

> Applying BEAM's MSD Competency Framework – practical insights and developments

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Today's Agenda

1. Explain the MSD competency framework
2. Foreshadow website updates
3. Explore three examples of its use



What is the MSD competency framework?

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

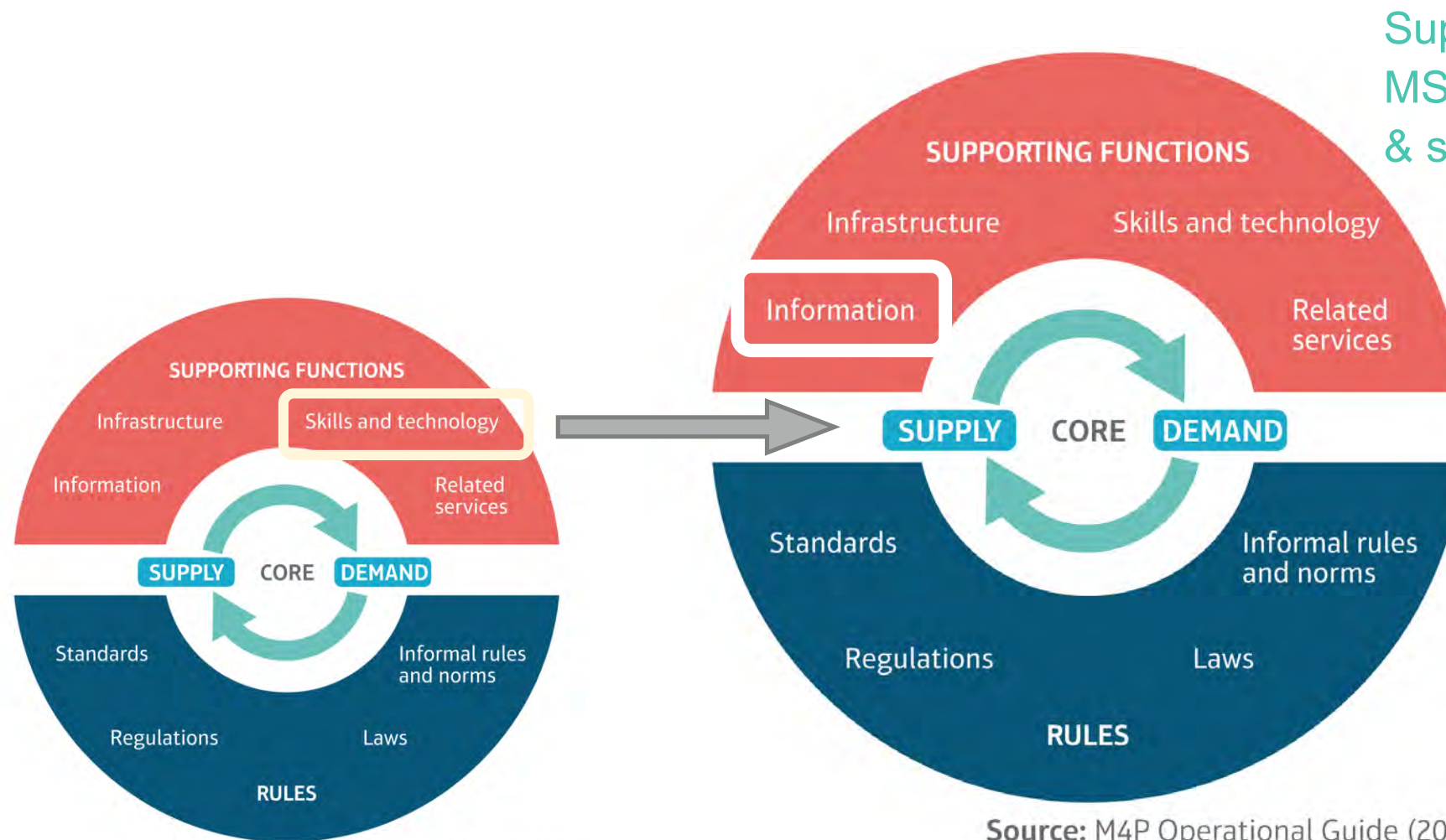
To help...

