PROCUREMENT COMPETENCY MODEL AND FRAMEWORK

Review and Validation

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PROCUREMENT COMPETENCY MODEL AND FRAMEWORK – REVIEW AND VALIDATION

EXECUTIVE SUMMARY

Three-E Training Inc. along with its sub-contractor, Schmidt & Carbol Consulting was contracted by the Learning Centre of the BC Public Service Agency to undertake a review and validation of the Procurement Competency Model and Framework. The contractors were also asked to pay particular attention to the learning and training needs of executives in relation to procurement.

In total 32 separate face-to-face and telephone interviews were conducted. Over 50 executives (ADMs and Executive Directors, program directors and managers, and procurement specialists from across government were involved in the interviews. A number of key documents or initiatives were also considered. These included the Procurement Transformation Initiative, various LEAN initiatives of government, the Auditor General's May 2014 report on professional services contracting, *The Doing Business with Government Project,* the First Nations Economic Development Database project, and trade agreements.

The findings from the interviews were clustered into six themes. These themes are:

1. ***Recognition of the need to transform government procurement from a transactional to a strategic focus.*** To make this transition will require training that is aligned with government's policies and priorities. Some skill based training areas require greater emphasis and some knowledge based training areas need updating to reflect actual changes in government policies, practices, processes and organizational structure. It is important to also transform the procurement training and development programs that staff experience. Today's procurement emphasizes different skills than in the past. Today, more so than in the past, there is a need for all staff to exercise judgment and engage in strategic thinking, assess risk, think critically, negotiate, manage contracts, and manage vendor relationships.

2. ***The need to shift the emphasis in the procurement cycle.*** Greater emphasis should be placed on planning and vendor relationship management particularly in light of the emergence of longer term and more complex contracts. Evaluation was also mentioned as a 'missing' element in most procurement that needs to be emphasized to a much greater extent in the future.

3. ***The positions involved in procurement have expanded.*** Today, more than in the past, individuals with a range of skill and knowledge levels are procuring goods and services across the BC Government. As a result the role descriptions outlined in the Procurement Framework should be expanded to address current realities and these changes reflected in future training. The proficiency levels themselves do not need to be adjusted but rather future training needs to

reflect the range of knowledge and skills that is found among public sector workers dealing with procurement from novice to expert.

4. ***There are important differences across ministries.*** These differences have implications for how procurement training is designed and delivered.

5. ***Current realities of government today are different that in the early 2000's.*** A number of important initiatives including the Procurement Transformation Initiative will have an impact on the knowledge and skill level of staff.

6. ***Executives understand the need to lead procurement transformation.*** Part of this leadership role involves a focus on the achievement of strategic outcomes and the development of strategic thinking capabilities in all staff.

Based on the data collected and a review of the competency framework, it is clear that the competencies outlined in the current competency framework could be adapted to accommodate changes that have taken place over the past 10 years. This will require a realignment of the competencies and a shift in future training emphases (more of a focus on planning, vendor relationship management, and evaluation) and a re-description of roles and proficiency levels to accommodate the broad involvement in procurement by staff across government. It is our belief that this direction is consistent with the current directions underway through the Procurement Transformation initiative and other recent policy directions (e.g. *Doing Business with Government* project and the development of the First Nations Economic Development Database).

Three areas of recommendations are made based on the data collected during this review. These include recommendations related to:

1. ***The revision and development of future procurement competency training for all levels of staff.*** Training is a critical enabler of the procurement transformation process. Recommendations in this area include:
   a. The development of a set of pathways for learning which recognizes the diversity of individuals who undertake procurement across government and the degree to which they have knowledge and expertise in procurement (from novices to masters).
   b. The alignment of existing procurement proficiency levels and framework with the new procurement roles that are adopted.
   c. Development or re-tooling of existing learning modules for a range of procurement roles to emphasize the knowledge and skills associated with procurement planning, exercising judgment, evaluating risk, thinking critically, negotiating, managing contracts and vendor relationships, and evaluating the outcome of contracts/purchases.

2. ***Suggested changes regarding how the Procurement Competency Framework is applied.*** The following shifts in emphasis should form the basis for a re-development of the procurement curriculum and future training. Suggested changes in emphasis include:
   a. Greater emphasis on procurement planning and the development of evaluation plans.
   b. Greater emphasis needs to be placed on the application of principles associated with strategic procurement.

c. Incorporation of up-to-date knowledge and skills related to government organizational policies, practices, processes and tools including MyProcurement, BCBid, and other electronic solicitation sites need to be included in the framework.

d. Incorporation of a broader range of negotiation approaches (e.g. interest-based negotiations) within the negotiation mandate competency.

e. Greater emphasis on vendor relationship management skills, mediation and conflict resolution skills, negotiation skills, inter-personal skills, negotiation of contract termination skills.

f. Greater emphasis on post-contract evaluation at all levels in the procurement framework.

g. Greater emphasis on vendor relationship management at all levels in the procurement framework.

h. Incorporation of the knowledge and skills components associated with the Procurement Transformation Initiative, the First Nations Economic Development Database, and *The Doing Business with Government Project*.

i. Inclusion of strategic communication competencies related to understanding the vendor community and its motivations.

j. Greater emphasis on the management of vendor complaints and contractor performance.

k. Inclusion of knowledge and skills related to building vendor community capacity.

3. ***Learning and training for executives and staff.***
The structure of executive training should involve the use of case studies with face-to-face sessions limited to 2 hours. These sessions should be specific to an 'issue of the day' rather than generic in nature. Online learning should be limited to information that can be easily disseminated. The content of learning for executives should focus on the following topics:

a. Assessment of Vendors
b. Negotiation Skills
c. Creativity and Innovation
d. Large Procurements – Those with significant and potentially long-term impacts
e. First Nations Procurement
f. Building Long Term Relationships with Vendors
g. Change Management – in particular managing culture change
h. Strategic procurement – in particular in relation to determining mid-long term needs of government, identifying prospective proponents, building marketplace capacity, and understanding marketplace trends.
i. Procurement Principles
j. Trade Agreements

Staff training should include a wider array of delivery options (both formal and informal). Suggested delivery options are:

a. On-the-job training with peers and mentors

b. The use of self-assessment tools to identify competencies and areas of need
c. Structured learning pathways
d. Assess to just-in-time training
e. Opportunities to debrief and reflect on learning
f. Access to experts and specialists as required

The content for staff training is very similar to what has been suggested for executives but will need to be customized or adapted to address Ministry-specific issues and levels of competency and involvement in the procurement process.

In summary, it is important to emphasize that there is a strong recognition on the part of those interviewed from across government that today's procurement emphasizes different skills than in the past. Implications for learning and training are substantial even though much of the existing competency framework does not require revision. The current reality is that government employees at all levels vary in their procurement proficiency. Going forward, it is our belief that adjusting the current procurement curriculum will be required for procurement transformation to occur. The approach to procurement knowledge acquisition and skill development will need to be expanded to place an emphasis on a number of existing and new skills (e.g. exercising judgment, thinking critically, assessing risk, negotiating, managing contracts and vendor relationships, and evaluating contracts) and the continuum of their application throughout all types of procurement. A major implication for learning/training is the need to provide timely, experiential learning opportunities to reinforce skill development in the newly emphasized areas.

BACKGROUND AND CONTEXT

Three-E Training Inc. was contracted by the Learning Centre of the BC Public Service Agency earlier in 2014 to undertake a review and validation of the Procurement Competency Model and Framework. Schmidt & Carbol Consulting, a Victoria-based education and training consulting company provided Three-E Training with services and support concerning the collection and analysis of interview data and report writing.

This report represents a summary of the findings of the research conducted during April and May 2014. Based on these findings we have provided a set of implications for training and recommendations. The research involved interviews with procurement specialists, program managers and directors, executives (ADMs and Executive Directors), and central agency staff with responsibilities for procurement. A number of key documents and initiatives that have a potential impact on procurement competencies were also reviewed. Taken together the interviews and document review form the basis for a content analysis that was undertaken and the resulting recommendations outlined in this report.

It is important to note that revisions to the curriculum that is based on the Procurement Competency Model and Framework are considered out of scope. Any changes to the curriculum and courses/programs aligned with the Competency Model are considered future projects.

The contractors were also asked by the project sponsor to pay particular attention to the learning and training needs of executives in relation to procurement. Findings related to these discussions are provided in a separate section of this report.

PROCUREMENT COMPETENCY MODEL AND FRAMEWORK (2003)

The Procurement Competency Model and Framework were originally developed in 2003 and formed the basis for the development of a curriculum that has been used to create learning and training courses and programs for six key procurement roles in the BC public service (the PCMP program). The roles identified at the time were:

- ✓ Contract/procurement administrator
- ✓ Contract/procurement manager
- ✓ Contract/procurement specialist
- ✓ PSSD contract /acquisition specialist
- ✓ Program director/program manager
- ✓ Executive

The Procurement Competency Framework is organized according to seven key competency clusters. These are:

- ✓ Planning
- ✓ Pre-award

- ✓ Award
- ✓ Administration and Monitoring
- ✓ Evaluation
- ✓ Reporting
- ✓ Vendor Relationship Management

These clusters represent what is today commonly referred to collectively as the Procurement Life Cycle.

In order to develop curricula to address the training needs of public service staff, a set of proficiency levels and criteria were also developed. The criteria used recognize that not all staff dealing with procurement issues will need to operate at the same level. The complexity of the procurement, its impact on the business, the need to apply policy, standards, and guidelines, and the degree to which decision-making is applied were all considered in the development of a set of proficiency levels related to the procurement life cycle (see Appendix 1 for a table outlining the current Proficiency Levels).

RESEARCH METHODS AND ANALYSIS

Three-E Training and its research team from Schmidt & Carbol Consulting with the assistance of members of the project sponsors established a meeting schedule with key program managers, procurement specialists, and executives from across government. In total 32 separate face-to-face and telephone interviews were conducted. Over 50 individuals were involved in the interviews. A summary of the individuals involved in the interviews and the Ministries or agencies that they represent is included in Appendix 2.

While a structured set of questions based on the phases of the Procurement Competency Model was developed (see Appendix 3), the interviews were intended to engage interviewees in a conversation about the differences in the procurement environment of 2003 versus today. As interviewers we attempted to have interviewees reflect on how the competencies required have changed over that time period given the changes in the environment.

The resulting notes and, in some cases where permission was granted, audio conversations, were reviewed for common themes and specific suggestions which might have an impact on changes to the competency statements in the framework. Common themes were arrived at through a content analysis and coding process.

