

**MAKERERE UNIVERSITY**

**COMPETENCIES, SELF EFFICACY AND PERFORMANCE OF  
PROCUREMENT OFFICERS IN CENTRAL GOVERNMENT  
PROCURING AND DISPOSING ENTITIES IN UGANDA**

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**DECLARATION**

I, Brenda Olumbe, declare that to the best of my knowledge, this dissertation is my original work which has never been published and/or submitted for any award in any other University.

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**APPROVAL**

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## **DEDICATION**

This dissertation is dedicated to the memory of my late brother Isaac. Life had only just begun when you passed on. I pray that I live to fulfill the dreams and plans we shared.

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## TABLE OF CONTENTS

DECLARATION .....	ii
APPROVAL .....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS .....	vi
LIST OF FIGURES AND TABLES.....	viii
LIST OF ACRYNOMS .....	ix
ABSTRACT .....	x
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Purpose of the study .....	3
1.4 Objectives of the study .....	3
1.5 Research Questions .....	4
1.6 Scope of the study .....	4
1.6.1 Subject scope.....	4
1.6.2 Time scope.....	4
1.6.3 Geographical scope .....	4
1.7 Significance of the study.....	4
1.8 Conceptual Frame work.....	5
CHAPTER TWO .....	7
LITERATURE REVIEW.....	7
2.0 Introduction.....	7
2.1 A Case of Competence Profiling for Procurement Officers in Central Government PDEs in Uganda.....	7
2.2 Competencies .....	15
2.3 Competency profiling .....	16
2.4 Self Efficacy.....	17
2.5 Performance .....	18
2.6 Relationship between competencies and performance.....	19
2.7 Relationship between self efficacy and performance.....	21
2.8 Conclusion .....	22
CHAPTER THREE.....	23
RESEARCH METHODOLOGY.....	23
3.0 Introduction.....	23
3.1 Research Design .....	23
3.2 Study Population .....	23
3.3 Sample Size.....	24
3.4 Sampling Procedure.....	24
3.5 Sources of Data .....	25
3.6 Research instrument .....	25
3.7 Measurement of Research Variables .....	25
3.8 Validity and Reliability of the Research Instrument .....	26

3.9	Data Processing and Analysis .....	27
	CHAPTER FOUR.....	28
	PRESENTATION AND INTERPRETATION OF FINDINGS .....	28
4.0	Introduction.....	28
4.1	Descriptive characteristics of the sample .....	28
4.2	Descriptive statistics of the sample .....	31
4.3	Pearson’s correlations of the study variables.....	32
4.3.1	Operant competencies and performance of procurement officers.....	33
4.3.2	Key personal competencies and performance of procurement officers .....	34
4.3.3	Competencies and performance of procurement officers .....	34
4.3.4	Self efficacy and performance of procurement officers .....	34
4.4	Regression analysis .....	35
4.4	Analysis of Variance (ANOVA).....	37
	CHAPTER FIVE .....	46
	DISCUSSION, CONCLUSION AND RECOMMENDATIONS.....	46
5.0	Introduction.....	46
5.1	Discussion of research findings .....	46
5.1.1	Findings on the relationship between competencies and performance .....	46
5.1.2	Findings on the relationship between self efficacy and performance. ....	48
5.2	Conclusion .....	49
5.3	Recommendations .....	50
5.4	Limitations of the Study .....	51
5.5	Areas for further study.....	52
	References .....	53
	APPENDICES .....	61
	APPENDIX ONE: OCAP MODEL.....	61
	APPENDIX 2: QUESTIONNAIRE.....	66

## LIST OF FIGURES AND TABLES

Figure 1: Conceptual framework.....	5
Table1: PPDA procurement operant competences.....	13
Table 2: Sample Size .....	24
Table 3: Reliability of the instrument.....	27
Table 4: Frequency distribution of respondents by tenure of service.....	28
Table 5: Frequency distribution of respondents by academic qualification.....	29
Table 6: Frequency distribution of respondents by age group.....	29
Table 7: Frequency distribution of respondents by gender.....	29
Table 8: Frequency distribution of respondents by professional training.....	30
Table 9: Frequency distribution of respondents by professional qualification.....	30
Table 10: frequency distribution of respondents by type of the organization.....	31
Table 11: Descriptive statistics of the variables.....	31
Table 12: Pearson’s correlations of the study variables.....	33
Table 13: Regression analysis showing the effect of procurement competencies and self efficacy on performance procurement officers.....	35
Table 14: Regression analysis showing the effects of operant competencies, key personal competencies and self efficacy on performance of procurement officers.....	36
Table 15: ANOVA results for length of service by variable.....	37
Table 16: ANOVA results for academic qualification by variable.....	38
Table 17: ANOVA results for age by variable.....	39
Table 18: ANOVA results for gender by variable.....	40
Table 19: ANOVA results for professional training by variable.....	41
Table 20: ANOVA results for professional qualification by variable.....	42
Table 21: ANOVA results for type of organisation by variable.....	44



**LIST OF ACRYNOMS**

ACCA :	Association of Chartered Certified Accountants
CIMA:	Chartered Institute of Management Accountants
CIPD:	Certified Institute of Personnel Development
CIPS:	Certified Institute of Procurement and Supply chain
ICSA:	Institute of Chartered Secretaries and Administrators
KPC:	Key personal competences
KRA:	Key Result Area
NSSF:	National Social Security Fund
OCAP:	Operant Competences Analysis and Profiling
PDE:	Procuring and Disposing Entity
PPDA:	Public Procurement and Disposal Authority
SPSS:	Statistical Package for Social Scientist
ANOVA:	Analysis of Variance

## ABSTRACT

This study focused on examining the relationship between competencies, self efficacy and performance of procurement officers in central government PDEs in Uganda. The case of procurement officers was selected for the study following contentions that in public procurement, procurement officers are simply ‘order placers’, who can neither control nor influence their work outcomes, hence their poor performance.

A sample of 196 procurement officers from central government PDEs in Kampala and Entebbe was used to obtain data for the study and a cross sectional survey design was used. The OCAP framework was used to develop competencies of procurement officers and measures for self efficacy and performance were adopted from previous studies. Data was analyzed using SPSS with focus on descriptive statistics, Pearson’s correlation coefficient, regression analyses and ANOVA tests.

Results showed strong significant relationships between study variables, with personal competencies being stronger predictors of performance than either operant competencies or self efficacy. The findings also indicate that competencies and self efficacy predict 17.6% of performance; other predictors of performance were outside the scope of this study.

It was concluded that it is necessary to balance the operant competencies with personal competencies for superior performance. It was also concluded that self efficacy confirms procurement officers’ competencies leading to improved performance.

It was recommended that the PPDA unit should carry out competence profiling for procurement officers with specific focus on personal competencies. Also, it was recommended that attributes of self efficacy in procurement roles be ascertained and trained in order to enhance procurement officers’ performance.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The procurement function has undergone significant changes in many countries, moving from a reactive activity to a strategic one, in order to keep pace with the expansion of procurement activities and enhance procurement performance (Macbeth & Ferguson, 1994; Dimitriades & Maroudas, 2007). This has led to reforms aimed at establishing a strong and well functioning procurement system that is governed by a clear legal framework for transparency and effectiveness (Hunja, 2003). Like other developing countries, Uganda has undergone a number of major developments, including a complete decentralization of the procurement process to the level of public institutions. Currently, all procurements are undertaken by the entities themselves, which has in turn created an extensive demand for high procurement performance in each public entity (Agaba & Shipman, 2006). Following these reforms, considerable attention has been given to the profile of a procurement officer who can demonstrate value and deliver superior performance in public procurement (PPDA Procurement Sector Review Report, 2005; Humphreys, McIvor & McAleer, 1998).

A research study by Hudson (2008) has shown that in order to attain superior performance in an evolving role, procurement officers must have an uncommonly varied mix of both technical and behavioral competencies. In addition, the procurement officers must identify, develop and disseminate relevant competencies at the appropriate levels within the procurement hierarchy (Boyatzis, 2007; Hudson, 2008; Humphreys et al., 1998). This calls for self efficacy to further compliment procurement officers' competencies and enhance procurement performance.

Accordingly, Bandura (1997) asserts that people are likely to engage in activities to the extent that they perceive themselves to be competent at those activities. This implies that procurement officers are more likely to attempt, to persevere, and to perform better at tasks at which they have a sense of efficacy.

However, challenges still exist where changes from an operational to a strategic role have not been matched with corresponding competencies among procurement officers. In addition, failure to build self efficacy among procurement officers has continued to undermine the officers' capability to learn how to cope more effectively with the increasing demand to demonstrate long term strategic value (Hudson, 2008). As a result, there are irregularities in the procurement process including inadequate procurement planning, poor record keeping and abuse of process such that even the highly talented procurement officers cannot perform their job effectively (Heslin & Klehe, 2006; Atkinson, 2003).

For example, a procurement audit of NSSF for the period from February 2005 to March 2010 revealed that staff in the PDE lacked the technical capacity to execute their duties efficiently and effectively. As a result, procurement performance in the entity neglected key principles of sound procurement and was therefore unsatisfactory (Office of the Auditor General, 2009; PPDA, 2008). Following the audit reports, the Parliament Committee probing the mismanagement of the fund held the procurement officer responsible for flouting procurement procedures and failing to sensitize and guide the management on procurement issues, causing a financial deficit of over 5 billion to the fund for the year ended March 2010 (Olupot, 2010; Office of the Auditor General, 2009). There is therefore need to identify and develop competencies for procurement officers as well as build self efficacy to enhance their performance in the ever changing public sector procurement.

## **1.2 Statement of the Problem**

According to Hudson (2008), the procurement function has undergone marked changes which have made it necessary to identify and develop competencies of procurement officers as they rise to a more strategic role. However, in Uganda, the competency profile of procurement officers has been described as being too narrow and excluding potentially good performers (PPDA Procurement Sector Review Report, 2005). Procurement officers continue to be considered simply as ‘order placers’ in public procurement rather than value adding individuals, as shown by their level in the hierarchy defined by the PPDA Act. Thus, it matters less whether a procurement officer has the required competencies to perform the job effectively or to cope more effectively with the challenges and demands of their work (Atkinson, 2003; Raymond, 2008; Meyerson & Kline, 2008). As a result, procurement officers have lost confidence in their work and can neither control nor influence their work outcomes. This translates into low self efficacy which confirms the officers’ incompetency and further lowers their effort, leading to poor performance in central government PDEs.

## **1.3 Purpose of the study**

The purpose of the study was to examine the relationship between competencies, self efficacy and procurement officers’ performance in central government PDEs.

## **1.4 Objectives of the study**

- i. To examine the relationship between competencies (operant and personal competencies) and procurement officers’ performance
- ii. To examine the relationship between self efficacy and procurement officers’ performance

## **1.5 Research Questions**

- i. What is the relationship between competencies (operant and personal competencies) and procurement officers' performance?
- ii. What is the relationship between self efficacy and procurement officers' performance?