- *staff* build skills and knowledge
- *HR & managers* support, hire and assess staff
- *trainers & coaches* develop resources

The goal is to build consistency in the sector, and give MSD approaches credibility with donors and public



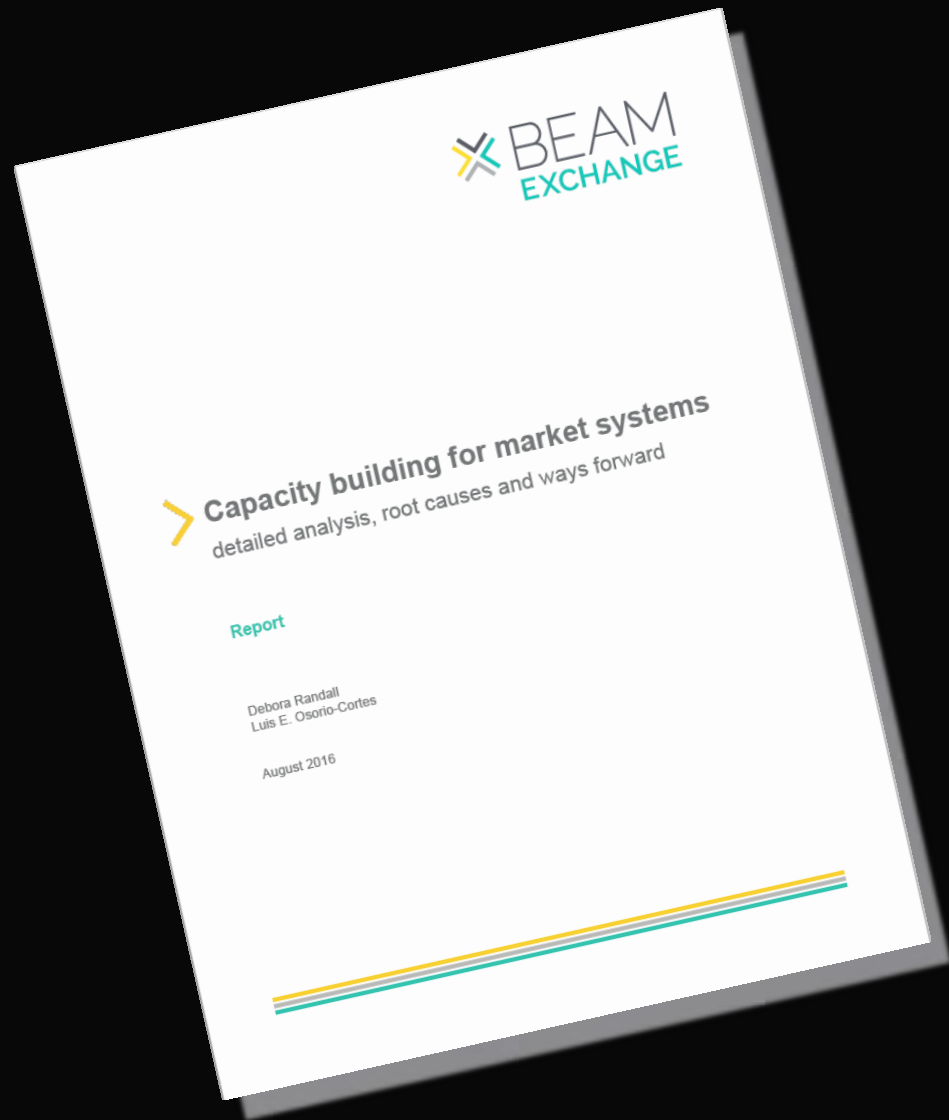
Defining the problem: failures in the market for MSD skills development



Source: M4P Operational Guide (2015)

Principal system: MSD programming





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



Group A - Analysis & insight

Understand the factors, root causes and dynamics that shape the behaviour of market systems.

Think through and predict how a specific system might react to different interventions.

A1 Systems analysis for economic inclusion

A2 Business & financial analysis

A3 Behavioural insight

A4 Integrating sectoral knowledge

A5 Knowledge synthesis

A6 Critical thinking, foresight & vision

A7 Innovative thinking



Group B - Intervention delivery

Iteratively explore entry points in systems, develop interventions and manage implementation.

Decide when and how to revise assumptions based on new information.

B1 Decision making

B2 Intervention design

B3 Coordinating multiple interventions

B4 Monitoring and learning

B5 Donor relations & compliance



Group C - Teamwork & interaction

Build and maintain productive relationships with diverse stakeholders.

Balance influence with openness to others' ideas, firmness with flexibility, learning from failure with performing confidently.

C1 Relationship building

C2 Facilitation

C3 Communication

C4 Influence

C5 Self-learning



6 ways to teach.

Teaching and learning modes

An exploration of the most common modes of teaching and learning that support practitioners to acquire knowledge, skills and attitudes. Some modes of learning are more relevant to certain types of competency - as indicated by the box colours.

