aid procedures	12

5.4 Manage outsourcing of SCM functions	Negotiate and compile contracts with outside parties for delivery of logistics services	12
5.5 Manage and plan projects		
5.5.1. Develop and direct project plans	Anticipate obstacles and critical events for ensuring the six rights of logistics management (right quantity, product, condition, place, time and cost) and develop contingency plans to address them; monitor progress and take necessary corrective action when needed	7,8,9,12,14, 18,19,20
	Create an operational plan that is consistent with the strategic plan, links specific goals and strategies, and identifies the performance indicators to be used to measure achievements	8,9
	Demonstrate the use of information gathering techniques from stakeholders, analysing situations and identifying implications to make correct decisions	9,18,19,20
	Answer the questions, "Where are we going?" and "How are we going to get there?" and create a specific and purposeful path to achieve this.	18,19,20
	Apply the process reference model to managing supply chain processes (i.e., integrating business process re-engineering, benchmarking and process measurement)	7,10
	Capture the current state of a process and derive the desired future state	10
	Select and apply tools or technological solutions to frequently encountered problems	12
	Provide staff with the necessary tools to carry out plans	18,19,20
	Demonstrate the ability to monitor progress and make changes as required	7,9,14,17,18, 19,20
	Facilitate meetings for planning, organization and monitoring logistics activities	2
	Ensure staff are aware that they are accountable for achieving the desired results	17,18,19,20
	Understand planning, organising and managing resources to bring about the successful completion of projects	7,12,14,17, 18,19,20
	Describe the key features of a successful change management strategy	8
5.5.2 Execute strategic decision making	Make decisions regarding one's own workload and area of responsibility	9
	Prioritize competing tasks and perform them quickly and efficiently according to their importance; find new ways of organizing or planning work to accomplish it more efficiently	12
	Ensure proper time and space for consultation around decisions being made.	9
	Consider the input of staff needed	9
	Check assumptions against facts	9
	Identify the key issues in a complex situation and come to the heart of the problem quickly	9
	Gather relevant information before making decisions	9
	Make strategic decisions in the interest of the organisation's goals	9
	Make tough decisions when necessary	9
	Consider the impact of decisions on others' work or team goals	9
	Communicate decisions and ensure they are incorporated into policies and processes	9
	Undertake inclusive and consultative strategic planning to establish strategic objectives	8
	Identify and support emerging trends and practices	8
	Outline the macro and long-term consequences of decisions	9
5.5.3 Manage partnerships	Apply the concepts of partnership working	7,9
	Support implementation of partnership programmes	9
	Experiment with and trial new ideas with partners	9
	Build partnerships to deliver programme and increase impact	4,9

	Promote innovation and creativity in partnership work	9
	Communicate key information with partner members	9
	Involve and value partners in all aspects of programming	9
	Identify problems with supply chain relationships	4
	Communicate effectively with nurses, doctors and other members of the health care team	5,16
	Respond to consumer complaints or comments about services and/or advice received	8
	Foster collaboration and consultation across the sector and encourage the team to work with others	9
	Encourage input from other key actors in the humanitarian sector and develop relationships with a cross-section of actors	9
	Meet the reporting requirements of vertical programs	16
	Outline the structure of the health system at a national level and explain this to others	16
	Discuss the role of other members of the health care team (including with consumers) in a way that engenders understanding and confidence in the team and its members	8
	Describe the structure of the organisation, environment and/or service in which they work	8
	Describe how vertical programs work within the health system	16
	Describe the communication network established to achieve work outcomes	8,18
	Describe the structure of the health system at the provincial/regional level and explain this to others	16
	List the roles and functions of government agencies in regulating and supporting supply chain organizations	12
5.5.4 Direct/participate in teamwork	Work with team members within their area of authority to establish achievable goals and strategies that are consistent with the objectives established for the organisation as a whole	4,7,8
	Develop an organisational chart that shows the lines of reporting and responsibility among staff	8
	Actively contribute a perspective and make a positive contribution to team-based problem solving and decision making	8,9
	Provide feedback, encouragement and support to team members for progressing strategic goals	8
	Monitor team performance in relation to the organisation's mission and goals	8,9
	Encourage teams to think for themselves and resolve problems	9
	Encourage and harness diversity within the team to boost team effectiveness	9
	Encourage and support the team to work through its stages of development and perform well	9
	Describe roles and responsibilities in relation to employees' expertise and the expectations of collaborating team members	8
	Describe where their position fits in the structure and their responsibilities and accountabilities	8
5.6 Manage financial activities	Manage all resources with care, applying budgetary principles	1,5,7,9,14,16
	Take overall responsibility for meeting budgets and donor requirements	9
	Create and manage budgets (national, regional, etc.) as necessary for work (e.g., wages budget, touring budget, stationery budget, project budgets for using NGO funds)	5,9,10,14,16, 17
	Produce timely and clear financial reports for funders and donors	9
	Keep records following government budgeting, accounting and financial practices	8,9,15
	Maintain an overview of multiple budgets from multiple sources	9
	Seek and use information on financial funding requirements	9
	Ensure timely decision making with regard to financial shortfalls	9
	Provide budget tracking for logistics activities according to established procedures	1