## **1.6 Scope of the study**

### **1.6.1 Subject scope**

The study focused on competencies, self efficacy and procurement officers' performance in Central Government PDEs, with an overall aim of establishing the competency profile of procurement officers.

### **1.6.2 Time scope**

The study focused on the period from 2003 to date. This is because public procurement is regulated by the PPDA Act which came into effect in 2003.

### **1.6.3 Geographical scope**

The study was conducted in the Central Government PDEs located in Kampala District and Entebbe Municipality in Uganda. These included 13 commissions, 19 ministries, 2 referral hospitals, 6 academic institutions and 78 parastatals and statutory bodies.

## **1.7 Significance of the study**

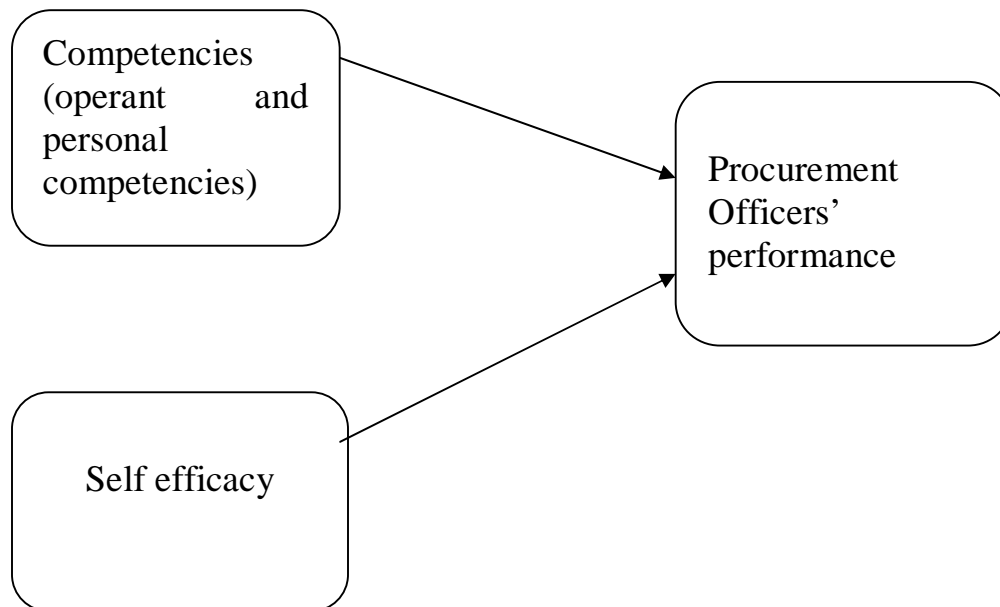
- i. The study will also clarify on and facilitate understanding and development of competencies required for procurement officers to add value to Central Government PDEs.
- ii. The study will also be useful to policy makers because it will help in identifying key performance indicators which might be instrumental in revitalizing the performance of

procurement officers. In addition, the study will provide new practical insights useful for planning, assessing, monitoring and evaluating procurement officer performance

- iii. The study findings will help the PPDA unit (capacity building) to design relevant approaches for developing competencies and self efficacy of procurement officers to lead to continuously superior performance.
- iv. The study will benefit the researcher since it is undertaken as a requirement for the award of the Master of Business Administration (MBA) of Makerere University.

## 1.8 Conceptual Frame work

**Figure 1: Conceptual framework**



**Source: Developed from Literature**

The conceptual framework depicts the relationship between competencies of procurement officers and procurement performance as discussed in various studies (Ryan, Emmerling & Spencer, 2009; Hudson, 2008; Boyatzis, 1982, 2007; McClelland, 1973, 1998; Spencer & Spencer, 1993; Spencer, 2001, 2003; McLagan, 1997) and the relationship between self efficacy

of procurement officers and procurement performance (Heslin & Klehe, 2006; Appelbaum & Hare, 1996; Orpen, 1999, Bandura, 1997).

According to studies by Hudson (2008), procurement officers must possess an uncommonly varied mix of technical as well as personal competences in order to consistently distinguish themselves as superior performer. However, the complex nature of the procurement role coupled with its growing strategic role require high self efficacy to complement the competences and enhance performance of the procurement officers.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter involves a critical review of both theoretical and empirical data in existing literature on competencies, self efficacy and procurement performance, the relationship between competencies of procurement officers and procurement performance and the relationship between self efficacy of procurement officers and procurement performance.

#### **2.1 A Case of Competence Profiling for Procurement Officers in Central Government PDEs in Uganda**

##### **Description of the case**

The procurement profession is responsible for specifying, sourcing, providing access to and management of the external resources and assets that an organisation needs, or may need, to fulfill its strategic objectives. Procurement professionals use their knowledge and experience of resource and supply management to scrutinize supply market opportunities and implement departmental resourcing strategies which deliver the best possible outcome to the organisation, its stakeholders and customers (Government Procurement Service UK, 2010).

Government Procurement Service UK (2010) defines a procurement officer as anyone who spends the majority of their working time in a role that:

- Adds value to the quality and cost effectiveness of the acquisition of goods, services, assets and works.

- Impacts upon commercial relationships during one or more stages of the procurement cycle, from product or service conception through to the eventual disposal of the asset or termination of contract.
- Extracts the value of these goods and services over the lifetime of any contractual arrangement, and
- Develops contracts that both secure value for money and comply with legal and policy requirements.

In Uganda, the PPDA describes a procurement officer as a person who undertakes the process of procurement and disposal activities in accordance with existing procedures and laws (PPDA Act). The officers require a full qualification in a procurement field, such as the Bachelor's degree in procurement and supply chain management, coupled with experience to undertake their duties and responsibilities efficiently and effectively. In addition, the Institute of Procurement Professionals of Uganda (IPPU) requires members to acquire a graduate diploma in purchasing and supply chain management from the Chartered Institute of Purchasing and Supply (CIPS) of UK.

The Ministry of Finance Planning and Economic Development (MOFPED) acting in consultation with the PPDA Unit is mandated to stipulate the procurement competences in Uganda. The competences of the procurement officers are stipulated in the scheme of service for the procurement cadre which is generated by MOFPED and is submitted to relevant authorities for approval and can be revised from time to time as deemed necessary by the PPDA. The scheme of service for the procurement officers is applicable in both central and local governments as a basic instrument to guide recruitment, promotion, staff training and development, career growth and performance reviews.

According to PPDA job profiling for procurement cadres, the cadres have been categorized into four different job grades which include principal procurement officer, senior procurement officer, procurement officers and assistant procurement officer. Every job grade of procurement officer has got a specific job purpose, duties and responsibilities, qualifications and required experience. For purposes of this study, the focus was on the grades of principal procurement officer, senior procurement officer and procurement officer as extracted from the Ministry of Finance Planning and Economic Development (MOFPED) and PPDA revised scheme of service for procurement cadres of 2009.

### **Principal procurement officer**

The role is to coordinate procurement and disposal activities to ensure value for money in line with the entity mandate.

### **The Key Duties and Responsibilities of the Principal procurement officer are;**

- Monitor the procurement and disposal process to check compliance with the public procurement and disposal law
- Review and submit procurement and disposal reports to the relevant authorities.
- Establish procurement and disposal unit human resource requirement and manage performance and development of staff.
- Establish inventory management system to monitor stock movements in the entity.
- Conduct regular local and global market analysis to establish trends on innovations to ensure value for money.
- Carry out risk management analysis in the supply chain to mitigate bottlenecks.
- Contract management in line with the procurement laws and contract terms.

**Key qualifications required for the role of principal procurement officer**

A first degree in Procurement or Purchasing and Supplies, or a first degree in Economics, Business Administration and Commerce with a post-graduate diploma in procurement and supplies, might be appropriate entry-level qualifications with CIPS as a must and with a minimum of 6 years experience.

**Senior Procurement Officer**

The purpose of the job is to monitor the implementation of procurement and disposal of assets function.

**Key Duties and responsibilities of the senior procurement officer are;**

- Evaluate and monitor implementation of procurement and disposal of assets, policies, procedures and guidelines and make appropriate recommendation.
- To develop and implement appropriate internal procurement and disposal of assets systems consistent with legal and regulatory frame work to enable timely procurement and realization of value for money.
- To prepare documentation, for approval and dissemination to relevant stakeholders.
- Liaise with suppliers and other stakeholders to ensure timely production of outputs
- Provide secretarial services to the contracts committee.

**Key qualifications and experience expected**

A first degree in business administration, procurement, commerce, law or economics. The requirement for a postgraduate diploma in purchasing and supply, accredited by CIPS (UK) is necessary. Unlike 6 year experience for principal procurement officer, the senior procurement officers may require 3 year working experience for this portfolio.

**Procurement officer**

The purpose of the this job in central government or local government is to process procurement and disposal activities in accordance with existing procedure and law.

**Key duties and responsibilities**

- Prepare draft procurement plan for the entity
- Process procurement and disposal requisitions
- To prepare bid documents and participate in evaluation of bids
- To maintain procurement and disposal records within the PDE

**Key qualifications and experience expected**

A first degree in business administration, procurement, commerce, law or economics. The requirement for a postgraduate diploma in purchasing and supply accredited by CIPS (UK) is necessary is an added advantage although not a must at this level. Work experience may not be necessary as most of the candidates are fresh graduates from higher institution of learning.

All the three job grades (principal procurement officer, senior procurement officer and procurement officer) have a cluster of behaviors, skills and knowledge (competences) which are needed to undertake a job effectively. These competences are divided into two sets which are technical and behavioral competence factors.

The key technical competences of procurement officers in Uganda emanate from the process of procurement for instance procurement plan and budget, procurement requisition, confirmation of the available funds, review of specifications procurement methods evaluation criteria potential supply market, procurement method approval, preparation of bidding documents, approval of bidding documents, advertisement and invitation for bids, receipt and

opening of bids, evaluation of bids, review of evaluation report (approval and rejection), award of contract, signing of contract (communicate award, administrative review), contract management and monitoring, contract performance evaluation.

However there are no clear behavioural competencies to be adopted by procurement officers in central government and local government (Ojambo, 2010 - PPDA training and capacity building department). Most of the required behavioral competencies are generic as benchmarked from the PPDA Act code of conduct and the Public service code of conduct manual.

### **Capacity Building**

The capacity building department is one of the departments in the PPDA unit. It is dedicated to capacity building by developing training modules, conducting training programmes, either directly or through other agencies, and promoting professional development. Modules have been prepared on various aspects of the law and good practice, targeting procurement practitioners and other stakeholders, including suppliers. To address the need for greater professionalism, higher education institutions have been encouraged to develop programmes in purchasing and legal. In addition, measures have been put in place to establish a national professional body that would control entry to the purchasing profession and regulate the conduct of its members.