Each page has a summary of the teaching mode, guidance for team leaders and trainers, and examples of how to use this mode for developing specific competencies.

Content
delivery

Research
assignments

Facilitated
discussion

Case studies

Scenarios &
role plays

Field
practice



3 ways to assess.

● Assessment modes

Assessing competency is important for recruitment, performance appraisal and continued professional development

These pages describe distinct approaches to evaluating individuals. They include a summary of the evaluation mode, guidance for assessors, and examples tailored to specific competencies.

**Traditional interview
questions**

**Presentation of case
analysis**

**Direct observation of
practice**



Framework users

HR & managers:

- Add technical depth and structure to hiring processes using assessment modes.
- Develop teams with a balanced mix of competencies.

Field-based practitioners:

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

Trainers, coaches & educational institutions:

- Develop shared resources & teaching methodologies.



Website improvements (Sept 2019)

Streamlined landing pages

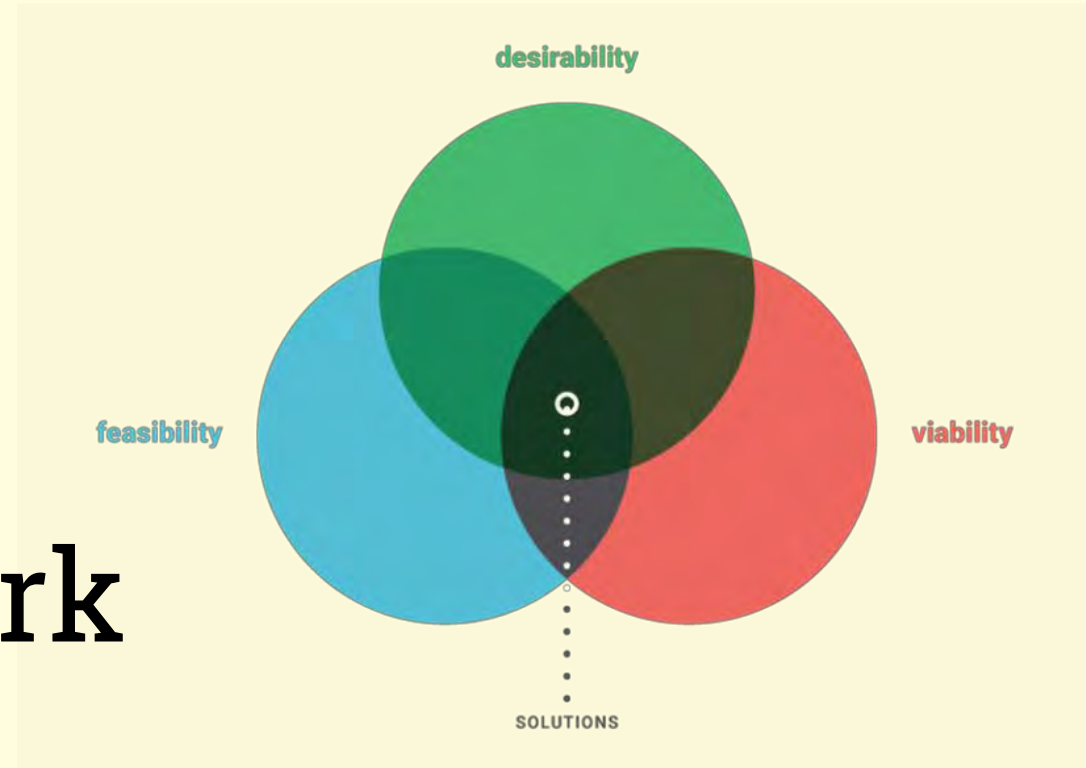
- Short 2-minute video to explain the framework
- Option to go straight to the framework for advanced users

Targeted guidance - 3 key use cases

- Mentors & managers - tailored support to individuals
- Hiring & recruitment - case-based interview processes
- Individual practitioners - self-directed learning & development



A human centered process to test MSD competency framework



**We're on a
mission
to develop
innovative and
effective
solutions for the
most pressing
needs in the
developing world
through the
power of
entrepreneurs.**