In addition to the interview data, a number of documents and government initiatives were reviewed in an attempt to determine their impact on the procurement model and competency framework. Included in this review were the following documents and initiatives:

- ✓ Procurement Transformation
- ✓ Various LEAN initiatives of government
- ✓ The Auditor General's May 2014 report on professional services contracting
- ✓ The *Doing Business with Government Project*

- ✓ First Nations procurement and the development of the First Nations Economic Development Database
- ✓ Trade Agreements (only referenced through interviews)

OVERVIEW OF KEY FINDINGS

From the outset, it was recognized by both the project sponsors and the consultants that there have been significant changes in the environment that could have an impact on the competencies related to procurement of goods and services in government. The following summary sets out some of the key findings that influenced our recommendations and suggested additions/revisions to the current procurement competencies. These findings are organized into a set of themes.

THEME 1: A RECOGNITION OF THE NEED TO TRANSFORM GOVERNMENT PROCUREMENT

It is clear from our interviews with senior government leaders that there is a strong interest in transforming the procurement process from its current emphasis on the transactional aspects of the process to an approach that emphasizes the strategic value of procurement to government and the taxpayers that it serves. Transactional approaches are usually considered bureaucratic and mechanistic. Following a set procedure and legal and contract requirements via checklists are hallmarks of this approach. In today's complex government procurement environment, relying solely on this type of approach can no longer be expected to produce the most cost-effective results. As a result, many government and private sector organizations are challenging themselves to make the shift to more strategic approaches to procurement. Making this shift is not trivial and is a change process that will need to be carefully managed.

There are many pieces to the procurement transformation puzzle including:

- ✓ Executive leadership and vision
- ✓ Operational leadership and management
- ✓ Organizational alignment
- ✓ Vendor relationship management
- ✓ Day to day sourcing and purchasing
- ✓ Knowledge management
- ✓ Human resource management (including training and development)

A key to transforming procurement will be the training and development that staff at all levels receive so that they can make the shift from transactional to strategic approaches. It is our opinion that while the competencies outlined in the current Procurement Competency Framework and Model are generally useful in today's environment, some skill based training areas require greater emphasis and some knowledge based training areas need updating to reflect actual changes in government policies, practices, processes an organizational structure.

Executives and managers (both program managers and procurement specialist managers) indicated that there are a number of skills that need to be emphasized for individuals who are involved in

procurement. It should be noted that these skills are not new. Nor are they absent from the existing procurement competency framework in all cases. Rather, it is a matter of the importance that is given to them in practice.

These skills relate to the abilities to:

- ✓ *Exercise judgment*. Interviewees (particularly in the Procurement Specialist group and Executives) indicated that this comes from building a base of practical experience and that it is not something that is likely to be picked up through a training program).
- ✓ *Think critically.* This involves, in part, thinking through options and selecting ones that are appropriate given the circumstances and available procurement tools.
- ✓ *Assess Risk.* Given the range of positions and individuals who are currently engaged in some form of procurement across the BC Government, risk assessment in relation to financial, environment, and political factors can take many forms.
- ✓ *Negotiate.* Negotiation as described by interviewees takes a number of forms depending upon the circumstances. It applies not only at the pre-award stage but may include negotiations related to contract termination or mediation efforts.
- ✓ *Manage contracts.* Project and contract management skills were mentioned repeatedly by those we interviewed. There was a general feeling that skills in this area were lacking and would benefit from additional training opportunities and support.
- ✓ *Manage vendor relationships.* Today's vendor relationship management places many more demands on government than in the past. There is an increasing expectation to build capacity among the vendor community (particularly in relation to small business and First Nations but also in relation to establishing an understanding of business drivers) and to establish relational partnerships than in the past.
- ✓ *Evaluate contracts.* Contract evaluation is often not done or done poorly according to the majority of those interviewed.

Given the changes that have occurred over the past 10 years, and the fact that expertise concerning procurement is variable across the roles that individuals play in the procurement process, we think that it is important to also transform the procurement training and development programs that staff experience. To do this will require the creation of learning pathways that are consistent with the role that individuals play in the procurement process and their current level of expertise.

THEME 2: THE NEED TO SHIFT EMPHASES IN THE PROCUREMENT LIFE CYCLE

Interviewees, in general, confirmed that the procurement life cycle model (see Appendix 4) that is outlined in the 2003 Procurement Model and Framework document does not require revision in terms of the 7 stages or steps involved. It is still basically the same model that is being used today and in spite of the current realities of government, if applied well would result in effective and efficient procurement decisions.

However, the LEAN initiatives that some Ministries (e.g. Justice) have undertaken to streamline procurement processes should be considered in a future revision of the details associated with each step of the procurement process.

A common comment made by interviewees at all levels was that there needs to be a greater emphasis in two areas: procurement planning and vendor relationship management in light of the emergence of longer term and more complex contracts. There was a general sentiment that better planning would result in better decisions and better value for money.

For some there is too much emphasis in current practice on the transactional aspects of the procurement process and not enough emphasis on planning. Effective planning requires a number of skills and competencies many of which are interrelated including business case analysis, needs assessment development and the ability to select the right procurement tools or vehicles from an increasing set of options.

The notion of moving from the current emphasis on transactional procurement to strategic procurement was also raised by a number of interviewees. What can be considered strategic will vary from one context to the next. In the context of government procurement, applying a strategic approach could involve:

- ✓ Determining the mid- to long-term needs of government both during the procurement phase and in terms of resulting contracts.
- ✓ Determining who prospective proponents are and how best to communicate with them and interest them in bidding.
- ✓ Building capacity in the marketplace where competition or qualified service providers are lacking.
- ✓ Developing an understanding of marketplace trends.

THEME 3: POSITIONS INVOLVED IN PROCUREMENT HAVE EXPANDED

As outlined in the background at the beginning of this report, the 2003 *Procurement Proficiency Model and Framework* was developed in relation to six procurement roles. As a number of the interviewees pointed out, there are many other positions in government that are involved in procurement that are not included in the current framework. Interviewees cited a variety of reasons for the expansion of roles involved in procurement including downsized and re-organized ministry programs, the expansion of the number and kind of procurement tools (including vehicles such as purchasing cards), and the imperative to 'do more with less' and 'just get it done' when it comes to procurement.

The result of these pressures is that there are today, more than in the past, individuals with a range of skill and knowledge levels who are procuring goods and services across the BC Government. It is important to note that a number of those interviewed (at all levels) indicated that there are many individuals engaged in procurement that simply 'don't know what they don't know'. This seems to apply across the board from administrative staff through to executives.

Although there were a few comments that suggested that the competency levels were 'obsolete' it is our observation that what the interviewees in these cases were saying was that individuals at lower pay grades were now being expected to operate at higher proficiency levels than in the past. The proficiency levels themselves do not need to be adjusted but rather future training needs to reflect the range of knowledge and skills that is found among public sector workers dealing with procurement from novice to expert.

THEME 4: THERE ARE IMPORTANT DIFFERENCES ACROSS MINISTRIES

Not surprisingly, the diversity of government programs and services results in some important differences across ministries when it comes to how procurement is carried out. There are some Ministries that have a long history and well-established processes for procurement. A prime example of Ministries that fall into this category is the Ministry of Transportation and Infrastructure (MTI). Much of this Ministry's procurement work relates to long-term projects that are procured through a tendering process. Justice is another large Ministry that has a long history of procurement but faces different issues and challenges, particularly in the more remote regions of the province. Both Ministries have dedicated staff resources to deal with their procurement needs.

Given the diversity noted above it is also not surprising that a number of interviewees commented on the need for customized procurement training that addresses the unique nature of the work that they do. Resource ministries prefer their training opportunities to include individuals from like ministries. Similarly, individuals from the social ministries would like to be grouped with like ministries for training purposes.

THEME 5: CHALLENGES FACED DUE TO CURRENT REALITIES OF GOVERNMENT

The environment in which BC Government staff and executives operate today is quite different from the early 2000s. There have been a number of recent initiatives that will have an influence on how government engages in procurement activities in the future. These initiatives include:

- ✓ The Procurement Transformation Initiative
- ✓ *The Doing Business with Government Project* (George Farkas report)
- ✓ First Nations procurement and the FN Economic Development Database
- ✓ Trade agreements

Of these, the initiative that is likely to have the greatest impact is the Procurement Transformation initiative which takes a broader view of government procurement and the skills and knowledge of individuals across government who are engaged in procurement. This initiative is an attempt, among other things to "improve procurement outcomes and value by building competencies through communities of practice and professional development". Among the many activities underway or planned as a part of this initiative are the introduction of a short-form RFP (2 page), the creation of a MyProcurement website which will act as a clearinghouse of procurement resources for BC Government employees, a replacement for the current BCBid system, an eMarketplace for procurement of

commonly required goods and services and a supplier/vendor outreach program. These changes will require staff at all levels to acquire new knowledge and skills. The knowledge and skills required are consistent with those mentioned by interviewees.

The Doing Business with Government Project is closely aligned with the directions outlined through the Procurement Transformation initiative. This project, while focused on building stronger relationships between government and small business, outlines 12 recommendations, many of which speak to a learning and training agenda. Those that specifically reference skill development are the need to:

- ✓ Implement a cost effective small business *outreach and training approach* that leverages existing business networks.
- ✓ Implement a *strategy to communicate about existing and future contract opportunities* likely of interest to small businesses.
- ✓ *Enhance staff training* to promote best practices when dealing with small businesses throughout the contract management lifecycle.
- ✓ *Streamline procurement processes and templates*, including implementation of a more simplified General Service Agreement.
- ✓ Establish *clear accountability* for reporting out on results and tracking progress.

The recommendations outlined in *The Doing Business with Government Project* report are consistent with the messages that we received through our discussions with staff at all levels but in particular from ADMs and Executive Directors.

The First Nations Economic Development Database (currently in the prototype stage) is another initiative that will have potential learning and training impacts related to procurement. This is a joint initiative between the Aboriginal Business and Investment Council (AIBC) and the Ministry of Jobs, Tourism and Skills Training. Among other information, the database includes company profiles and listings of contact information for nearly 1000 aboriginal companies in 16 industry sectors in over 200 communities across the province. This database promises to be a rich resource of information for government staff seeking to build the capacity of First Nations providers in all parts of the province and could help to address the issue that some ministry staff expressed concerning the lack of options among the supplier community. The notion of going to the same suppliers over and over again because they were the 'only game in town' may be in part alleviated by the introduction and use of this database. Again, this represents a learning/training opportunity for BC government staff and is aligned with the goals of the transformation initiative and the Farkas report.