## Summary of key technical competence factors and their levels

**Table1: PPDA procurement operant competences**

Procurement Officer								
No	Responsibility area	Interaction with people/institution	Content of interaction with each group	Common problems	Decisions taken	Flexibility	Competencies	Job qualifications and experience
1.	Prepare procurement plans for the entity	Users dept PPDA MOFPED	-Solicitation of work plans. -Follow up submissions of the various departments work plans. -Submission of procurement work plans. -Receive requisitions forms and advice on any gap	-Excessive delays from users depts. -In the submission of work plans -Lack of cooperation (information is deliberately hidden)	-Best procurement methods to be adopted -When to amalgamate requirements -Verification of information	-Get information from other source -Explain to the users the affordable levels	-Procurement knowledge -Planning skills -Interpersonal relations -Computer skills -Analytical skills	Degree in procurement, business administration, economics or full CIPS
2.	Process procurement and Disposal requisitions	Users depts. Contract committee	-Ensure proper filling of requisition forms and all necessary approvals -Ensure that the commitment system is adhered to by having pp form 20 filled in by account to confirm source of funding. -Seek authorization of procurement and disposal activities -Ensure that user department adheres to procurement plans by notifying them to initiate	-Delays in signing and approval -Failure by user dept to refers to approved work plans and budgets -Failure to uphold the commitment system	-When to raise requisitions basing on the procurement method adopted. -Categorization of various procurements	-Contingency plan for the delays. -Appoint more than one contract manager -Refer to higher authority on vested interests	-Procurement knowledge. -Information technology skills	

			<p>the requisitions as planned.</p> <ul style="list-style-type: none"> <li>-Preparation of submissions to contracts committee</li> <li>-update pre-qualified list for the entity</li> </ul>					
3.	To prepare bid documents and participate in evaluation of bids	<ul style="list-style-type: none"> <li>-Suppliers committee</li> <li>-Contract committee</li> <li>-User dept Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>-Discussion of specifications and terms of reference.</li> <li>-Approval of Bid documents/solicitation</li> <li>-Approve evaluation teams and evaluation reports</li> <li>-review of bid documents and evaluation reports</li> <li>-Clarifications on the specifications, terms of reference and bid documents</li> </ul>	<ul style="list-style-type: none"> <li>- Ambiguity from user department in expressing</li> <li>-Ignorance about procurement procedures and processes</li> <li>-Un necessary complaint from bidders</li> <li>-Information leakages ( lack of confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>-Decision on which firms to disqualify</li> <li>- Decision on submission dates, bid security amount and expiry in relation to the law.</li> </ul>	<ul style="list-style-type: none"> <li>-Use restricted bidding/ direct method of sourcing.</li> <li>-Develop systems/ frame work contracts</li> </ul>	<ul style="list-style-type: none"> <li>-Market knowledge</li> <li>Procurement knowledge</li> <li>Communication skills</li> <li>Customer relationship skills</li> <li>Negotiation skills</li> </ul>	
4.	Maintain procurement and disposal records within the entity	User dept	<ul style="list-style-type: none"> <li>-submit reports on monthly/quarterly basis</li> <li>-procurement and disposal files maintained for all activities</li> <li>-Payments records and contract committee decisions.</li> <li>-accountability reports</li> <li>-respond to all procurement related queries raised in the area of procurement</li> </ul>	<ul style="list-style-type: none"> <li>-Delays in submitting information</li> <li>-Lack of record keeping skills from various stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>-Decisions on filling methods</li> <li>-Selection of particular records to be kept</li> </ul>	<ul style="list-style-type: none"> <li>-Consider giving information to only mandatory accountability centers</li> </ul>	<ul style="list-style-type: none"> <li>-Skills in record management</li> <li>-Report writing skills</li> </ul>	

Source: PPDA (Training and Capacity Building department)



## 2.2 Competencies

According to the Scottish Government (2008), the diversity of the work involved in public procurement necessitates that procurement officers are competent in a wide variety of generic procurement skills in addition to the specific technical skills and knowledge required when procuring for different sectors and commodities. Thus, it is arguably becoming more important to identify, develop and assess the competencies of procurement officers in public procurement to ensure that procurement activity is both compliant with legislation and obtaining value for money.

According to Boyatzis (2007), a competency is defined as a capability, ability or an underlying characteristic of an individual which is casually related to effective or superior performance. It is a set of related but different sets of behavior organized around an underlying construct, which we call the “intent”. The behaviors are alternate manifestations of the intent, as appropriate in various situations or times.

It is important to clarify the difference between the concepts of “competence” and “competency”; competence refers to areas of work in which the person is competent and competency refers to the dimensions of behaviour underlying competent performance (Kagaari & Munene, 2007; Palan, 2003). However, for purposes of this study, competency (and its related plural form) is adopted from Armstrong (2000) as a hybrid term containing the two aspects of competence and competency. Thus, the concept of competency is used to refer to applied knowledge and skills, performance delivery, and the behaviours required to get things done very well (Armstrong and Baron, 1995).

According to Hutton and Moulton (2004), competencies are divided into two categories, the technical or operant competencies and the behavioural or personal competencies. Technical

competencies are any technical skills which are necessary for a job role; behavioural competencies are usually an expression of the softer skills involved in effective performance at a company. Technical competencies typically learned in an educational environment or on the job. On the other hand, behavioral competencies like decisiveness, integrity and dealing with pressure are learned through life experiences and form our behavior patterns.

Technical competencies are often seen as being more important since they are more overt and easily measured. However, Russell (2004) and Hutton and Moulton (2004) stress that behavioural competencies are equally important as they constitute abilities and characteristics that help people make the most of their technical competences on the job.

### **2.3 Competency profiling**

According to Post and Brunett (2006) and Gupta (2005), changes in the work environment, priorities and policies in public procurement have made it increasingly important to identify competencies required for superior performance and to address the gap between required and existing skills and knowledge. Specific areas of knowledge must be developed and/or strengthened to enable procurement officers to meet the challenges of the government's environment and requirements, thus the need of competency profiling for procurement roles.

Competency profiling is a process through which key result areas or principal accountabilities of the incumbent, competencies and critical outputs could be obtained. These indicate what the role holder has to be able to do and the behavior required to perform the role effectively (Armstrong, 2000).

According to Hudson (2008) the role and competencies of the procurement officer are more complex and distinctly different from other roles in the organization, making the profile very rare and hard to develop. However, Palan (2003) asserts that the key to successful

competency profiling lies in defining dimensions for the competency profile. These dimensions include the type of the competency, which can be core, behavioral, functional or role competency and the level (overt or underlying) at which the competency exists. In addition, there is need to collect data to validate the identified competencies before they are adopted. The most commonly used methods of data collection include management interviews, resource panels or focus groups, behavioral event interviews, generic competency dictionaries and observation.

## **2.4 Self Efficacy**

At a time when organizations are ever more concerned about managing the performance of their employees, more attention is being given to goal setting, feedback, and performance appraisal. However, for people to actually achieve their goals and adapt to the expectations of others in the organization, they also need to believe in their own self-efficacy (Tams, 2007).

Self-efficacy is defined as people's belief in their capabilities to mobilize the motivation, cognitive resources, and courses of action needed to exercise control over events in their lives or the belief that one has the capability to organize and execute actions required to obtain any given result (Bandura, 2000, 1997, 1986; Wood & Bandura, 1989).

According to Heslin and Klehe (2006), there are three key sources of self-efficacy; enactive self mastery, role-modeling and verbal persuasion. Enactive self-mastery is achieved when people experience success at performing at least portions of a task, which convinces them that they have what it takes to achieve increasingly difficult accomplishments of a similar kind. Role modeling occurs when people observe others perform a task that they are attempting to learn or visualize themselves performing successfully. It provides people with ideas about how they could perform certain tasks and inspire their confidence that they can act in a similarly successful manner. Verbal persuasion builds self-efficacy when respected managers encourage

and praise individuals for their competence and ability to improve their effectiveness (Tams, 2007; Bandura, 1997).

## **2.5 Performance**

According to Ramboll Management (2008) performance is defined as achieving the set objectives and responsibilities from the perspective of the judging party. Consequently, indicators have to be gathered relating to activities conducted by procurement officers, the outputs produced by the activities, the intended outcomes (improved performance) and impact (more value for money). Further, procurement performance is the extent to which operational procurement outcomes demonstrate high levels of improved performance in lead time, cost, labor-productivity, and capacity utilization (Martinez-Martinez, 2008).

In order to achieve performance goals and increase the value of the procurement function, the two most fundamental dimensions of performance are efficiency and effectiveness. Efficiency measures how successfully the inputs have been transformed into outputs while effectiveness measures how successfully the system achieves its desired output (Kumar, Ozdamar & Ng, 2005; Neely, 1999).

According to Van Weele (2000) and Knudsen (1999), effectiveness is defined as the extent to which, by choosing a certain course of action, a previously established goal or standard is being met while efficiency is defined as the relationship between planned and actual sacrifices made in order to be able to realize a goal previously agreed upon. Efficiency is a rather narrow concept, focusing on the internal workings of the function, and is generally defined as the amount of resources used to produce a unit of output, which is time or cost based. Effectiveness, on the other hand, has been defined in terms of the degree to which a function meets its goals; the ability of the function to acquire needed resources; the internal health or internal processes of

the function; or the degree to which the function meets the needs of its constituencies (Dumond, 1994). Thus, performance can be considered as the extent to which the procurement officer is able to realize their predetermined goals at the sacrifice of a minimum of the organization's resources (Van Weele, 2000; Knudsen, 1999).

According to Dumond (1994), because procurement officers serve many customers (that is the company itself, other internal functions, other procurement professionals and the suppliers), several goals are needed to cover all vital responsibilities. As such, areas in which procurement goals and performance measures are frequently established include department costs, productivity, price, incoming quality, supplier profile, inventory, incoming on-time, order cycle time and documentation. Performance measures are established to support the achievement of goals and are provided with the intent to motivate, guide and improve an individual's decision making. These measures can be categorized into areas such as workload, quality, operations or price. In addition, because the purpose of measurement is to guide and improve performance, providing feedback to individuals with regard to where they stand on the performance measures is essential. This can enhance performance by providing motivation or information about the correctness and adequacy of work behaviour, and can also provide workers with a sense of accomplishment, competence and control.

## **2.6 Relationship between competencies and performance**

Previous studies (Ryan et al, 2009; Boyatzis, 1982, 2007; McClelland, 1973, 1998; Spencer & Spencer, 1993; Spencer, 2001, 2003) have highlighted the validity and utility of competencies in predicting workplace performance across a variety of settings, possibly including procurement performance. In addition, competencies are a product of a job and once generated, they link work, people and strategies for improving performance (McLagan, 1997).

Hudson (2008) reinforces the above studies, asserting that identifying and nurturing competencies is crucial if procurement officers are to distinguish themselves as high performers.

According to Boyatzis (2007), the theory of performance is the basis for the concept of competency. Maximum performance is believed to occur when the person's capability or competency is consistent with the needs of the job demands (roles and responsibilities) and the organizational environment, systems and structures (Boyatzis, 1982).