Bangladesh overview



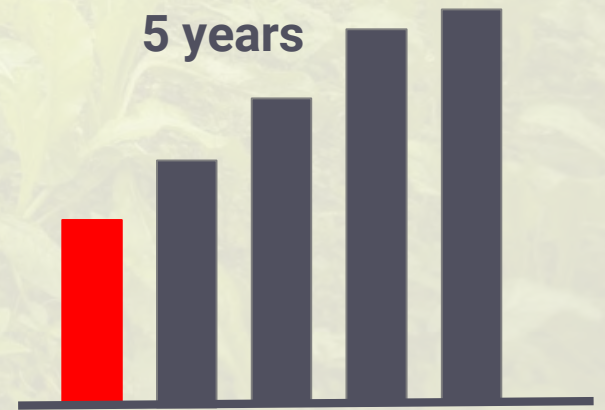
170 employees



8 projects
6 donors



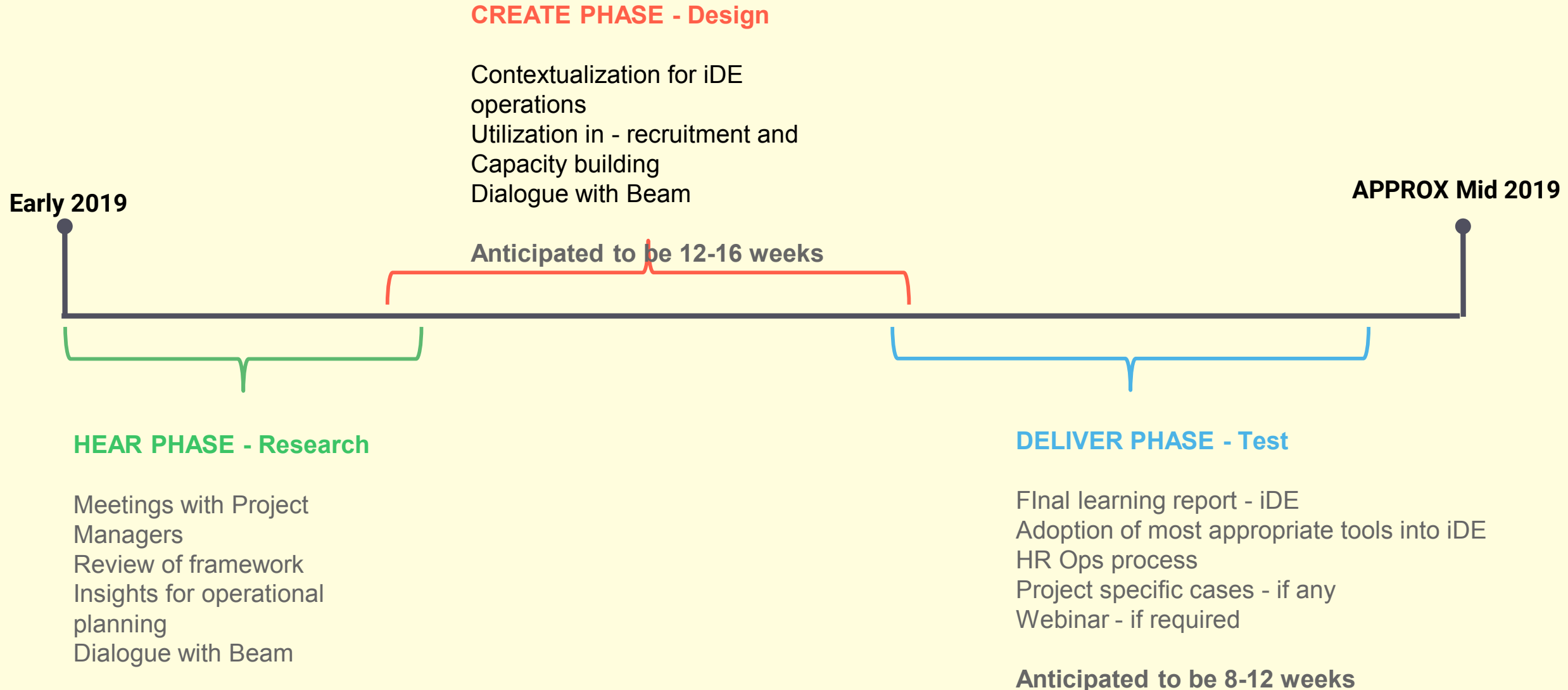
\$25 million over
5 years



MSD Competency Framework

Partnership for design and testing

HCD Phases



MSD Competency Framework

Hear Phase Activities:



Understanding the demand Deep dives with hiring managers

Over 16 hiring managers interviewed to understand recruitment requirements.

Review of MSD Competency framework by 5 iDE Senior Management Team members



Technical Viability Review of iDE Recruitment tools

Engagement with Beam Exchange to map job description to MSD competencies (prototype for one position - generic, Technical Specialist)

Analysis of 3 additional JD for light revisions



System Compliance Can this work?

