
Research Article

Competency-Based Assessment of Government Procurement Practitioners of the Philippine Coast Guard

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ABSTRACT

The main purpose of this study is to assess the competencies of the Philippine Coast Guard (PCG) procurement practitioners, mainly the Bids and Awards Committee (BAC), Technical Working Group (TWG), and BAC Secretariat. Specifically, it aimed to identify their competencies required by Republic Act No. 12009, competency levels against these standards through objective exam and self-assessment survey, competency gaps, and challenges in implementing RA 12009. The study utilized the exploratory sequential mixed method approach utilizing document reviews, competency exam, and survey questionnaires as data collection tools. There were 434 respondents comprising of 121 BAC members, 188 TWG members and 125 BAC Secretariat. Upon review of RA 12009 and its IRR, the Procurement Practitioners have technical/functional competencies that vary according to their functions, while they shared several generic competencies. Both competencies are essential to make them successful in fulfilling their procurement roles. Findings further indicated that the BAC, TWG and BAC Secretariat obtained overall fairly competent ratings in the GPPB competency exam, which covered technical knowledge of RA 12009 provisions pertaining to planning, procurement strategy, bid documentation, bid evaluation, and contract award. In terms of the self-assessment survey, the TWG obtained the lowest overall means among groups with fairly competent ratings in functional/technical and generic competencies. Findings also revealed significant gaps between the required RA 12009 competencies and actual competency level of the BAC, TWG, and BAC Secretariat. Moreover, there were several moderate challenges in implementing RA 12009 in planning, bidding and awarding, and contract implementation stages, which varied across the three groups. To address these competency gaps and challenges, the study recommended developing role-specific competency program based on RA 12009 and its IRR requirements, drafting a policy to institutionalize the program, conducting mandatory training and competency reassessment, and future research directions.

Keywords: *generic competencies, procurement challenges, procurement stages, RA 12009, technical competencies*

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Introduction

Government procurement is the foundation of public administration, as it ensures that agencies acquire the necessary resources to fulfill their mandates in an efficient and effective manner (Yumang)(Yumang, 2025). When executed properly, an efficient procurement system moderates the risks of having project delays, financial overruns and failure (OGP, 2025). In the Philippines, this process was previously governed by Republic Act No. 9184, or the Government Procurement Reform Act (GPRA) of 2003. The GPRA was enacted to address a system that was previously characterized by fragmented laws and loopholes that was prone to corruption and institutionalized transparency, competitiveness, and accountability across all procuring entities (PEs), which included all national departments, bureaus, and government-owned and controlled corporations (GOCCs) (Canonigo et al., 2020; Querijero et al., 2022). It was hailed by the World Bank as a world-class framework, however, the country experienced persistent operational challenges which resulted in revising the Implementing Rules and Regulations (IRR) in 2016 to correct the blockages in the system (Querijero et al., 2022; Navarro, 2023).

To address these challenges, the Government Procurement Policy Board (GPPB) defined the roles of key practitioners, particularly the Bids and Awards Committee (BAC), Technical Working Group (TWG), and BAC Secretariat. Under RA 9184, the BAC oversees the procurement process from planning to contract award through the leadership of officials having high integrity who would recommend procurement modes and manage the bidding processes. The TWG is responsible for legal, financial and technical assistance in evaluating bids and technical specifications, while the BAC Secretariat is the administrative support unit that manages documentation and communication processes.

Despite the mandate of the GPPB to professionalize procurement practitioners, previous research found recurring gaps in their capabilities such as poor planning, having limited awareness of procedures, and compliance with the provisions of RA 9184 was weak (Navarro & Tanghal, 2017; Imasa & Campos, 2024;

Dagohoy, 2023; Querijero et al., 2022; Querijero et al., 2024). These weaknesses were witnessed in high profile cases during the COVID-19 pandemic. For instance, the procurement of medical supplies from Pharmally Pharmaceutical and the acquisition of laptops for the Department of Education has revealed non-conformances, such that contracts involving multi-billion pesos were awarded to medical firms with less capital and market surveys were manipulated to justify the overpricing of laptops (Navarro, 2023; OGP, 2025). Moreover, there were gaps in documentation and non-compliance in procedures that were discovered across various sectors, such as the national government agencies (Canonigo et al., 2020), academic institutions (Lombres, 2020; Querijero, 2022; Sobremisana & Moyani, 2024), government-owned and controlled corporations (GOCCs) (Imasa & Campos, 2024), agricultural sector (Dante & Bernabe, 2024), and the military organization (Roque, 2023). These challenges were brought about by four factors namely, regulatory framework, procurement methods, procurement process, and human resource capability. Having insufficient personnel capacity also led to poor planning that directly affected the entire procurement lifecycle (Nisnisan & Salapa, 2024).

In response to these pressing challenges, the Philippine Congress enacted Republic Act No. 12009, or the New Government Procurement Act (NGPA), which was made effective on 13 August 2024 (GPPB-TSO, 2024). The Act, together with its Implementing Rules and Regulations (IRR), modernized the system as it introduced new concepts such as strategic procurement planning, alternative modes of procurement, e-government procurement, and simplified bid eligibility requirements (GPPB-TSO, 2025). To address human deficiencies, RA 12009 promoted the competency-based human resource system through the creation of public procurement positions by the Department of Budget and Management (DBM), as well as the development of a comprehensive competency framework, professional code of ethics and certification program by the GPPB. Furthermore, the Act tasked the Professional Regulation Commission (PRC) to regulate a licensing program for procurement

professionals, which aligns with international systems in creating a more specialized, professionalized workforce rather than individuals with traditional job-based roles.

The Philippine Coast Guard (PCG), a national government agency which protects the country's territorial sovereignty, is managing the transition from RA 9184 to RA 12009. Under its own internal guidelines (NHQ-PCG Memorandum Circular Nr 06-19), the PCG established a BAC in the national headquarters and authorized the creation of multiple BACs for each Functional/Major Command, Coast Guard District, Operational and Administrative Command, and Technical Service Command. These BAC organizations are aimed at expediting the procurement of critical equipment and infrastructure. Each BAC is also authorized to form a Technical Working Group (TWG) comprising of experts on legal, technical and financial aspects, as well as establishing a dedicated Procurement Unit to play the BAC Secretariat role.

However, the PCG also recorded procurement challenges. In 2014, there were several officials who faced administrative charges due to illegal purchases and improper payments worth ₱68 million (Office of the Ombudsman, 2017). Also, the 2025 records from the Office of the Deputy Chief of Coast Guard Staff for Comptrollership, CG-6 showed an average of budget utilization rate at 90% within five years from Fiscal Year 2020 to 2024, where budget was used at only 56% in 2020. In addition, the PCG was consistently issued Audit Observation Memoranda (AOM) from the Commission on Audit from 2020 to 2024, which demonstrated the PCG's weaknesses in the implementation of procurement, although there was a notable decrease from 34 AOMs in 2020 to 13 AOMs in 2024.

Considering these weaknesses, the PCG must be able to assess the competencies of its procurement practitioners and improve them, so that they remain compliant to the strict requirements of the new law, RA 12009 and its IRR. It must also understand the challenges that its procurement practitioners face in implementing RA 12009 so that appropriate training interventions could be developed to mitigate these challenges. Developing and

enhancing the procurement skills of the BAC, TWG, and Secretariat not only increases the PCG's operational efficiency, it also prepares them for future professional licensing. Addressing the competency gaps and challenges is directly supportive of the United Nations Sustainable Development Goal 16 (Peace, Justice and Strong Institutions) through the promotion of a transparent, accountable, and highly effective government institution. Achieving this goal is vital for the PCG in fostering national security and sustainable public procurement.

Materials and Methods

Research Design

This study utilized the Exploratory Sequential Mixed-Method approach to offer a thorough assessment of the present competencies of the government procurement practitioners, particularly Bids and Awards Committee (BAC), Technical Working Group (TWG), and BAC Secretariat of the Philippine Coast Guard. Using this method, qualitative data is collected and analyzed first, followed by quantitative data (Matira & Estrada, 2022).

This research design was implemented in three phases. For the first phase, the researcher conducted a document review, matrix mapping and content analysis of RA 12009 and its IRR with the aid of a matrix to identify the mandated roles, provisions, and competency requirements for procurement practitioners. In the second phase, the qualitative data gathered from RA 12009 and its IRR was used to construct the quantitative research instruments. The legal provisions were translated into behavioral indicators for the quantitative Competency Self-Assessment Survey and a structured questionnaire for perceived challenges in implementing RA 12009. In the final phase, the researcher-made questionnaires were administered to the respondents to measure and identify competencies and challenges that are prevalent among PCG procurement practitioners. The administration of questionnaires was done altogether with the administration of the GPPB Competency Exam.

Respondents

There were 434 respondents coming from various units, offices, and districts of the Philippine Coast Guard. This included 121 BAC members, 188 TWG members, and 125 BAC Secretariat. The study utilized non-proportional quota sampling, a non-probability sampling technique, to select participants because a definite sample size cannot be established for several of the groups. Non-proportional quota sampling allows the researcher to specify the minimum number of sample units for each group/category (Nikolopoulou, 2023).