Competencies are framed as abilities related to motive and personality constructs that influence the frequency and intrinsic affective value associated with the execution of specific behaviours and cognitive-affective processes. In this way, competencies not only imply what an individual is capable of doing but what they want to do. Thus for effective prediction of work performance, both of these factors have to be taken into account. This implies that competencies differ significantly from abilities, because motives form a critical element of the theoretical framework. In other words, abilities inform you about what a person can do, while competencies provide insight into what a person can and will do (Ryan et al, 2009).

Bergenhengouwen, Horn and Mooijman (1996) argued that in a work context, individuals must possess a range of personal competencies along with task specific competencies to perform effectively. Many organizations therefore combine both personal competences and job based competences. In this regard Russell (2004) stresses that although most models do not necessarily balance these two differing aspects effectively, success in a role depends on the ability to effectively match the technical competencies of the role with its required behavioural competencies.

However, according to Palan (2003), although competencies are essential for performance, they are by themselves inadequate for effective performance in a job. Thus, the

possession of a functional competency is no guarantee that there will be superior performance because a person may have a competency but is unable to use it, which inhibits effective performance in a job.

## **2.7 Relationship between self efficacy and performance**

According Bandura (1997), self-efficacy refers to a person's belief in his or her capability to successfully perform a particular task. Together with the goals that people set, self-efficacy is a powerful motivational predictor of how well a person will perform at almost any endeavour. A person's self-efficacy is a strong determinant of their effort, persistence, strategizing, as well as their subsequent job performance. Besides being highly predictive, self efficacy can also be developed in order to harness its performance enhancing benefits (Heslin & Klehe, 2006; Appelbaum & Hare, 1996).

According to Orpen (1999), effective job performance does not typically depend only on individuals having the appropriate skills but also on them applying them correctly. This is because individuals are unlikely to make the effort to correctly apply their skills unless they believe they can do so, i.e. unless they have positive or strong self-efficacy beliefs (Bandura, 1986), with skill being relatively constant.

High self efficacy improves employees' capacity to collect relevant information, make sound decisions, and then take appropriate action, particularly when they are under time pressure. In areas where their self efficacy is low, people often see a negative outcome as confirming the incompetence they perceive in themselves. For procurement officers, this has led to loss of confidence and failure to control outcomes of work (Raymond, 2008; Atkinson, 2003). As a result, there is a vicious cycle, whereby ambiguous results are considered as evidence of perceived inability, further lowering procurement officers' self-efficacy, effort, and subsequent

performance (Heslin & Klehe, 2006; Orpen, 1999). Accordingly, Hudson (2008) asserts that self efficacy beliefs of procurement officers, which are determined by the officers' level of empowerment, are crucial to superior procurement performance.

However, there have been conflicting findings in previous studies regarding the effect of self efficacy on performance. According to Stajkovic and Luthans (1998a), self efficacy powerfully determines individual performance. As such, people with high self efficacy will expend sufficient effort to execute a task while people with low self efficacy will give up when they encounter difficulty and will fail to complete the task. On the other hand, Katz-Navon and Erez (2005) found no relationship between self efficacy and performance. This view is further reinforced by Stajkovic and Luthans (1998b) who concede that self-efficacy alone will not spark people to effort.

## **2.8 Conclusion**

The people with the potential to be highly effective in the procurement function are rare as they require high ability to adapt rapidly to their changing circumstances as well as a diverse competency profile to demonstrate value and deliver superior performance. However, studies have also shown that although competencies are essential for performance, they are not by themselves adequate for effective performance in a job. This coincides with efforts to build self efficacy to compliment procurement officers' competencies and lead to superior performance. Thus, this study is carried out to develop a competency profile for procurement officers as well as devise ways of enhancing self efficacy and improving performance.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter describes the research design, the study population, sample size and design, research instruments, measurement of variables, research procedure, reliability and validity of the instrument, data collection and analysis methods that were used in conducting the study on competencies of procurement officers, self efficacy and performance.

#### **3.1 Research Design**

The researcher used a cross sectional survey design in the collection and analysis of data. The research was conducted in two phases; phase one was a qualitative study whereby a 32 - item interview guide (Munene, Bbosa & Eboyu, 2004; OCAP model) was used to profile the competencies of a chosen sample of procurement officers in the public sector. From this, five key result areas (KRAs), competencies and critical outputs were developed. Phase two was a quantitative study, where items from the generated competencies in phase one were combined with self efficacy and performance measures to constitute a questionnaire for sample respondents.

#### **3.2 Study Population**

The study population was composed of procurement officers in Central Government Procuring and Disposing Entities (PDEs). The study was based on a total of 118 Central Government PDEs which include 13 commissions, 19 ministries, 2 referral hospitals, 6 academic institutions and 78 parastatals and statutory bodies (PPDA, 2010; Muhwezi, 2009). According to

the PPDA Capacity Building Department (2010) records, each ministry has a target population of 3 procurement officers while the commissions, hospitals and parastatals have a target population of 2 procurement officers each, making a total of 255 procurement officers constituting the study population. The term procurement officer was used to apply to procurement officers, senior procurement officers and principal procurement officers in the PDEs. This was because following the qualitative study, it was determined that there were no significant differences between the KRAs for each grade.

### 3.3 Sample Size

Basing on the study population of 255 procurement officers, a sample of 196 procurement officers was selected and considered adequate for the study (Krejcie & Morgan, 1970).

**Table 2: Sample Size**

<b>Type of Organisation</b>	<b>No. of PDEs</b>	<b>No. procurement officers</b>	<b>Sample size</b>
<b>Commission</b>	13	26	<b>24</b>
<b>Ministry</b>	19	57	<b>48</b>
<b>Hospitals</b>	2	04	<b>04</b>
<b>Academic Institutions</b>	6	12	<b>12</b>
<b>Parastatal/Statutory body</b>	78	156	<b>108</b>
<b>Total</b>	<b>118</b>	<b>255</b>	<b>196</b>

**Source: PPDA (2010); Muhwezi (2009); Krejcie and Morgan (1970)**

### 3.4 Sampling Procedure

The study adopted the stratified random sampling to acquire a sample which was used to collect data for the study. The PDEs were sub divided in to five categories of commissions,

hospitals, ministries, academic institutions and parastatals. From each category, respondents were selected using simple random sampling, with a view to obtain data which accurately represents the population and categories studied. The sample constituted procurement officers who have been involved in public procurement in the period between 2003 and 2009.

### **3.5 Sources of Data**

The study relied on primary sources of data. An interview guide and a structured self administered questionnaire were used to collect qualitative and quantitative data respectively.

### **3.6 Research instrument**

In the phase one, a 32 - item interview guide (OCAP Model) was used to collect qualitative data. For quantitative data, the researcher used a self administered questionnaire, which was divided into four sections; biographic information, competencies, self efficacy and performance. The questionnaire sought responses that measured the study variables on a 6-point likert scale.

### **3.7 Measurement of Research Variables**

Measures for the variables were obtained from studies undertaken by previous scholars.

- **Competencies of procurement officers:** Competencies were measured on a six point scale ranging from ‘this is not like me at all’ (1) to ‘this is very much like me’ (6). The items used to measure competencies were generated from information that was collected during the competence profiling and analysis using the OCAP model with modifications (Munene et al, 2004).
- **Self efficacy:** Self efficacy was measured on a six point likert scale based on the percentage of time the procurement officers spent when faced with situations that create difficulties in

their job. The scale ranged from '10%-25% of the time' (1) to '85%-100% of the time' (6). This scale, adopted from Schwarzer and Jerusalem (1993) and in line with Bandura (1997) guidelines, was modified with the guidance of the research supervisors to meet the specific requirements of the study.

- **Procurement performance:** Procurement officers were rated by their supervisors or peers on a scale describing the efficiency and effectiveness dimensions of procurement performance using the parameters of quality, transaction costs, delivery time, internal customer satisfaction and supplier relations (Kumar, Ozdamar & Ng, 2005; Van Weele, 2000; Knudsen, 1999).

### **3.8 Validity and Reliability of the Research Instrument**

For purposes of language clarity, relevance and comprehensiveness of content, the researcher sought guidance from various research experts who moderated the tools to fit the study objectives. The researcher made reference to scholarly material to assess measurement scales applicable to the study variables. 10% of the questionnaires were then pilot tested on selected respondents in order to pretest their validity. To ensure reliability of the research instrument, the Cronbach Alpha Coefficient was used. Cronbach coefficients of 0.5 and above were considered adequate.

**Table 3: Reliability of the instrument**

Variables	Cronbach Alpha
Operant competences	.733
Personal competences	.701
Self efficacy	.848
Performance	.793

### 3.9 Data Processing and Analysis

The collected data was organized and edited at the end of each step to ensure accuracy, completeness and consistency of the information given by the respondents. Qualitative data collected during the competency profiling was tabulated and tallied to reduce the population of potential items for measuring the competencies of procurement officers. Quantitative data was coded and analyzed using Statistical Package for Social Scientists (SPSS).

Descriptive statistics were used to describe sample characteristics. The relationship between competencies of procurement officers, self efficacy and performance was analyzed using correlation coefficient to establish the direction and strength of the relationships between variables. Regression analyses were carried out to determine the extent to which the independent variables predict the dependent variable. In addition, ANOVA tests were run on the data.

## CHAPTER FOUR

### PRESENTATION AND INTERPRETATION OF FINDINGS

#### 4.0 Introduction

This chapter presents analyzed data including descriptive findings, inferential data findings and other findings of the study. Analyses run on the data include descriptives, correlation and regression analysis and the analysis of variance (ANOVA).

#### 4.1 Descriptive characteristics of the sample

In this section, the demographic characteristics of the sample under study are presented. These include: tenure of service, gender, academic qualification, age, professional training, professional qualification and type of the organization of the respondents. Data were received from a total of 160 respondents out of the 196 targeted procurement officers in central government PDEs, representing 82% response rate.

**Table 4: Frequency distribution of respondents by tenure of service**

	F	Valid %
<b>Tenure of Service</b>		
0-1 year	1	0.6
2-3 year	30	18.8
4-5 year	82	51.3
6-7 year	47	29.4
Total	160	100.0

**Source: Primary data**

Majority of the respondents (53.1.2%) have work experience of between 4-5 years, followed by (29.4%) with 4-5 years. Other respondents were 18.8% and 0.6% having work experience of 2-3 years and 0-1 year respectively.

**Table 5: Frequency distribution of respondents by academic qualification**

	<b>F</b>	<b>Valid %</b>
<b>Academic Qualification</b>		
Diploma	2	1.3
Degree	82	51.3
Masters	76	47.5
Total	160	100.0

**Source: Primary data**

Results show that more than half of the respondents (51.3%) hold a Bachelors degree while 47.5% hold a Masters degree and only 1.3% have a diploma as their highest qualification.

**Table 6: Frequency distribution of respondents by age group**

	<b>F</b>	<b>Valid %</b>
<b>Age Group</b>		
25-31 years	28	17.5
32-38 years	64	40.0
39-45 years	54	33.8
46-52 years	13	8.1
53-59 years	1	0.6
Total	160	100.0

**Source: Primary data**

Majority of the respondents were in the age groups of 32-38 years and 39-45 years at a 40.0% and 33.8% respectively. 17.5% fall under the 25-31 years age group while 8.1% are in the 46-52 years age group. The percentage drops further to 0.6% for the 53-59 years age group.