Review of possible new protocols with iDE HR team for internal system and operations adjustments

In depth interview with recently hired team members to solicit inputs and advises - practicality of tools.

MSD Competency Framework

Hear Phase Learnings:

What worked

Buy in from the top - HR systems are inherently resistant to changes. At iDE Bangladesh, having CD and SMT support helped pave the initial path.

Context is king - given iDE Bangladesh's new programs, it was an opportune moment to have this discussion. Find such leverage at your organization too.

Real time support from Beam Exchange - most HR teams in country offices are not well versed on MSD approaches and having Beam (or some other technical team) support is and will be key.

Mapping of Job Description to MSD competencies by Beam assisted the HR team to understand how MSD CF tools fit into the new process.

What could be improved

One size does not fit all - the framework is ideally designed for higher level technical specialist, as opposed to field staff (at least for iDE, in Bangladesh).

Addressing too much reliance on framework - during the deep dives, hiring managers were excited for the wrong reasons. Concerted efforts will be needed to ensure managers utilize their own knowledge and good hiring practices - not just the tool kits.

Language is a major barrier - especially in the case for field based managers and their recruitment requirements.

Patience is key - the changes in tools, systems and practices will take a long time. Anticipate an uphill battle.

MSD Competency Framework

Create Phase Next Steps:

ANNEX A:
Review of MSD Competencies by
iDE Team

Potential user insight # 1

HEAR Phase



Sameer Karki, Associate Director

Sameer is the Associate Programs Director for iDE in Bangladesh managing three three major programs under the WASH portfolio. Sameer has over 7 years of experience in market systems and

Sameer's insights:

What is your team's greatest need for capacity building?

"Private sector engagement; Intervention design and Development of solution based on consumer/beneficiaries insight"

What are you excited about in the test phase?

"Integration of competency with existing traditional interview questions. Selected competencies can be easily be integrated with existing HR recruitment questions. Behavioural insight - Perceive an individual's behaviour through multiple lenses. This is a required competency for product solution design which is a central core of majority of iDE projects and is aligned the human centered design approach. Using case analysis tool to assess selected competencies."

How could you use this framework?

"Assessing knowledge synthesis of the the candidate using presentation of case analysis."

What do you think is the biggest challenge in using this framework?

"Integrating teaching and learning modes during project implementation to develop competencies."

Potential user insight # 2

HEAR Phase



Nurul Amin, Deputy Country Director

I am a development practitioner with more than 28 years experience in NGOs, Bangladesh. Prior to iDE, I worked with Rangpur Dinajpur Rural Service (RDRS) and CARE Bangladesh in various roles. My broad sectoral experiences on livelihood and market systems development. I hold a Bachelor's degree in agriculture and a master's degree in business and administration.

Nurul's insights:

How can you improve your team's capacity for implementing MSD programs?

"They need better tools for analysis of local, regional and national context, improve their flexibility and decision making ability during implementation of project interventions."

What are you excited about in the test phase?

"Assessment guidance is the most exciting for me. However to use the guideline it important to understand the detail of the document."

How could you use this framework?

This framework could be use for staff development and performance management. However the process may take longer time.

What do you think is the biggest challenge in using this framework?

"Understanding the overall document and use for particular purpose. Need example to be user friendly."

Potential user insight # 3

HEAR Phase



Jeremy Davis, Program Director

Jeremy's introduction to market systems development began when he joined IDE 3 years ago as a project manager for a Dutch-funded multisectoral nutrition project. He is now managing the country office project portfolio of Ag, WASH, WEE and Clean Energy market development projects. Also directly supervise the organization's team of project managers

Jeremy's insights:

How can you improve your team's capacity for implementing MSD programs?

"For senior technical staff who are the bridge between management and field practitioners, it is sometimes difficult for them to maintain an innovative mindset and continuously engage in systems thinking and analysis. For field-level practitioners, a focus on building and maintaining facilitation skills is critical."

What are you excited about in the test phase?

"Extremely well-thought out; categories and groupings are logical and useful. Excited about the potential for the framework to facilitate improvements in two often-neglected areas in an organization: 1) recruiting and 2) staff development."

How could you use this framework?

*"Staff development on "Content Delivery", : "Facilitated Discussion" and Case Studies"
"Traditional Interview Questions" in Assessment mode"*

What do you think is the biggest challenge in using this framework?

"My minor worry is that the framework seems geared a bit towards the "advanced user". It is also just a lot to wrap your head around. One thought might be to sub-divide the framework into "basic" and "advanced" in some areas."