Instrumentation

This study employed a Document Review Matrix to identify competencies required by RA 12009 and its IRR for BAC, TWG and BAC Secretariat. The matrix allowed the researcher to identify the applicable section/provision, its corresponding mandated activity, required competency (extracted), and skill category (technical or generic). This competency mapping served as the foundation for the development of different sets of competency self-assessment survey questionnaires for each group of procurement practitioner. Competencies were categorized into technical/functional competencies (job-related knowledge/skills) and generic and/or managerial competencies (attributes). The indicators were measured using a 4-Point Likert Scale with the following descriptions: 4 – Very Competent, 3 – Competent, 2 – Fairly Competent, and 1 – Not Competent. Another measure of competency levels is the GPPB competency exam adopted by the researcher to objectively measure knowledge of RA 12009. The 45-item multiple choice exam was reduced to 30 items to prevent survey fatigue, as the exam formed the last part of the assessment. The exam contained questions that measure knowledge primarily tied to technical/functional competencies, particularly seven questions related to planning, four questions to procurement strategy, seven questions to bid documentation, three questions to bid evaluation, four questions to contract award, and five questions to general knowledge of the law.

The researcher also developed a 30-item survey questionnaire to measure the challenges encountered in implementing RA 12009 in three phases: planning, bidding and awarding, and contract implementation. The indicators were measured using a 4-Point Likert Scale with the following descriptions: 4 – Very Challenging, 3 – Moderately Challenging, 2 – Slightly Challenging, and 1 – Not at all Challenging. The competency exam, self-assessment, and challenges survey were converted into a Google Survey to reach the respondents across different locations in the Philippines.

Furthermore, the researcher employed a gaps analysis matrix to identify gaps between required competencies (SOP 1) and actual competencies (SOP 2) of procurement practitioners. The matrix helped the researcher enumerate the required competency (RA 12009), current finding, basis/source, and competency gap. Competencies with “fairly competent” ratings were classified as competency gaps.

The researcher-made survey questionnaires and matrices for document review and competency gaps underwent face and content validation with three professionals comprising of two PCG procurement specialists and an academician. Their comments and suggestions were incorporated in the revisions of these instruments. The sets of competency self-assessment surveys and survey questionnaire on procurement challenges were altogether pre-tested with 60 respondents, specifically with 20 BAC members, 20 TWG members, and 20 BAC Secretariat members. However, these test respondents were not included in the actual data gathering. The results of the pre-test were summarized in MS Excel and underwent reliability testing through the computation of Cronbach’s alpha using the SPSS, yielding highly consistent scores across all groups. For the Technical/Functional Competencies scales, the BAC, TWG, and BAC Secretariat self-assessment surveys yielded scores of 0.99, 0.98, and 0.98, respectively. Similarly, the Generic Competencies scale produced scores of 0.97 for the BAC/TWG and 0.95 for the BAC Secretariat. The survey on challenges in implementing RA 12009 yielded a score of 0.98.

Data Gathering Procedure

The researcher submitted a letter of request to the Commander, Coast Guard Procurement Service to conduct the study with the BAC, TWG, and BAC Secretariat. Following the approval, the researcher collected data in three phases:

First, the researcher reviewed relevant provisions of RA 12009 and its IRR to identify the required competencies for procurement practitioners. The information gathered served as the foundation for the competency self-assessment survey.

Second, the competency self-survey, GPPB competency exam, and challenges survey questionnaire were administered to the respondents. Prior to the exam and survey administration, the researcher secured the respondents' informed consent by asking him/her to fill up and sign the Informed Consent Form. The respondents were asked to answer a three-part Google survey comprising the following: Part 1 – Competency Self-Assessment, Part 2 – Challenges in Implementing RA 12009, and Part 3 – Timed Competency Exam. Parts 1 and 2 took approximately 20–25 minutes to complete, while Part 3 (Competency Exam) had a time limit of 25 minutes to ensure that respondents have limited chance to browse the internet for answers. The researcher allotted two weeks for the survey distribution and retrieval. Afterwards, results were summarized.

Third, after summarizing results, the researcher conducted a gaps analysis, identifying the gaps in knowledge, skills, and attributes of personnel performing BAC, TWG, and BAC Secretariat roles.

Data Analysis

For qualitative analysis tools, the study utilized document review and content analysis of RA 12009 and its IRR to summarize and analyze required competencies of procurement practitioners. It also used gaps analysis to determine gaps in the actual competencies of PCGG procurement practitioners vis-à-vis RA 12009 provisions.

For quantitative analysis tools, the study used frequency and percentage distribution to analyze data related to the respondents' demographic profile and to determine the

competency level in terms of knowledge of RA 12009 (Regulatory knowledge). In scoring each item of the competency exam, the correct answer was assigned a score of 1, and incorrect answer with a score of 0. The number of correct answers per item were summed and divided by the total number of respondents in the group to determine the percentage score. For each competency category, the percentage scores of all items under that category were averaged. The resulting average percentage was used as basis for determining respondents' competency level: 85% - 100% (Very competent; excellent mastery of RA 12009), 70% - 84% (Competent; adequate mastery of RA 12009), 50% - 69% (Fairly competent; partial mastery of RA 12009); and below 50% (Not competent; insufficient mastery of RA 12009 and needs further training). The study adopted Department of Education's (DepEd) passing percentage of 50% for the National Achievement Test and selected 70% as the least percentage (lower than DepEd's 75%) for determining that a respondent is "competent" (DepEd, 2025).

The study also used weighted mean to analyze the competency level of respondents and perceived challenges in implementing RA 12009. The range of mean scores were interpreted as follows: 3.26 – 4.00 (Very competent/very challenging); 2.51 – 3.25 (Competent/moderately challenging); 1.76 – 2.50 (Fairly competent/slightly challenging); and 1.00 – 1.75 (Not competent/not at all challenging).

Results and Discussions

Profile of the Respondents

Majority of the respondents (93.8%, n=407) served as procurement practitioners for five years or less and 3.9% (n=17) served for 6-10 years. Interestingly, there were 1.8% of respondents (n=8) with procurement practitioner experience between 11 to 15 years, and a remarkable 0.5% (n=2) who are veterans in the role with more than 15 years of service.

Furthermore, 62.4% (n=271) of the procurement practitioners have not attended training on RA 9184 and 61.29% (n=266) have not received training in RA 12009. This means that the majority still lack formal training and

orientation on the country's procurement law and procedures. The RA 12009 mandates that procurement practitioners must undergo the GPPB-TSO's accredited training program within six months after their assumption of roles. However, the lack of training of PCG procurement practitioners can be attributed to several factors. First, the practitioners cannot be sent to GPPB-organized training in accredited colleges/universities due to budget constraints as the training costs between ₱10,000 to ₱12,000 per person. As an alternative, the PCG organizes internal training and invites GPPB lecturers, however, the participation of all practitioners to the training is hampered by the geographical setup of the PCG. Second, those who were trained on procurement are reassigned or rotated to shipboard duties, leaving personnel new to the procurement role to handle the job.

Required Competencies of Procurement Practitioners under RA 12009

Technical/Functional Competencies

Bids and Awards Committee (BAC) and Technical Working Group (TWG). The competencies of the BAC are primarily anchored on Section 42 of RA 12009, which laid down the functions of the BAC, such as recommending appropriate mode of procurement to the HoPE, publishing invitation to bid, conducting pre-procurement and pre-bid conferences, determining eligibility of prospective bidders,

receiving and opening bids, evaluation of bids, conducting post-qualification proceedings, resolving requests for reconsideration, recommending contract awards, recommending imposition of functions, preparing procurement monitoring reports, and creation of a TWG.

Moreover, the competencies of the TWG are primarily anchored in IRR Section 42.1(l), which mandates functions that are not just limited to the review of Technical Specifications, Scope of Works, and Terms of Reference; review of bidding documents; shortlisting of consultants; eligibility screening; bid evaluation; post-qualification; and resolution of requests for reconsideration. Since the TWG is a support unit of the BAC (supporting the BAC in its functions), their technical/functional competencies are basically the same, with a few variations.

Table 1 presents the technical/functional competencies of the BAC and TWG derived from the review of related provisions in RA 12009 and its IRR. The competencies are manifested in various behavioural indicators, which could either be directly expressed in the provisions, or implied by the duties and ethical standards of the BAC and TWG. Indicators that were "directly expressed" means that the abilities were stated in RA 12009 and IRR provisions. On the other hand, indicators that were "implied from duties" means that the ability was not explicitly stated in the provisions. These are inferred from their duties and responsibilities.

Table 1.