26	Analyse financial statements and explain components of a balance sheet and income statement	7,8,11,14,17, 18,19,20
	Create interactive decision support models that allow the development of multiple scenarios and demonstrate the sensitivity of multiple independent variables	18,19,20
	Determine the success or failure of a business using financial accounting	18,19,20
	Calculate the total system cost of delivering a product or service to the customer	11,18,19,20
	Describe the key considerations for developing a business plan	8
	Describe the structure against which business performance will be monitored (e.g., cost centres, chart of accounts)	8
	List key performance indicators used to monitor business performance (e.g., turnover, profitability)	11,8
	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)	8
	Describe investigative processes and options for confirming the existence of fraudulent activity (e.g., sample audits, forensic accounting services)	8
	Prepare funding applications for trusts and grants	9
	Ensure financial transparency	5
	Describe the general monetary value of medicines and equipment	16
	Secure financing and manage budgets to support distribution operations	12
5.7 Oversee/support human resources (e.g., recruitment, training, team management/ supervision)		
5.7.1 Manage staff recruitment process	Demonstrate use of a system for staff recruitment, appraisals and monitoring	1,5,7,14,16
	Develop training and recruitment plans to fill any identified gaps and shortages	4,8
	Create relevant and appropriate selection criteria for a defined role	8
	Describe and use the standard selection documentation for recruitment	8
	List key issues impacting the size and membership of an interview panel (e.g., logistics, gender balance, absence of conflict of interest)	8
	Formalise requirements for a fair, defensible and balanced interview process	8
	Describe and use the documentation maintained for each interviewed position	8
	List due process for formalising an appointment that minimises the opportunity for untoward effects (e.g., appeal, conflict, resignation)	8
	Develop job descriptions to obtain and retain skilled staff	8,12,13
	Consult with and involve relevant personnel in development and updating of role descriptions/duty statements that clarify the duties and responsibilities of positions	8
	Orient new staff to the workplace, explaining standard operating systems and procedures	16
	Prepare human resource plans to meet the future staffing needs of the organisation	1,16
	Explain key features and measures used for monitoring a personnel retention strategy (e.g., recruitment costs, staff turnover, staff surveys)	1,8
	Describe the legislative issues impacting human resource policies and procedures	8

5.7.2 Train staff	Maintain a list of staff that require logistics system training (based on supportive supervision reports)	13
	Coordinate all training in managing the logistics system for all health facility staff	13
	Promote participation in relevant learning and development opportunities	8
	Assist in training nurses and other health professionals in medicines ordering and storage procedures	5,16
	Orient new doctors to the formulary and the systems and procedures of the medicines supply system	16
	Provide on-the-job training to district health officials and hospital pharmacists as needed	13
	Ensure staff have the necessary skills and understanding for safe practice in the event they need to fill a management role due to absence or illness	16
	Ensure all staff handling hazardous materials receive training on safety & compliance regulations	19
	Identify any staff needs at all levels of the supply chain	8,13,14
	Discuss key factors important for initiating and/or sustaining the motivation of adult learners	8
	Discuss the variable learning needs and styles or modalities in adult learners (e.g., visual versus auditory)	8
	Describe a range of strategies that could be used to reinforce and clarify educational content (e.g., tutorials or workshops, written materials, intranet- or internet-based resources)	8
5.7.3 Supervise staff	Monitor and supervise projects and staff to ensure continuous improvement	12,14
	Use a performance management process with all personnel	8
	Create an environment that is supportive of learning and professional development	8
	Describe the nature of the supervisory role, what is meant by direct supervision, and where responsibility for outputs and outcomes rests	7,8
	Plan and conduct supervisory tours of dependent facilities	16
	Identify situations where supervised personnel are experiencing difficulties in completing work activities and/or where a mandatory notification obligation exists	8
	Describe signs/cues from supervised personnel that indicate additional guidance or support is needed (e.g., hesitancy, distress, seeks clarification from less authoritative sources)	8
	Provide feedback, encouragement and support to team members	1,8
	Discuss in a constructive manner areas where performance should/could be improved and provide resources to support this	8,9
	Discuss expectations, achievements and contributions with personnel in a fair and equitable manner	8,9
	Support colleagues in creating a professional development plan and suggest ways the plan may be progressed through relevant training and/or experiential learning opportunities	8
	Encourage and support high-potential employees to accept growth challenges outside their own areas	6,9
	Provide progression opportunities for employees who have prepared themselves through development	6
	Identify and deal with unproductive staff using an approved process in an ethical manner	7,8,14,16
	Identify and address work issues contributing to impairment of personnel (e.g., excessive workload, conflict)	8
	Explain the complaints management process	8
	Describe situations where additional expertise should be sought (e.g., counselling in the event of workplace violence or in situations of diminished performance due to drug or alcohol abuse)	8
	Acknowledge and respect different working styles	9