**Table 7: Frequency distribution of respondents by gender**

	<b>F</b>	<b>Valid %</b>
<b>Gender</b>		
Male	109	68.1
Female	51	31.9
Total	160	100.0

**Source: Primary data**

By gender, male respondents draw a higher percentage than female respondents at 68.1% for male and 31.9% for female.

**Table 8: Frequency distribution of respondents by professional training**

	<b>F</b>	<b>Valid %</b>
<b>Professional training</b>		
Accountancy	17	10.6
Social sciences	8	5.0
Marketing	9	5.6
Procurement	126	78.8
Total	160	100.0

**Source: Primary data**

Majority of respondents (78.8%) have undergone professional training in procurement while training in accountancy, social sciences and marketing account for 10.6%, 5.0% and 5.6% respectively.

**Table 9: Frequency distribution of respondents by professional qualification**

	<b>F</b>	<b>Valid %</b>
<b>Professional qualification</b>		
CIPS	65	40.6
ACCA	16	10.0
ICSA	14	8.8
CIMA	3	1.9
CIPD	62	38.8
Total	160	100.0

**Source: Primary data**

Respondents with the CIPS professional qualification had the highest percentage at 40.6%, closely followed by the CIPD professional qualification at 38.8%. ACCA and ICSA registered 10.0% and 8.8% respectively while CIMA registered the lowest percentage at 1.9%. Although CIPS registered the highest percentage as a stand alone, the other qualifications, if compounded would register a majority percentage of 59.4% implying that on average, persons



working in the procurement portfolio were professionally qualified in areas which were not procurement.

**Table 10: frequency distribution of respondents by type of the organization**

	<b>F</b>	<b>Valid %</b>
<b>Type of Organisation</b>		
Parastatal	79	49.4
Commission	26	16.3
Boards	6	3.8
Referral hospital	4	2.5
Ministry	39	24.4
Academic Institution	6	3.8
Total	160	100

**Source: Primary data**

49.4% of the sampled respondents work with Parastatals followed by Ministries and Commissions at 24.4% and 16.3% respectively. Academic institutions and Boards both registered 3.8% while Referral hospitals registered the lowest at 2.5%.

#### **4.2 Descriptive statistics of the sample**

This section presents information about the descriptive statistics of all variables measured on a “6 point likert scale”.

**Table 11: Descriptive statistics of the variables**

	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Operant Competencies</b>	4.30	5.71	5.28	.227
<b>Key Personal Competencies</b>	3.93	5.93	5.16	.361
<b>Competencies (pooled)</b>	4.34	5.82	5.22	.258
<b>Self Efficacy</b>	2.33	5.56	4.58	.585
<b>Performance</b>	3.76	5.41	4.74	.345
<b>Valid N (listwise)</b>	160			

**Source: Primary data**

Table 11 above indicates that majority of the respondents had a high perception of both operant competencies and key personal competencies and competencies were generally perceived as being very important to procurement officers in the central government PDE with mean scores of 5.28, 5.16 and 5.22 – ‘this is like me’ respectively. The mean scores also imply that procurement officers in central government PDEs have competencies, the operant being higher than the personal. The standard deviation scores for all variables are less than 1 implying that the mean scores gave a fair representation of the results of the study. This can be explained by the fact that the PPDA Act, which governs public procurement in Uganda, clearly lays out the functions and competencies of persons working in the PDEs. Aspects relating to performance are also clearly laid out in the Act. However, issues relating to self efficacy have not been fully developed in public procurement, thus procurement officers often succumb to the manipulation of their peers at the expense of rational debate and principled positions (Ntayi, 2008).

#### **4.3 Pearson’s correlations of the study variables**

The Pearson’s correlation coefficient was conducted to determine the relationships between the variables operant competencies, personal competencies, general competencies, self efficacy and performance of procurement officers. The objectives of the study were to establish the relationship between competencies (operant and personal competencies) and performance and self efficacy and performance of procurement officers.

**Table 12: Pearson's correlations of the study variables**

	1	2	3	4	5	6	7	8	9	10
<b>OCAP Proc work plan (1)</b>	1.00									
<b>OCAP Records (2)</b>	.412**	1.00								
<b>OCAP Source docs (3)</b>	.274**	.389**	1.00							
<b>OCAP Evaluation (4)</b>	.205**	.292**	.467**	1.00						
<b>OCAP Contract process (5)</b>	.128	.250**	.269**	.486**	1.00					
<b>Operant Competencies (6)</b>	.530**	.671**	.697**	.746**	.704**	1.00				
<b>Key Personal Competencies (7)</b>	.247**	.342**	.349**	.205**	.527**	.515**	1.00			
<b>Competencies (8)</b>	.406**	.535**	.551**	.472**	.678**	.800**	.926**	1.00		
<b>Self Efficacy (9)</b>	.080	.245**	.276**	.284**	.234**	.340**	.314**	.370**	1.00	
<b>Performance (10)</b>	.027	.199*	.114	.036	.225**	.192*	.429**	.385**	.202*	1.00

**Source: Primary data**

\*\* . Correlation is significant at 0.01 level (2-tailed)

\* . Correlation is significant at 0.05 level (2-tailed)

#### **4.3.1 Operant competencies and performance of procurement officers**

Results show that there is a significant relationship between operant competencies and performance ( $r = .192$   $p < .05$ ). This implies that the higher the technical competency of a procurement officer, the higher the officer's level of performance. Further results showing the breakdown of the operant competencies into its component key result areas also reveal that there is a significant relationship between management of the contract process and performance of

procurement officers ( $r = .225$   $p < .01$ ) and procurement records keeping and performance ( $r = .199$   $p < .05$ ). However, there is no statistical evidence that supports the relationship between preparation of procurement work plans, preparation of source documents and procurement evaluation and performance of procurement officers.

#### **4.3.2 Key personal competencies and performance of procurement officers**

Table 12 above shows that there is a strong significant relationship between personal competencies and performance of procurement officers ( $r = .429$   $p < .01$ ), which implies that personal competencies are a strong predictor of performance for procurement officers.

#### **4.3.3 Competencies and performance of procurement officers**

There is a strong significant relationship between competencies and performance of procurement officers ( $r = .385$   $p < .01$ ), as shown in the table above. Although results reveal a stronger relationship between personal competencies and performance than operant competencies, the implication of this finding is that procurement officers must blend both personal and operant competencies to achieve the desired performance outcomes.

#### **4.3.4 Self efficacy and performance of procurement officers**

Results show that there is a significant relationship between self efficacy and performance of procurement officers ( $r = .202$   $p < 0.05$ ). This implies that performance is likely to improve as self efficacy increases.

#### 4.4 Regression analysis

The regression analysis was used to find the influence of independent variables on the dependent variable, that is the extent to which competencies (operant and personal) and self efficacy predicted performance of procurement officers.

**Table 13: Regression analysis showing the effect of procurement competencies and self efficacy on performance procurement officers**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.046	.513		3.988	.000
Competencies	.480	.106	.359	4.541	.000
Self Efficacy	.041	.047	.070	.881	.379
<b>Dependent Variable: Performance</b>					
R Square	.152				
Adjusted R	.142		Sig.		.000

**Source: Primary data**

Results in table 13 above show that 14.2% variance in performance of procurement officers is attributed to competencies and self efficacy (Adjusted R Square = .142), thus the remaining variance of 85.8% can be attributed by other factors outside the scope of this study. The study also reveals that competencies are more statistically significant predictors of performance of procurement officers (Beta = .359, Sig. = .000) than self efficacy (Beta = .070, Sig. = .379). In general, the regression model fit was significant at sig. = .000.

**Table 14: Regression analysis showing the effects of operant competencies, key personal competencies and self efficacy on performance of procurement officers**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.856	.581		4.911	.000
Operant Competencies	-.092	.131	-.061	-.707	.481
Key Personal Competencies	.414	.081	.433	5.084	.000
Self Efficacy	.051	.046	.087	1.119	.265
<b>Dependent Variable: Performance</b>					
R Square	.192				
Adjusted R	.176			Sig.	.000

**Source: Primary data**

The results in the above table show that 17.6% variance in performance of procurement officers is attributed to operant competencies, key personal competencies and self efficacy (Adjusted R Square = .176). The remaining variance of 82.4% can be attributed by other factors outside the scope of this study. The study also reveals that only key personal competencies are statistically significant predictors of performance of procurement officers (Beta = .433, Sig. = .000). Self efficacy (Beta = .087, Sig. = .265) and operant competencies (Beta = -.061, Sig. = .481) are not statistically significant predictors of performance of procurement officers. In general, the regression model fit was significant at sig. = .000.

#### 4.4 Analysis of Variance (ANOVA)

ANOVA was used to establish the difference in responses given for various attributes of the sample in relation to study variables.

**Table 15: ANOVA results for length of service by variable**

		N	Mean	Df	F	Sig.
<b>Operant Competencies</b>	0-1 year	1	5.4974	3	.536	.658
	2-3 years	30	5.2458	156		
	4-5 years	82	5.2850	159		
	6-7 years	47	5.2808			
	Total	160	5.2778			
<b>Key Personal Competencies</b>	0-1 year	1	5.4000	3	.713	.546
	2-3 years	30	5.2400	156		
	4-5 years	82	5.1463	159		
	6-7 years	47	5.1404			
	Total	160	5.1638			
<b>Competencies (pooled)</b>	0-1 year	1	5.4487	3	.364	.779
	2-3 years	30	5.2429	156		
	4-5 years	82	5.2157	159		
	6-7 years	47	5.2106			
	Total	160	5.2208			
<b>Self Efficacy</b>	0-1 year	1	4.4444	3	.453	.715
	2-3 years	30	4.6593	156		
	4-5 years	82	4.5894	159		
	6-7 years	47	4.5059			
	Total	160	4.5771			
<b>Performance</b>	0-1 year	1	4.7059	3	3.628	.014
	2-3 years	30	4.9196	156		
	4-5 years	82	4.7052	159		
	6-7 years	47	4.6809			
	Total	160	4.7382			

**Source: Primary data**

Results indicate that there are no significant differences across the length of service classification for operant competencies, personal competencies, competencies and self efficacy.

However, the results in the above table indicate that procurement officers who have a tenure of 2-3 years have a higher level of performance (mean = 4.9196) than those of 0-1 year (mean = 4.7059), 4-5 years (mean = 4.7052) and 6-7 years (mean = 4.6809). There was a significant difference across the tenure classifications of the level of performance of procurement officers (sig = .014).