Given the directions outlined in the Farkas report and the establishment of a First Nations Economic Development database, we suggest that a greater emphasis be placed on the development and use of qualified vendor lists and corporate supply agreements. The use of qualified vendors' lists relates particularly to competencies associated with the planning, pre-award, and vendor relationship management phases of the procurement cycle.

The introduction of a number of recent trade agreements also has an impact on procurement. While the Agreement on Internal Trade has been in place for a number of years (1995), the New West

Partnership Trade Agreement between Alberta and BC has only recently been fully implemented (July 1, 2013). In the future the European Trade agreements that are being negotiated between Canada and the European Union are likely to have more significant impacts although the thresholds for open procurement are likely to be quite high.

According to a number of executives interviewed, the trade agreement arena along with procurement that aligns with 'green' principles will become predominant issues in the future. An increasing emphasis on the terms of these agreements will require staff across government who are both knowledgeable and able to exercise judgment concerning legitimate exclusions based on trade policy. Again, this represents an important learning/training opportunity for government.

THEME 6: EXECUTIVES UNDERSTAND THE NEED TO LEAD PROCUREMENT TRANSFORMATION

Senior leaders were asked, among other things, which competencies need to be emphasized for directors, managers, and staff who are involved in procurement processes.

There was general agreement among those interviewed that as executives they need to be leaders in helping to transform procurement practice. In this leadership role, executives expect staff to:

- ✓ Focus on the achievement of strategic outcomes at all stages of the procurement process (i.e. the need to develop strategic thinking capabilities in staff).
- ✓ Understand their role within the procurement process and the accountabilities that they have (i.e. legal, financial).
- ✓ Exercise better judgment and be more strategic in their application of procurement rules, policies, and tools.
- ✓ Become more familiar with the way that the world has shifted (In other words, be more aware of the environment within which procurement decisions are being made)
- ✓ Be more flexible and embrace change more readily.
- ✓ Have better grasp of the technical components of contracts (i.e. contract structure).
- ✓ Have a better understanding of the authorities that they are able to exercise.
- ✓ Call on experts' advice when they need to.

There were concerns expressed about:

- ✓ A perceived general lack of awareness of procurement policy and tools on the part of staff.
- ✓ The degree to which staff at various levels are accountable for procurement decisions they make.
- ✓ Staff who strictly follow the rules (The comment was made that "one size fits none" indicating that a strict adherence to rules results in poor decisions and is not solutions based.).

IMPLICATIONS FOR LEARNING/TRAINING

Today's procurement emphasizes different skills than in the past. Implications for learning and training are substantial even though much of the existing competency framework does not require revision. With regards to transforming procurement training, it is recommended that the approach to procurement knowledge acquisition and skill development be expanded to place an emphasis on a number of existing and new skills (e.g. exercising judgment, thinking critically, assessing risk, negotiating, managing contracts and vendor relationships, and evaluating contracts) and the continuum of their application throughout all types of procurement.

Although the competencies included in the current Competency Framework and Model are generally still current, the curriculum and training programs that use the Framework as a base are not meeting the learning/training needs of the current, highly diverse individuals responsible for conducting various procurement functions within government. As described in theme three there are many other employment positions involved in procurement that are not included in the current framework. A shift needs to occur whereby individuals are able to identify and gain competencies that fulfill their procurement learning/training needs through experiential and timely training that directly relates to their level of procurement expertise and skills required.

Adjusting the current procurement curriculum will be required for procurement transformation to occur. The current reality is that government employees at all levels vary in their procurement proficiency. Senior executives may be new to government and be unfamiliar with governmental procurement requirements and competencies; likewise, an administrative employee may have extensive experience in managing procurement projects but lack understanding of the legal and financial requirements and associated risks and accountability. Furthermore, the practice of procurement is facing additional learning and training challenges related to First Nations and Green procurement, trade agreements and the 2014 Farkas Report.

Creating pathways to learning could enable employees at all levels to self-assess learning need or to self-assign procurement training. Use of a competency-based pre-assessment tool would be useful for identifying competency proficiency levels and would reduce ineffective training choices caused by bias regarding personal capabilities. Self-administered pre-assessments could be used as a means of reinforcing the importance of exercising judgment, thinking critically, assessing risk, negotiation, managing contracts and managing vendor relationships throughout the entire procurement lifecycle. Creating pathways to learning also supports inclusion for ministry specific competencies and information related to procurement, which addresses comments we received regarding the need for timely ministry specific training and business case analysis activities.

A major implication for learning/training is the need to provide timely, experiential learning opportunities to reinforce skill development in the newly emphasized areas.

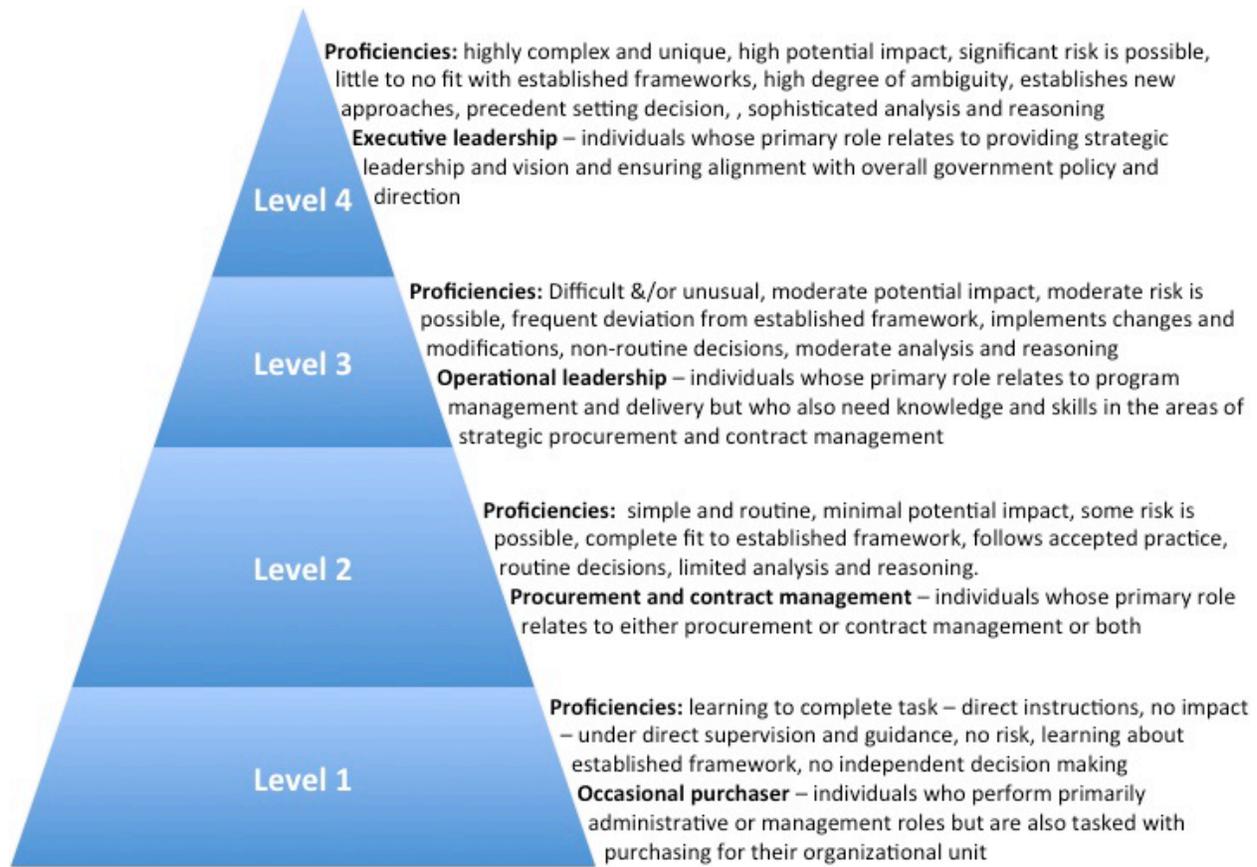## LEARNING PATHWAYS: A FRAMEWORK FOR TRANSFORMATION

Interviews with executives, program directors, and procurement and contract specialists indicated that there was a range of knowledge and skills exhibited by individuals who were tasked with various aspects of procurement. This range includes those who are either new to government or have never before been expected to undertake tasks associated with procurement to those who have a wealth of experience and expertise to draw upon. The range can be described as a continuum from 'novice' to 'master'. Novices are at the earliest stages of learning and require support in order to carry out their responsibilities. Masters are able to undertake a range of activities that are complex and require the exercise of judgment and the ability to think critically.

Given the diversity of government operations and the range of skills and abilities of government staff charged with various aspects of procurement, it will be important in the future to identify pathways for learning and development that will provide support for staff and enable the transformation of the procurement process.

These pathways should address the following four roles:

- ✓ Executive leadership – individuals whose primary role relates to providing strategic leadership and vision and ensuring alignment with overall government policy and direction
- ✓ Operational leadership – individuals whose primary role relates to program management and delivery but who also need knowledge and skills in the areas of strategic procurement and contract management
- ✓ Procurement and contract management – individuals whose primary role relates to either procurement or contract management or both
- ✓ Occasional purchaser – individuals who perform primarily administrative or management roles but are also tasked with purchasing for their organizational unit

The diagram on the next page illustrates the proficiencies required to conduct procurement in relation to employment roles and assigned procurement tasks. The current reality is that employees from all levels range from novice to expert in procurement competency. Those at higher levels should not be assumed to be procurement experts or specialists and may in fact, require extensive training to become competent.

Proficiencies: highly complex and unique, high potential impact, significant risk is possible, little to no fit with established frameworks, high degree of ambiguity, establishes new approaches, precedent setting decision, , sophisticated analysis and reasoning
Executive leadership – individuals whose primary role relates to providing strategic leadership and vision and ensuring alignment with overall government policy and direction

Level 4

Proficiencies: Difficult &/or unusual, moderate potential impact, moderate risk is possible, frequent deviation from established framework, implements changes and modifications, non-routine decisions, moderate analysis and reasoning
Operational leadership – individuals whose primary role relates to program management and delivery but who also need knowledge and skills in the areas of strategic procurement and contract management

Level 3

Proficiencies: simple and routine, minimal potential impact, some risk is possible, complete fit to established framework, follows accepted practice, routine decisions, limited analysis and reasoning.
Procurement and contract management – individuals whose primary role relates to either procurement or contract management or both

Level 2

Proficiencies: learning to complete task – direct instructions, no impact – under direct supervision and guidance, no risk, learning about established framework, no independent decision making
Occasional purchaser – individuals who perform primarily administrative or management roles but are also tasked with purchasing for their organizational unit

Level 1

For the procurement transformation initiative to be successful, it is imperative that individuals at all levels within the provincial government have access to timely, experiential training opportunities that meet their individual learning needs. The following paragraph describes an approach that could be used to identify learning pathways for individuals regardless of their level within the procurement system.