Technical/Functional Competencies of the BAC and TWG Based on RA 12009 and Its IRR

COMPETENCY/BEHAVIORAL INDICATOR	RA 12009 & IRR provisions	Remarks
1. REGULATORY KNOWLEDGE		
Mastery of RA 12009 and its IRR	Sec. 46.2	Directly expressed
2. PLANNING		
Align procurement with agency goals through APP	Sec. 7	Directly expressed
Execute Early Procurement Activities (EPA)	Sec. 12	Directly expressed
Ensure fit-for-purpose, non-restrictive specifications	Sec. 7, 11	Directly expressed
Consider full lifecycle costs	Sec. 13	Directly expressed
3. PROCUREMENT STRATEGY (MODE OF PROCUREMENT)		

COMPETENCY/BEHAVIORAL INDICATOR	RA 12009 & IRR provisions	Remarks
Choose the appropriate mode of procurement	Sec. 26, 27-37, 42.1(a)	Directly expressed
Evaluate BAC Resolutions to reflect fit-for-purpose justification	Sec. 7, 42.1(a)	Implied from duties
4. NEGOTIATION (for BAC Members only)		
Lead competitive dialogues	Sec. 29	Directly expressed
Conduct simplified negotiations with exclusive or proprietary sources	Sec. 31	Directly expressed
Negotiate with qualified suppliers, especially during emergencies	Sec. 35	Directly expressed
5. BID DOCUMENTATION		
Verify completeness of Bidding Documents	Sec. 47, 49.1(c,ii)	Directly expressed
Discuss requirements and disqualification during pre-bid conferences	Sec. 42.1(c), 51.3	Directly expressed
Ensure fair and competitive bidding criteria	Sec. 47.1(c), 49.1(d)	Directly expressed
Manage timely issuance of supplemental bid bulletins	Sec. 51	Directly expressed
Apply "Pass/Fail" criteria to technical and financial documents; verify PHILGEPS Platinum status and NFCC	Sec. 52, 59	Directly expressed
Determine similarity of SLCC	Sec. 52, 54.2	Directly expressed
Managing opening of bids using Two-Envelope System	Sec. 54, 58	Directly expressed
6. BID EVALUATION		Directly expressed
Manage criterion-based assessment for consulting services	Sec. 53, 62	Directly expressed
Determine and justify award using LCRB, MEARB, MARB or HRRB	Sec. 49, 61, 62	Directly expressed
Identify discrepancies between total prices and unit prices	Sec. 61	Directly expressed
Score bids using MEARB criteria for goods and services (including green specifications and life-cycle costs)	Sec. 61, 72	Directly expressed
Prepare a TWG Evaluation Report justifying "Pass/Fail" results (<i>TWG only</i>)	Section 42.1(l), 61-62	Implied from duties
7. POST-QUALIFICATION		
Verify legal, technical and financial claims of the LCB/HRB	Sec. 42.1(g), 63	Directly expressed
Verify NFCC or committed line of credit	Sec. 63	Directly expressed
Conduct site inspections or document validations	Sec. 63.3	Directly expressed
Prepare high-quality Post-Qualification Reports	Sec. 42.1(l), 43.5	Implied from duties
8. CONTRACT AWARD		

COMPETENCY/BEHAVIORAL INDICATOR	RA 12009 & IRR provisions	Remarks
Evaluate Resolution Recommending Award before submission to the HoPE	Sec. 42(h), 66	Directly expressed
Ensure supporting documents (Abstract of Bids, Program of Work, Cost Estimates, etc.) are compliant with Section 66.1 before submission to HoPE	Sec. 66.1	Directly expressed
Verify performance security compliance (5%, 10% or 30%) compliance	Sec. 68	Directly expressed
Identify prima facie collusion or situations where award will not benefit the government; recommend use of Reservation Clause (Sec. 70)	Section 70	Directly expressed

As reflected in Table 4, the required competencies of the BAC and TWG derived from RA 12009 and IRR provisions are herein summarized. The **Regulatory Knowledge Competency** focuses on the ability of the BAC and TWG to understand and interpret the provisions of RA 12009 and its IRR to ensure that actions and decisions comply with legal requirements. **Planning Competency** focuses on their ability to support strategic procurement planning activities to make sure that the procurement processes are aligned with the PCG's goals, approved budgets, and implementation timelines. **Procurement Strategy Competency** focuses on their ability to choose the most appropriate procurement method following the Fit-for-Purpose principle. **Bid Documentation Competency** focuses on their ability to manage primary functions, particularly conduct of pre-procurement and pre-bid conferences, determining the eligibility of prospective bidders, and receiving and opening of bids. **Bid Evaluation Competency** focuses on their ability to evaluate bids in a systematic, legal and objective manner using the Pass/Fail system and criterion-based assessment so that the PCG can have the most responsive and advantageous bid. **Post-Qualification Competency** focuses on their ability to confirm if the legal, technical, and financial documents submitted by the bidder with the lowest Calculated Bid (LCB) and Highest Rated Bid (HRB) are accurate, authentic, and compliant before it is recommended to contract award. **Contract Award Competency** focuses on their ability to evaluate and recommend the award of

contracts in the best interest of the government. Meanwhile, **Negotiation Competency (BAC only)** focuses on the ability of the BAC to conduct negotiations or dialogues with suppliers/ contractors/consultants to clarify technical issues, ensure that the procurement is practical and responsive, and achieve value for money. For distinction, the BAC is the authority to negotiate the most advantageous terms for the government, while the TWG provides objective reports for reference of the BAC. In this context, the TWG provides support to the BAC through provision of technical requirements, while the BAC holds dialogues or negotiations.

BAC Secretariat. The competencies of the BAC Secretariat are primarily anchored on Section 44.3 of RA 12009 and its IRR, which mandates its functions, such as providing administrative support to the BAC and TWG, making arrangements for TWG and BAC meetings, preparing minutes of meetings and BAC resolutions, records-keeping and proper documentation, sale and distribution of Bidding Documents to interested bidders, publishing bidding opportunities, assisting in managing procurement processes, monitoring procurement activities and milestones, consolidating PPMPs and APP preparation, and acting as channel of communication for the BAC with stakeholders.

Table 2 presents the technical/functional competencies of the BAC Secretariat in accordance with related provisions in RA 12009 and its IRR. The competencies are manifested in various behavioural indicators, which could either be directly expressed in the provisions, or

implied by the duties and ethical standards of the BAC Secretariat.

Table 2.

Technical/Functional Competencies of the BAC Secretariat Based on RA 12009 and Its IRR

COMPETENCY/BEHAVIORAL INDICATOR	RA 12009 & IRR provisions	Remarks
1. REGULATORY KNOWLEDGE		
Mastery of RA 12009 and its IRR	Sec. 46.2	Directly expressed
2. PLANNING		
Consolidate PPMPs from various offices/units	Sec. 7.7, 44.3(i)	Directly expressed
Prepare the indicative Annual Procurement Plan (APP) based on the consolidated PPMPs	Sec. 7.7, 44.3(i)	Directly expressed
Revise indicative APP to ensure alignment with the National Expenditure Program (NEP), regular APP aligned with the GAA, and semestral revisions	Sec. 7.7, 7.9	Directly expressed
3. PROCUREMENT STRATEGY (MODE OF PROCUREMENT)		
Draft BAC Resolutions recommending mode of procurement with “fit-for-purpose” justifications and market scoping	Sec. 35.5, 44.3(a)(c), 66.1(a)	Directly expressed
Strictly monitor timelines/deadlines to guarantee on-time procurement and implementation	Sec. 44.3(a)(g)(h), 67.1	Directly expressed
4. BID DOCUMENTATION		
Draft the Invitation to Bid/Request for Quotations (RFQs)/Request for Proposals (RFPs)/Request for Expression of Interest.	Sec. 31.3(a), 34.3(c), 35.9(b), 44.3(f), 47.1, 50.2	Directly expressed
Manage the “sale and distribution” of bidding documents to interested bidders	Sec. 44.3(e), 47.4	Directly expressed
Review the completeness of eligibility requirements of prospective bidders	Sec. 44.3(a)(g), 49.1(c), 52	Implied from duties
Draft the “Abstract of Bids as Read”	Sec. 44.3(d), 43.5, 58, 66.1(b)	Directly expressed
Properly handle unsealed or improperly marked envelopes	Sec. 54.9	Directly expressed
Draft Supplemental/Bid Bulletins to reflect amendments in the bidding documents	Sec. 44.3(j), 51.4, 67.3	Directly expressed
Draft responses to requests for clarifications	Sec. 44.3(j), 51.5, 61.1, 62.1	Directly expressed
5. BID EVALUATION		

COMPETENCY/BEHAVIORAL INDICATOR	RA 12009 & IRR provisions	Remarks
Maintain the security of all bid documents during the evaluation phase	Sec. 44.3(d), 48.1, 58	Directly expressed
6. POST-QUALIFICATION		
Draft a written notice for the conduct of post-qualification to the bidders declared as LCB/HRB	Sec. 44.3(a)(b)(g), 63.2	Directly expressed
Draft a legally sound BAC Resolution recommending the Award of Contract, or BAC Resolution recommending the Failure of Bidding, citing the correct sections of the IRR of RA 1200	Sec 44.3(c), 64, 66.1(a), 66.2	Directly expressed
Draft a written notice of post-disqualification	Sec. 44.3(a)(b)(g), 63.5	Directly expressed
7. CONTRACT AWARD		
Draft the Notice of Award subject to the approval of the HoPE	Sec. 44.3(f), 66	Directly expressed
Verify that the winning bidder submits the correct form and amount of Performance Security within ten (10) calendar days from receipt of the NOA	Sec. 66.5, 68	Directly expressed
Draft the final Contract Agreement, with attached mandatory parts (SBDs, Bid Bulletins, and the Bidder's technical/financial proposals)	Sec. 44.3(g)	Implied from duties
Facilitate the "Conditions of Award," including obtaining the signature of the HoPE and contractors/suppliers/consultants, and notarization of contract	Sec. 44.3(g)(j), 66.5	Implied from duties
Prepares and facilitates the issuance of the Notice to Proceed	Sec. 44.3(g)(h)(j)	Implied from duties

As reflected in Table 2, the required competencies of the BAC Secretariat derived from RA 12009 and IRR provisions are herein summarized. **Regulatory Knowledge Competency** focuses on the ability of the BAC Secretariat to understand and interpret the provisions of RA 12009 and its IRR to ensure that actions and decisions comply with legal requirements. **Planning Competency** focuses on its ability to consolidate the Project Procurement Management Plan (PPMPs) and translate them into an Annual Procurement Plan (APP). **Procurement Strategy Competency** focuses on its ability to provide administrative and monitoring support to the BAC in terms of choosing and implementing the appropriate procurement modality. **Bid Documentation**

Competency focuses on its ability to manage and facilitate the communication of documents needed for the bidding process. This competency is essential because BAC decisions must be supported by documents that are complete, accurate, and properly maintained. **Bid Evaluation Competency** focuses on its ability to provide accurate documentary and administrative support to the BAC during the evaluation of bids. **Post-Qualification Competency** focuses on its ability to provide accurate documentary and communication support to the BAC during the post-qualification phase, which confirms if the winning bidder is truly qualified to undertake the project. This competency helps the BAC in maintaining complete and secure records and translating BAC findings into

a legal document as basis for sound decision. **Contract Award Competency** focuses on its ability to provide documentary, administrative, and monitoring support as the BAC provides recommendations to award contracts and formally execute the contract. This competency ensures that the award process is fully documented and completed within the prescribed periods, and that accurate document trail for accountability, audit, and contract management.

