

## **Executive Summary**

### **Statewide Contract Administration Functions Profile**

- In February 2005, the State Auditor's Office recommended that the functions of contract administration and contract monitoring be identified.
- Per this recommendation, the Department of Personnel and Administration's Division of Human Resources (DPA/DHR) in conjunction with the Department of Labor and Employment (DOLE) and the Department of Corrections (DOC) undertook the tasks of constructing job profiles to identify those functions.
- To this end, DHR personnel:
  - ◆ Obtained appropriate knowledge, skills, abilities (KSA's), behaviors, experiences, and personality factors from subject matter experts (SME's), job descriptions, the State Contracting Manual, the Federal Office of Personnel Management's HR Manager database, and journals;
  - ◆ Obtained importance and prioritization ratings from SME's; and
  - ◆ Constructed the final profiles of functions.
- This job profile is composed of three levels of job relevant information that graduate from specific to general.
  - ◆ The most specific level of a job profile is comprised of statements that reflect knowledge, skills, abilities, behaviors, experiences, personality factors and other components that are related to the job function.
  - ◆ The second level is comprised of competencies that are combinations of the components of the first level. For example, similar pieces of information from interviews and documents are aggregated together into one competency.
  - ◆ Similar competencies are grouped together into categories of competencies that comprise the most general level of a job profile.

## Results

- The functions of contract administration can be characterized by:
  - ◆ Four prioritized job categories (see Table 1),
  - ◆ Several prioritized competencies within each category, and
  - ◆ Job and task components (KSA's, behaviors, experiences, and personality factors) within each competency.

Table 1: Prioritized categories with the top priority competency for each category

<b>Category</b>	<b>Competency of Top Priority</b>
Operations Management	Project Management
Technical	Contract Laws, Statutes, Policies, & Rules
Decision Making & Organizing	Problem Solving
Interpersonal Skills & Communication	Influencing/Negotiating

## Conclusions

- The Operations Management category is the top priority for this position.
- The competency with top priority within the Operations Management category is Project Management.
- The contract administration functions are critical to the contracting process in the State.

## Profile Uses

- Job description for prospective candidates and current employees
- Bases for establishing Individual Performance Objectives
- Employee development - incumbent and those aspiring to the position
  - ◆ Those aspiring to the position can match their current levels of competencies, KSA's, and personality factors with those described in these functions.
- Selection and testing
  - ◆ Production of reliable and valid instruments for selection and promotion

## Statewide Contract Administration Functions Profile

### Introduction

In 2004 the State Auditor's Office (SAO) conducted a performance audit on the contract management practices of six large departments and institutions of higher education. In February 2005, the SAO released its findings with 14 recommendations for improving contracting practices within the State of Colorado. One of those recommendations was for the Department of Personnel and Administration (DPA) to assist departments with performance planning and evaluations for the contracting staff. In response to this recommendation, DPA's Division of Human Resources (DHR) met with other departmental representatives to identify how contract administrators and monitors are utilized within individual departments. One conclusion from these discussions was that in some departments there are not clear distinctions between the roles and functions of contract administrators and monitors. In some departments, contract monitoring may not be the sole responsibility of an individual's job. Monitoring may be included with other job duties such as project management and program coordination.

In order to clarify distinctions between contract administration and monitoring functions, DHR personnel collaborated with the Department of Labor and Employment (DOLE) and the Department of Corrections (DOC) and constructed job profiles for the two functions. Ordinarily, job profiles are constructed on jobs or positions, but in this instance, there are no specific classes in the State's job evaluation system that are labeled contract administrator or contract monitor. Therefore, the profiles were constructed based on the functions of administration and monitoring. This document is the culmination of efforts to construct a contract administration job profile to clarify the differences between the two sets of functions. Because data from more than one department were combined, this profile can be used as the State's contract administration function profile.

This job profile is composed of three levels of job relevant information that graduate from specific to general. The most specific level of a job profile is comprised of statements that reflect knowledge, skills, abilities, behaviors, experiences, personality factors and other components that are related to the job function. The second level is comprised of competencies that are combinations of the components of the first level. For example, similar pieces of information from interviews and documents are aggregated together into one competency. Similar competencies are grouped together into categories of competencies that comprise the most general level of a job profile. The Methods section outlines the process used to construct this profile.

## Method

The methods used to create this profile are listed chronologically below.