> *The development of learning pathways is dependent upon identifying individual learning needs. This can be accomplished by providing self-assessment tools that provide accurate reflections of existing skills and knowledge and highlight areas in need of development. An effective learning pathway then directs learners to the appropriate training for their identified needs. This may be best accomplished through the use of technology and a blended learning approach that includes online digital content and face-to-face learning programs. Mapping the results of self-assessments to static (unchanging) digital content, delivered through the use of an online learning repository in short, digestible chunks could empower government employees to access and customize their unique procurement-training program, as new skills and knowledge are required.*

It should also be noted, that a number of individuals interviewed commented on their need for ministry specific learning resources and opportunities to share and discuss procurement business cases in a collaborative environment. Learning pathways could accommodate these needs if the program includes options that promote discussion such as mentoring, working groups, breakfast meetings, etc. Additional steps in a learning pathways program could also address competency development related to conducting specific types of procurement as well as, ministry specific information and requirements.

EXECUTIVE LEARNING AND TRAINING

Senior leadership (ADMs and Executive Directors were also asked about what kind of learning/training opportunities they would like to see to help them meet their responsibilities and accountabilities. There was general agreement among those interviewed concerning what works and what doesn't work in terms of how learning/training for executives should be structured.

STRUCTURE OF LEARNING/TRAINING FOR EXECUTIVES

- ✓ *Online Learning* - The vast majority of executives interviewed were not in favour of online learning/training. A few liked this format and the flexibility that it affords in terms of when and where they want to engage in learning.
- ✓ *In-person Learning* – Executives have limited time for learning/training. Those interviewed expressed an interest in short sessions (2 hours), possibly early in the day (breakfast meetings) or sessions that are 'piggybacked' on other job related meetings. It was noted by some that it is difficult to get on the set agendas of some meetings (e.g. EFO Council) unless the issue is critical.
- ✓ *Learning Methods and Organization* – A number of executives interviewed felt that case study methods work best but cautioned that these should be in relation to the type of work that they do and not 'generic'. They also suggested that having learning events with individuals from Ministries with similar procurement challenges would be more useful than a generic session that tries to reach across government. Some went so far as to say that they would prefer custom learning/training offerings related to procurement. Procurement refresher courses and the development of simple tools were also suggested as ways to improve the practice of procurement by executives.

CONTENT OF LEARNING/TRAINING FOR EXECUTIVES

Executives interviewed also suggested a number of specific areas that they need to address in terms of their own procurement practices. These included:

- ✓ *Assessment of Vendors*
- ✓ *Negotiation Skills*
- ✓ *Creativity and Innovation*
- ✓ *Large Procurements* – Those with significant and potentially long-term impacts
- ✓ *First Nations Procurement*
- ✓ *Building Long Term Relationships with Vendors*

✓ *Change Management* – in particular managing culture change
✓ *Strategic procurement*
✓ *Procurement Principles* – a need for a better understanding of the principles that lie behind procurement policy and rules
✓ *Trade Agreements* – a need for a better understanding of the provisions of recent trade agreements and how these impact procurement of goods and services

LEARNING AND TRAINING FOR GOVERNMENT STAFF

Senior leadership (ADMs and Executive Directors) were also asked about procurement training opportunities currently available for government employees. Many expressed dissatisfaction with existing training programs. Comments from interviewees describe a lack of ministry specific learning opportunities and time constraints that impede discussion of business cases, collaboration and on-the-job training from peers.

STRUCTURE OF LEARNING/TRAINING FOR GOVERNMENT STAFF

Although interviewees did not comment on the structure of training for staff, based on the concerns expressed about current face-to-face, classroom-based learning, we suggest that future procurement training include the following components:

✓ *On-the-job training with peers/mentors (formal and informal)*
✓ *Self-assessment tools to identify competency strengths and areas in need of development*
✓ *Structured learning pathways to access timely and appropriate training*
✓ *Access to just-in-time training, anytime/anywhere (online; brief; practical; role specific)*
✓ *Opportunities to debrief and learn by reflecting on personal experience*
✓ *Clear access to experts and specialists with encouragement to seek their guidance as required*

CONTENT OF LEARNING/TRAINING FOR GOVERNMENT STAFF

Not surprisingly, the procurement training content that procurement specialists and program directors and managers require is very closely aligned with the needs of executives. The content will need to be customized or adapted to address Ministry-specific issues and levels of competency and involvement in the procurement process.

Of particular interest to this group are the following:

✓ *Assessment of Vendors*
✓ *Negotiation Skills*
✓ *Creativity and Innovation* – especially as it relates to flexibility in using procurement tools and approaches
✓ *First Nations Procurement*
✓ *Vendor Relationship Management*

- ✓ *Strategic procurement* – in particular as this relates to getting the best value for the taxpayer's money
- ✓ *Procurement Principles* – a need for a better understanding of the principles that lie behind procurement policy and rules
- ✓ *Procurement Tools* – a need for a better understanding of the tools and databases that are available
- ✓ *Trade Agreements* – a need for a better understand the provisions of recent trade agreements and how these impact procurement of goods and services

In addition to this list, there was also an expressed interest in making training available to occasional purchasers particularly as it relates to government charge cards.

RECOMMENDATIONS

It is clear that to enable the desired transformation of government procurement practice from the current transactional emphasis to one which focuses on the strategic value of procurement, it will be necessary to shift the emphasis of future training. The following recommendations have been developed to provide guidance for future training initiatives that will align with current efforts to transform the government procurement process.

RECOMMENDATION 1: ENABLING TRANSFORMATION OF THE PROCUREMENT PROCESS

Training is a critical enabler for the accomplishment of the goals of the procurement transformation process. As such it is recommended that the following actions be undertaken by Learning Services as a part of its future revision of procurement training programs:

1. Develop a set of pathways for learning that recognize the diversity of individuals who undertake procurement across government and the degree to which they have knowledge and expertise in procurement (from novices to masters). These pathways should address at a minimum the four roles that have been identified through this review and align with information that has been collected through the Procurement Transformation initiative.
2. Align the existing procurement proficiency levels (see Appendix 1) and framework with any new procurement roles that are adopted. Develop and/or re-tool existing learning modules and courses for a range of procurement roles[1].
3. Develop and/or re-tool existing learning modules and courses to emphasize skills and knowledge associated with:
   a. Procurement planning

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[1] It should be noted that the current framework has been built around six roles. Although it is important that the roles reflect current realities, we would caution that the more roles that are added the greater the curriculum re-development and training tasks become.

      b. Exercising judgment

      c. Evaluating risk

      d. Thinking critically

      e. Negotiating

      f. Managing contracts and vendor relationships

      g. Evaluating the outcome of contracts/purchases

RECOMMENDATION 2: SUGGESTED CHANGES REGARDING THE APPLICATION OF THE PROCUREMENT COMPETENCY FRAMEWORK

The content of the Procurement Competency Framework is generally still acceptable but places an emphasis on the transactional nature of procurement rather than the strategic approach that has been suggested by those interviewed as a part of this review.   In addition the role descriptions that were one of the considerations in the development of the original framework do not reflect the breadth of individuals who are involved in procurement across government.

We recommend that the Procurement Competency Framework and future training aligned with the Framework address the following issues regarding the procurement cycle:

1. Planning
   a. Procurement planning needs to be emphasized both in the training that staff and executives receive and in practice.
   b. Greater emphasis needs to be placed on the development of evaluation plans during the planning phase.
2. Pre-Award
   a. Greater emphasis needs to be placed on the application of principles associated with strategic procurement.
   b. Up-to-date knowledge and skills related to government organizational policies, practices, processes and tools including MyProcurement, BCBid, and other electronic solicitation sites need to be included in the framework.
3. Award
   a. Incorporate a broader range of negotiation approaches (e.g. interest-based negotiations) within the negotiation mandate competency.
4. Administration and Monitoring
   a. Place a greater emphasis on the following skills within the framework:
      i. Vendor relationship management skills
      ii. Mediation and conflict resolution skills
      iii. Negotiation skills
      iv. Inter-personal skills
      v. Negotiation of contract termination skills
5. Post-contract Evaluation
   a. Place a greater emphasis on post-contract evaluation at all levels in the procurement framework.

6. Vendor Relationship Management
   a. Place a greater emphasis on vendor relationship management at all levels in the procurement framework.
   b. Incorporate the knowledge and skills components associated with the Procurement Transformation Initiative, the First Nations Economic Development Database, and *The Doing Business with Government Project*.
   c. Include strategic communication competencies related to understanding the vendor community and its motivations.
   d. Place a greater emphasis on the management of vendor complaints and contractor performance.
   e. Include knowledge and skills related to building vendor community capacity.

Appendix 5 includes an overview of comments in relation to the above suggested changes and shifts in emphases.

RECOMMENDATION 3: LEARNING AND TRAINING FOR EXECUTIVES AND STAFF

Executives interviewed were clear concerning their needs and preferred methods of engaging in future training regarding procurement. It is recommended that:

1. The structure of executive training should involve the use of case studies with face-to-face sessions limited to 2 hours. These sessions should be specific to an 'issue of the day' rather than generic in nature. Online learning should be limited to information that can be easily disseminated.
2. As pointed out earlier, the content of learning for executives should focus on the following topics:
   a. Assessment of Vendors
   b. Negotiation Skills
   c. Creativity and Innovation
   d. Large Procurements – Those with significant and potentially long-term impacts
   e. First Nations Procurement
   f. Building Long Term Relationships with Vendors
   g. Change Management – in particular managing culture change
   h. Strategic procurement
   i. Procurement Principles
   j. Trade Agreements
3. The structure of training for all staff should include:
   a. On-the-job training with peers and mentors
   b. The use of self-assessment tools to identify competencies and areas of need
   c. Structured learning pathways
   d. Assess to just-in-time training
   e. Opportunities to debrief and reflect on learning
   f. Access to experts and specialists as required

4. The content for staff training should include:
   a. Assessment of Vendors
   b. Negotiation Skills
   c. Creativity and Innovation
   d. First Nations Procurement
   e. Vendor Relationship Management
   f. Strategic procurement
   g. Procurement Principles
   h. Procurement Tools
   i. Trade Agreements

REFERENCE DOCUMENTS AND LINKS

The following documents and links were used in the development of this report:

Aboriginal Business and Investment Council. (2014, May 12). *First Nations Economic Development Database*. Retrieved from Ministry of Jobs, Tourism, and Skills Training: https://www.fnedd.ca/

British Columbia Government. (July 2003). *Procurement Training - Generic Curriculum Framework.* Victoria: Government of British Columbia.

