Linking Demand and Supply of the Supply Chain Management Workforce

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Presented by the USAID Global Health Supply Chain Program-Procurement and Supply Management (GHSC-PSM) project
Background: analyzing the market

- GHSC-PSM and PtD conducted a whole labor market analysis in Rwanda in 2019
- Revealed an imbalance between demand for and supply of competent supply chain management (SCM) workforce
  - Mismatch between SCM workers’ skills and the required job competencies impacted the supply of SCM workforce
    - Demand: General difficulty in getting candidates to fill mid-cadre positions
    - Supply: Reliance on old curriculum to build on-demand industry competence
    - Supply: SCM curricula do not match the needs of the workplace
  - Lack of career pathway/structure for SCM workforce
  - Non-standardized job descriptions – mostly at the SDP level
    - Clinical vs supply chain management responsibilities
  - Financial issues
    - Limited funding to hire and train
- The COVID-19 pandemic amplified the imbalance
  - Lower-level cadres SCM workforce became essential workers
    - Delegated to do some mid-level tasks
Background: Launching the professionalization framework

- SCM professionalization was proposed to remedy some of these challenges
  - Address the demand and supply challenges identified within the public sector
- GHSC-PSM and PtD developed the **SCM Professionalization Framework** in 2020
  - Library of competencies and designations for HSCM
    - Contains 56 expected technical competencies across seven domains. 3,360 behavioral competencies, categorized into 5 professional levels
  - Collection of roles and job descriptions for HSCM
    - Promotes demand for workers and contains 96 examples JDs.
  - Mapping of education for HSCM
    - Promotes supply of skilled SCM workers, by displaying education qualifications relevant to each competency across 5 professional levels
- Implementation approach in 5 phases
  - Provide guidance to applying these tools in a supply chain context
<table>
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<tr>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3 (ongoing)</th>
<th>Phase 4 (yet to start)</th>
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<td><strong>Advocacy and awareness creation</strong>&lt;br&gt;• Mapping of stakeholders in March 2021 – Had numerous meetings&lt;br&gt;• Webinar in June 2021 – 271 registered, <strong>142 attendees</strong> (including representation from <strong>12 organizations in Rwanda</strong> – RMS, GIZ, MOH, USAID, Onesight, RCE/University of Rwanda, Rwanda Biomedical Center, GHSC-PSM, MSF, BUFMAR, Project San Francisco &amp; Center for Family Health Research)&lt;br&gt;&lt;br&gt;<strong>Phase 2</strong></td>
<td><strong>Defining the scope and securing commitment</strong>&lt;br&gt;• Consultative meeting/workshop in September 2021 – commitments to support SCM professionalization was secured – Representatives from MOH, HRH, RCE, GHSC-PSM, WHO, RMS, Pharmacy Council, SDPs – Referral &amp; District Hospital&lt;br&gt;• Support – advocacy, increased awareness, and participation&lt;br&gt;• Project charter</td>
<td><strong>HR4SCM Building Block - Mapping SCM processes and activities in existing domains</strong>&lt;br&gt;• Developed a process mapping tool in August 2022&lt;br&gt;• Data on existing SCM processes, activities, designations, and competence&lt;br&gt;• Rwanda Medical Supply (RMS), Branch RMS, SDP (Teaching Hospital, District Hospital, Health Center, and Health Post)&lt;br&gt;• Job descriptions, Open-ended questionnaire, and interview</td>
<td>Create capacity development plan</td>
<td>Implement and Monitor</td>
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Results: SCM professionalization in Rwanda

Generated SCM professionalization in Rwanda

• Support **SCM workforce**:  
  • Amplified the career pathway for the SCM workforce
• Support **Ministry of Health** to establish:
  • Job descriptions for SCM workforce at the SDP level
  • Summary job descriptions and process activities for each cadre of staff at each level
  • Required competencies per role
    ✔ Assessment of the incumbent to understand current competency gaps
  • Key performance indicator (KPI) per role
  • Supervisee counts per role
  • Pre-requisite training and experience per role
Results: SCM professionalization in Rwanda

Generated SCM professionalization in Rwanda

Support institutions of higher learning:

• Compilation of competencies to influence the curriculum of SCM offerings (institutions involved in WLMA and SCM course offerings)

  ➫ The Regional Centre of Excellence for Vaccine Immunization and Health Supply Chain Management (RCE-VIHSCM) - Master’s course on health SCM and SCM professional short courses
  ➫ The School of Medicine and Pharmacy - BSc with Honors in Pharmacy, which provides introductory SCM competencies
  ➫ The School of Health Sciences - Masters in Hospital Management with limited procurement and SCM education
  ➫ The School of Business at the University of Rwanda - plans to offer a BSc in logistics and SCM
  ➫ The University of Kigali - BSc with Honors in Procurement and Supplies and MSc in Procurement and Supply Chain Management.
Lessons Learned

• SCM Professionalization is a change management pursuit
  • Involvement of all in-country stakeholders
  • As the first to initiate the implementation, recorded success takes time
  • Processes and tools generated can be implemented in another country in a much shorter time from lessons gained in Rwanda

• Country-level ownership is key to sustaining the pursuit
  • Assign roles and responsibility
  • Stability of MOH staff should be solicited

• Long-term progress will require continuous awareness and advocacy to sustain the momentum
Next steps

- Phase 3 continuation
  - Complete and present SCM Professionalization in Rwanda to MOH so they can take the lead
  - Create targeted advocacy materials with messages for the different audiences
  - Conduct advocacy exercises -> drive for implementation

- Phase 4 – Improve
  - Create capacity development plan

- Phase 5 – Implement and Monitor
  - Obtain approval and roll out capacity development plan
    - Government to take the lead
Closing

• Fully implemented framework will contribute to redefining job descriptions that are aligned to roles that will deliver on assigned SCM responsibilities

• Fully implemented framework will empower the SCM workforce to develop and pursue a career path in SCM

• Institutions of higher learning require competency gaps among the workforce in the market to update their curriculum to produce a fit workforce for the labor market
  ✓ Updated curricula will close the knowledge and competency gap

• Continuous awareness and advocacy are needed to sustain the momentum
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