5.7.4 Assessing HR systems	Ability to assess HR systems	6
5.8 Prepare for product supply during disasters and emergencies	Explain the process for dealing with disaster events	16
	Communicate with the national disaster planning team	16
	Describe the logistics requirements for emergency and disaster supply	21
	Describe the logistics planning process for emergency and disaster supply	21
	Explain the importance of a needs assessment for emergency and disaster supply	21
	Explain the importance of assessing local capacity before the emergency or disaster supply	21
	Describe the factors that may restrict the emergency or disaster supply to take place	21
	List the requirements for hazardous and emergency or disaster supply commodities	21
	Explain the sources and procurement process for emergency or disaster supply	21
	Describe the requisition process for emergency or disaster supply	21
	List the process of managing medical supplies for emergency or disaster supply	21
	Explain why transparency is important during emergency or disaster supply	21
	Explain why information management is important during emergency or disaster supply	21

Professional and Personal: Domain 6

The competencies workers must have to manage their day-to-day responsibilities and create a path for future career development. This includes communication, stress management and time management skills.

Competency	Behavioural competencies (including knowledge requirements)	Competency resource library ref. no.
6.1 Demonstrate generic skills (e.g., literacy, numeracy, technology)		
6.1.1 Exhibit high understanding of literacy and numeracy	Speak clearly and confidently, organize information in a logical manner, and consider voice tone and pace	7,8,9,14,18, 19,20
	Respond to verbal messages and other cues (active listening)	5,7,14,18,19, 20
	Express ideas and opinions clearly in written and verbal form	8,9
	Communicate information accurately, concisely and confidently in writing and verbally	8,9
	Practice a level of mathematics suitable to the job held	18,19,20
	Demonstrate knowledge of visual presentation techniques, including charting, histograms and flow sheets	7,18,19,20
	Read and comprehend at a level necessary to properly complete duties of the position	12
	Interpret written information in documents, such as reports, SOPs, LMIS forms, graphs, calendars, schedules, notices and directions	12
	Pay attention to detail and identify the main ideas, detect inconsistencies and identify missing information in documents	12
	Apply computer skills — such as using Word, Excel, PowerPoint and the internet — suitable to the job level	9,12
6.1.2 Have a command of technology	Demonstrate the use of technology suitable to the job held	7,18,19,20
	Monitor new developments and technologies in the sector	9
	Make use of specialist tools/resources to assist in system programming	9
	Experiment with new technologies and recognise potential benefits for the sector	9
	Ensure that resources and support are provided across the organisation to enable colleagues to make the best use of available technology	9
	Ensure that the organisation has a strategy for technology use	9
	Select and employ appropriate technologies in humanitarian programmes	9
	Describe how to minimise environmental damage through technology use	9
	Use technology to maximise effectiveness and efficiency	9
	Use field-based technology (e.g., radio, general packet radio service (GPRS), satellite phone)	9