British Columbia Government. (October 2003). *Procurement Competency Model.* Victoria: Government of British Columbia.

British Columbia Government. (October 2003). *Procurement Learning Specifications.* Victoria: Government of British Columbia.

British Columbia Office of the Auditor General. (May 2014). *Receiving Value for Money from Procured Professional and Advisory Services.* Victoria: Office of the Auditor General.

Farkas, G. (2014). *The Doing Business with Government Project .* Victoria: British Columbia Ministry of Jobs, Tourism, and Skills Training.

Sparks, C. (February 26, 2013). LEAN - a methodology and a philosophy. *Financial Management Conference.* Victoria: British Columbia Government.

In addition, information concerning the Procurement Transformation Initiative and Trade Agreements was obtained through meetings and discussion with program executives and management staff.

Proficiency Levels Used in the Current Procurement Competency Framework

CRITERION	Level 1	Level 2	Level 3	Level 4
Complexity (complexity and sophistication of task)	• Learning to complete task – direct instructions	• Simple and routine	• Difficult and/or unusual	• Highly complex and unique
Criticality (potential impact on the business in terms of resources and risk)	• No impact – under direct supervision and guidance • No risk	• Minimal potential impact • Some risk is possible	• Moderate potential impact • Moderate risk is possible	• High potential impact • Significant risk is possible
Applicability (applicability of established procurement criteria, guidelines, standards, processes)	• Learning about established framework	• Complete fit to established framework • Follows accepted practice	• Frequent deviation from established framework • Implements changes and modifications	• Little or no fit with established framework • High degree of ambiguity • Establishes new approaches
Decision-making (sophistication of decision making required)	• No independent decision-making – under direct supervision	• Routine decisions • Limited analysis and reasoning	• Non-routine decisions – out of the ordinary • Moderate analysis and reasoning	• Precedent setting decisions • Sophisticated analysis and reasoning

Date	Interviewee	Job Level & Title	Ministry
11/04/2014	Derek Cockburn	Procurement Manager, Contracts, Policy and Review	Community, Sport and Cultural Development; Jobs, Tourism, and Skills Training (and labour); International Trade (Asia Pacific Strategy and Multiculturalism)
17/04/2014	Bedrija Hromic	A/Director, IT Procurement, Procurement Services	Ministry of Technology, Innovation, & Citizen Services
17/04/2014	Diana Lucas	Director, Contract and Procurement Services	Ministry of Education
17/04/2014	Richard Poutney	Executive Lead, Strategic Vendor Management	Ministry of Technology, Innovation, & Citizen Services
17/04/2014	Ian Bailey	ADM, Technology Solutions	Ministry of Technology, Innovation, and Citizen Services
22/04/2014	Laurie Barker	ADM, Integrated Case Management	Ministry of Social Development
23/04/2014	Michael Blaschuk	ADM, Real Property Division	Shared Services BC
25/04/2014	Kevin Jardine	ADM, Court Services	Ministry of the Attorney General
28/04/2014	Lori Hall	ADM, Environment	Ministry of Environment
28/04/2014	Arlene Paton	ADM, Health	Population & Public Health
28/04/2014	Lynda Cavanaugh	ADM, Justice	Community Safety and Crime Prevention
29/04/2014	Marci Riehl et al	Corporate Procurement Specialist, Forests Timber Sales	BC Timber Sales Branch, Forests, Lands, and Natural Resource Operations
29/04/2014	Sarf Ahmed	Associate Deputy Minister, Citizen Services	Citizen Services

Date	Interviewee	Job Level & Title	Ministry
01/05/2014	Vickie Willows & Jenny Pleice	Transportation Procurement Specialists	Ministry of Transportation and Infrastructure
01/05/2014	Neilane Mayhew	ADM, Aboriginal Relations and Reconciliation	Ministry of Aboriginal Relations and Reconciliation
02/05/2014	Wes Boyd	ADM, Logistics and Business Services	Ministry of Technology, Innovation, & Citizen Service
02/05/2014	Colin Bulmer et al	Justice Procurement Specialist	Ministry of Justice
05/05/2014	Teri Collins	Health ED Quality Assurance - Executive Director	Ministry of Health
05/05/2014	Deborah Harding	Manager Curriculum Development	Public Service Agency
05/08/2014	Rachel Holmes	Executive Director	Ministry of Aboriginal Relations and Reconciliation
05/05/2014	Paige MacFarlane	ADM, Partner Relations	Ministry of Education
05/12/2014	Dave Duncan	ADM, Transportation	Ministry of Transportation and Infrastructure
05/12/2014	Dr. Linda Chase Wilde	Director	Ministry of Jobs, Tourism, and Skills Training
05/13/2014	Colin Bulmer & Peter Saunders	Justice Procurement Specialist	Ministry of Justice
05/15/2014	Don White	Executive Director, Trade Policy and Negotiations	Ministry of International Trade
05/15/2014	Neil Rich et al	Procurement Project Manager	Ministry of Children and Family Development
05/16/2014	Stewart Newton	Comptroller General	Office of the Comptroller General, Ministry of Finance
05/16/2014	Neil Rich et al	Procurement Project Manager	Ministry of Children and Family Development
05/16/2014	Neil Rich et al	Procurement Project Manager	Ministry of Children and Family Development

Date	Interviewee	Job Level & Title	Ministry
05/21/2014	Cory Heavener	ADM, Child Protection Services	Ministry of Children and Family Development
05/27/2014	Jill Kot	ADM, Services and Technology Division	Ministry of Education (also Integrated Case Management, Social Development and Social Innovation Ministry)
06/02/2014	Brooke Hayes & Liz Lowe	Directors	Ministry of Technology, Innovation & Citizen Services

APPENDIX 3: INTERVIEW QUESTIONS

INTERVIEW SCHEDULE (LONG FORM)

INTRODUCTION

1. Project Overview and Timelines – Paul Brown

2. Objectives of the Meeting/Interview – Paul/Barry (as per Ron Tannhauser's email)
   a. To confirm, supplement or change the procurement competencies identified in 2003. These competencies will be the foundation for any future training development, so we need to ensure they are current at the beginning of this process.
   b. To identify challenges faced by senior leadership who are responsible for government procurement. These competencies need to be clearly understood as well.

   In addition, we would like your assistance in identifying:
   c. Individuals who can inform the revision of the procurement competency framework/ model and potential future revisions to the training modules.
   d. Documents (e.g. policy, legislation, case law, operating procedure documents) that will help us to determine what has changed and the implications for revisions to the procurement competency framework.
3. Overview of the Interview process – Barry/Sheena
   a. Confidentiality
   b. Recording of interview (with permission and only used for analysis purposes and to refresh our memories as we consider which data to consider)

QUESTIONS

1. Tell us about your role in the procurement process. What does it involve? Where does your role fit within the procurement competency framework model (i.e. which level)?

2. GENERAL QUESTIONS:

   The procurement competency model includes 7 steps which I am sure you are very familiar with. In your experience, where (i.e. at what stage) do you think the most significant changes have occurred in the way that procurement is handled by government since the competency model was first introduced in 2003?
   a. Legislation that has affected the procurement process?
   b. Policies?

c. Operational procedures?
d. Ministry service plans?
e. Case law that you are familiar with that has had an impact?
f. Technology changes that have had an impact and that are not reflected in the current procurement competency model?

3. QUESTIONS SPECIFIC TO THE PROCUREMENT PROCESS

The following questions relate to the competency clusters.

a. Planning
   i. Have there been any changes to the way that government requires information to be collected and reported as a part of the **planning phase** of the procurement process?   If so, what are these in relation to:
      1. Needs assessments
      2. Business case analysis
      3. Risk assessment policies, procedures, and guidelines
      4. Govt/ministry approval processes
      5. Financial policies and procedures
      6. Terms of reference (i.e. have any of the components changed – timeframes, contingency plans, performance measures, risk assessment, etc.)
b. Pre-award
   i. Have there been any changes to the way that government requires the **pre-award phase** of the procurement process to be managed?   If so, what are these changes?
      1. Have there been any changes to how an appropriate solicitation process, strategies and contract type are determined? How have trade agreements and policies affected this part of the process?
      2. Have requirements related to solicitation documentation changed since 2003? Are there legal or financial changes that we should consider?
      3. Have advertising requirements for solicitation changed? Records management? Communications requirements?
      4. Has the evaluation process been impacted by any changes? (i.e. protocols for handling bids and for documenting the selection process to name just two areas)
      5. Have there been any changes to Freedom of Information and Protection of Privacy legislation that have impacted the procurement process?
      6. Any changes to evaluation methodologies used to identify the highest ranked proponent? (including the use of cost-benefit analyses)
c. Award

        i.   Have there been any changes to the way that the **award** phase of the procurement process is managed?   If so, what are these changes in relation to:

            1.   Negotiation procedures with the highest ranked proponent?
            2.   Gaining (or ensuring) approval in relation to the successful bid? (financial and/or govt approval process changes)
            3.   Contract documentation required? (policy and contract content standards – standard clauses and contract schedules; contract law and relevant statutes)
            4.   Contract award and execution? What, if any processes have changed?
            5.   Debriefing proponents?

d.   Administration and Monitoring

        i.   Have there been any changes to the way that the **administration and monitoring** phase of the procurement process is managed?   If so, what are these changes in relation to:

            1.   Performance of services or the delivery of goods awarded through the procurement process?
            2.   The management of the agreement?
            3.   The roles and responsibilities of contract managers?
            4.   Government and ministry contract management policy and procedures?
            5.   Contract and financial reporting systems?
            6.   Certification of the receipt of services or goods and payment?

e.   Post-contract Evaluation

        i.   Have there been any changes to the way that the **post-contract evaluation** phase of the procurement process is managed?   If so, what are these changes in relation to:

            1.   Evaluation of deliverables and outcomes?
            2.   Evaluation of contractor performance?
            3.   Evaluation of the internal process and procurement team performance?
            4.   Evaluation of value for money?

f.   Corporate Reporting

        i.   Have there been any changes to the way that the **corporate reporting** phase of the procurement process is managed?   If so, what are these changes in relation to:

            1.   The collection and analysis of data and the generation of reports related to the solicitation and procurement of services or goods?
            2.   Corporate/ministry/central agency reporting requirements?

g.   Vendor Relationship Management

        i.   Have there been any changes to the way that the **vendor relationship management** phase of the procurement process is managed?   If so, what are these in relation to:

1. Communications planning and information management?
2. The vendor complaint resolution process?
3. Development of qualified vendors?
4. Issues management?