- Gathered knowledge, skills, abilities (KSA's), behaviors, experiences, and personality factors on the functions from several sources in the DOLE and the DOC:
  - ◆ Position Description Questionnaires (PDQ's),
  - ◆ Multiple interviews with incumbents, supervisors, managers, colleagues internal to the organization, contacts outside the organization,
  - ◆ Electronic questionnaires,
  - ◆ HR Manager database - Federal Office of Personnel Management,
  - ◆ Journal of Applied Psychology,
  - ◆ State Contracting Manual, and
  - ◆ Neo Personality Inventory – Revised.
- Compiled information into the job components (KSA's, behaviors, experiences, and personality factors) related to the position.
- Grouped components into competencies (e.g., Decisiveness).
- Rated (by a panel of experts on the position) the importance of the job components on a scale that ranged from Extremely Important (5) to Not Important (1):
  - ◆ Combined the importance rating data from the two participating departments (DOLE and DOC).
  - ◆ If a component of a competency had an average rating below 3.5, it was not used to describe that competency. For example, the competency Technical competence originally had six components, but two of them showed averages under 3.5 and were not used. As a result, the Technical Systems competency now has four components instead of six.
- Created general categories of competencies (e.g., Interpersonal Skills and Communication) and assigned competencies (e.g., Influencing/Negotiating) to those categories.
- Prioritized (by a panel of experts on the position) the categories and the competencies within each category:
  - ◆ Combined the prioritization data from the two participating agencies (DOLE and DOC).
  - ◆ Identified from prioritization results, the most important categories and the most important competencies within the categories.
- Created the final job profile for the functions of contract administration, which include:
  - ◆ Prioritized categories, and
  - ◆ Prioritized competencies within categories.

## Results

- Appendix A contains the **categories** (families of competencies) in order of their prioritization (numbered).
  - ◆ Interpretation: The panel rated categories with a higher number as less of a priority than categories with a lower number.
- Appendix B contains the **competencies** prioritized (numbered) in order within each category.
  - ◆ Interpretation:
    - Within categories, the panel rated competencies with a higher number as less of a priority than competencies with a lower number (the lower the number the higher the priority); and
    - Across categories, generally competencies from a low-numbered (high priority) category are treated as higher priorities than competencies from a category with higher numbers (lower priority); however, panel members were not asked to compare directly competencies in one category with competencies in another category; therefore, practitioners may view a topic area in a lower prioritized category as more of a priority than a competency in a higher prioritized category.
- Appendix C contains **KSA's, behaviors, experiences, and personality factors** within the competencies within the categories.
  - ◆ Interpretation: The **relative importance** of KSA's, behaviors, experiences, and personality factors **was not rated**. Experts were asked to rate the importance of a component on its own merit, but were not asked to prioritize the importance of each component compared to other components.

## Conclusions

- The Operations Management category is the top priority for these functions. (See Table 1 below.)
- The competency with top priority within Operations Management is Project Management. (See Table 1 below.)
- The other categories with their associated top priority competencies are listed in Table 1 below.
- The contract administration functions are key because the competencies, KSA's, behaviors, experiences, and personality factors associated with these functions are critical to contract management in the State.

Table 1: Prioritized categories with the top priority competency for each category

<b>Category</b>	<b>Competency of Top Priority</b>
Operations Management	Project Management
Technical	Contract Laws, Statutes, Policies, & Rules
Decision Making & Organizing	Problem Solving
Interpersonal Skills & Communication	Influencing/Negotiating

### Uses of the Profile

- Job description for prospective candidates and current employees
- Bases for establishing Individual Performance Objectives
- Bases for employee development of the incumbent
- Bases for employee development for those aspiring to a position with these functions
  - ◆ Those aspiring to a position with these functions can match their current levels of competencies, KSA's, behaviors, experiences, and personality factors with those described in this set of functions
- Selection and testing
  - ◆ To produce reliable and valid instruments for selection and promotion

## Appendix A

<b>Category Prioritization</b>		
<b>Category</b>	<b>Description</b> <b>The category contains the following competencies:</b>	<b>Priority*</b> <b>(avg score)</b>
Operations Management	Project management, contract management, client orientation, planning, external awareness, internal awareness	1 (2.1)
Technical	Contract laws, statutes, policies, and rules, technical competence, personnel laws, rules, and regulations	2 (2.3)
Decision Making & Organizing	Problem solving, decisiveness, analyzing, internal controls/integrity, self-direction, flexibility, creative thinking, evaluating	3 (2.4)
Interpersonal Skills	Influencing/negotiating, collaboration, oral communication, written communication, interpersonal skills, conflict management, reading comprehension, personality factors, training	4 (3.1)

\* The top number in the cell represents the ranking. The bottom number in parenthesis in the cell represents the average ranking score given by the raters.

## Appendix B

<b>Competency Prioritization</b>		
<b>Category: Operations Management (1)</b>		
<b>Competencies</b>	<b>Description</b>	<b>Priority*</b>
Project management	Review contracts for current procurement requirements, track progress of contracts, identify and mitigate risk, mediate disputes between vendors and customers, seek remedies when contract clauses are not fulfilled, write contracts, work closely with program managers, compare vendor and state needs	11 (2.3)
Contract management	Use the contracting process life cycle checklist, choose the correct contract type for the situation, use appropriate contract forms and templates, use appropriate contracting technique, understand the contract approval hierarchy, understand the scope of services	12 (2.5)
Client orientation	Assess customer needs, seek to satisfy customer needs, be committed to providing quality products and services, be committed to improving services, respond fairly and equitably to parties to the contract, communicate effectively with parties to the contract, understand operations of client organizations	13 (3.5)
Planning	Prioritize many types of contracts, do needs assessments with customers, keep good files	14 (4.2)
External awareness	Keep up-to-date on departmental policies and procedures	15 (4.9)
Internal awareness	Understand where the department is headed	16 (5.1)
<b>Category: Technical (2)</b>		
<b>Competencies</b>	<b>Description</b>	<b>Priority*</b>
Contract laws, statutes, policies, & rules	Adhere to all contract laws, statutes, policies, and rules, adhere to tax laws that apply to contracting, follow appropriate routing procedures for contracting, understand what is allowable in a contract, address contract problems, understand differences between a contractor and an employee, understand the difference between what the contractor wants and what the State can do, adhere to the State's contracts manual	21 (1.5)
Technical competence	Use knowledge acquired through contract training or experience, understand and apply procedures, requirements, regulations, and policies, maintain credibility on technical matters	22 (2.0)
Personnel laws, rules, & regulations	Adhere to all personnel laws, rules, and regulations, adhere to all departmental policies	23 (2.7)

\* The top number in the cell represents the category and topic ranking (e.g., Operations Management - 1, Client orientation - 3 = 13. The bottom number in the cell represents the average ranking score given by the raters.

<b>Competency Prioritization (Continued)</b>		
<b>Category: Decision Making &amp; Organizing (3)</b>		
<b>Competencies</b>	<b>Description</b>	<b>Priority*</b>
Problem solving	Identify problems, determine accuracy of information, use sound judgment in evaluating alternatives and making recommendations, find alternative solutions	31 (2.5)
Decisiveness	Make timely, well-informed decisions, perceive implications of decisions, commit to action	32 (2.9)
Analyzing	Analyze issues and information, assess acceptable level of risk, minimize risk, distinguish between relevant and irrelevant information, use sound reasoning	33 (3.2)
Internal controls & integrity	Maintain integrity of the department, display high standards of ethical conduct, exhibit trustworthiness, maintain high level of intellectual energy, demonstrate conscientiousness, attend to details, deal calmly with high-stress situations	34 (3.5)
Self-direction	Be motivated and results-oriented, seek feedback, display a high level of initiative, work with minimal supervision, be well-mannered	35 (4.8)
Flexibility	Be open to change and new information, adapt behavior and work methods, deal effectively with pressure and ambiguity	36 (5.7)
Creative thinking	Develop new insights	37 (6.1)
Evaluating**	Monitor the progress of contract plans	38 (6.6)

\* The top number in the cell represents the category and topic ranking (e.g., Decision Making & Organizing - 3, Analyzing - 3 = 33). The bottom number in the cell represents the average ranking score given by the raters.

\*\* Only one department identified this topic area.

<b>Competency Prioritization (Continued)</b>		
<b>Category: Interpersonal Skills &amp; Communication (4)</b>		
<b>Competencies</b>	<b>Description</b>	<b>Priority*</b>
Influencing/ negotiating	Persuade others, negotiate with vendors on behalf of customers, negotiate with the Attorney General's Office, negotiate to find mutually acceptable solutions, form useful alliances, gain cooperation	41 (2.0)
Collaboration	Work with others to achieve goals, pull people together, facilitate cooperation	42 (4.4)
Oral communication	Effectively express information, make clear presentations, listen, facilitate open exchanges of ideas, ask clarifying questions	43 (4.5)
Written communication	Be organized and succinct, use correct English, produce written material appropriate for the audience, translate contract language into layperson's terms	44 (4.6)
Interpersonal skills	Consider needs and feelings of others, develop and maintain relationships, adjust approaches to people and situations, be straightforward and tactful, exhibit civility, act professionally	45 (4.7)
Conflict management	Manage and resolve conflicts, confrontations, and disagreements, disagree without escalating differences, exhibit ability to present the opposing side, understand others perspectives	46 (4.8)
Reading comprehension	Comprehend written material, apply what is learned from written material	47 (5.3)
Personality factors	Show conscientious behavior	48 (7.3)
Training	Provide constructive feedback	49 (7.5)

\* The top number in the cell represents the category and topic ranking (e.g., Interpersonal Skills & Communication - 4, Collaboration - 2 = 42). The bottom number in the cell represents the average ranking score given by the raters.

## Appendix C

### Knowledge, Skills, Abilities, Behaviors, Experiences, and Personality Factors Within Categories and Competencies

<b>Category: Operations Management (1)*</b>
<b>Competency: Project management (11)</b>
1. Reviews contracts for current procurement requirements.
2. Tracks progress of the contract.
3. Identifies and mitigates risk.
4. Mediates disputes between vendors and customers.
5. Seeks remedies when contract clauses are not fulfilled.
6. Writes the contract.
7. Works closely with program managers.
8. Compares vendor and state needs.
<b>Competency: Contract management (12)</b>
1. Uses the contracting process (life cycle checklist) outlined in the procedures manual.
2. Chooses the correct contract type for the situation.
3. Uses the appropriate contract forms and templates.
4. Uses the appropriate contracting technique for the situation.
5. Understands the contract approval hierarchy.
6. Understands the scope of services.
<b>Competency: Client orientation (13)</b>
1. Assesses the needs of customers.
2. Whenever possible, seeks to satisfy the needs of customers.
3. Is committed to providing quality products and services.
4. Is committed to improving services.
5. Responds fairly and equitably to parties to the contract.
6. Communicates effectively with parties to the contract.
7. Understands the operations of the client organization.
<b>Competency: Planning (14)</b>
1. Prioritizes many types of contracts.
2. Does needs assessments with customers.
3. Keeps good files.
<b>Competency: External awareness (15)</b>
1. Keeps up-to-date on key policies/priorities that affect the department.
<b>Competency: Internal awareness (16)</b>
1. Understands where the department is headed.

\* The first number in parentheses represents the category ranking; the second number represents the topic area ranking within the category (e.g., Operations Management - 1, Planning - 4 = 14).

**Knowledge, Skills, Abilities, Behaviors, Experiences, and Personality  
Factors Within Categories and Competencies (Continued)**

<b>Category: Technical (2)*</b>
<b>Competency: Contract laws, rules, statutes, &amp; policies (21)</b>
1. Adheres to all contract laws, statutes, policies and rules (e.g., federal, state, county, city).
2. Adheres to tax laws that apply to contracting.
3. Follows appropriate routing procedures for contracts.
4. Understands what is allowable in a contract.
5. Addresses contract problems within the contract.
6. Understands the difference between contractor and employee.
7. Understands the difference between what the contractor wants and what the State can do.
8. Adheres to the State contracts manual (Chapters 6 and 6A – administration, Chapter 10-monitoring).
<b>Competency: Technical competence (22)</b>
1. Uses knowledge that is acquired through formal training or extensive experience in contracting.
2. Understands procedures, requirements, regulations, and policies related to contracting.
3. Appropriately applies procedures, requirements, regulations, and policies related to contracting.
4. Maintains credibility with others on technical matters.
<b>Competency: Personnel laws, rules, &amp; regulations (23)</b>
1. Adheres to all personnel laws, rules, and regulations.
2. Adheres to all departmental policies (e.g., workplace violence, sexual harassment).

\* The first number in parentheses represents the category ranking; the second number represents the topic area ranking within the category (e.g., Technical - 2, Technical competence - 2 = 22).

**Knowledge, Skills, Abilities, Behaviors, Experiences, and Personality  
Factors Within Categories and Competencies (Continued)**

<b>Category: Decision Making &amp; Organizing (3)*</b>
<b>Competency: Problem solving (31)</b>
1. Identifies problems.
2. Determines accuracy of information.
3. Uses sound judgment in evaluating alternatives.
4. Uses sound judgment in making recommendations.
5. Finds alternative solutions to complex problems.
<b>Competency: Decisiveness (32)</b>
1. Makes sound and well-informed decisions.
2. Makes timely decisions.
3. Perceives the implications of decisions.
4. Even in uncertain situations, commits to action in order to accomplish organizational goals.
<b>Competency: Analyzing (33)</b>
1. Analyzes issues and information.
2. Assesses an acceptable level of risk.
3. Minimizes risk.
4. Distinguishes between relevant and irrelevant information to make logical judgments.
5. Uses sound reasoning to arrive at conclusions.
<b>Competency: Internal controls &amp; integrity (34)</b>
1. Contributes to maintaining the integrity of the department.
2. Displays high standards of ethical conduct.
3. Is trustworthy.
4. Maintains a high level of intellectual energy.
5. Is conscientious about the work.
6. Is thorough in attending to details.
7. Deals calmly with high stress situations.
<b>Competency: Self direction (35)</b>
1. Is self-motivated and results-oriented.
2. Seeks feedback from others.
3. Displays a high level of initiative towards completing assignments.
4. Works with minimal supervision.
5. Is well mannered.

\* The first number in parentheses represents the category ranking; the second number represents the topic area ranking within the category (e.g., Decision Making & Organizing - 3, Decisiveness - 2 = 32).

**Knowledge, Skills, Abilities, Behaviors, Experiences, and Personality  
Factors Within Categories and Competencies (Continued)**

<b>Category: Decision Making &amp; Organizing (3)* - Continued</b>
<b>Competency: Flexibility (36)</b>
1. Is open to change and new information.
2. Adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles.
3. Effectively deals with pressure.
4. Effectively deals with ambiguity.
<b>Competency: Creative Thinking (37)</b>
1. Develops new insights into situations.
<b>Competency: Evaluating (38)**</b>
1. Monitors the progress of contract plans.

\* The first number in parentheses represents the category ranking; the second number represents the topic area ranking within the category (e.g., Decision Making & Organizing. - 3, Flexibility - 6 = 36).

\*\* Only one department identified this topic area.

**Knowledge, Skills, Abilities, Behaviors, Experiences, and Personality  
Factors Within Categories and Competencies (Continued)**

<b>Category: Interpersonal Skills &amp; Communications (4)*</b>
<b>Competency: Influencing &amp; negotiating (41)</b>
1. Persuades others.
2. Negotiates with vendors on behalf of customers.
3. Negotiates with the Attorney General's Office.
4. Negotiates to find mutually acceptable solutions.
5. Forms useful alliances.
6. Gains cooperation from others.
<b>Competency: Collaboration (42)</b>
1. Works with others to achieve goals.
2. Pulls many factions and people together.
3. Facilitates cooperation.
<b>Competency: Oral communication (43)</b>
1. Expresses effectively information to individuals or groups.
2. Makes clear oral presentations.
3. Listens to others.
4. Facilitates an open exchange of ideas.
5. Asks clarifying questions.
<b>Competency: Written communication (44)</b>
1. Expresses information succinctly in writing.
2. Expresses information in writing in an organized manner.
3. Uses correct English grammar, punctuation, and spelling.
4. Produces written material appropriate for the audience.
5. Translates contract language into layperson's terms.
<b>Competency: Interpersonal skills (45)</b>
1. Considers and responds appropriately to the needs, feelings, and capabilities of others.
2. Develops and maintains relationships.
3. Adjusts approaches to suit different people.
4. Adjusts approaches to suit different situations.
5. Is straightforward.
6. Is tactful.
7. Acts in a civil manner.
8. Acts professionally.

\* The first number in parentheses represents the category ranking; the second number represents the topic area ranking within the category (e.g., Interpersonal Skills & Communications - 4, Collaboration - 2 = 42).

**Knowledge, Skills, Abilities, Behaviors, Experiences, and Personality  
Factors Within Categories and Competencies (Continued)**

<b>Category: Interpersonal Skills &amp; Communications (4)* - Continued</b>
<b>Competency: Conflict management (46)</b>
1. Manages and resolves conflicts, confrontations, and disagreements in a positive and constructive manner to minimize negative personal impact.
2. Exhibits the ability to disagree without escalating differences.
3. Exhibits the ability to present the opposing side.
4. Understands others perspectives.
<b>Competency: Reading comprehension (47)</b>
1. Comprehends written material (e.g., rules, regulations, reports, charts, tables).
2. Applies what is learned from written material.
<b>Competency: Personality Factors (48)</b>
1. Conscientiousness - Assesses the individual's degree of organization, persistence, and motivation in goal-directed behavior. Contrasts dependable, fastidious people with those who are lackadaisical and sloppy.
<b>Competency: Training (49)</b>
1. Provides constructive feedback.

\* The first number in parentheses represents the category ranking; the second number represents the topic area ranking within the category (e.g., Interpersonal Skills & Communications - 4, Reading comprehension - 7 = 47).