Potential user insight # 4

HEAR Phase



Saroja's insights:

What are the areas that you want to build your team's capacity on?

"Innovation around intervention design; lack of expertise around cross-cutting themes across MSD projects like gender, empowerment, environment and governance."

What are you excited about in the test phase?

"Integrating the assessment part of the MSD Competency framework into our recruitment plan (from writing more MSD focused job descriptions to embedding case studies into Interview Questions)."

How could you use this framework?

"The components more relevant for the WEESMS program would be for our current recruitment of:

Technical Specialist: A5. Knowledge Synthesis, A6. Critical Thinking, Foresight, and Vision A7. Innovative Thinking Field Team Leaders: B3: Coordinating Multiple Interventions, Field Officers: C2: Facilitation."

What do you think is the biggest challenge in using this framework?

"I found the framework a bit difficult to navigate. I think maybe streamlining the framework in phase wise approach such as: Recruitment, Performance Evaluation, Capacity Building would be more user friendly for implementers."

About Saroja's program: Women's Economic Empowerment through Strengthening Market Systems (WEESMS) is a five year initiative funded by the Embassy of Sweden to promote women's entrepreneurship and strengthen the enabling environment for women to access formal and informal employment opportunities

Saroja Thapa, Team Leader - WEESMS Program

Saroja brings in 8 years of project management experience in both private sector and international development and is currently leading one of iDE's flagship program on women's economic empowerment using M4P approach.



**Md. Zaheedul Islam
Chowdhury, Project
Manager**

Zaheed has been working in market development for over 22 years, mostly focused on the agriculture sector. At iDE, Zaheed heads a portfolio of 3 projects including iDE's flagship mechanization program - CSISA MI.

Zaheed's insights:

What are the areas that you want to build your team's capacity on?

"Market demand driven solution development and ensure win-win situation in engaging private sectors with project implementation through JVA"

What are you excited about in the test phase?

"There is opportunity to use competency framework in recruiting human resources for MSD project through built in knowledge synthesis competency within the interview process or questionnaire."

How could you use this framework?

"Use critical thinking in developing and updating theories of change with a strong emphasis on the critical assumptions and how they change instead of very traditional monitoring process"

What do you think is the biggest challenge in using this framework?

"Seems that, it will take long time to develop staffs capacity on all the MSD competencies which will may difficult for short term project."

About Zaheed's program: CSISA MI project is a partnership between CIMMYT and iDE and funded by USAID Mission in Bangladesh under Feed the Future (FtF) initiative. CSISA MI seeks to transform agriculture in Southern Bangladesh by unlocking the potential productivity of the region's farmers during the dry season through surface water irrigation, efficient agricultural machinery and local service provisions.



Potential user insight # 6

HEAR Phase



Enamul Haque: Director of Operations

Enam has over 15 years experience with Private and development sector. Prior to working at iDE, Enam worked with BRAC in Liberia and with ACI Motors Limited (one of Bangladesh largest PS firms). As the head of Ops in Bangladesh for iDE, Enam manages more than 40 people.

Enam's insights:

What are the areas that you want to build your team's capacity on?

"For the mid-management employees Behavioural insight, Knowledge insight and Coordinating multi interventions are areas where the capacity of the team is required. For implementation level employees- Facilitation skills"

What are you excited about in the test phase?

"From an operational point of view, Assessment modes are the most interesting for me. With this approach we can integrate competency framework with our HR recruitment system and appraisal to recruit right people and retain them for longer period."

What would you recommend for project managers from this framework?

"During the recruitment the following two assessment modes is the most useful: (1) Presentation of case analysis, and (2) Direct observation of practice"

What do you think is the biggest challenge in using this framework?

"The framework might be suitable for long term project; I am worried about how to use this for short-term projects or assignments"

Potential user insight # 7

HEAR Phase



**Bablu Kumer Barua,
Project Manager**

Bablu is a MSc, Agriculture from Bangladesh Agricultural University and MBA with over 15 years working experience in the managerial position in different NGOs in the field of food security and livelihoods, microfinance, agribusiness, private sector engagement, WASH and technology commercialization.

Bablu's insights:

What are the areas that you want to build your team's capacity on?

"My senior team needs training on Systems analysis, Business & financial analysis and Innovative thinking. The Technical Specialist need to be trained on Communication and Coordinating multiple interventions."

What are you excited about in the test phase?

"I like the way the document describe broader MSD performance of any staff by 17 competency areas which is required for senior technical staff as well as front line staff. I also like the example mentioned in the assessment mode."

How could you use this framework?