6.2 Demonstrate strong communication skills	Be truthful and trustworthy, and supply accurate information at all times	12,14,18,19, 20,16
	Work as part of a workplace team	5,14,16,17, 18,19,20,
	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)	5,7,11,8,9,16, 17,18,19,20
	Encourage open communication within constraints of confidentiality	9,16
	Organize communications about logistics	2
	Participate in meetings, expressing one's opinions, being aware of others' needs, and being appropriately assertive when required	16
	Demonstrate perspective into the point of view of others, understanding their needs and goals	8,14,18,19,20
	Build trust, rapport and credibility with others	8,9,14,15,17, 18,19,20
	Anticipate the communication needs and concerns of others and respond to them	8,18,19,20
	Avoid conflict between work and personal interests	18,19,20
	Practice meaningful two-way communication	8,9,12,18,19, 20
	Influence others by persuasively presenting thoughts and ideas	5,7,8,9,18,19, 20
	Apply assertiveness skills to deal with unreasonable requests and/or refusals that would compromise practice or consumer care	8
	Maintain a positive, supportive and appreciative attitude	18,19,20
	Demonstrate the ability to balance the organisation's needs and the customer's needs	7,18,19,20
	Demonstrate self-control by maintaining composure and keeping emotions in check, even in difficult situations; deal calmly and effectively with stressful situations	8,12
	Express opinions and provide information in written and/or verbal form in a manner that does not elicit concern, anger or other adverse response	8
	Demonstrate the use of a systematic process for following up that demonstrates written reports have been received and understood	8
	Describe the means by which responses to input to the work environment are monitored	8
	Seek practical ways to overcome barriers to communication	9
	Ensure language representation (e.g., interpreters) at meetings when appropriate	9
	Tackle difficult situations and resolve disputes between staff	9
	Give both positive and negative feedback sensitively	9
	Maintain and improve communication	2,4
6.2.1 Practice cultural awareness	Demonstrate cultural awareness and sensitivity, treating all people with fairness, respect and dignity	1,5,6,8,9,17
	Implement anti-discriminatory practices in the organisation, including HR and disciplinary procedures	9
	Promote cultural sensitivity, equality and fairness at all levels of the organization	9
	Challenge discriminatory behaviour directly and sensitively	9
	Act in a non-discriminatory way toward individuals and groups	9

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	Integrate cultural awareness in learning and development approaches	9
	Avoid stereotypical responses by examining one's own behaviour and bias	9
	Manage cultural diversity in teams and make the most of differences	9
	Describe strategies and/or resources for communicating effectively with people from different cultural backgrounds	8
	Elicit information relating to values, beliefs and cultural backgrounds of consumers that may influence the way professional services are provided	8
6.3 Utilize problem-solving skills	Examine information to solve problems in a sensitive and ethical manner	8,9,16
	Manage day to day and complex problems in a timely manner	1,5,7,8,9,14,16
	Explain problem situations and their step-by-step transformation based on planning and reasoning, without apportioning blame	1,7,8,17,18,19,20
	Critically review, analyse, synthesize, compare and interpret information; draw conclusions from relevant and/or missing information; and understand the relationship among facts and apply this understanding when solving problems	9,12
	Describe a range of possible approaches/strategies that are effective for resolving conflict in the workplace (e.g., negotiation, collaborative problem-solving, mediation, arbitration)	8
	Create an open environment that encourages people to work together	18,19,20
	Resolve conflicts as they arise	11,14,18,19,20
	Demonstrate creativity through questioning, attempting to improve on ideas, applying other experiences and working toward action in problem solving	8,18,19,20
	Break down facts and thoughts into strengths and weaknesses	18,19,20
	Think in a careful way to solve problems, analyse data, and recall and apply information, involving others	9,14,18,19,20
	Practice goal-directed thinking and action in situations in which no routine solutions exist	18,19,20
	Maintain appropriate ethical and moral standards in resolving problems	9
	Choose between alternative courses of action, using cognitive processes such as memory, thinking and evaluation	8,14,18,19,20
	Map likely consequences of decisions to choose the best course of action	18,19,20
	Ask other people to help with solving problems	8,16
	Use difficult or unusual situations to develop unique approaches and useful solutions	12
	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	12
	Describe the impact of conflict in the workplace (e.g., tension, low morale, absenteeism, system or service failure, aggressive or uncooperative behaviors)	8
	Follow up on problems to ensure they are fixed	8,16
	Describe situations where referral is warranted (e.g., severe emotional distress, intractable dispute)	8
6.3.1. Negotiate	Apply the principles of negotiation and aim for a win-win outcome	7,9
	Manage and resolve relationship issues within and outside the team	9
	Model solution-focussed approaches to further the organisation's mission	9