**Table 16: ANOVA results for academic qualification by variable**

		N	Mean	Df	F	Sig.
<b>Operant Competencies</b>	Diploma	2	5.1664	2	.407	.667
	Degree	82	5.2892	157		
	Masters	76	5.2683	159		
	Total	160	5.2778			
<b>Key Personal Competencies</b>	Diploma	2	5.4333	2	.575	.564
	Degree	82	5.1650	157		
	Masters	76	5.1553	159		
	Total	160	5.1637			
<b>Competencies (pooled)</b>	Diploma	2	5.2999	2	.163	.850
	Degree	82	5.2271	157		
	Masters	76	5.2118	159		
	Total	160	5.2207			
<b>Self Efficacy</b>	Diploma	2	4.9444	2	.446	.641
	Degree	82	4.5583	157		
	Masters	76	4.5877	159		
	Total	160	4.5771			
<b>Performance</b>	Diploma	2	5.1176	2	1.347	.263
	Degree	82	4.7461	157		
	Masters	76	4.7198	159		
	Total	160	4.7382			

**Source: Primary data**



Results indicate that there are no significant differences across the academic qualification for all variables (sig = .667, .564, .850, .641 and .263 for operant competencies, personal competencies, competencies, self efficacy and performance respectively).

**Table 17: ANOVA results for age by variable**

		N	Mean	Df	F	Sig.
<b>Operant Competencies</b>	25-31 years	28	5.2486	4	.289	.884
	32-38 years	64	5.2958	155		
	39-45 years	54	5.2683	159		
	46-52 years	13	5.2825			
	53-59 years	1	5.3824			
	Total	160	5.2777			
<b>Key Personal Competencies</b>	25-31 years	28	5.1810	4	.127	.973
	32-38 years	64	5.1552	155		
	39-45 years	54	5.1506	159		
	46-52 years	13	5.2154			
	53-59 years	1	5.2667			
	Total	160	5.1638			
<b>Competencies (pooled)</b>	25-31 years	28	5.2148	4	.112	.978
	32-38 years	64	5.2255	155		
	39-45 years	54	5.2095	159		
	46-52 years	13	5.2489			
	53-59 years	1	5.3245			
	Total	160	5.2207			
<b>Self Efficacy</b>	25-31 years	28	4.7421	4	3.675	.007
	32-38 years	64	4.6649	155		
	39-45 years	54	4.3621	159		
	46-52 years	13	4.6068			
	53-59 years	1	5.5556			
	Total	160	4.5771			
<b>Performance</b>	25-31 years	28	4.7101	4	.947	.439
	32-38 years	64	4.7941	155		
	39-45 years	54	4.6776	159		
	46-52 years	13	4.7647			
	53-59 years	1	4.8824			
	Total	160	4.7382			

**Source: Primary data**

The findings revealed that there were no significant differences across the age groups for all variables except self efficacy (sig = .884, .973, .978 and .439).

Procurement officers aged 53-59 years have a higher perception of self efficacy (Mean = 5.5556) than those of 32 - 38 years (mean = 4.6649), 25 – 31 years (Mean = 4.7421), 39-45 years (mean = 4.3621) and 46 - 52 years (mean = 4.6068). There was a significant difference across the age group classifications of the perception of self efficacy (Sig = .007).

**Table 18: ANOVA results for gender by variable**

		N	Mean	Df	F	Sig.
<b>Operant Competencies</b>	Male	109	5.2552	1	3.418	.066
	Female	51	5.3259	158		
	Total	160	5.2778	159		
<b>Key Personal Competencies</b>	Male	109	5.1089	1	8.254	.005
	Female	51	5.2810	158		
	Total	160	5.1637	159		
<b>Competencies (pooled)</b>	Male	109	5.1820	1	8.029	.005
	Female	51	5.3035	158		
	Total	160	5.2207	159		
<b>Self Efficacy</b>	Male	109	4.5321	1	2.032	.156
	Female	51	4.6732	158		
	Total	160	4.5771	159		
<b>Performance</b>	Male	109	4.6719	1	3.418	.000
	Female	51	4.8800	158		
	Total	160	4.7382	159		

**Source: Primary data**

Results in table 18 above indicate that there was no significant difference in the gender classifications of the respondents in respect to operant competencies (Sig = .066) and self efficacy (sig = .156).

On personal competencies, female procurement officers had a higher perception with a mean of 5.2810 compared to the male counterparts with a mean of 5.1089. In addition, there was

a significant difference in the gender classification of the respondents in respect to the personal competences (Sig = 0.005).

The findings also indicate that female procurement officers still had a higher level of performance (mean = 4.8800) compared to male (mean = 4.6719) and there was a very significant difference in the level of performance in relation to gender (Sig = .000).

**Table 19: ANOVA results for professional training by variable**

		N	Mean	df	F	Sig.
<b>Operant Competencies</b>	Accountancy	17	5.3460	3	1.021	.385
	Social Sciences	8	5.2016	156		
	Marketing	9	5.3294	159		
	Procurement	126	5.2697			
	Total	160	5.2777			
<b>Key Personal Competencies</b>	Accountancy	17	5.1686	3	.010	.999
	Social Sciences	8	5.1833	156		
	Marketing	9	5.1630	159		
	Procurement	126	5.1619			
	Total	160	5.1637			
<b>Competencies (pooled)</b>	Accountancy	17	5.2573	3	.187	.905
	Social Sciences	8	5.1925	156		
	Marketing	9	5.2462	159		
	Procurement	126	5.2158			
	Total	160	5.2208			
<b>Self Efficacy</b>	Accountancy	17	4.4248	3	1,109	.347
	Social Sciences	8	4.7639	156		
	Marketing	9	4.8025	159		
	Procurement	126	4.5697			
	Total	160	4.5771			
<b>Performance</b>	Accountancy	17	4.7266	3	.404	.750
	Social Sciences	8	4.6250	156		
	Marketing	9	4.8039	159		
	Procurement	126	4.7423			
	Total	160	4.7382			

Source: Primary data

The results in table 19 above show that there are no significant differences in across the professional training classification for all variables (sig = .385, .999, .905, .347 and .750).

**Table 20: ANOVA results for professional qualification by variable**

		N	Mean	Df	F	Sig.
<b>Operant Competencies</b>	CIPS	65	5.3009	4	3.148	.016
	ACCA	16	5.3905	155		
	ICSA	14	5.2822	159		
	CIMA	3	5.4797			
	CIPD	62	5.2136			
	Total	160	5.2778			
<b>Key Personal Competencies</b>	CIPS	65	5.1333	4	3.96	.004
	ACCA	16	5.4083	155		
	ICSA	14	5.2714	159		
	CIMA	3	5.5333			
	CIPD	62	5.0903			
	Total	160	5.1637			
<b>Competencies (pooled)</b>	CIPS	65	5.2171	4	4.463	.002
	ACCA	16	5.3994	155		
	ICSA	14	5.2768	159		
	CIMA	3	5.5065			
	CIPD	62	5.1520			
	Total	160	5.2207			
<b>Self Efficacy</b>	CIPS	65	4.6137	4	3.781	.006
	ACCA	16	4.8194	155		
	ICSA	14	4.6984	159		
	CIMA	3	5.3704			
	CIPD	62	4.4104			
	Total	160	4.5771			
<b>Performance</b>	CIPS	65	4.6742	4	7.761	.000
	ACCA	16	5.0441	155		
	ICSA	14	4.8824	159		
	CIMA	3	5.2549			
	CIPD	62	4.6689			
	Total	160	4.7382			

**Source: Primary data**

The findings in table 20 revealed that the differences across professional qualification made a difference in the responses given for all study variables.

Findings reveal that procurement officers with a professional qualification of CIMA had a higher perception of operant competencies (mean = 5.4797) than those with CIPS, ACCA, ICOSA and CIPD (means = 5.3009, 5.3905, 5.2822 and 5.2136 respectively). There was a significant difference across the professional qualification classification of the perception of operant competencies (Sig = .016).

Furthermore, procurement officers with a professional qualification of CIMA had a higher perception of personal competencies (mean = 5.5333) than those with CIPS, ACCA, ICOSA and CIPD (means = 5.1333, 5.4083, 5.2714 and 5.0903 respectively). There was a significant difference across the professional qualification classification of the perception of personal competencies (Sig = .004).

On self efficacy, procurement officers with a professional qualification of CIMA still had the highest perception (mean = 5.3704) than those with CIPS, ACCA, ICOSA and CIPD (means = 4.6137, 4.8194, 4.6984 and 4.4104 respectively). There was a significant difference across the professional qualification classification of the perception of self efficacy (Sig = .006).

The findings also indicate that procurement officers with a professional qualification of CIMA had a higher level of performance (mean = 5.2549) than those with CIPS, ACCA, ICOSA and CIPD (means = 4.6742, 5.0441, 4.8824 and 4.6689 respectively) and there was a very significant difference in the level of performance in relation to professional qualification (Sig = .000).

**Table 21: ANOVA results for type of organisation by variable**

		N	Mean	Df	F	Sig.
<b>Operant Competencies</b>	Parastatal	79	5.3058	5	2.077	.071
	Commission	26	5.3023	154		
	Board	6	5.2809	159		
	Referral Hospital	4	5.3033			
	Ministry	39	5.1830			
	Academic Institution	6	5.3980			
	Total	160	5.2778			
<b>Key Personal Competencies</b>	Parastatal	79	5.1570	5	2.468	.035
	Commission	26	5.3051	154		
	Board	6	5.3111	159		
	Referral Hospital	4	5.3500			
	Ministry	39	5.0291			
	Academic Institution	6	5.2444			
	Total	160	5.1638			
<b>Competencies (pooled)</b>	Parastatal	79	5.2314	5	2.655	.025
	Commission	26	5.3037	154		
	Board	6	5.2960	159		
	Referral Hospital	4	5.3267			
	Ministry	39	5.1060			
	Academic Institution	6	5.3212			
	Total	160	5.2208			
<b>Self Efficacy</b>	Parastatal	79	4.5795	5	.828	.532
	Commission	26	4.4915	154		
	Board	6	4.6667	159		
	Referral Hospital	4	4.6944			
	Ministry	39	4.5385			
	Academic Institution	6	5.0000			
	Total	160	4.5771			
<b>Performance</b>	Parastatal	79	4.7580	5	1.23	.298
	Commission	26	4.7896	154		
	Board	6	4.6373	159		
	Referral Hospital	4	4.9412			
	Ministry	39	4.6440			
	Academic Institution	6	4.8333			
	Total	160	4.7382			

Source: Primary data

According to the findings, there is no significant differences in responses across the type of organisation classification for operant competencies, self efficacy and performance (sig. = .071, .532, and .298 respectively).

However, on personal competencies, there is a higher perception among procurement officers in referral hospitals at a mean of 5.3500 than in other PDEs and there is a significant difference in the PDEs on the perception of operant competencies (Sig. = .035).

Referral hospitals had a higher level of competencies than other PDEs at a mean of 5.3267 and the difference in competencies was significant at sig. = .025.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter is divided into three sections; the discussion of research findings, conclusions and recommendations. The discussion and conclusions are in accordance with the research objectives namely:

- i. The relationship between competencies and performance
  - The relationship between operant competencies and performance.
  - The relationship between personal competencies and performance
- ii. The relationship between self efficacy and performance.