SENIOR LEADERSHIP INTERVIEWS (SHORT FORM)

1. Review background of project – 3 sponsors – Learning Centre at BC Public Service Agency, Ministry of Technology, Innovation, and Citizen Services, OCG.

BACKGROUND

2. Review the areas of the competency framework
- timing (early 2000's – 2003) – original framework developed
- 4 levels – admin support, procurement specialists, managers, senior leadership
- Built on the work of the Financial Management Competency Program
- Resulted in a number of course offerings and a certificate program
- Need now to revisit and update the competencies based on changes that have occurred over the past 10 – 12 years
- Not about revising learning courses at this time

OBJECTIVES:

3. To confirm, supplement or change the procurement competencies identified in 2003. These competencies will be the foundation for any future training development, so we need to ensure they are current at the beginning of this process.

4. To identify challenges faced by senior leadership who are responsible for government procurement. These competencies need to be clearly understood as well.

AREAS TO COVER WITH SENIOR LEADERS:

1. Legislation, policy, case law, policy, procedures, technology
2. Impact of FOIPP
3. Green procurement
4. First Nations procurement
5. Small business procurement (George Farkas report recommendations)

6. Open government
7. Other – risk assessment competencies, negotiation skills, etc.; need for flexibility within open, fair and transparent process
8. Your needs re: training – how best to do this – online, blended, timing (breakfast meetings) – how to encourage interest

APPENDIX 4: PROCUREMENT COMPETENCY MAP

1 PLANNING	2 PRE-AWARD	3 AWARD	4 ADMINISTRATION & MONITORING	5 POST CONTRACT EVALUATION	6 CORPORATE REPORTING
1.1 Conduct Needs Assessment	2.1 Determine Appropriate Solicitation Process, Strategies and Contract Type	3.1 Negotiate Contract with Highest Ranking Proponent	4.1 Perform Services/ Deliver Goods	5.1 Evaluate Deliverables/Outcome	6.1 Collect and Analyze Data and Generate Reports
1.2 Analyze Business Case	2.2 Prepare Solicitation Documentation	3.2 Ensure Approvals	4.2 Management of Agreement	5.2 Evaluate Contractor Performance	
1.3 Conduct Risk Assessment	2.3 Solicit Offers	3.3 Draw Up Contract	4.3 Certification and Payment	5.3 Evaluate Internal Process and Team	
1.4 Obtain Approvals	2.4 Evaluate Offers	3.4 Award and Execute Contract			
1.5 Establish Terms of Reference	2.5 Identify Highest Ranked Proponent	3.5 Debrief Proponents			

7 VENDOR RELATIONSHIP MANAGEMENT			
7.1 Communications and Information Management	7.2 Vendor Complaint Resolution Process	7.3 Supplier Development	7.4 Issues Management

APPENDIX 5: SUMMARY OF COMPETENCY MODEL AND FRAMEWORK COMMENTS

This table provides an overview of recommendations and supporting rationale. In most cases, it is not a matter of adjusting the language that is included in the competencies. The critical issue is emphasizing the planning, evaluation and vendor relationship management phases of the procurement cycle.   It should also be noted that many of the comments included in the table relate to expressed areas of training need.

Competencies	Level 1	Level 2	Level 3	Level 4	Recommendations & Rationale
1.0 Planning Identifying the need and describing the project objectives, in measurable terms. Understanding the activities required in order to proceed to a procurement.					**Recommendation: Procurement planning needs to be emphasized both in the training that staff and executives receive and in practice.** Some of the comments that support this recommendation are: • Little time and emphasis placed on planning results in short sighted contracting. • Planning and clarity would help solve future problems. • Systemic problems: poor planning, poor worded schedule A's. • Most attention on the front end; back end is about cleaning up and asking forgiveness - less precise processes. "Back end should care for itself if front end is done well."
1.1 Conduct Needs Assessment Determine the program requirements	• Gathers research information to support program review (need)	• Coordinates research information for analytical purposes • Researches potential for consolidating needs	• Guides overall process to determine need • Determines analytical framework • Evaluates past program delivery	• Initiates program review to determine program requirements • Determines program activity to achieve	**No changes to competencies**, however at least two organizations commented that the requirements for a needs assessment are unclear (Justice, BC Timber Sales)

Competencies	Level 1	Level 2	Level 3	Level 4	Recommendations & Rationale
		• Conducts preliminary analysis to determine program needs • Creates first draft of needs analysis	methodology (e.g. in-house, Alternative Service Delivery (ASD), outsource) • Formulates options to meet needs • Makes recommendations from options • Determines opportunities for strategic procurement (e.g. ASD, outsourcing) • Consults with expert resources as required • Presents final needs assessment with recommendations	outcomes • Informs others (e.g. stakeholders/other ministries) of resources needed to link with other's needs if possible (joint planning)	
1.2 Analyze Business Case Analyze the costs and benefits of program delivery to determine the viability of proceeding	• Gathers costing data to provide basis for analysis (e.g. existing, comparative) • Prepares supporting documentation (e.g. spreadsheets)	• Develops appropriate supporting documents (e.g. spreadsheet elements/format and formulae) • Coordinates data gathering to ensure completeness • Gathers more complex pertinent information (non-financial or environmental/social)	• Develops business case analysis framework • Reviews preliminary business case analysis • Identifies program outputs to achieve program outcomes • Approves and finalizes business case analysis	• Directs business case analysis • Makes decision based on business case analysis • Ensures consistency to Ministry Service Plan/Business Plan • Identifies required program outcomes	**No changes to the competencies.** Some of the more pertinent comments were: • There is currently no standard business case for each type of procurement. • Need to consider when to do a business case and how to elaborate - when to apply it - when to seek advice (i.e. legal advice) • Requirements are unclear. • Written precedents would be valuable.

Competencies	Level 1	Level 2	Level 3	Level 4	Recommendations & Rationale
		• Analyses preliminary results to identify gaps • Creates first draft of business case analysis			
1.3 Conduct Risk Assessment Identify risks, and strategies to treat risk, in accordance with the Enterprise-Wide Risk Management (ERM) Framework.	• Gathers information from established tools (e.g. insurance and risk assessment matrices of checklists) • Prepares supporting documents	• Identifies basic risks (e.g. contractor performance, conflict of interest, key personnel) • Develops preliminary risk analysis in accordance with ERM Framework • Researches alternatives to address identified risk issues	• Consults with program/process experts to identify complex and/or service specific risks • Guides risk identification activities • Reviews preliminary risk analysis • Approves alternative risk treatment strategies	• Resolves issues arising from risk assessment	**No changes to the competencies.** Some of the comments were: • Risk assessment is not necessarily a process - it is a competency. • Risk must be assessed by someone knowledgeable to understand what the risks mean - to know a risk when they see one. • Standard format no longer applied - relationship and partnering skills - knowledge required.
1.4 Obtain Approvals Obtain financial and program approvals.	• Locates documentation to support approval process	• Assesses policy to ensure compliance • Prepares updated budget estimate to accompany approval documents	• Creates and presents final approval documents	• Approves practice or procedure alternatives • Approves budget and subsequent procurement activities • Makes decision regarding policy compliance	**No changes to the competencies.** Some of the comments were: • Approval form changes each year • Approval processes are more onerous; doesn't always get completed unless forced into doing it; it's a burden to keep up with individual approvals. • Last minute approvals represent a problem with planning.

Competencies	Level 1	Level 2	Level 3	Level 4	Recommendations & Rationale
				• Obtains Ministry Executive Committee and central agency approvals • Directs approval process	
1.5 Establish Terms of Reference Develop a description of procurement and program requirements.	• Obtains pro-forma Terms of Reference (TOR) document • Completes Terms of Reference document with information as provided	• Researches program standards and regulations to ensure Terms of Reference are inclusive • Develops service specifications (e.g. location, client group, proponent qualifications) • Establishes measurable outputs and outcomes • Identifies timeframes, deadlines and contingency plan • Develops detailed performance monitoring, reporting and evaluation plan	• Directs the development of performance monitoring, reporting and evaluation plan • Directs development of Terms of Reference • Reviews and approves final Terms of Reference • Determines contract type appropriate to the business requirement	• Links Terms of Reference to strategic goals	**Recommendation: Greater emphasis on the development of an evaluation plan.** **No changes to the competencies.** Some of the comments were: • There is a disconnect between being a good social worker and being good planner/manager – takes training to go from one to another. • Need highly capable contract managers - presenting publically - need to understand and anticipate what kind of responses to expect.
2.0 Pre-Award Arranging the procurement using the most appropriate process to select the best supplier					**Procurement tools and options have changed (e.g. two-page RFP) and new trade agreements have been**

Competencies	Level 1	Level 2	Level 3	Level 4	Recommendations & Rationale
					established. Although procurement is more complex as a result, the competencies are generic enough to accommodate this complexity. New knowledge components associated with procurement tools and trade agreements should be added to the training curriculum.
2.1 Determine Appropriate Solicitation Process, Strategies, and Contract Types Use the methodology that best meets the needs of all stakeholders	• Gathers information on the solicitation options from appropriate resources (policy, legislative, procurement experts)	• Compiles solicitation options to support recommendation process • Determines expert resources required (legal, risk, procurement specialist) to support process • Researches historic data of similar procurements	• Recommends non-routine solicitation strategies, methods and contract types (ASD, Outsourcing, etc.) based on business case analysis and Terms of Reference (TOR) to ensure best process • Decides appropriate solicitation strategy and method for routine procurement • Develops solicitation strategies (level of competition – long term vs. short term) • Conducts market research to support recommendation process • Researches historic data, trade agreements and policy to ensure compliance	• Decides appropriate solicitation strategy, method and contract type for non-routine procurement (e.g. long term vs. short term opportunity) • Encourages development of industry capacity to promote competitive environment • Approves evaluation team	**Recommendation: Greater emphasis on applying principles associated with strategic procurement.** **No changes to the competencies.** Some of the comments were: • Opportunities are lost due to lack of understanding of tools and options. • Need to know when a contract is required or when another vehicle is more appropriate. • When do you use different procurement tools? Confusing; increasingly complex to navigate. • Current competencies can accommodate writing an RFP and developing strategies to make the process competitive. • Knowing how to manage a 10 year deal is different than short term purchase of goods or services. • Competencies: elementary understanding of trade and other agreements should be required AND very good working knowledge of