	Build consensus among parties	9
	Present or propose alternative ways of doing things	9
	Identify where fair approaches are being utilised to resolve issues	9
	Seek to reach constructive solutions while maintaining positive working relationships	9
	Adapt style to take into account cultural differences regarding negotiation	9
	Build consensus at a high level for the benefit of all parties	9
6.3.2 Practice effective time management	Set good timekeeping practice for the team	5,7,8,9,16
	Set priorities, goals and workplans to achieve maximum effectiveness	8,9,14,16,17
	Identify factors and/or criteria (e.g., urgency, importance, possibility of using alternative products or personnel) that impact the priority assigned to tasks	8
	Monitor one's own progress against timekeeping objectives and targets	8,9
	React quickly to change and reallocate time and resources accordingly	8,9
	Strive to meet targets and deadlines	8,9
	Make strategic decisions with regard to time and resources	5, 9
	Ensure ratio between staff time allocation and resources is appropriate	8,9
	Use systems to organise and plan workload	8,9,16
	Establish priorities according to team and project goals	8,9
	Keep clear, detailed records of activities	9
	Manage interferences (e.g., telephones, interruptions) that consume time	8
	Assist others in organising and managing their workloads	9
	Identify tasks or elements of tasks that may be delegated to other available personnel	8
	Describe the limitations applicable to delegation of specific tasks	8
6.3.3 Take risk into account and implement security measures	Follow security guidelines, plans and standard operation procedures	9
	Input into security planning and reviews	9
	Ensure compliance with legal, regulatory, ethical and social requirements in humanitarian settings	9
	Carry out responsibilities and follow instructions (e.g., completing a personal risk assessment and filling in travel plans)	9
	Ensure personal behaviour does not impact personal or organisational security	9
6.4. Exhibit professional and ethical values		
6.4.1 Demonstrate integrity	Accept responsibility for one's own work tasks and performance	5,18,19,20, 16,17
	Work within a framework of clearly understood humanitarian values and ethics	9
	Stand by decisions and hold others accountable when necessary	9
	Does not abuse one's own power or position	9
	Manage team members to ensure they do not abuse their power or position	9
	Identify when individuals or the organization is straying from organisation goals, and challenge them to uphold ethics	9
	Resist undue political pressure in decision making	9

	Support staff in maintaining ethical stances	9
	Make time in team for ethical inquiry and reflection	9
	Show consistency between expressed principles and behaviour	9
	Ensure that principles, values and ethics are embedded in policy	9
	Act without consideration of personal gain	9
	Promote transparency in decision making structures and processes	9
	Ensure programmes are acting with integrity, and recognise the impact of not doing so	9
	Recognise one's own limitations and act upon them	5,16
	Follow all standard operating procedures	16
	Work in a safe and legal way	16
	Demonstrate respect, dignity and consideration for consumers	8
	Discuss the impact of a no-blame culture on reporting and preventing recurrence of incidents	8
	Describe requests of colleagues that might be regarded as unreasonable	8
	Communicate (verbally and by example) expectations pf the desired standards and approaches to be adopted	8
	Describe roles and responsibilities in terms of the position statement/duty statement of the position held	8
	Demonstrate punctuality	5,8
	Explain the obligation to apply professional care and expertise to deliver high quality of services	8
	Demonstrate care and attention to detail in undertaking work activities	8
	Demonstrate appropriate attire and presentation for the role and situation	8
	Recognise and take responsibility for emotions	8
	Create and maintain an environment in which others can talk and act without fear of repercussion	9
	Seek to keep commitments and not let people down	9
	Be trusting and cooperative when working alongside others	9
	Take on various responsibilities within the department as the need arises	16
6.4.2 Engage in continuous professional development	Seek out opportunities to learn, and integrate new knowledge and skills into work	6,11,5,9,18,19,20
	Identify gaps in knowledge and skills for completing specific tasks, and develop a plan to acquire them	5,8,9,12,17,18,19,20
	Listen to and invite feedback from others on one's own performance	9
	Use lifelong learning (continuous striving to gain knowledge and maintain competence) in the context of career development and the professional's role in delivering health care services	8,9
	Create organisational systems for capturing learning and ensuring lessons learned	9
	Employ reflective learning within the team, in which lessons are captured and integrated into future projects	9
	Promote continuous learning as an integral part of organisational performance	9
	Be open to new ideas and different perspectives	9
	Keep up to date in the place of work with input from supervisors	9
	Document continual professional development activities	16

	Use multiple techniques to acquire new knowledge and skills; process and retain information; and identify when it is necessary to acquire new knowledge and skills.	12
	Participate in professional organisations and/or committees	8,12
	Describe and/or demonstrate quality improvement and/or quality assurance activities participated in	8
	Reflect on performance and seek what needs improvement	5,18,19,20
	Engage in personal career development, identifying occupational interests, strengths, options and opportunities	18,19,20
	Contribute to others' professional development	16
	Share experiences and learning internally and externally	6
	Seek out challenging projects outside of core experience and achieve solid results	6
6.5 Prove leadership abilities	Input to meetings and programme development	9
	Look for future trends and issues, and assist the organisation in meeting the challenges	9
	Contribute to a collaborative working environment	9
	Drive for change and improvement develops opportunities for the organization and sector	9,17
	Channel energy and ideas toward resolving issues	9
	Communicate with influence	9
	Show courage to take an unpopular stance when needed	9
	Steer and implement change organisationally	9
	Anticipate and resolve conflict	9
	Show initiative in working methods	9
	Exemplify personal drive and integrity	9
	Serve as a role model for others to follow	9
	Demonstrate leadership and practice management skills, initiative and efficiency	5
	Inspire others through professional excellence, innovation and communication	8,9
	Discuss situations in which a change in leadership style would be warranted (e.g., directive versus consultative style in the event of a crisis)	8
6.5.1 Demonstrate resilience and ability to manage stress	Identify symptoms of stress and take steps to reduce stress	8,9
	See the bigger picture and help others to	9,17
	Recover quickly from setbacks	9
	Draw on previous experience and support mechanisms to reduce the impact of stress on self and others	9
	Create a working environment that aims to minimise pressure and stress	9
	Cope well under pressure, particularly in difficult environments	9
	Act as a role model for others and display courage under difficult circumstances	9
	Recognise the limitations of staff and take action to limit their exposure to harm when needed	9
	Identify and make use of personal support mechanisms	9
	Help others identify personal support mechanisms	9
	Influence organisational policy to support self-care in agencies	9

6.6 Abide by rules/laws/ legislation	List and comply with the legislation that covers the practice of public health supply chains and health care, and describe its purpose	6,8,12,14,16
	Describe requirements of professional codes, guidelines and standards adopted as part of the legislative framework	8
	Keep up to date with changes in legal instruments, as informed by national-level managers	16
	Comply with international regulations in decision making for the distribution system, including customs regulations on import and export requirements (e.g., trade tariffs and duties on imported goods) and security regulations (e.g., 2007 SAFE Ports Act, NAFTA or European Union trade agreements)	14,16,18
	Apply and understand regulatory affairs and the key aspects of pharmaceutical registration and legislation	5
	Apply knowledge of the principals of business economics and intellectual property rights, including the basics of patent interpretation	5,7,15
	Knowledge of applicable procurement law and the practical effects of a contract's terms and conditions	15
	Understand current industry and government regulations governing sustainability	7,18
	Working knowledge of key hazardous materials handling laws	19
	Implement policies and procedures relating to workplace safety that are consistent with agreed or recognised standards	8
	Describe professional standards and conventions, as well as workplace policies and procedures, for preparing pharmaceutical products	8
	Follow all standard operating procedures	16

Competency resources library

Document author/title/ description/source		Document summary and relevance
Allocated reference number	Full title (where available)	Key extract from the document
1	Human resources for 2020 immunization logistic systems, Project Optimize, 2011.	"Personnel" are the foundation of immunization supply systems because Supply Systems are complex, calling upon human discretion to apply specific techniques and procedures in challenging and changing contexts: creativity, initiative and polyvalence are key factors for performance. As no situation is 100% predictable, the human capacity is required to adapt and design appropriate logistics solutions in a specific context to sustain the performance of the Immunization supply systems, and to overcome resistances from production centres to the delivery at "the last kilometre."
2	Job Description, Logistician District Hospital, BIOIFORCE, 2009.	An example of a job description populated by competency based behaviours.
3	Training Brochure, Level 2 Course Synopsis and FAQs, Chartered Institute of Purchasing and Supply (CIPS). 2010-11.	This scheme helps procurement and supply professionals to improve, record, maintain and evaluate their technical and managerial skills and knowledge, and provide evidence of their progress. Participating in CIPS training courses is one aspect of continued learning. More about the CIPS CPD scheme on our website: www.cips.org
4	Supply Chain Management National Occupational Standards (NOS), CIPS, CILT, 2009.	This suite of Supply Chain Management National Occupational Standards is one of the many suites of such NOS, each covering a specific occupation in the UK. A feature of all suites of NOS is that they are developed and maintained by sector experts in each industry. The Supply Chain Management standards were developed by a group of supply chain and logistics industry experts and are now managed by the 'Supply Chain Management NOS Board.
5	FIP Pharmacy Education Taskforce. 2010. A global competency framework (draft August 2010).	The FIP Pharmacy Education Taskforce has been working for several years to develop a global competency framework for pharmaceutical services. It is important to recognise that once finalized, the Global Competency Framework is intended to act as a mapping tool (which by its nature will continue to progress as the profession evolves). Because it is founded in outcomes of education and training, this document will have interest and applicability for leaders, educators, regulators and practitioners who are working towards global harmonisation of the practice-based expectations for our practitioners. This could have important applications for fostering transnational collaboration and enhancing all aspects of our professional scope of practice, across all sectors and settings. http://www.fip.org/files/fip/PharmacyEducation/GbCF%20booklet.pdf
6	Management Sciences for Health. HR Management Rapid Assessment Tool for Public and Private sector health organisations – A guide for strengthening HRM systems. 2005.	A guide for strengthening HRM systems. http://www.lmgforhealth.org/node/156
7	PROCUREMENT COMPETENCE CAREER PATH FRAMEWORK FOR THE NORTHERN IRELAND PUBLIC SECTOR.	COMMITMENT TO A CAREER PATH FOR PROCUREMENT PROFESSIONALS ACROSS THE NORTHERN IRELAND PUBLIC SECTOR. The Public Sector in Northern Ireland needs to fully embrace the value of professional procurement. This framework provides a career path for individuals and organisations to properly plan, manage and resource the continuous development of procurement skills that will equip individuals for more senior/other procurement positions. http://www.dfpni.gov.uk/index/procurement-2/cpd/cpd_publications/cpd_procurement_competence_career_path_framework/procurement-career-path-framework-oct2008.pdf
8	Pharmaceutical Society of Australia. 2010. National Competency Standards Framework for Pharmacists in Australia.	Domain: Area of professional endeavour or responsibility (with explanation of scope and context). Competency Standard: Describes the professional activity. Element: Describe in more detail the range of activities or tasks within a Competency Standard. Performance Criteria: Expected observable behaviours or results in the workplace of a competent worker. Evidence Examples: Cues to assist with interpretation and assessment of performance. Tailor for particular role and workplace. http://www.psa.org.au/supporting-practice/national-competency-standards

9	Save the Children UK Inter-agency Initiative of the Child Protection Working Group. 2010. Child Protection in Emergencies (CPIE) Competency Framework.	The purpose of the competencies is to provide a set of standards to facilitate staff recruitment, performance management and professional development with the aim of protecting children in emergencies. The interagency nature of these competencies and their common application is also intended to enable the development and coordination of sector wide capacity building efforts. http://www.pdma.gov.pk/documents/child-protection/3-Child%20Protection%20in%20Emergencies%20Competency%20Framework.pdf
10	Supply Chain Council. 2010. Supply Chain Operations Reference Model (SCOR 10.0).	Process reference models integrate the well-known concepts of business process reengineering, benchmarking, and process measurement into a cross-functional framework. https://supply-chain.org/supply-chain-council-releases-supply-chain-operations-reference-scor%C2%AE-model-10.0
11	Procurement Training & Certification Catalogue 2011. UNDP. 2011.	The United Nations Development Programme offers specialised procurement training and certification to staff from the UN system, non-governmental organisations, international development financing institutions and their borrowers, and governments. UNDP/CIPS Cooperation on Procurement Training and Certification UNDP procurement certification courses are accredited by the Chartered Institute of Purchasing and Supply (CIPS) assuring compliance with high international quality standards as well as offering participants access to a world-wide community of procurement professionals. All training and certification courses are tailored to reflect UN and public procurement rules, policies, and procedures. http://pro-act.org/events/rocurement-training
12	USAID. Public Health Supply Chain Competency Framework (in development) 2011.	Logistics and Supply Chain Manager Warehousing and Inventory Control Procurement Transportation and Distribution Central, Intermediate, Facility levels
13	USAID DELIVER. Logistics Routine Activity Checklists by Level. Date unknown.	Health Centre, Hospital, District Health Office, Provincial Health Office, Central Medical Stores, Ministry/Central level. Note: To create a checklist for a specific system or country, an existing and validated SOP manual must be used to adapt the list to the specific system. http://www.google.com.au/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&cad=rja&ved=0CCkQFjAA&url=http%3A%2F%2Fdeliver.jsi.com%2Fdlvr_content%2Fresources%2Fallpubs%2Fguidelines%2FChecklistMaintSC.doc&ei=iLilUrH7KoOIhQe8p4GIDw&usg=AFQjCNEUOZknEL7ZxkhcEceKkuNnNp5MTA
14	Guide to the FRITZ Institute CILT(UK) certification in Humanitarian Logistics.	This guide provides background information to the Logistics Learning Alliance's programme for the HLA/CILT(UK). Certification in Humanitarian Logistics. http://www.fritzinstitute.org/PDFs/Programs-PDFs/CERT/CHL%20Guide%20140411.pdf
15	Department for International Development Skills Framework for Procurement Practitioners, DFID, 2009.	Describe required competencies in: • Strategic Awareness • Public Procurement Context • Procurement Processes • Category Management/Strategic Sourcing • Contract Management • Stakeholder Relationship Management • Supplier Management • Markets • Negotiation • Legal • Systems Capability • Cost, Prices & Financial Management Procurement in International Development
16	Competencies and demonstrated behaviours for pharmacy services within Pacific Island Countries. University of Canberra, 2012.	Using the FIP Global Pharmacy Competency framework structure we developed a competency framework representing the pharmacy services of PICs. The four FIP domains are presented with competencies and plain language behaviour statements specific to the practice of pharmacy in PICs. The competencies are organised in four domains: Organisation and Management Competencies – a systems focus (human and material resources) Professional/Personal Competencies (a practice focus) Pharmaceutical Public Health Competencies (a population focus) Pharmaceutical Care Competencies (a patient focus) Under each domain is a sub heading which we will call a competency. Under each competency is a set of behaviours that a pharmacy assistant/technician would be expected to