#### **5.1 Discussion of research findings**

##### **5.1.1 Findings on the relationship between competencies and performance**

There is a strong significant relationship between competencies and performance of procurement officers, implying that procurement officers with the right combination of both technical and behavioral competencies exhibit higher performance than their counterparts who are deficient in either. This is in agreement with Hudson (2008) who asserts that the role of a procurement officer is a complex one and it is crucial to develop an uncommonly varied mix of characteristics if procurement officers are to differentiate themselves as highly performing and successful.



The findings are also consistent with the findings of numerous studies (Ryan et al, 2009; Boyatzis, 1982, 2007; McClelland, 1973, 1998; Spencer, 2001, 2003) which highlighted the validity and utility of competencies in predicting workplace performance across a variety of settings. Mansfield (1999) further argues that competences should not be seen as the functional tasks of the job, but rather as those technical and behavioral actions which enable people to carry out their job effectively. Therefore, it is crucial to balance the two differing aspects effectively for better performance (Russell, 2004).

### **Findings on the relationship between operant competencies and performance**

Results show that there is a significant relationship between operant competencies and performance of procurement officers. Thus, the performance of a procurement officer is likely to be affected by their technical competency.

The findings are consistent with studies by Hudson (2008) which demonstrated that in order to attain superior performance in an evolving role, procurement officers must have an uncommonly varied mix of operant or technical competencies. In addition, the findings are in agreement with Bergenhenegouwen, et al (1996) who argue that individuals must possess a range of task specific competencies to perform effectively.

However, the regression model indicates that operant competencies by themselves do not influence performance. This is in agreement with Palan (2003), who contends that although competencies are essential for performance, they are by themselves inadequate for effective performance in a job. Thus, the possession of a technical competency is no guarantee that a procurement officer will have superior performance. This is because an officer may have a technical competency but is unable to use it, which inhibits effective performance on their job.

## **Findings on the relationship between personal competencies and performance**

Table 12 above shows that there is a strong significant relationship between personal competencies and performance of procurement officers implying that officers who exhibit and develop behavioural competencies are likely to perform better. This is in agreement with GPS UK (2010) who argue that people who are naturally outgoing and work well with numbers have the greatest success and satisfaction in the procurement career as they consistently demonstrate superior performance. They also stress other personal competencies such as adaptability, team building and the need to provide constructive feedback in a professional manner, as being key for superior performance of a procurement professional.

The findings are also in line with research studies by Hudson (2008) which revealed that the profile of a successful procurement leader contains certain rare combinations of competencies and personality traits, including strong intelligence and emotional quotient, which represents key personal competencies. This is also supported by findings which indicate that there is need for training in the art of the practical aspects of key personal competencies like sensitivity and attuned awareness of impact on others, effective and balanced negotiation skills and a high level of interpersonal sensitivity (Hudson, 2008) as well as tactical team building, networking and communication, which remain key in determining job performance (Abraham, Karns, Shaw & Mena, 2001).

### **5.1.2 Findings on the relationship between self efficacy and performance.**

Results show that there is a significant relationship between self efficacy and performance of procurement officers. This implies that performance is likely to improve as self efficacy increases, in line with numerous studies which show that self efficacy holds significant

power for predicting and explaining performance in various domains (Lent, Brown & Larkin, 1986; Marsh, Walker, & Debus, 1991; Schunk, 1989; Zimmerman, Bandura, & Martinez-Pons, 1992).

Furthermore, according to Orpen (1999), effective job performance does not typically depend only on individuals having the appropriate skills but also on them applying the skills. This is because individuals are unlikely to make the effort to correctly apply their skills unless they believe they can do so, that is, unless they have positive or strong self efficacy beliefs (Bandura, 1986). In this regard, it is important that the competences that researchers select as the basis for self efficacy ratings be thoroughly examined to ensure that they are performance related (Lachman & Leff, 1989; Pajares, 1996; Pajares & Miller, 1995).

However, findings are inconsistent with Katz-Navon and Erez (2005) who found no relationship between self efficacy and performance. Their view was further reinforced by Stajkovic and Luthans (1998b) who concede that self-efficacy alone will not spark people to effort, implying that one may have high self efficacy but may not perform better than a counterpart with low self efficacy. However, Heslin and Klehe (2006) and Appelbaum and Hare (1996) argue that a person's self efficacy is a strong determinant of their effort, persistence, strategizing, as well as their subsequent job performance. Besides being highly predictive, self efficacy can also be developed in order to harness its performance enhancing benefits.

## **5.2 Conclusion**

Findings indicated that competencies are related to the performance of procurement officers in central government PDEs. According to regression analysis, competencies in general, key personal competencies and self efficacy can independently predict performance of procurement officers; however, key personal competencies are a stronger predictor. In addition,

operant competencies are a reducing variable because they reduce the adjusted r square from 17.6% to 14.26%, implying that they are not a significant predictor of performance of procurement officers in the model. It is important to note that although personal competencies are a stronger predictor, it is necessary to define operant competencies (key result areas) as they help define behavioural abilities and characteristics that help people make the most of their technical competencies on the job.

Findings also indicate that self efficacy is related to performance of procurement officers in central government PDEs. Thus, although procurement officers must have the competencies to perform effectively, they must also be able to apply them correctly. They must believe in their ability to use their competencies and this translates into high self efficacy beliefs. Therefore, self efficacy will confirm a procurement officers' competency leading to superior performance.

### **5.3 Recommendations**

Statistical findings revealed that key personal competencies of procurement officers highly predicted procurement performance. The outcomes create clear indications that there is need to carry out competence profiling especially for key personal competencies to be used for recruitment and selection, performance review, training need assessment, and rewarding process. These practices will consequently influence procurement performance positively. Besides, according to the current PPDA competence profile of procurement cadres in central government PDEs, key personal competencies are not indicated. This creates confusion on the attributes which are desirable for the role thus there is need for more clarity on such attributes as they determine success of an individual in any procurement role.

Findings further revealed that self efficacy significantly influences procurement performance. It is therefore important for the PPDA capacity building and development

department to consider ascertaining the attributes of self efficacy in procurement roles. These can be trained and developed in order to enhance the procurement officers' performance.

ANOVA findings on professional qualification in relation to variables revealed difference in responses. The CIMA and ACCA qualifications had higher means than the procurement related qualification of CIPS. This calls for mandatory training and development in the procurement field for all procurement cadres joining the PDE's central government.

#### **5.4 Limitations of the Study**

- i. The timing of the study coincided with government probes into the mismanagement of NSSF, with direct links to the entity's procurement function. As a result, some of the sampled entities (e.g. Ministry of Internal Affairs and Uganda police) were uncooperative with claims of fear of disclosing sensitive information.
- ii. The use of the cross sectional design in the study limits the researcher from drawing conclusions about the causal nature of the relationships and increases the potential for common method variance. In addition, studying the true nature of the study variables requires considerable time. Thus, for future research, the longitudinal design is recommended for measuring study variables.
- iii. The study focused on procurement officers in central government PDE's to represent public procurement. However, the findings may be inapplicable for entities in local government, raising the need to obtain more diversified and comparable samples to achieve better generalisability for public procurement.

## **5.5 Areas for further study**

- i. The regression analysis shows that 82% of the variance that affect procurement performance is attributed to other variables outside the scope of this study. It is therefore important that future researchers explore into other variables affecting performance of procurement officers, for instance, value for money, ethics and professionalism, transparency, accountability and perceived service quality.
- ii. Findings from ANOVA revealed that tenure of service and gender can emerge as variables to be considered for further study. For instance there is need to ascertain why females have higher personal competencies and are better performers in procurement roles than their male counterparts. There is also need to determine why procurement officers with 2-3years are better performers as compared with other employees.
- iii. Future studies should also extend the studies to include local government PDEs as they are part of public procurement and also PDEs which were outside the geographical scope of this study.

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## APPENDICES

### APPENDIX ONE: OCAP MODEL

**Kindly answer the questionnaire with close attention to your job. This information is entirely meant for academic purposes**

Job Analysis Questionnaire: Procurement officer

Name of job holder Department .....

Job Title (Procurement officer) .....

Current Grade/ Level .....

Length of Time in the Job .....

Educational qualifications attained. **Please tick in the box below all qualifications attained**

Educational qualifications attained	Tick all those are true
O- Level	
A-Level	
Bachelors	
Masters Degree	
PhD	
Any other: Specify	

1. Professional qualifications attained (if applicable)

Highest professional Qualifications: e.g. ICOSA (Write in the space below)	Write in Full	Date and Institution

2. What is the minimum educational qualification for the post you occupy?

Please suggest .....

8. What is the minimum professional qualification for the post you occupy? Please suggest .....

.....

9. What is the minimum experience in terms of years required in the job you occupy? Please suggest .....

**10. The role of a..... (Please re-state your title as above; e.g. Procurement officer)**

a) Can you tell me, in one sentence, the purpose and role of.....

(Please repeat the job title e.g. Procurement officer).

.....  
.....

b) What is the unique contribution of this role that distinguishes it from other roles in your organisation?

.....  
.....

c) How would you summarise the overall accountability or responsibility of individuals in this role.

.....  
.....

\*Supervisor's Comments: .....

**SECTION B**

**11. Key Performance/ Results Areas**

A key performance area is given in one sentence beginning with an active verb such as prepare, produce, plan, schedule, test, maintain, develop, monitor or ensure. It points clearly to performance measures.

Examples: **Provides technical support to staff and partners during implementation of Procurement and supply related projects/programs.**

1. ....  
.....  
.....
2. ....  
.....  
.....
3. ....  
.....  
.....
4. ....  
.....  
.....
5. ....  
.....  
.....  
.....
6. ....  
.....  
.....

Supervisor's Comments: .....

**The Context of and Key Responsibilities in Each Performance /Results Area**

The context or work environment surrounding the area describes the climate under which the performance area is accomplished. It describes the factors influencing the attainment of results in each performance area. Work climate for each performance area should be discussed separately and under several aspects namely people you interact with, what you talk about to accomplish the performance area, flexibility you have to perform the area, hard or difficult decisions you make, and regular problems you encounter. Now please take each performance area one by one.