"In Suchana these component may be used for any new recruitment in future and can be incorporated in the current performance review. I have a quick Sample of the tool [here](#)."

What do you think is the biggest challenge in using this framework?

"The challenges are the description of the tools in website is not reader friendly and it should be in Modular format. Assessment or scoring method is not mentioned in the guideline. Traditional Interview Question and Case study presentation method is not appropriate for current APA process. What MSD competency required for market led project's Operation staff e.g. Finance."

About Bablu's program: SUCHANA works with 250,000 very poor households in Bangladesh with the aim of reducing undernutrition leading to stunting in children under two years of age. The program is designed to develop a sustainable, replicable and scalable model to nutrition-specific and nutrition-sensitive interventions.

SUCHANA

Ending the Cycle of
Undernutrition in Bangladesh

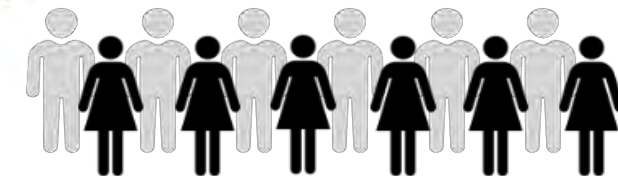
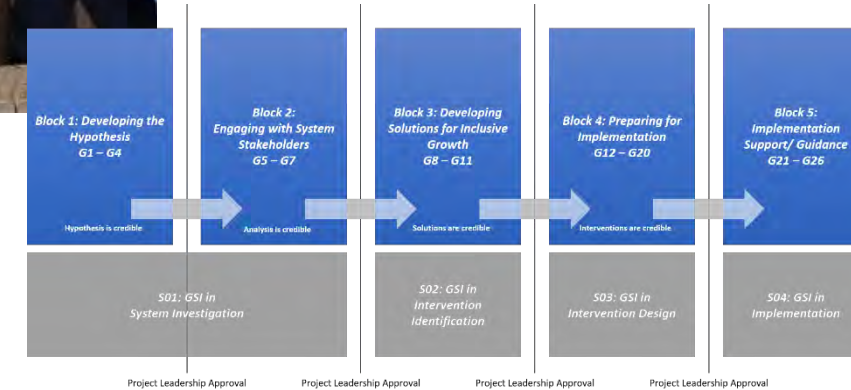
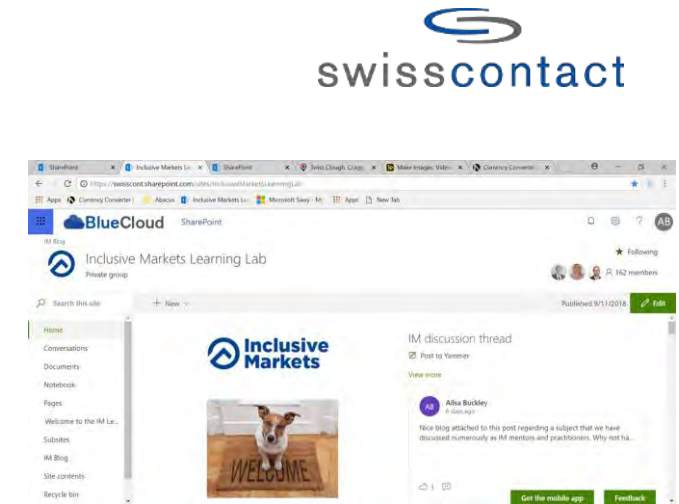


COMPETENCY FRAMEWORK IN RECRUITMENT

1. Country MSD Advisor
2. Entry-level market facilitator positions

Inclusive Markets Capacity Development

- An internal Practitioner's IM Handbook
- Corresponding practitioners IM trainings
- A manual for Rising Mentors
- Corresponding IM mentors training workshops
- A pool of qualified mentors to backstop and support projects
- Corresponding co-mentoring with Senior Mentors
- Digital IM resources and e-training course





Tanjima Ali
Regional MRM Advisor
Eastern Europe Office



Borana Barjami
Borana Barjami
Work Based Learning Manager

Used the

MSD Competency Framework

to mentor in



Skills for Job project in
Albania

‘As the team in S4J was embarking from Phase I to Phase II and adapting to a facilitative approach of implementation, there was a need from team members to clarify how and what to do.

It was then I came across the framework. I have used mainly “Group C - Teamwork & interaction” skills area specifically with Borana during our mentoring sessions’.