Competencies	Level 1	Level 2	Level 3	Level 4	Recommendations & Rationale
			• Establishes evaluation team and identifies potential conflict of interest issues		procurement requirements related to trade agreements - obligations. • Northwest Partnership Agreement; WTO; NAFTA; CETA will have the most impact; Internal Domestic Agreement
2.2 Prepare Solicitation Documentation Use appropriate solicitation format (Request for Proposals, Expression of Interest, etc) to complete the required elements	• Learns solicitation document preparation	• Obtains appropriate solicitation template • Researches similar solicitations (other jurisdictions) to ensure completeness • Incorporates specifications into solicitation document	• Customizes template to address specific needs of a particular procurement • Determines legal and/or financial risks relating to solicitation document • Creates risk management plan incorporating treatment strategies • Confirms contract type appropriate to the business requirement • Consults with subject matter experts to ensure completeness of specifications • Finalizes specifications from Terms of Reference • Develops evaluation criteria to provide a basis for selection and ensure	• Approves final document • Approves legal and risk management plan	**No changes to the competencies.** Some of the comments were: RELATED TO LEGAL & FINANCIAL: • Need for balance of various interests - legal, financial, project management. Balance of multiple disciplines • Basic info needed for pre-planning. • "Is it fair to have a non-competent person run the procurement? That's the first question." • Ability to recognize agreements, contracts, programs that are legally viable and not unlawful. • "Court rulings may not reach those who need to know." • Need firm understanding of financial policy & practices RELATED TO RISK MANAGEMENT: • Take smart risks or you're not doing your job. • Risk adverse behaviour leads to increased risk. • Identify who manages which risks

Competencies	Level 1	Level 2	Level 3	Level 4	Recommendations & Rationale
			consistency of process • Establishes solicitation timelines • Determines who will manage solicitation • Consults with ministry team, committee or users to ensure stakeholder approval		best. • Risk management is critical. • Understanding that there is risk; technical side to evaluate risk – is covered; personal ability to manage and assume risk is a different thing." • Administrative level - risk adversity (even on small purchase procurements). • "Even lower levels can use skills related to assessing risk" RELATED TO CONTRACT TYPE: • Need broader understanding of when it is appropriate to contract and when it is not.
2.3 Solicit Offers Advertise the opportunity to obtain bids and/or proposals	• Learns how to solicit offers	• Prepares draft advertisement/posting to ensure open, transparent, fair process • Maintains records of procurement process to ensure completeness • Advertises/posts solicitation	• Approves posting/advertising of routine procurement • Conducts proponent meeting to ensure consistent level of understanding to the proponents • Provides responses to questions • Ensures responses to questions are consistent • Prepares addenda to the solicitation	• Approves posting/advertising for non-routine procurement	**No changes to the competencies at this time. However, with the changes that are taking place as a result of the Procurement Transformation initiative it will be important to include up to date information concerning MyProcurement, BCBid and other electronic solicitation sites.**

Competencies	Level 1	Level 2	Level 3	Level 4	Recommendations & Rationale
			document • Manages records and files for procurement process		
2.4 Evaluate Offers Receive and rate offers using established criteria	• Prepares copies of bid documents for evaluation team	• Documents receipt of offers • Arranges for safekeeping of offers pending evaluation • Documents evaluation process for future reference • Identifies offers that meet mandatory criteria • Manages records and files on evaluation process to ensure completeness and confidentiality • Processes financial securities as appropriate	• Leads evaluation team to ensure consistent process and confidentiality • Ensures no conflict of interest issues • Rates offers using established evaluation criteria • Communicates with proponents and internal stakeholders to ensure common understanding • Approves acceptance/rejection of offers based on mandatory criteria • Identifies legal or risk issues in offers to ensure appropriate risk balances • Consults appropriate experts for options/recommendations • Facilitates proponent interview or presentation	• Resolves any issues of conflict of interest to ensure integrity in procurement process • Facilitates resolution of complex problems	**No changes to the competencies at this time.** Some of the comments were: • New models for evaluating are emerging that are not currently contemplated by the existing competencies. These have a different emphasis (e.g. evaluation of oral submissions for First Nations company submissions) • Creativity and innovation needs to be evaluated as does evaluation of track record • Value add - Not sure how much this is being done. • Work with suppliers to understand what they can provide and how they want the deal to be structured - can be done before RFP.

Competencies	Level 1	Level 2	Level 3	Level 4	Recommendations & Rationale
2.5 Identify Highest Ranked Proponent	• Distributes relevant documentation to evaluation team	• Prepares evaluation outcome for analysis • Notifies proponents of status – routine procurement	• Analyzes evaluation outcome to develop shortlist • Researches short-listed proponents (e.g. reference check, past performance etc.) • Conducts cost benefit analysis to select best value for money offer • Notifies proponents of status – non-routine procurement	• Approves to proceed with negotiations	**No changes to the competencies at this time.** While the competencies seem quite "RFP centric", they can accommodate other evaluation models as these emerge and different procurement tools.
3.0 Award Establishing the final agreement					
3.1 Negotiate Contract Elements, as Required, with Highest Ranking Proponent(s) Achieve mutual agreement regarding final terms and conditions	none	• Prepares documents to support negotiations	• Leads contract negotiations team • Consults with experts as required (e.g. contract specialists, legal, financial and risk advisors) regarding items for negotiation • Develops negotiation plan based on negotiation mandate • Negotiates final contract terms • Recommends award	• Determines negotiation mandate • Advises negotiation team regarding terms and conditions for negotiation. • Provides final authority to the negotiating team.	**Although interviewees mentioned the need for flexibility in negotiation and other negotiation approaches (i.e. interest based negotiations), it is possible to accommodate these notions within the negotiation mandate competency. Therefore, no changes to the competencies at this time.** Some of the comments were: • Interest based negotiations are missing • Negotiating with unions – issues collective agreements with funded agencies; Creates level of complexity

Competencies	Level 1	Level 2	Level 3	Level 4	Recommendations & Rationale
					with vendor relationships.
					• More skills needed but not at high-high level - what is or is not negotiable needs to be spelled out.
					• Day long training courses not enough - need more scenarios of how people negotiate; hands on experience would be valuable.
					• Have greater skill negotiating contracts with larger commodity service providers that might have previously been considered non-commodity type services, particularly around terms and conditions of the contract that the vendors attempt to dictate.
					• Need more training on negotiation.
					• Negotiation training is very valuable - every job at the sr. level requires negotiation skills.
3.2 Ensure Approvals Confirm agreement is within established parameters (e.g. budget, policy, etc.)	none	• Provides relevant budget, policy and procedure information	• Confirms sufficient budget is available if successful proposal exceeds original budget estimate • Drafts award recommendations for approval • Confirms fit to policy and procedures (e.g. indemnity and legal approvals)	• Ensures agreement is within established parameters	**No changes to the competencies at this time.** Some of the comments were: • Being able to deal with the complexity and diversity of what needs to get accomplished. ADMS are expected to sign-off but need the knowledge and skills to do so. • Increasingly complex skills are required to do procurement • Assessed risk needs to be reviewed and signed off on - often approved by contract managers with little

Competencies	Level 1	Level 2	Level 3	Level 4	Recommendations & Rationale
					procurement experience.
3.3 Draw Up Contract Prepare contract documents	• Completes contract documents as directed	• Compiles contract components (i.e. templates, schedules) • Prepares contract documents • Researches policy and contract content standards to provide correct information	• Writes contract schedules for inclusion in the agreement • Guides the preparation of contract documents • Obtains approval for contract clauses as required • Ensures standards and protective clauses are included	• Decides on content of custom contracts • Considers legal implications of final contract terms • Approves custom contract clauses drafted by legal counsel	**No changes to the competencies at this time.** Some of the comments were: • In house contract writing tool can be challenging. • Drafting procurement documents can be challenging for non-sr. staff
3.4 Award and Execute Contract Finalize documentation, obtaining sign off from all contracting parties and announcing award	none	• Drafts award letter to send to contractor • Coordinates contract execution	• Approves content of final award letter • Executes contract on behalf of Crown (after contractor signature) • Prepares communication plan to announce contract award • Ensures financial, insurance and performance guarantees are in place to protect the Crown	• Considers public relations implications of contract award announcement	**This set of competencies did not receive any comment from interviewees.** **No changes to the competencies at this time.**
3.5 Debrief	• Completes	• Responds to	• Identifies strengths	• Addresses issues	**This set of competencies did not**

Competencies	Level 1	Level 2	Level 3	Level 4	Recommendations & Rationale
Proponents Notify and hold debriefing sessions with proponents	template notification letters • Arranges meetings with proponents	routine, informal questions • Documents responses provided to maintain a record • Compiles documentation for debriefing sessions • Notifies proponents	and weaknesses of proposals • Plans debriefing process and dialogue • Facilitates debriefings to ensure full understanding of decision outcome • Provides background briefing information on sectoral/stakeholder issues to support relationships	arising from proponent debriefings to support sectoral/industry relationships	**receive any comment from interviewees apart from an indication from some that this process is often not done.** **No changes to the competencies at this time.**
4.0 Administration and Monitoring Ensures that the deliverables are received in accordance with the terms and conditions of the agreement, and that contract issues are dealt with appropriately					**Interviewees viewed this part of the cycle as a part of project management and offered the following comments:** • Skills overlap between procurement and project management • PM required in all contracts; becoming more and more important; some contracts are structured as projects - efficient unless staff do not have PM competencies. • PM skills are needed throughout the competency framework, in all phases. • Contract management is similar to project management; skills fall short.
4.1 Perform Services &					**This set of competencies did not receive any comment from**

Competencies	Level 1	Level 2	Level 3	Level 4	Recommendations & Rationale
Deliver Goods Work is done correctly and on schedule. This step is performed by the contractor.					**interviewees apart from an indication from some that this process is often not done.** **No changes to the competencies at this time.**
4.2 Management of Agreement Manage relationships and activities to ensure agreements and outcomes are met.	• Compiles progress reports for payment process • Arranges project status updates (e.g. meetings, conference calls) • Manages information flow (reports/phone calls/mail) to ensure communication • Incorporates amendments into standard modification agreement format	• Builds relationships with all stakeholders to ensure communication between all parties • Liaises with contractor/management to facilitate exchange of information • Drafts amendments to formalize changes in the contract • Maintains records of contractor performance • Reports on status/standards met, to support monitoring activity	• Manages issues regarding agreement (e.g. slippage in delivery time) to ensure satisfactory goods/service delivery • Invokes conflict resolution process as required • Negotiates amendments to agreement (e.g. scope changes and cancellations) • Recommends termination or extension of contract • Responds to Payment Review Office audit observations • Documents contractor performance • Determines options	• Mediates for conflict resolution • Approves significant amendments • Approves termination of contract with assistance of legal counsel	**Interviewees focused on the need for:** • Vendor relationship management skills • Mediation and conflict resolution skills • Negotiation skills • Inter-personal skills • Negotiation of contract termination skills These skills are all included or could be assumed to be included in the current competencies. **No changes to the competencies at this time.**