		demonstrate to improve performance in their daily practice. http://deliver.jsi.com/dhome/newsdetail?p_item_id=26503033&p_token=A9BC9BD16580582A04DC16F14F9641CC&p_item_title=Essential%20Medicines%20Supply%20Management:%20Developing%20a%20Competency%20Framework%20for%20Pacific%20Island%20Countries
17	Procurement Competency Framework for New Zealand Government.	Describe required competencies for: • Administrative Officer • Support Officer • Purchasing Officer • Buyer • Procurement Officer • Senior Buyer • Analyst/Advisor • Procurement Specialist • Procurement Manager • Senior Analyst/Advisor • Senior Procurement Manager • Deputy Chief Procurement Officer • Director of Operations Chief Procurement Officer http://www.business.govt.nz/procurement/pdf-library/agencies/procurement-academy/Competency%20Framework%20-%208%20Nov%20final.pdf
18	APICS Supply Chain Manager Competency Model, 2011.	Supply chain managers are crucial to the global economy. They represent a unique discipline responsible for supporting the global network of delivering products and services across the entire supply chain, from raw materials to end customers. Specifically, supply chain managers engage in the design, planning, execution, control, and supervision of supply chain activities with the objectives of creating net value, building a competitive infrastructure, leveraging worldwide logistics, synchronizing supply with demand, and measuring performance globally. The structure of the APICS Supply Chain Manager Competency Model follows guidelines set by the Employment and Training Administration of the United States Department of Labour. The model is visually represented in a diagram for easy reference, as seen on the following page. The model is organized into tiers of competencies and includes descriptions of the activities and behaviours associated with each competency. The Competency Model Clearinghouse defines competency as "the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform 'critical work functions' or tasks in a defined work setting." In many cases, the competencies outlined in this model are adapted from the APICS Operations Management Body of Knowledge (OMBOK) Framework. http://www.apics.org/docs/careers-development/supply-chain-manager-competency-model.pdf http://www.apics.org/careers-education-professional-development/careers/competency-models
19	APICS Buyer/Planner Competency Model, 2011.	Buyer/planners are buyers who also do material planning. This role is responsible for and manages purchasing, materials requirements planning, supplier relationship management, product life cycle and service design, and more. http://www.apics.org/docs/careers-development/buyer-planner-competency-model.pdf
20	APICS Distribution and Logistics Managers Competency Model, 2011.	Distribution and logistics managers are responsible for supply chain strategy, and coordinate supply chain processes that involve suppliers, manufacturers, retailers, and consumers. This role also encompasses distribution management within logistics, including transportation, warehousing, and monitoring the flow of goods and materials. http://www.apics.org/docs/careers-development/distribution-and-logistics-managers-competency-model.pdf
21	WHO. Department of Emergency and Humanitarian Action Sustainable Development and Healthy Environments. Humanitarian Supply Management and Logistics in the Health Sector, 2001	Emergencies and disasters place exceptional demands on the logistical and organizational skills of the affected country. This challenge is felt with particular intensity in the health sector, where deficiencies in the flow of supplies may have dire consequences. The problem does not merely lie in the procurement of emergency goods and equipment. Special attention must also be paid to the management of those supplies already at hand or in the pipeline. http://www.who.int/hac/techguidance/tools/LSS.pdf