Franz Miralles

Market Access & Development
Coordinator



Team of Field
Technicians

Co facilitator
Plagbol Foundation

Testing the
**MSD COMPETENCY
FRAMEWORK**
to mentor staff in our
**INCLUSIVE MARKETS
PROJECT**
in Bolivia

‘A new co-facilitator (PLAGBOL) was contracted to implement interventions with the MSD approach in the vegetable and fruits sector and there was a need to mentor the team of field technicians.

I recently tested the “Group B – Intervention Delivery” skills area by assessing the “B2 – Intervention Design” competency during mentoring sessions.’



Mekong Inclusive Growth
& Innovation Programme

**Mekong Inclusive Growth
and Innovation Programme
(MIGIP) in Cambodia**



Neha Shrestha

Sector Coordinator

Mapping MSD Competency with SC's IM Handbook

*'I mapped the MSD competency
to the guidelines
of Swisscontact's IM handbook.'*

*This way, Swisscontact would be
able to use the resources
available through the MSD
competency in accordance
to internal practice.'*

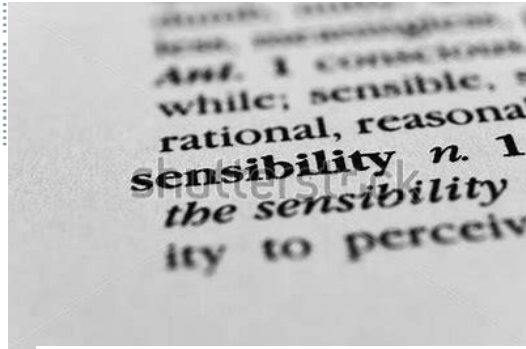


[illegible]

Competencies to add:

Sensibility

to gender, to environment, to social political issues and cultural awareness



Flexibility

to situations, to changes, to new direction, to new information (or adaptability)



Competencies to question:

C5. Self Learning

An important competency to have but very generic - you would want this quality in every employee not just MSD related

Other ways of looking at the competencies...



Hard Skill

v

Soft Skill



Skills that can be taught and measured

Skills that cannot measured easily and are subjective when measuring

A1 – A5
B2 – B5

A6 – A7
B1

Not all the competencies may apply to all...



Profile of Manager

v

Profile of Implementer



In addition to the all the competencies that an implementer should have

Competencies that an implementer should have

MSD Competency Framework

'A new project seemed the perfect opportunity to test the framework.'

'With the support of the CASA Team Leader we decided to explore how it could add value to our planned capacity strengthening activities for the new country teams.'



Commercial Agriculture for Smallholders and Agribusiness

UGANDA

Hans



Individual selection:
C4 INFLUENCE

Team selection:
A2 BUSINESS AND
FINANCIAL ANALYSIS

Christine



Individual selection:
A7 INNOVATIVE
THINKING

Team selection:
B2 INTERVENTION
DESIGN

Stephen

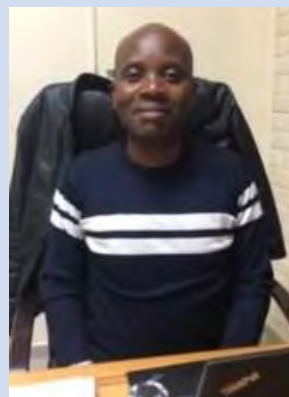


Individual selection:
A2 BUSINESS AND
FINANCIAL ANALYSIS

Team selection:
A5 KNOWLEDGE
SYNTHESIS

MALAWI

Griffin



Individual selection:
A7 INNOVATIVE
THINKING

Team selection:
A4 INTEGRATING
SECTORAL
KNOWLEDGE

Mtendere



Individual selection:
A3 BEHAVIOURAL
INSIGHT

Team selection:
A5 KNOWLEDGE
SYNTHESIS

Innocent



Individual selection:
A3 BEHAVIOURAL
INSIGHT

Team selection:
A1 SYSTEMS ANALYSIS

Our process

Understanding
the
framework

Competency
selection
individually

Team based
competency
selection

Team based
training and
mentoring

Individual self
learning and
coaching

Competency
assessment



Group A - Analysis & insight
Understand the factors, root causes and dynamics that shape the behaviour of market systems.
Think through and predict how a specific system might react to different interventions.

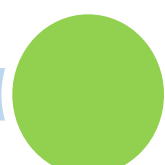
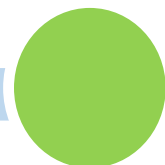
A1 Systems analysis for economic inclusion
A2 Business & financial analysis
A3 Behavioural insight
A4 Integrating sectoral knowledge
A5 Knowledge synthesis
A6 Critical thinking, reflection & vision

Group B - