

- > A competency framework for market systems development

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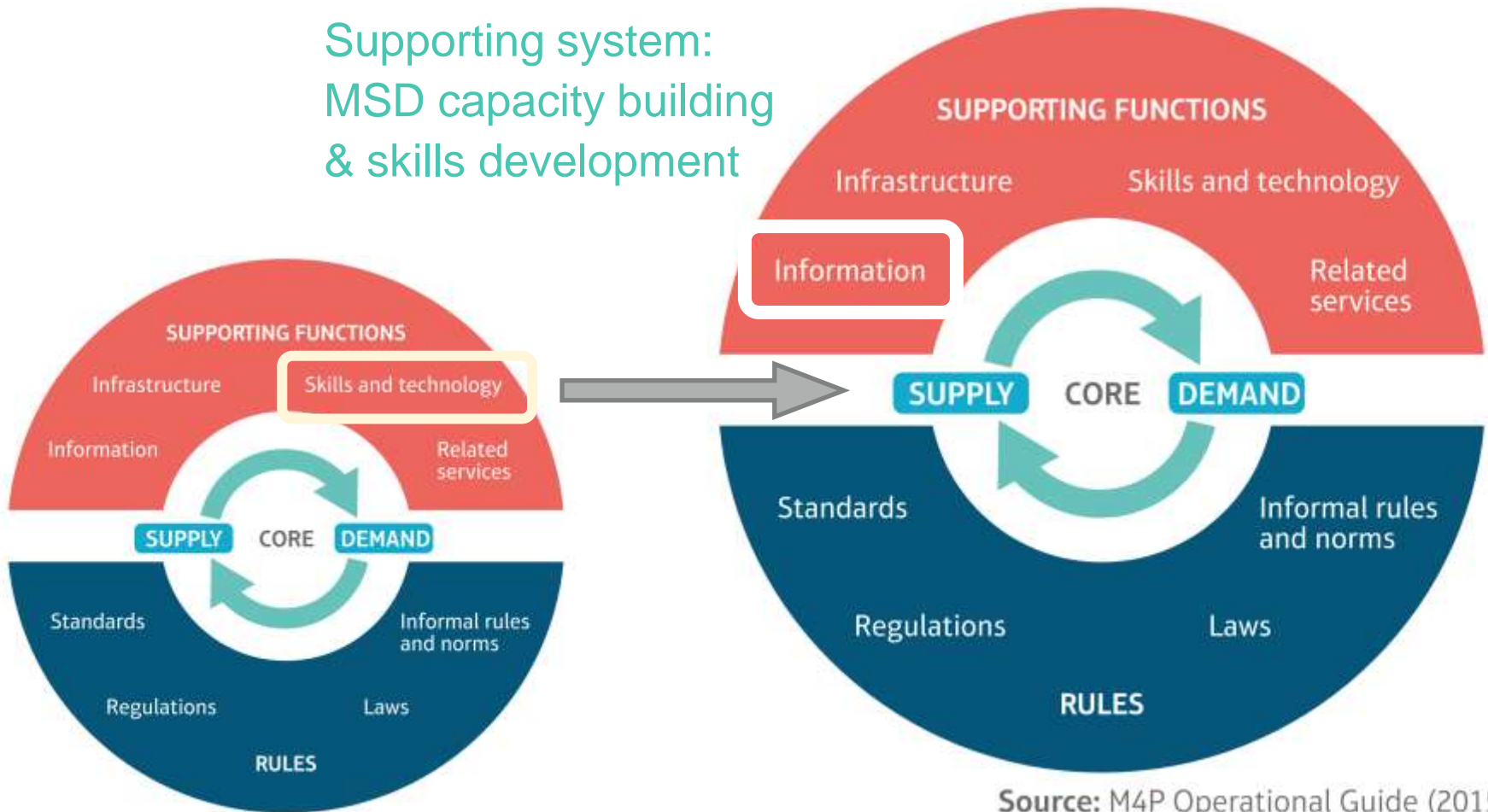
> Key messages

1. Capacity building and learning are crucial for effective MSD, and we need a consistent framework.
2. This competency framework is built on interviews with experts in our field.
3. The online platform which will host the framework will evolve based on your feedback



> Defining the problem: failures in the market for MSD skills development

Supporting system:
MSD capacity building
& skills development



Source: M4P Operational Guide (2015)

Principle system: MSD programming





> Capacity building for market systems

detailed analysis, root causes and ways forward

Report

Debora Ranzani
Luis E. Osorio-Cortés

August 2018

Root cause #2:

Weak information:

Lack of consensus about what capacity building processes are required to shift individuals and organisations to higher performance levels

Intervention by BEAM:

Compile and curate an inventory of resources...

...to help trainers and other capacity builders, design, deliver and assess their services.

Access to resources via the BEAM website.



> Our process

Interviews with 16 respondent from 20 programmes:

- 4 team leaders
- 5 donor advisors
- 7 technical advisors from programme contractors

Feedback / iteration

- from other team leaders, training providers, BEAM staff

Products / outputs:

- **Paper:** “Building high-performing teams in MSD”
- **Competency Framework:** Online platform



> Current status

Competency Framework (today's presentation):

- 17 individual competencies: What is the competency?
- 6 teaching & learning modes: How to teach it?
- 3 assessment modes: How to assess it?

Web platform under design

- Dynamic functionality to allow different users to engage:
 - Practitioners, Trainers/coaches, Team leaders
- Plans for community engagement to fully populate content



> Purpose of MSD competency framework

Provide a sector-wide framework to coordinate the learning & development of MSD practitioners

Note:

Responsibility for learning & skills development is not just on the individual:

- *team leaders* need to provide supports
- *organisations* need to provide funding
- *donors* need to approve budgets.



> Framework users & use cases

Field-based practitioners:

- Self-assess & develop capabilities.
- Design individualized learning plans.

Trainers, coaches & educational institutions:

- Develop better resources & shared teaching methodologies.

HR & managers:

- Focus & improve hiring and staff evaluation using assessment modes.
- Send a signal that creates incentives for practitioners to invest.
- Become better at developing their teams



Strategy and analysis	Implementing interventions	Teamwork and people skills
A1 Systems perspective on poverty & development	B1 Decision making	C1 Relationship building
A2 Business & financial analysis	B2 Intervention design	C2 Facilitation
A3 Behavioural insight	B3 Coordinating multiple interventions	C3 Communication
A4 Integrating sectoral expertise	B4 Monitoring and learning	C4 Influencing
A5 Knowledge synthesis	B5 Donor relations and compliance	C5 Self-learning
A6 Critical thinking, foresight & vision		
A7 Innovative thinking		