Generic/Managerial Competencies

Generic competencies are essential for all staff regardless of their function or level (e.g., communication, program execution). Managerial competencies are those considered essential for staff with managerial or supervisory responsibility (e.g., analysis and decision-making, team leadership). To be effective, any function in the organization must possess a set of essential managerial/generic and technical/functional competencies (UNIDO, 2002). Several common competencies were derived from the functions of the BAC, TWG, and BAC Secretariat, and these are useful for their success in fulfilling their roles.

Ethics and Integrity focus on the ability of the BAC, TWG, and BAC Secretariat to act in an honest and fair manner. Examples of behavioral indicators of this competency are disclosing conflicts of interest, refusing to accept gifts or favors, reporting irregularities and resisting undue pressure or influence from suppliers or officials. This competency is governed by the principles of accountability and professionalism in IRR Section 3(e)(h) and supported by IRR Section 81.1, 82.1, 92(c)(g), 100.1(b), and 100.2. **Communication Skills** focuses on their ability to convey information in a clear and professional manner to suppliers, end-users, and colleagues in the government even during disagreements or difficult situations. **Collaboration (Teamwork)** focuses on their ability to work effectively with their colleagues, technical experts, end-users and other units by sharing information, seeking diverse viewpoints, coordinating activities, and contributing to a collective decision-making to achieve objectives. **Stakeholder Relationship Management** focuses on their ability to maintain

professional relationships with end-users, bidders/suppliers, observers, COA auditors to ensure smooth processes. **Supplier Management** focuses on their ability to monitor suppliers'/contractor's/ consultants' performance throughout the procurement cycle and take appropriate actions when needed.

The BAC and TWG also shared common competencies. **Conflict Resolution** focuses on the ability of the BAC and TWG to manage disagreements and complaints in a professional and action-oriented manner while maintaining its compliance with laws and standards. **Decision-Making Skills** focuses on their ability to make objective and sound decisions based on established criteria, technical specifications, and applicable regulations instead of personal opinions or external influence. Effective decision-making ensures safeguarding government resources and upholds the integrity of the procurement process. **Risk Assessment and Management** focus on their ability (on the premise that they have the primary responsibility over procurement and deliveries) to identify and mitigate potential risks that may affect procurement, contract implementation, and supply objectives. This competency helps ensure successful contract implementation, protect government assets, and promote accountability in the procurement and supply chain process. The risk management of the BAC Secretariat was already embedded in other competencies such as supplier management, bid documentation, and bid evaluation. **Analytical and Critical Thinking** focuses on the ability of the BAC, as primary decision-maker, and the TWG, as the technical, financial and legal advisor, to examine information, detect non-compliance, interpret complex rules in RA 12009 and its IRR, and make sound decisions within the bounds of the law.

The BAC Secretariat has functions unique to their role. **Organization Skills** focuses on their ability to manage documents, schedules and activities to ensure the proper documentation and completion of procurement processes within the timelines prescribed by law. **Meeting Management** focuses on their ability to facilitate and document all procurement-related meetings and proceedings. **Digital Literacy** focuses on their ability to use digital

technologies, software applications, and government digital platforms (like PHILGEPS) to support documentation and data security. In this digital era, digital systems and electronic records are widely utilized for more efficient report writing, filing, and inventory tracking and reporting.

Competency Levels of Procurement Practitioners. This section discusses the competency levels of the respondents gathered through the GPPB competency exam and PCG self-assessment survey.

GPPB Competency Examination Results

Objective examination results revealed that the BAC, TWG and BAC Secretariat respondents achieved “**competent**” ratings on planning, which indicates that they have adequate mastery of the RA 12009 provisions related to Procurement Planning (overall % = 73%). In particular, most of them understood that the Annual Procurement Plan (APP) should include provisions for foreseeable emergencies based on historical records, that no procurement may proceed outside the approved APP, and that end-users are responsible for any changes in the Project Procurement Management Plans (PPMPs). However, more than half of the respondents were confused about the actual conduct and execution of the Early Procurement Activities (EPA). Additionally, they have confusion whether disposal and training are considered procurement activities or not.

Further, the BAC, TWG and BAC Secretariat achieved “**fairly competent**” ratings in Bid Evaluation (overall % = 59%), Contract Award (overall % = 62%), and General Knowledge of the BAC (overall % = 63%). This indicates that they have partial mastery of the provisions of RA 12009 related to these areas. For Bid Evaluation, the respondents well understood that observers must be invited to the evaluation process. However, there is confusion regarding how to handle price discrepancies during evaluation and whether pre-procurement conferences are required based on specific price thresholds. However, it should be noted that the exam has three questions only on bid evaluation; therefore, caution is needed in making

conclusions regarding this competency area and the exam should assess other important areas under bid evaluation. For Contract Award, the majority understood the requirements for warranty security and know that request for reconsiderations must be resolved first before a contract can be awarded. However, respondents have confusion on the required percentage for liquidated damages (10% of contract price) for contract termination and the specific provisions governing the suspension and blacklisting of suppliers. In terms of General Knowledge of the BAC, the respondents fully know how to determine the quorum and the rulings regarding provisional members. However, they have limited knowledge on Section 41 of RA 12009 and its IRR, particularly on BAC structure and BAC composition.

Further, the BAC, TWG and BAC Secretariat have “**not competent**” rating in both Procurement Strategy (overall % = 38%), and Bid Documentation (overall % = 46%), which indicates that they have insufficient mastery of RA 12009 related to these provisions and need further training or review. On Procurement Strategy, the respondents showed widespread confusion regarding alternative modes of procurement, specifically the rules governing the leasing of venues, limited source bidding, and repeat orders. In terms of Bid Documentation, the respondents knew that supplemental bid bulletins are issued five (5) days before the deadline for the submission and receipt of bids and they are familiar with electronic bid submission. However, there is confusion whether payment of bidding documents fee is mandatory or not, mechanics of the two-envelope system, PHILGEPS advertisements requirements, bidder eligibility criteria, and rules on modifying submitted bids.

Overall, the BAC, TWG, and BAC Secretariat achieved “**fairly competent**” ratings in the GPPB Competency Exam (overall % = 58%). This finding indicates that the respondents generally have partial mastery of RA 12009 and its IRR provisions. This can be attributed to lack of training on either RA 9184 or RA 12009 (Table 3). In addition, most of them have served in the procurement role for five years or less. However, this limited mastery could affect

their ability to properly interpret and apply the procurement law in their actual duties. The findings suggest the urgent need for the PCG to conduct further procurement training and development programs for the procurement practitioners. The goal is to train or retrain them on the procurement law for better understanding and application. Previous studies supported capability building and training initiatives for the personnel, especially those with limited technical expertise, to help them acquire and apply competencies and improve their knowledge and efficiency in performing their procurement roles (Bals et al., 2020; Matunga et al. 2017). Matunga et al. (2021) stressed that familiarity with the procurement regulations and procedures are key inputs for successful implementation of public procurement.

PCG Self-Assessment Results

Table 3 presents a summary of mean scores of the technical/functional competencies and generic/managerial competencies of the BAC, TWG and BAC Secretariat based on the results of the PCG Competency Self-Assessment survey. It reflects that the procurement roles may fall under the same competency cluster; however, the behavioural indicators per role are uniquely aligned to their primary functions. Thus, in this section, which is divided into two parts namely, technical/functional competencies and generic/managerial competencies, separate discussions for the BAC, TWG, and BAC Secretariat have been written to better understand their distinct roles and competencies.

Table 3.

Summary of Mean Scores of Competency Levels of PCG Procurement Practitioners

Competencies	BAC	TWG	BAC SEC
Technical/Functional:			
Negotiation	2.31 (FC)		
Planning	2.31 (FC)	2.18 (FC)	2.39 (FC)
Procurement Strategy (Modes of Procurement)	2.49 (FC)	2.21 (FC)	2.55 (C)
Bid Documentation	2.42 (FC)	2.12 (FC)	2.53 (C)
Bid Evaluation	2.31 (FC)	2.11 (FC)	2.53 (C)
Post-Qualification	2.35 (FC)	2.15 (FC)	2.47 (FC)
Contract Award	2.39 (FC)	2.12 (FC)	2.58 (C)
Technical Inspection			
Inspection Report Writing			
Contract Delay Monitoring and Documentation			
Inspection and Acceptance			
Inventory Control			
Property Card Management			
Warehousing & Storage			
Documentation & Record-Keeping			
Asset Disposal			
Composite Mean (Technical/Functional)	2.37 (FC)	2.14 (FC)	2.51 (C)
Generic/managerial:			
Analytical & Critical Thinking	2.37 (FC)	2.12 (FC)	
Ethics & Integrity	3.02 (C)	2.75 (C)	2.83 (C)
Communication Skills	2.93 (FC)	2.68 (C)	2.54 (C)
Collaboration (Teamwork)	2.90 (C)	2.57 (C)	2.59 (C)
Stakeholder Relationship Management	2.64 (C)	2.42 (FC)	2.62 (C)

Competencies	BAC	TWG	BAC SEC
Supplier Management	2.40 (FC)	2.17 (FC)	2.40 (FC)
Conflict Resolution	2.52 (C)		
Decision-Making Skills	2.84 (C)	2.39 (FC)	
Risk Assessment & Management	2.63 (C)	2.29 (FC)	
Organizational Skills			2.56 (C)
Meeting Management			2.66 (C)
Digital Literacy			2.53 (C)
Composite Mean (Generic/Managerial)	2.69 (C)	2.42 (FC)	2.58 (C)

Legend:

3.26 – 4.00	Very Competent (VC)
2.51 – 3.25	Competent (C)
1.76 – 2.50	Fairly Competent (FC)
1.00 – 1.75	Not Competent

Technical/Functional Competencies

Bids and Awards Committee (BAC). The BAC has a an overall technical/functional competency mean of 2.37 for BAC, interpreted as “fairly competent.” Moreover, all competencies obtained “fairly competent” ratings: procurement strategy (2.49), bid documentation (2.42), contract award (2.39), post-qualification (2.35), negotiation (2.31), planning (2.31), and bid evaluation (2.31). The findings suggest that the respondents perceived that they have a basic understanding of their functions, but they need significant supervision in performing their roles.

The competency with the highest mean, procurement strategy (choosing the mode of procurement on fit for purpose approach) (2.49), indicates that the respondents have relatively more confidence in determining the best procurement modality. This may indicate familiarity with the different modes of procurement that will help the agency achieve value for money. However, since the rating is still “fairly competent,” there may be some confusions in applying the principles in very difficult procurement cases.

Moreover, the competencies with the lowest mean with “fairly competent” ratings are negotiation (2.31), planning (2.31), and bid evaluation (2.31). This finding implies that these are the areas they find particularly more challenging. Conducting negotiations, executing Early Procurement Activities (EPA), aligning the APP with the agency’s procurement goals, and scoring bids using the MEARB

criteria are just some of the areas they have difficulties with. Dante and Bernabe (2024) support this finding; they found that EPA implementation in one agency was weak. Having lower confidence in these areas may affect the quality of engagement with suppliers, procurement planning, and evaluation of bids, which may lead to inefficient outcomes or reduced value for money. Overall, the results imply the need for capacity-building programs to uplift the competencies of the BAC to be more effective in exercising their duties and responsibilities under RA 12009 and its IRR.

Technical Working Group (TWG). The TWG has an overall technical/functional competency mean of 2.14, interpreted as “fairly competent.” Moreover, all competencies obtained “fairly competent” ratings: choosing mode of procurement based on “fit-for-purpose approach (2.21), planning (2.18), post-qualification (2.15), bid documentation (2.12), contract award (2.12), and bid evaluation (2.11). This suggests that the TWG respondents perceived that they have a basic understanding of their functions, but they need significant supervision in performing their roles especially in difficult scenarios.

The highest rated competency is choosing mode of procurement based on “fit-for-purpose approach” (2.21), which is the same with the BAC but with slightly lower mean. This suggests that the TWG respondents have more confidence in understanding and applying the procedures in choosing modes of procurement. However, the fairly competent rating suggests

that they need guidance and supervision in this area when confronted with a difficult case.

The competency with the lowest mean is bid evaluation (2.11), which suggests that the TWG respondents have the most difficulty in this area and have limited confidence and capability in performing assessments during bid evaluation. This includes scoring bids using MEARB (Most Economically Advantageous Responsive Bid) criteria including green specifications and life-cycle costs, managing the criterion-based assessment of prospective consultants within prescribed timelines, and determining and justifying whether to award a contract based on LCRB, MEARB, MARB, or HRRB. The low mean scores in scoring bids using MEARB suggests that the TWG respondents may lack familiarity or have difficulty in applying the new evaluation concepts introduced in RA 12009. This includes green specifications and life-cycle costing, which are broader than just comparing acquisition costs. Since bid evaluation is one of the primary responsibilities of the TWG, low ratings show a significant concern that could affect the quality of procurement decisions. This suggests that there is a need to enhance the knowledge and expertise of the TWG on bid evaluations, which are highly analytical and technical. Overall, the findings suggest a need for capability-building programs to strengthen the role of TWG in all competencies to make accurate and legally compliant recommendations to the BAC.

BAC Secretariat. The BAC Secretariat has the overall technical/functional competency mean of 2.51, interpreted as “competent.” Moreover, competencies that obtained “competent” ratings include contract award (2.58), choosing mode of procurement based on “fit-for-purpose approach (2.55), bid documentation (2.53), and bid evaluation (2.53). This suggests that the BAC Secretariat respondents believed that they can perform their administrative, documentary, and monitoring tasks independently with less errors. This implies that they are satisfactorily ready to support the BAC during major procurement stages.

The competency with the highest mean, contract award (2.58) (“competent”) suggests that the respondents are most confident in carrying out activities related to awarding and

processing contracts, possibly due to their familiarity with the final stages of the procurement process. On the contrary, the respondents have “fairly competent” self-assessment ratings in post-qualification (2.47) and planning (2.39). This suggests that the respondents may not be fully confident in drafting legally sound BAC resolutions recommending award of contract or failure of bidding, as well as drafting written notice of post-disqualification. Also, they have limited confidence in planning, particularly consolidation of PMPs, preparation of APPs, and revising indicative APPs. This finding aligns with Sobremisana and Moyani’s (2024) finding that preparation of consolidated APP is a “very high” challenge. Overall, findings imply that the BAC Secretariat respondents is stronger in operational and documentation-related functions for contract award, bid documentation, and bid evaluation than in planning and post-award stages. This highlights the need for capability-building programs focused on these areas. Moreover, since the ratings are only “competent” and not “very competent,” conducting continuous training is still needed to strengthen their mastery and application of RA 12009 and accuracy in documentations.

Generic/Managerial Competencies

Bids and Awards Committee (BAC). Table 3 shows the overall generic/managerial competency mean of 2.69 for BAC, interpreted as “competent” particularly in ethics and integrity (3.02), communication skills (2.93), collaboration (2.90), decision-making skills (2.84), stakeholder relationship management (2.64), risk assessment and management (2.63), and conflict resolution (2.52). This suggests that the respondents perceived that they frequently demonstrate these competencies during work and can perform the tasks and expected behaviors with occasional guidance.

The competency with the highest mean is ethics and integrity (3.02), which tells that BAC respondents demonstrate a strong commitment to ethical behavior, particularly in refusing gifts, Favors, or free meals from suppliers, which suggests that the respondents value being impartial and avoid any conflict of interest that may interfere in the procurement

activities. However, the competencies that obtained “fairly competent” ratings were analytical and critical thinking (2.37) and supplier management (2.40). This suggests that the respondents demonstrate competency in an inconsistent manner and can perform expected behaviours but may need guidance when faced with challenging situations. These findings suggest that the respondents find difficulty in interpreting the complex provisions of RA 12009 and its IRR to resolve gray area situations, identifying non-compliances and warning signals in bid evaluations, and implementing legal procedures for contract termination or blacklisting. Overall, findings suggest a need for capability-building programs focused on soft skills, particularly critical thinking and supplier management, to strengthen the BAC’s effectiveness in performing their duties under RA 12009 and its IRR.

Technical Working Group (TWG). The TWG has an overall generic competency mean of 2.42, interpreted as “fairly competent.” They perceived themselves “fairly competent” in stakeholder relationship management (2.42), decision-making skills (2.39), risk assessment and management (2.29), supplier management (2.17), and analytical and critical thinking (2.12). This suggests that the respondents demonstrate competency in an inconsistent manner and can perform expected behaviors but may need guidance when faced with challenging situations. On the other hand, the respondents obtained “competent” ratings on ethics and integrity (2.75), communication skills (2.68), collaboration (2.57), and conflict resolution (2.52). This suggests that the respondents frequently demonstrate these competencies during work and can perform the tasks and expected behaviors with occasional guidance.

The competency with the highest mean is ethics and integrity (2.75) interpreted as “competent.” This suggests that the TWG respondents are strongly committed to ethical behavior, particularly in refusing gifts, meals or favors from suppliers. The generic competency with the lowest mean is analytical and critical thinking (2.96), particularly the ability to interpret complex provisions of RA 12009 and its IRR to resolve gray area situations. This

indicates a notable gap in making judgements that are legal and analytical in nature, especially in situations in which procurement rules are unclear or require careful interpretation.

Overall, the findings imply that despite that the TWG demonstrates acceptable ethical behavior, communication and collaboration, there is still a need to conduct capability-building programs in interpreting RA 12009, decision-making, risk assessment and management, and supplier management.

BAC Secretariat. The BAC Secretariat has overall generic competency mean of 2.58, interpreted as “competent,” particularly in ethics and integrity (2.83), meeting management (2.66), stakeholder relationship management (2.62) collaboration (2.59), organizational skills (2.56), communication skills (2.54), and digital literacy (2.53). This suggests that the respondents perceived that they frequently demonstrate these competencies during work and can perform the tasks and expected behaviors with occasional guidance.

Ethics and integrity emerged as the competency with the highest mean (2.83) interpreted as “competent.” This indicates that the BAC Secretariat respondents demonstrate a strong commitment to ethical behavior, especially in the ability to refuse gifts, favor, or free meals from suppliers. On the other hand, the supplier management competency obtained the lowest mean of 2.40 interpreted as “fairly competent.” This suggests that the respondents demonstrate competency in an inconsistent manner and can perform expected behaviors but may need guidance when faced with challenging situations, especially in enforcing critical supplier deadlines and maintaining an updated registry of suppliers, including tracking poor-performing or black-listed suppliers.

Another notable finding is that an indicator, “managing overlapping procurement deadlines without missing a single date” obtained a “fairly competent” rating. This suggests that respondents may have experienced challenges in handling multiple timelines and deadlines simultaneously, such as bid posting periods, award timelines, and documentary submission timelines. Since the PCG works on various projects in a year, the weakness in this area could

potentially affect the compliance of the BAC Secretariat with procurement timelines mandated by the law. Overall, the findings suggest that the strengths of the BAC Secretariat respondents lie in ethical conduct, meeting management, collaboration, communication, stakeholder support, and digital literacy. However, lower ratings in supplier management indicate further training in this area.

Comparison between Results of the GPPB Competency Exam and Self-Assessment Survey. This section compares the results of the GPPB exam and self-assessment according to technical/functional competency areas.

Planning. Among the BAC, TWG and BAC Secretariat respondents, there is a notable contrast regarding planning competency. While this competency received the highest score and a “competent rating” on the actual GPPB exam, respondents only rated themselves as “fairly competent” in the self-assessment survey. This indicates that BAC, TWG and BAC Secretariat respondents have sufficient objective knowledge and understanding of planning requirements. However, the contrasting data suggests that they may underestimate their own capability in planning or feel less confident in applying planning tasks in actual practice despite having adequate technical knowledge. It may also indicate that while they understand the concepts in an exam, they may still experience practical difficulties or uncertainties when performing planning functions in real procurement activities. Overall, the results show that planning is a relative strength based on the exam, but confidence and practical application may still need to be strengthened.

Bid Documentation and Procurement Strategy. The BAC and TWG obtained “not competent” ratings on both Bid Documentation and Procurement Strategy (lowest score) in the competency exam, while they were “fairly competent” in the self-assessment with Bid Documentation having the lowest score. This indicates that they perceive themselves as having some level of capability in the areas of Bid Documentation and Procurement Strategy, but the exam shows that they still lack sufficient technical knowledge or mastery. The finding suggests the need for training, mentoring and

practical exercises to improve both technical knowledge and practical application for BAC members.

On the other hand, the BAC Secretariat was rated “not competent” in Procurement Strategy and Bid Documentation in the GPPB exam, but “competent” in the self-assessment survey. This suggests a significant discrepancy between what they believe they can perform and what they were able to demonstrate in an objective competency exam. It may imply that the respondents were confident in their familiarity with procurement processes, but may lack sufficient technical mastery of strategic procurement concepts, preparation of bidding documents, documentation requirements, and the application of procurement rules in test-based situations.

Bid Evaluation and Contract Award. The Bid Evaluation and Contract Award were “fairly competent” in both GPPB exam and self-assessment of the BAC and TWG. This suggests that their actual knowledge and their perceived level of competency are aligned in these two areas. This further means that the BAC members have some understanding of the processes involved in evaluating bids and recommending or awarding contracts, but their competency is not yet strong enough to be fully considered competent. This may imply that they can perform basic or routine tasks related to bid evaluation and contract award, but may still need further improvement in more technical aspects. Overall, the results indicate a need for continued training and practice to strengthen their accuracy, confidence, and compliance in these procurement functions.

On the other hand, the BAC Secretariat was rated “fairly competent” in Bid Evaluation and Contract Award in the GPPB exam, but “competent” in the self-assessment survey. This suggests that they possessed some level of knowledge and familiarity in evaluating bids and supporting contract award processes due to their practical exposure to procurement activities (routine experience), but their technical knowledge and application are insufficient and still needs improvement. This suggests the need for training, coaching, and hands-on experience to align perceived competency with actual performance.

Gaps between PCG Procurement Practitioners' Actual Competency Level and the Required Competencies of RA 12009

Bids and Awards Committee. The results revealed that the BAC has notable competency gaps in several key areas required under the procurement process. The most significant gap is observed in Procurement Strategy, where the BAC obtained only 38% in the GPPB exam, which is equivalent to a “not competent” rating, while their assessment rating was 2.49 or “fairly competent.” This indicates a clear mismatch between their perceived competency and actual technical performance. The result suggests that the BAC may have limited mastery of the technical and regulatory requirements involved in choosing the most appropriate procurement method, applying the fit-for purpose approach, and evaluating BAC resolutions based on strategic procurement considerations. This gap is critical because procurement strategy serves as the foundation for ensuring that procurement activities are aligned with organizational needs, budget requirements, and the objectives of RA 12009.

A similar gap is evident in Bid Documentation where the BAC obtained 47% in the GPPB exam, also rated as “not competent,” while their self-assessment rating was 2.42 or “fairly competent.” This finding suggests that although the BAC members perceive themselves as somewhat capable, their actual performance shows difficulty in handling the technical requirements of bid documentation. The identified weaknesses include initiating discussions during pre-bid conferences, refining bidding criteria, managing the timely issuance of supplemental bid bulletins, applying “pass/fail” criteria, determining the Single Largest Completed Contract (SLCC) requirements, and managing the opening of bids using the two-envelope system. These gaps may affect the clarity, completeness and compliance of bidding documents, which could lead to procurement delays, bidder’s confusion, or procedural errors.

The BAC also showed moderate gaps in Bid Evaluation and Contract Award. In Bid Evaluation, the BAC obtained 65% in the GPPB exam and self-assessment rating of 2.31, both interpreted as “fairly competent.” This means

that the BAC has some level of knowledge in evaluating bids, but still needs improvement in applying more technical and analytical approaches such as LCRB, MEARB, MARB or HRRB, green specifications, and life-cycle cost considerations. These are important under RA 12009 because procurement evaluation is no longer limited to the lowest cost, but also considers value, responsiveness, sustainability, and long-term efficiency.

For Contract Award, the BAC obtained 64% in the GPPB exam and 2.39 in the self-assessment survey, both rated as “fairly competent.” This suggests that the BAC perform basic contract award functions, but still has weaknesses in handling technical safeguards before final award. These include matters involving performance security, reservation clause, and evaluation of supporting documents under Section 66.1. This gap may expose the procurement process to risks if the BAC fails to properly verify documentary requirements or apply safeguards before recommending the award of contract.

The self-assessment also shows competency gaps in Planning, Negotiation, Post-Qualification, Analytical and Critical Thinking, and Supplier Management. Overall, the results showed that the BAC’s competency gaps are both technical and practical in nature. The “not competent” ratings suggest that the TWG needs immediate intervention in these areas. The “fairly competent” ratings suggest that the TWG has basic familiarity with these functions but still lacks the higher-level technical mastery required under RA 12009. Findings suggest the need for capacity-building programs, practical workshops, mentoring, and continuous assessment focusing on these areas to ensure that the BAC can perform its functions well.

Technical Working Group (TWG). The TWG obtained an overall competency level of 56% in the GPPB exam and technical/functional competency mean of 2.14 in the self-assessment survey, both interpreted as fairly competent. Among all groups, the TWG reflected one of the most substantial functional competency gaps.

The results showed that the TWG has several competency gaps in technical, regulatory, and analytical aspects of procurement. Similar to the BAC, the most notable gaps are found in the Procurement Strategy and Bid Documentation, where the TWG obtained “not competent” ratings in the GPPB exam. In Procurement Strategy, the TWG scored only 39% in the GPPB exam while its self-assessment rating was 2.21 or “fairly competent.” This indicates a mismatch between actual performance and perceived competency. The results suggest that the TWG may have limited technical and regulatory knowledge in selecting the most appropriate procurement method, applying the fit-for-purpose principle, and evaluating whether BAC resolutions are aligned with procurement objectives. Since the TWG provides technical assistance to the BAC, this gap may affect the quality of procurement recommendations and technical soundness of procurement decisions.

A similar concern is observed in Bid Documentation, where the TWG obtained 45% in the GPPB exam rated as “not competent,” while its self-assessment rating was 2.12 or “fairly competent.” This finding suggests a major weakness in the technical and regulatory requirements of bid documentation. Specifically, the TWG may experience difficulty in consistently applying eligibility requirements, checking document completeness, and applying pass/fail requirements. This gap is critical because bid documentation serves as the basis for determining the responsiveness of bidders. Weakness in this area may result in inconsistent evaluation, incomplete technical review, or errors in determining whether bids comply with the requirements.

The TWG also obtained “fairly competent” ratings in both Bid Evaluation and Contract Award in the GPPB exam and self-assessment survey. For Bid Evaluation, the TWG scored 56% in the GPPB exam and 2.11 in the self-assessment survey. Although both ratings fall under “fairly competent,” the results still indicate major weaknesses in technical and regulatory knowledge, particularly in highly technical and analytical evaluation activities. These include criterion-based assessment, application of MEARB, use of green specifications, life-cycle costing, and preparation of a TWG report. This

suggests that while the TWG may be familiar with basic bid evaluation tasks, it still needs improvement in more complex evaluation procedures required under RA 12009.

For Contract Award, the TWG also scored 56% in the GPPB exam and 2.12 in the self-assessment survey, both rated as “fairly competent.” This implies that the TWG has partial knowledge of the contract award process but still faces difficulty in handling safeguards before the final award. Weakness in this area may affect the TWG’s ability to provide accurate technical input before the BAC recommends the award of contract.

The self-assessment results further revealed competency gaps in Post-Qualification, Planning, Analytical and Critical Thinking, Supplier Management, Risk Assessment and Management, Decision-Making Skills, and Stakeholder Relationship Management. Overall, the results indicate that the TWG’s competency gaps are mainly concentrated in technical evaluation, regulatory application, documentation, and analytical decision-making. These findings imply the need for training, practical workshops, mentoring and case-based exercises focused in these areas to help the TWG provide more reliable technical support to the BAC and ensure that procurement decisions are accurate and aligned with the procurement law.

BAC Secretariat. Findings revealed that the BAC Secretariat has significant competency gaps in both technical and administrative areas of procurement. The most serious gaps are found in Procurement Strategy and Documentation, where the BAC Secretariat obtained “not competent” ratings in the GPPB exam. In Procurement Strategy, the BAC scored only 37% which indicates a major weakness in technical and regulatory knowledge, particularly in choosing the appropriate mode of procurement. This suggests that the BAC Secretariat may have difficulty understanding and applying strategic procurement decisions, especially when determining the most suitable approach based on nature, urgency, and requirements of a project.

A similar concern is seen in Bid Documentation, where the BAC Secretariat obtained 45% and was rated “not competent” in the GPPB exam. This indicates a major weakness in

technical and regulatory knowledge, especially in preparing, organizing and managing procurement documents. Since the BAC Secretariat plays an important role in preparing and maintaining bidding records, notices, resolutions, minutes and other procurement-related documents, weakness in this area may affect the accuracy, completeness and timeliness of the procurement process, which may also lead to procedural errors, delays, or non-compliance with procurement rules.

The BAC Secretariat was rated “fairly competent” in Bid Evaluation, with a GPPB exam score of 56% and in Contract Award, with a score of 65%. The result suggests that they have some working knowledge of bid evaluation and contract award procedures but still lacks full technical mastery.

The self-assessment results also reveal competency gaps in planning and post-qualification. These areas are critical because the BAC Secretariat serves as the documentary arm of procurement proceedings. Deficiencies in APP preparation, resolutions and formal notices may weaken the legality and timeliness of procurement decisions. Accordingly, training needs should focus on advanced planning, accurate legal drafting and post-qualification documentation rather than basic administrative functions.

Further, the self-assessment also revealed additional gaps in several indicators with “fairly competent” ratings, such as Conditions of Award, Customization of Bid Documents, Deadline Management, PHILGEPS navigation, and Supplier Management. Overall, the competency gaps of the BAC Secretariat are concentrated on procurement strategy, bid documentation, technical support, documentation accuracy, digital procurement, and deadline management. The findings imply the need for training, hands-on workshops, mentoring and continuous technical guidance to strengthen the BAC Secretariat’s ability to perform its administrative and technical support functions accurately, efficiently and in compliance with the procurement law.

Challenges of Procurement Practitioners in Implementing RA 12009

Survey results showed that the implementation of RA 12009 presents varying levels of challenges among the BAC, TWG, and BAC Secretariat. Based on the overall mean, the BAC obtained 2.40 and TWG obtained 2.49, both interpreted as “slightly challenging.” Though this finding may appear inconsistent with their competency levels which are “fairly competent,” it is important to know that perceived challenges and competency levels measure two different things. Perceived challenges measure how difficult the respondents think the implementation of RA 12009 is, while competency level measure how capable they are in performing technical and functional procurement tasks. Hence, when their perceptions are “slightly challenging,” this means that from the perspectives of the BAC and TWG, the implementation of RA 12009 is manageable because they may already have enough familiarity, experience, or confidence to manage new requirements, even if they are not yet fully competent.

Meanwhile, the BAC Secretariat obtained the highest overall mean of 2.60, interpreted as “moderately challenging.” This indicates that among the three groups, the BAC Secretariat experienced the greatest difficulty in implementing RA 12009, which may be attributed to its direct involvement in documentation, coordination, record management, deadline monitoring, posting requirements, and administrative support throughout the procurement process. Earlier, they rated themselves “competent,” which means that they consider themselves capable of performing their duties. However, they still find the implementation of RA 12009 moderately challenging because of the increased technical, administrative, and procedural demands introduced by the new procurement law. Under RA 12009, their functions become more demanding because of stricter timelines, documentation of procurement proceedings, and support to new approaches such as life-cycle costing, fit-for-purpose specifications, and MEARB/MARB frameworks (GPPB-TSO, 2025).

Planning. In the planning stage, the data reveals that the use of modernized PHILGEPS for end-to-end electronic procurement planning was a major concern, with the BAC Secretariat obtaining the highest mean of 2.78 and the TWG with a mean of 2.53, both rated as “moderately challenging.” This aligns with the BAC Secretariat’s self-rating of fairly competent, which means that digital procurement readiness is consistently an important area of improvement. In addition, completing preparatory activities such as final specifications and detailed engineering was also rated “moderately challenging” by the BAC Secretariat with a mean of 2.64, indicating that they had difficulty in ensuring all requirements are fully prepared before procurement begins. Also, shifting from the traditional “lowest price” mindset to the calculation of long-term project cost was rated “moderately challenging” especially for the BAC Secretariat with a mean of 2.62 compared to the BAC and TWG’s rating of “slightly challenging.” This difference in perception may be attributed to their distinct functions in the procurement process. The BAC and TWG’s roles are generally focused on decision-making, technical evaluation, and recommendations, while the BAC Secretariat’s role is on greater documentation and coordination. While the BAC and TWG may view the shift as a technical or evaluative matter, the BAC Secretariat experiences it as a challenge on documentation, coordination and compliance.

Invitation to Bid. In this stage, the application of the new MEARB or MARB frameworks was perceived as one of the more difficult areas. The TWG and BAC Secretariat rated this as “moderately challenging” with a mean of 2.59 and 2.78, respectively. This indicates that the shift from traditional Lowest Calculated Responsive Bid (LCRB) approach to quality-price ratio evaluation frameworks requires stronger technical understanding and practical application. This aligns with the fairly competent rating of the TWG in using the MEARB criteria, which implies need for further training on this area. Also, it can be observed that the BAC find this area slightly challenging because its involvement is more focused on approving, reviewing and deciding on procurement matters, while the TWG and BAC Secretariat do the

heavier tasks of preparing the detailed technical computations and documentary requirements.

In addition, ensuring the complete preparation of technical specifications, scope of works, and terms of reference prior to the Invitation to Bid was also moderately challenging for the BAC Secretariat, with a mean of 2.55. This suggests that documentary and technical preparation required under the new law may have placed added pressure on procurement practitioners.

Receipt and Opening of Bids. In this stage, most items were rated as “slightly challenging” by the BAC and TWG, while the BAC Secretariat generally rated several items as “moderately challenging.” This difference may be attributed to their roles during this stage. While the BAC and TWG’s participation is generally focused on supervising the process, observing the opening of bids, and ensuring the proceedings comply with procurement rules, the BAC Secretariat performs the detailed administrative work to support the legality and integrity of the bidding process.

Among all indicators, verifying complex NFCC formulas for foreign bidders was rated “moderately challenging” by all three groups, with mean of 2.53 for the BAC, 2.56 for TWG and 2.64 for BAC Secretariat. This indicates a common difficulty in applying the more technical financial eligibility requirements under the new standards. Moreover, the shift from manual to electronic bid submissions was also “moderately challenging” for the BAC Secretariat, with a mean of 2.65. This shows that adjustment to digital submission processes remains a concern. In addition, managing bidders with expired certificates or data discrepancies between PHILGEPS records and physical documents, as well as managing supplier’s appeals when bids are submitted due to being late by mere seconds, were rated as moderately challenging by the BAC Secretariat, with mean scores of 2.54 and 2.56 respectively. While the BAC Secretariat perceived themselves competent in communication, these findings suggest that the BAC Secretariat had difficulty when faced with situations involving technical verifications, strict deadlines, and possible disputes from bidders. These situations require the BAC

Secretariat to balance compliance with fairness.

Bid Evaluation. In this stage, data shows that the TWG and BAC Secretariat experienced more challenges in applying more analytical and value-based evaluation methods than the BAC. The BAC may find this area slightly challenging because they mainly decide based on the technical findings and documentation submitted by the TWG and BAC Secretariat. Among the indicators, technical expertise in evaluating innovative and fit-for-purpose solutions, as well as gathering market data to calculate Total Cost of Ownership, were rated “moderately challenging” by the TWG and BAC Secretariat, both indicators with mean scores of 2.52 and 2.64 respectively. These findings suggest that procurement practitioners may need additional training in market research, life-cycle costing, sustainability considerations, and evaluation of innovative solutions. This finding aligns with the fairly competent ratings of the TWG on managing life-cycle costs and MEARB criteria, which suggests that they lack familiarity or have difficulty in applying the new concepts introduced in RA 12009. Furthermore, the BAC Secretariat again recorded higher ratings, indicating that they faced greater difficulty in documenting and supporting these evaluation processes.

Post-Qualification. In this stage, the BAC Secretariat rated all indicators as “moderately challenging” than the BAC and TWG. Their rating may be attributed to their role of handling the administrative and documentary responsibility needed to support the post-qualification process. Unlike the BAC and TWG, the BAC Secretariat is responsible for organizing records, coordinating with bidders and end-user units, preparing notices and reports, consolidating supporting documents, and ensuring that all actions are properly documented.

The BAC Secretariat’s “moderately challenging” ratings align with their self-rating of fairly competent in post-qualification. The highest concern in this stage is the budget and scheduling constraints affecting TWG’s ability to conduct on-site inspections were rated “moderately challenging” by the TWG and BAC Secretariat. This finding imply that post-qualification requires not only technical knowledge

but also sufficient resources, coordination mechanisms, and time management. In addition, coordinating with agencies and banks to authenticate bidder permits and financial credit lines, was the highest concern among the BAC Secretariat, with a mean of 2.70, followed by adhering to the 12-day mandatory period for verifying legal, technical, and financial compliance. These findings suggest difficulty in validating bidder qualifications within required timelines.

Contract Award. In this stage, most indicators were rated as “slightly challenging,” but the TWG and BAC Secretariat again reported a few moderately challenging areas as they are directly involved in preparing and supporting the documents needed for the award. These include meeting the 60-calendar day maximum period from bid opening to award, verifying mandatory supporting documents for HoPE approval within the 3-day notice window, and conducting a thorough validation of the LCB/HRB’s claims within the accelerated validation timelines under the new law. These findings suggest that the TWG and BAC Secretariat experiences difficulty in complying with strict deadlines and documentation requirements before the award of contract. This finding aligns with the self-assessed fairly competent ratings of the TWG on contract award. On the other hand, the BAC Secretariat perceived themselves competent in this area, but they still experienced challenges due to the complexity of the job.

Contract Implementation. In this stage, most indicators were rated as “moderately challenging” by the BAC Secretariat because this stage requires continuous documentation, coordination and monitoring support. After the contract is awarded, the BAC’s role becomes more limited as it mainly involved when a procurement-related decision, recommendation, or corrective action is necessary. The TWG may also be involved only in specific technical concerns, such as inspection, validation or assessment of contractor performance. However, the BAC Secretariat remains actively involved in organizing records, preparing communications, monitoring submission of required documents, assisting in contract-related reports,

and ensuring that all actions are properly documented.

Data shows that managing negative slip-page was rated as “moderately challenging” by the TWG and BAC Secretariat with mean scores of 2.54 and 2.75 respectively. Also, managing terminated contracts was a concern among the BAC and BAC Secretariat with mean scores of 2.52 and 2.77 respectively. The BAC Secretariat also found documenting change orders or extra work orders and correctly applying penalties as moderately challenging with mean scores of 2.66 and 2.62. This suggests that the implementation phase presents significant difficulty, especially in enforcing corrective measures, validating ground for termination, facilitating work turn-over, and ensuring that contract adjustments remain within allowable limits.

Others. Logistical challenges in maintaining mandatory secure digital recordings and complying with Jury Duty requirements are more difficult for the BAC Secretariat. Jury Duty compliance was rated moderately challenging by the BAC Secretariat with a mean of 2.58, while the BAC and TWG rated it as slightly challenging. This aligns with the fairly competent self-rating among the BAC Secretariat on managing overlapping deadlines, which suggests that they experienced challenges in handling multiple timelines and deadlines simultaneously. This indicates that prioritizing procurement assignments over regular duties may be difficult, particularly when the BAC Secretariat must comply with strict timelines for bid openings, evaluations, post-qualification, awards, and documentation. It also suggests that they may be experiencing workload overload, which may be linked to their difficulty in managing competing timelines. This finding confirms Navarro’s (2023) assertion on the weak ability of government agencies to follow procurement rules due to BAC structure, in which being a BAC member is a collateral duty of those with main jobs in an agency. The creation of a dedicated or Plantilla procurement positions may help address this challenge. Full-time procurement personnel can focus exclusively on procurement planning, documentation, coordination, evaluation support, and contract monitoring. This can improve compliance with timelines, enhance the quality of procurement

outputs, reduce workload pressure, and strengthen the institutional capacity in implementing RA 12009.

Conclusion

This study provided a competency-based assessment of PCG procurement practitioners namely BAC, TWG, and BAC secretariat anchored on RA 12009 and its IRR. The study concludes that under RA 12009, successful procurement requires the BAC, TWG and BAC Secretariat to possess role-specific functional/technical competencies and shared generic competencies like ethics and communication throughout the procurement cycle. To strengthen their competencies, a one-size-fits all training approach will be ineffective because functional tasks differ significantly among these groups. It is essential for the PCG to design role-specific development programs to make each practitioner effective in performing their roles and contribute well to the agency.

The PCG procurement practitioners generally demonstrated a “fairly competent” level of knowledge and skills in relation to RA 12009 and its IRR based on the GPPB exam. This result can be attributed to the lack of training brought about by the expensive training cost and PCG’s geographical setup as well as frequent rotation of personnel to shipboard duties. Moreover, the discrepancies that arose after comparing the GPPB competency exam and self-assessment results indicate that some practitioners may perceive themselves as competent due to routine exposure to the procurement tasks, but may still lack sufficient technical mastery when they are assessed objectively. This implies that actual competency should be measured not only through self-assessment but the PCG should prioritize objective examinations, performance-based assessments, and practical exercises to identify technical blind spots and determine real proficiencies.

There are clear gaps between the current competency levels of the procurement practitioners and the competencies required for the effective implementation of RA 12009. The most evident gap is the technical and regulatory knowledge among PCG procurement practitioners which was highlighted by the across-

the-board “not competent” rating in foundational areas such as procurement strategy and bid documentation. The collective inability to properly choose procurement methods, apply pass/fail requirements, and prepare bidding documents puts the PCG at high risk for procurement failures and regulatory non-compliance. Training interventions must be focused on technical or regulatory areas where practitioners showed weak mastery and on addressing distinct functional gaps, for instance, improving TWG’s understanding of life-cycle costing and MEARB application and the BAC Secretariat’s ability to navigate PHILGEPS and managing overlapping deadlines.

The procurement practitioners were faced with moderate challenges in implementing RA 12009, which were associated with new and more technical requirements such as the use of modernized PHILGEPS, application of MEARB or MARB, computation of total cost of ownership, compliance with procurement duties alongside regular work assignments, and other requirements. This implies that the modernization and strict compliance requirements of RA 12009 place a heavier operational and technical burden on the TWG and BAC Secretariat. The TWG needs analytical tools and support to overcome moderate challenges related to complex evaluation metrics, such as NFCC verification, Total Cost of Ownership, and MEARB/MARB application. The BAC Secretariat requires stronger institutional support, workload management, digital literacy enhancement, and possibly dedicated Plantilla or full-time procurement personnel to effectively carry out its expanded responsibilities under RA 12009. Unless addressed, these challenges may result in delays, inconsistent application of the law, less reliable procurement decisions, and reduced value for money.

Overcoming the identified competency gaps and operational challenges requires a multi-faceted capacity-building program rather than mere ad hoc training sessions. The PCG must institutionalize mandatory training on RA 12009 and its IRR alongside the development of practical, everyday aids like manuals, templates and checklists. To achieve long-term sustained competency and continuous improvement, the PCG should be able to

establish technical coaching arrangements and a repetitive process for regular competency assessments and training evaluations. The end goal is to strengthen PCG’s procurement processes by building competencies of procurement practitioners and enhancing their mastery of RA 12009 and its IRR.

Considering the findings of the study, the following are recommended. First, the PCG should develop a role-specific competency program based on the identified requirements of RA 12009 and its IRR. The program should distinguish the technical/functional competencies required for the BAC, TWG, and BAC Secretariat, as well as identify shared generic competencies applicable to all procurement practitioners. The program should be supported with handbook or manual to standardize the competencies required for each role. This will ensure that training, performance evaluation, and professional development are aligned with actual duties rather than applying a one-size-fits-all approach. Second, the PCG through the Office of the Deputy Chief of Coast Guard Staff for Logistics, CG-4 should draft a policy institutionalize the role-specific competency program developed for procurement practitioners and appropriate budgetary allocations for training initiatives. Establishing the policy is important for achieving long-term sustained competency programs and continuous improvement. Third, the PCG should conduct mandatory training and competency reassessment on technical and regulatory knowledge of RA 12009 for all procurement practitioners. Priority interventions should focus on the identified weaknesses in the technical/functional and generic competencies of the BAC, TWG and BAC Secretariat. Training should be reinforced through case simulations, workshops or write shops, mentoring, and standardized checklists and templates. Competency assessments should be measured through objective examinations, performance-based assessments and practical exercises to improve the performance of responsibilities prescribed under RA 12009. Fourth, the PCG should consider opening Plantilla positions for full-time procurement personnel as soon as the Department of Budget Management (DBM) has created the public procurement positions in response to their

mandate mentioned in RA 12009. This eases the burden of uniformed personnel who have main jobs but with collateral duties on procurement. The hiring of personnel should be in accordance with the qualification standards set by the GPPB to ensure that qualified individuals will perform the given roles.

Furthermore, it is recommended for future research to include post-award competencies to strengthen the implementation of contracts after award. This includes identifying the competencies of the Technical Inspection and Acceptance Committee (TIAC) responsible for inspecting and recommending acceptance of deliveries upon meeting contract specifications, the Supply Accountable Officers (SAO) responsible for final acceptance, handling and storage of delivered items, and Contract Termination Review Committee responsible for managing termination of contracts. Identifying post-award competencies help improve contract implementation as the final step of the procurement process. Researchers may also explore the enhancement of the existing objective assessment to cover all technical/functional competencies (e.g., post-qualification) and generic/managerial competencies of procurement practitioners; develop standard performance-based assessments to identify technical blind spots and improve performance of procurement practitioners; and analyze the skills gap between public and private sector procurement practitioners to obtain valuable insights into how each sector builds and transfer competencies and utilize innovative training methodologies.

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