Competencies	Level 1	Level 2	Level 3	Level 4	Recommendations & Rationale
			to avoid contract amendments • Identifies remedies to avoid termination • Consults with expert advisors as required (e.g. legal) • Consults regularly with contractor to review contract relationship • Provides contractor with regular performance feedback • Evaluates actual deliverables/milestones against planned deliverables/milestones • Analyzes actual outcomes in relation to anticipated outcomes • Manages contract closure (e.g. provincial materials returned, warranties received, deliverables received)		
4.3 Certification and Payment Goods and	none	• Confirms receipt of goods	• Inspects and reports on quality of complex	• Resolves payment issues	**This set of competencies did not receive any comment from interviewees.**

Competencies	Level 1	Level 2	Level 3	Level 4	Recommendations & Rationale
services are received according to specification and payment is appropriately performed consistent with signing authority policy.		• Approves or denies payment for goods • Incorporates information from progress reports into appropriate reporting systems • Inspects and reports on quality of routine services • Approves holdbacks for goods	services • Confirms receipt of services • Approves or denies payment for services • Approves holdbacks for services • Corresponds with contractor regarding denial of payment		**No changes to the competencies at this time.**
5.0 Post Contract Evaluation Determining how the ministry benefited from the contract, if all the deliverables were met, how well the contractor performed the contract, and how well each team member performed their role and lessons learned.					**Recommendation: Post-contract evaluation needs to receive a greater emphasis in future training.**
5.1 Evaluate Deliverables and Outcome Assess whether the contract was successfully delivered and/or performed	• Gathers contract performance data to support post contract evaluation process	• Consolidates performance data for further analysis • Analyzes performance data to determine if contract deliverables/outputs are met • Prepares draft evaluation of deliverable/outcome reports	• Determines analytical framework to ensure logic and completeness • Guides the post contract evaluation process • Reviews draft reports to ensure completeness • Determines the achievement level of output to assess opportunities for better value in the future • Assesses how well	• Reviews post contract evaluation report to determine next steps (i.e. implementation of recommendations) • Assesses how contract outputs contributed to desired program outcome	**Although only referenced by a few interviewees it was clear that evaluation was generally either not done or not done well. Greater emphasis needs to be placed on evaluation as a part of future training.** **The current competencies can accommodate future evaluation models.** **No changes to the competencies at this time.**

Competencies	Level 1	Level 2	Level 3	Level 4	Recommendations & Rationale
			output expectations were articulated in contract documentation		
5.2 Evaluate Contractor Performance Assess how well the contractor performed the contract	• Inputs contractor performance review results into a contract management system	• Determines post contract evaluation methodology to ensure logic and completeness • Prepares draft post contract evaluation report • Advises contractor of post contract evaluation process	• Directs post contract evaluation process • Reviews report to ensure completeness • Seeks legal advice regarding future contractor use • Makes recommendations regarding contractor status for future procurements • Debriefs contractor regarding possible future implications • Manages issues arising from contractor debriefing	• Approves recommendations regarding possible future use of contractor	**Interviewees commented on the need to manage vendor complaints and contractor performance particularly in relation to future references.** **As was the case with 5.1, interviewees indicated that a greater emphasis needs to be placed on evaluation as a part of future training.** **No changes to the competencies at this time.**
5.3 Evaluate Internal Process and Team Assess how well the procurement process was done, how well the contract was managed and how well	• Provides input into evaluating the procurement process	• Evaluates procurement process to identify successes and opportunities for improvement • Prepares draft assessment	• Develops measures and criteria and review processes at all phases • Develop measures and criteria to review team performance • Directs post contract evaluation process • Reviews draft	• Approves post contract evaluation recommendations • Approves identified training	**No changes to the competencies.** Some of the comments were: • There is a need for an increased focus on continuous improvement • Need more reflection: what worked, what didn't • Need more evaluation at the back end - not being done properly.

Competencies	Level 1	Level 2	Level 3	Level 4	Recommendations & Rationale
each team member performed the job.			assessment to ensure completeness • Makes recommendations regarding opportunities for improvement (e.g. change in process/staff training) • Recommends recognition for exemplary performance • Provides feedback to team members • Facilitates a review of team members performance to identify training needs • Consolidates evaluation components (delivery, contractor, performance and process, and team) into a final contract evaluation report • Ensures availability of consolidated evaluation report for future procurement planning activities		• Evaluation processes very weak • There is a belief that the skills and knowledge and ability to assess impact are within the capacity of staff. • Appreciate the nature of the competitive process and not rely too much on past/existing agreements and/or how it was done in the past.

Competencies	Level 1	Level 2	Level 3	Level 4	Recommendations & Rationale
6.0 Corporate Reporting Meeting the information requirements of the ministry and central agencies					
6.1 Collect and Analyze Data and Generate Reports Obtain data and assess to identify successes, opportunities and efficiencies for future consideration and prepares required reports.	• Collects data (e.g. contract statistics and dollar volume) to support report development • Conducts ARCS/ORCS records management to ensure historical information can be retrieved	• Determines data sources and collection methods to ensure completeness of reports • Analyzes data to support report requirements • Prepares simple reports	• Determines data requirements to develop simple reports • Determines analysis methodology to ensure logic and completeness • Reviews and approves simple reports for Ministry • Identifies opportunities for enhanced supply methods (e.g. demand aggregation) • Prepares complex reports • Decides on report distribution	• Decides on necessity of reports • Determines reporting requirements • Reconciles performance with strategic objectives • Approves reports for central agencies	**No changes to the competencies.** Some of the comments were: • Internal - outdated system in place • Emphasized need for documentation • Lack of consistency in methods and requirements • Ability to recognize incomplete / inaccurate documentation • Don't always have a baseline to gauge improvement.
7.0 Vendor Relationship Management Management of the relationship and interaction between the ministry and the vendor community					**Recommendation: Competencies related to vendor relationship management should be emphasized in future training.** **Note: Future training should incorporate knowledge and skill components associated with the Procurement Transformation Initiative, the FN Economic Development Database, and *The Doing Business with Government Project*.**

Competencies	Level 1	Level 2	Level 3	Level 4	Recommendations & Rationale
7.1 Communications and Information Management Develops and implements communication plans and manages information release regarding a specific procurement	• Responds to general enquires	• Receives information requests • Responds to routine information requests • Drafts communication materials to educate and inform vendors • Refers non-routine information release to senior level • Clarifies information request from requestor to narrow focus of response	• Responds to non-routine information requests • Determines strategic communications • Implements communication strategies • Severs and complies with Freedom of Information and Protection of Privacy Act (FOIPPA) when releasing information • Consults with FOIPPA Specialist to ensure compliance with Act	• Responds to complex information request • Approves communication strategies • Approves release of non-routine and complex information	**Interviewees mentioned the need to better understand the vendor community and its motivations. This is seen as a part of the strategic communication competency which is included in the current framework.** **No changes to the competencies.** Some of the comments were: • There is an opportunity to provide education and learning for vendor community • Need to understand what motivates people (both sides) • Answer the question for them - what is govt looking for? • Work with suppliers to understand what they can provide and how they want the deal to be structures - can be done before RFP. • Some contractors are not sophisticated enough to participate fully - require strong support.
7.2 Vendor Complaint Resolution Process (VCRP) Informal and formal review process for queries, issues and complaints	• Gathers information to support complaint investigation • Manages VCRP documentation process	• Receives initial vendor complaint • Prepares response to vendor complaint for review by Level 3 • Investigates vendor complaint	• Approves response to vendor complaint • Receives escalated vendor complaint • Prepares response to escalated vendor complaint for review by Level 4	• Approves response to escalated vendor complaint • Receives vendor complaint if escalated beyond Level 3 • Directs internal	**Interviewees commented on the need to manage vendor complaints and contractor performance particularly in relation to future references.** **No changes to the competencies.** One comment was made concerning the existence of a new process for handling

Competencies	Level 1	Level 2	Level 3	Level 4	Recommendations & Rationale
about the procurement process, or a specific procurement		• Directs internal VCRP process • Implements VCRP resolution	• Directs internal VCRP process regarding escalated complaints • Investigates escalated vendor complaint • Implements VCRP resolution for escalated complaint	VCRP process for final resolution	vendor complaints.
7.3 Supplier Development Provides information to vendors on future procurement plans.	• Responds to simple vendor queries • Prepares list of key contacts	• Develops formal information and education materials • Conducts informal consultation with vendors to ensure support for ministry procurement plans • Confirms key contacts for vendors • Advises vendors where they can obtain training on government procurement practices	• Develops formal consultation plans • Conducts formal consultation with vendors to ensure support for ministry procurement plan • Maintains business relationships with vendors to encourage success with future opportunities • Assigns key contacts • Develops understanding of vendor marketplace and degree of sophistication of vendors	• Approves formal consultation plan • Consults with vendor community to build future supplier capacity	**This set of competencies speaks to consultation as the primary means to build a vendor community. Although some ministries are trying new strategies to build vendor capacity (i.e. the Procurement Transformation Initiative, the FN Economic Development Database, *The Doing Business with Government Project*), interviewees did not see these initiatives as beyond the scope of the current competencies.** **No changes to the competencies.** Comment: • Need more training on how to provide capacity support to vendors.
7.4 Issues Management Resolves	• Gathers information on issues	• Receives informal vendor issue • Investigates vendor	• Receives escalated informal vendor issues	• Receives escalated informal vendor	**In spite of the fact that issues management involves risk assessment, this set of competencies did not receive**

Competencies	Level 1	Level 2	Level 3	Level 4	Recommendations & Rationale
informal vendor complaints and queries		issue • Responds to vendor issue • Identifies vendor issues which are common to more than one vendor • Implements strategies to address common vendor issues	• Investigates escalated informal vendor issues • Responds to escalated informal vendor issues • Develops strategies to address common vendor issues	issues • Responds to escalated informal vendor issues • Approves strategies to address common issues • Refers common issues to Procurement Governance Office, if required	**any comment from interviewees.** **No changes to the competencies at this time.**