> Set A - Strategy and analysis

A1 Systems perspective on poverty & development

A2 Business & financial analysis

A3 Behavioural insight

A4 Integrating sectoral expertise

A5 Knowledge synthesis

A6 Critical thinking, foresight & vision

A7 Innovative thinking

> Set B – Implementing interventions

B1 Decision making

B2 Intervention design

B3 Coordinating multiple interventions

B4 Monitoring and learning

B5 Donor relations and compliance



> Set C – Teamwork and people skills

C1 Relationship building

C2 Facilitation

C3 Communication


C4 Influencing

C5 Self-learning



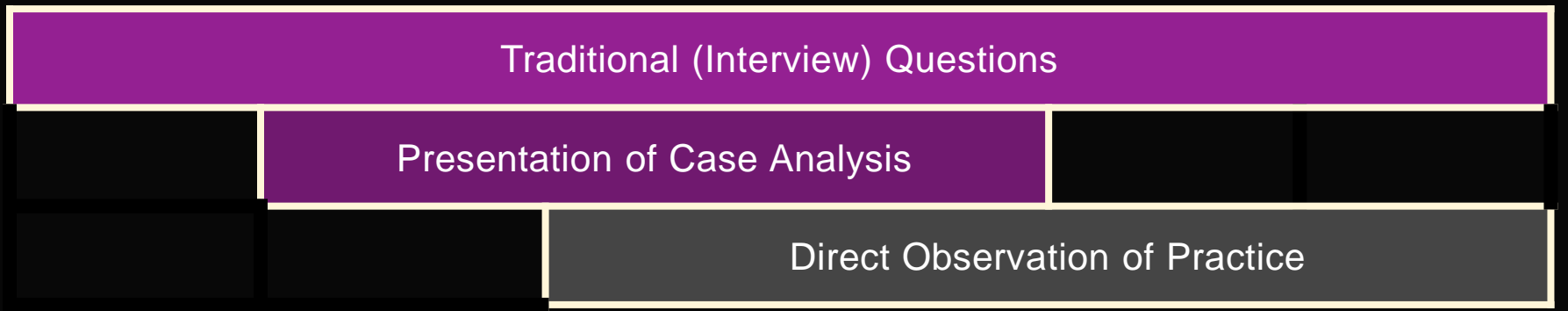
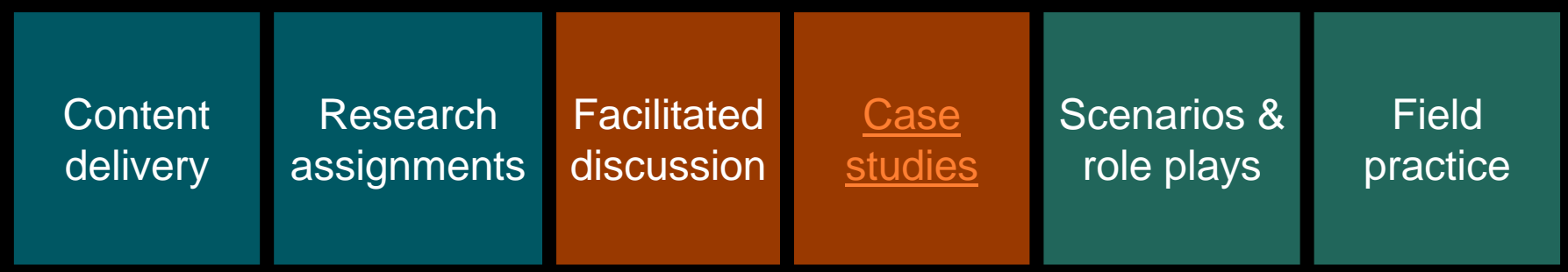
PROTOTYPE DEMONSTRATION



Strategy and analysis	Implementing interventions	Teamwork and people skills
<u>A1 Systems perspective on poverty & development</u>	B1 Decision making	C1 Relationship building
A2 Business & financial analysis	B2 From analysis to action	C2 Facilitation
A3 Behavioural insight	B3 Portfolio management	C3 Communication
A4 Integrating sectoral expertise	B4 Monitoring and learning	C4 Influencing
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Teaching & Learning Modes



Assessment Modes



Competency A1: Systems perspective on poverty & development

Description: *Analyze systems & poverty using: (i) economics; (ii) political economy; (iii) complex adaptive systems*

Knowledge: frameworks & resources

- Iceberg model of systems
- M4P donut: interconnected systems
- Social network analysis

+

Skills & Experiences

Applying M4P donut to new market systems

Drawing causal loop diagrams to show feedback loops

+

Teaching

Content Delivery: Definitions & frameworks for complex adaptive systems

Case Studies: Analyze familiar issue to show structures + loops.

+

Assessment

Case Presentation: Probe for understanding feedback loops

Interview Questions: Ask interviewee to draw systems map

BACK



Teaching mode: Case studies

In a Nutshell...

Teaching tool to consider scenarios from multiple perspectives. Rich in information and context. Specificity of cases challenges practitioners to make decisions.

Use Cases...

Used widely for training in MSD, can be used for isolated content or as an ongoing practical example throughout a longer training.

Trainer Guidance

- Focus on 2-3 key competencies to develop through a given case.
- Consider group composition to maximize learning.
- Add multiple perspectives
- Caution: Cases take significant time to read, analyze and debrief.



Application to Specific Competencies

A1 Systems Perspective: Analyze familiar issue to show structures + loops

B3 Portfolio Management: Given simplified mid-term report for programme, decide which interventions to continue, which to abandon.

C1 Relationship Building: Layer empathy debrief in market system case.

BACK

> Next steps

1. Feedback on what you have seen today.
2. Live launch of new web-pages.
3. Facilitated contributions from the MSD community to increase uptake and usage.

<https://goo.gl/RbuiNX>