**Key Result/Performance Area 1 (Please restate in order to remain focused on this performance area).**

.....  
.....  
.....  
.....

a) Interaction with other people



Please list the people you interact with when accomplishing this result /performance area

- 1.
- 2.
- 3.
- 4.
- 5.

b) Describe the nature of your interaction with each above (provide real life episode or indicate your experience in the interaction). **What do you talk about?**

Person 1. -----  
 -----  
 -----  
 -----

Person 2. -----  
 -----  
 -----  
 -----

Person 3. -----  
 -----  
 -----  
 -----

Person 4. -----  
 -----  
 -----  
 -----

Person 5. -----  
 -----  
 -----  
 -----

**b) Flexibility/judgement area**

Describe the amount of flexibility you need to accomplish this performance area. Narrate the most memorable experience where the importance of flexibility was demonstrated in carrying out the result/performance area.

a) Flexibility: -----  
 -----  
 -----  
 -----

b) What happened? (Real life episode).  
 -----  
 -----  
 -----  
 -----

bi) CHOOSE ONE OF THE SCENARIOS OF FLEXIBILITY and rate yourself by ticking against a statement that best describes your own flexibility in this Performance Area

Scenario on supervision:	Tick in one level of flexibility <u>IN ONLY ONE SCENARIO</u>
I have strict instructions and work under direct supervision (cannot complete a task without consulting supervisor)	
I follow established work routines but work under close	

Scenario on supervision:	Tick in one level of flexibility <u>IN</u> <u>ONLY ONE SCENARIO</u>
supervision	
I follow standard instruction with minimal supervision	
Scenario on standardization of routines and procedures	
I follow standardized practices and procedures without opportunity to vary them	
I follow procedures with opportunity to diverge from them and choose appropriate action	
I can develop my own practices and procedures as long as I work within a given policy	
Scenario on directives	
I can give directives to several other people	
I can give directives that influence departmental policies	
I can give directives that influence organisational policies and objectives	
I can give strategic direction that can re-orient the broader organisational goals and policies	

c) Common Problems:

What kind of problems do you regularly encounter while accomplishing this result/performance area?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

d) Decision Making: (If applicable)

Describe decisions you have to make in accomplishing this key result/performance area.

.....

.....

.....

.....

.....

Real life example (s)

.....

.....

.....

.....

13) KEY RESPONSIBILITIES required in achieving results in the performance area you have just discussed.

Please describe everything you need to know in order to achieve results here

-----  
-----  
-----  
Can you now describe what you actually do to achieve results? How do you do what you do?  
-----  
-----  
-----  
-----  
-----  
-----

## APPENDIX 2: QUESTIONNAIRE

### MAKERERE UNIVERSITY MAKERERE UNIVERSITY BUSINESS SCHOOL GRADUATE AND RESEARCH CENTRE

#### A RESEARCH SURVEY ON PROCUREMENT OFFICERS COMPETENCIES, SELF EFFICACY and PERFORMANCE OF PROCUREMENT OFFICERS IN CENTRAL GOVERNMENT PROCURING AND DISPOSING ENTITIES IN UGANDA

#### QUESTIONNAIRE (TO BE FILLED BY PROCUREMENT OFFICERS)

Dear respondent

Kindly spare some of your valuable time and respond to the following questions/statements as genuinely as possible presenting facts about yourself. The purpose of this survey is to facilitate a study on the relationship between competencies, self efficacy and procurement performance. Your name is not required and answers will be treated with strict confidence. Thank you

#### SECTION A

Please tick the most appropriate option

1. **What is your job title**.....

2. **How long have you worked in this section/department?**

0-1 year	2-3 year	4-5 year	6 – 7 year

3. **What is your highest qualification**

certificate	Diploma	Degree	Masters

4. **What is your age group?**

18-24 years	25-31 years	32-38 years	39-45 years	46-52 years	53-59 years

5. **What is your gender?**

Male	Female

6. **What is your professional training?**

Accountancy	Social Sciences	Marketing	Procurement	Others

7. **Professional qualification**

CIPS	ACCA	ICSA	CIMA	CIPD

8. **Size of your organization in terms of employees (how many employees)**.....

9. **Type of your organization**

Parastatal	Commission	Board	Referral Hospital	Ministry	Academic Institution

**SECTION B**

FOR each of the following statements in this section, on a scale of 1-6 where **1** is **“this is very much like me”** and **6** is **“this is not like me at all”** please rate yourself to an imaginary individual described below, tick the appropriate response

<b>This is not like me at all</b>	<b>This is not like me</b>	<b>This is little like me</b>	<b>This is somewhat like me</b>	<b>This is like me</b>	<b>This is very much like me</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

**Operant competences**

<b>Part 1</b>	<b>Prepare procurement work plan indicating specifications, quotations and budgets in line with the PPDA guidelines and submit to management for review and approval every financial year.</b>	1	2	3	4	5	6
1.1	S/he creates a procurement plan template using proc-net and project planning software and excel program for procurement planning						
1.2	S/he always adhere to PPDA Act 2003 and procurement planning manuals						
1.3	S/he Identifies which materials and supplies are needed and prioritize those that require urgent attention when planning						
1.4	S/he follows the principle of selecting procurement method when planning						
1.5	S/he integrates the procurement plans from all user departments into the allocated budget						
1.6	S/he always carryout market research to determine prices, quantity and quality of different materials and supplies						
1.7	S/he easily drafts basic timetable for Procurement plan (projects) preparation.						
<b>Part 2</b>	<b>Keep and update procurement records on a quarterly basis relating to suppliers, different user departments, and approved contracts.</b>						
2.1	S/he reviews procurement documents -Technical and Financial proposals easily.						
2.3	S/he enters respective data in its own template like suppliers tenders, market survey information, user department needs, PPDA etc.						
2.4	S/he gets support from procurement administrators on clarity of new and stored data especially prequalification data						
2.6	S/he Seeks logistical support for reviewing exercise from necessary authorities						
2.7	S/he always monitors records with various specifications.						
2.8	S/he always invites nominations from respective user departments and the stores to constitute a record filing team.						
<b>Part 3</b>	<b>Prepare source documents for procurement process like form PP20, requisitions letters from user departments, LPO, Bin cards, GRN (good received notes), Delivery notes, Credit notes and invoices and others for the competition phase during the procurement process – see regulation 57</b>						
3.1	S/he has a personal responsibility to prepare form PP20 with its specification of other accompanying document.						
3.2	S/he completes requisition request form that demands for requisition letters.						
3.3	S/he always receive completed bid/ tender documents from suppliers						
3.4	S/he determines the criteria for invitation for tender						
3.5	S/he provides procurement notice consisting weight of selection criteria – read evaluation committee						
3.6	S/he facilitates open informative meeting that focus on answering tenders in accordance with the invitations						
3.7	S/he sets a working time table for each activity like bid adverts and submissions,						

	preparation of LPO, preparation of credit notes and receiving of invoices.						
4.7	S/he receives GRN, delivery notes from store manager for materials and suppliers clarification.						
<b>Part 4</b>	<b>Conduct evaluation and negotiation of bids and recommend to the contract committee.</b>						
4.3	S/he always evaluate procurement process in line with procurement guidelines.						
4.1	S/he is involved in evaluating the eligible tenderers by comparing the shortlisted ones						
	S/he provides opportunity for appealing in case of aggrieved tenderer						
4.2	S/he prepares and make ready all the copies of the documents required by contract committee for evaluation						
4.6	S/he takes part in evaluation and negotiation of bids						
4.7	S/he agrees with potential supplier on evaluation and negotiation timeframe						
4.8	S/he updates documents to reflect agreements after each days negotiations						
<b>Part 5</b>	<b>Engages in the contract process with the contract committee and submit required procurement documents</b>						
5.1	S/he fulfills the terms of contract agreed by successful tender						
5.2	S/he conducts possible bargaining during contract making – check regulations on negotiation						
5.3	S/he publishes the contract with invitation to tender						
5.4	S/he concludes contract as per the guidelines and the PPDA Act 2003 – what is the role of PDU in contract signing?						
5.5	S/he edits changes done by the procurement manager, contract committee, and Accounting Officer – consider levels of hierarchy						

In the following section please state the extent to which you agree or disagree to a particular statement about each competence by ticking the appropriate response.

<b>Strongly disagree</b>	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Somewhat agree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

#### Personal competences

No	Statement	1	2	3	4	5	6
1.	S/he works collaboratively with colleagues to achieve organizational goals						
2.	S/he supports and act in accordance with final group decisions, even when such decisions may not entirely reflect his/her own position.						
3.	S/he always adapts style to suit the needs of the audience.						
4.	S/he maintains positive Attitude despite the difficulties involved in the job						
5.	S/he solicits input by genuinely valuing others idea and expertise.						
6.	S/he needs to be aggressive in achieving client needs						
7.	S/he Identifies the key issues in a complex situation, and come to the heart of the problem quickly						
8.	S/he listens, questions and clarify to ensure full understanding						
9.	S/he needs to be reminded to participate in team assignments and group tasks.						
10.	S/he easily expresses self and ideas						
11.	S/he is willing to learn from others.						
12.	S/he receives and gives feedback to team members frequently.						
13.	S/he anticipates problems and create remedy for such in relation to clients						
14.	S/he considers positive and negative impact of decisions prior to making them.						
15.	S/he Proposes a course of action or makes recommendation based on all available information.						

**SECTION C - Self Efficacy:**

In the following section please state **the percentage of time it would take you** in relation to statements below **(Tick the appropriate response)**

10-25% of the time	25%-40% of the time	40%-55% of the time	55-70% of the time	70-85% Of the time	85-100% of the time
1	2	3	4	5	6

<b>Procurement officers self efficacy beliefs</b>		<b>How often can you do?</b>					
<b>Directions:</b> This section is designed to help us gain a better understanding of the kinds of things that create difficulties for procurement officers in their jobs generally.		<b>85-100% of the time</b>	<b>70-85% Of the time</b>	<b>55-70% of the time</b>	<b>40%-55% of the time</b>	<b>25%-40% of the time</b>	<b>10-25% of the time</b>
1.	I can always manage to solve difficult problems if I try hard enough.						
2.	If someone opposes me, I can find the means and ways to get what I want.						
3.	It is easy for me to stick to my aims and accomplish my goals.						
4.	I am confident that I could deal efficiently with unexpected events.						
5.	Thanks to my resourcefulness, I know how to handle unforeseen situations.						
6.	I can solve most problems if I invest the necessary effort.						
8.	I can remain calm when facing difficulties because I can rely on my coping abilities.						
9.	When I am confronted with a problem, I can usually find several solutions.						
10.	If I am in trouble, I can usually think of a solution.						

**SECTION D Procurement officer's Performance**

Supervisor/Peer: Please rate the respondent (Procurement officer) reflecting your feeling about the officer's performance in the procuring and disposing entity (PDE).

<b>Strongly disagree</b>	<b>Disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Agree</b>	<b>Strongly agree</b>
1	2	3	4	5	6

No	Statement						
	<b>Procurement Performance</b>	1	2	3	4	5	6
1	S/he ensures that goods/services are delivered as per specifications made						
2	S/he ensures that adequate requisitions are made						
3	S/he ensures that all users are involved in procurement planning						
4	S/he procures materials whose quality can never be doubted						
5	S/he ensures that materials are bought at the right cost						
6	S/he guarantees good quality materials at no additional cost						
7	S/he monitors supplier delivery						
8	S/he makes orders and delivers promptly						
9	S/he orders and ensures delivery of additional items on time						

10	S/he provides goods/services at the promised time						
11	S/he deals with prequalified suppliers						
12	S/he verifies that suppliers provide the items users order						
13	S/he has developed close working relations with suppliers						
14	S/he cooperates extensively with suppliers when developing relevant strategies and procedures						
15	S/he information/feedback to suppliers						
16	S/he ensures that the inventory policy is followed						
17	S/he ensures that procurement procedures are followed						

**Thank you for sparing time to fill this questionnaire**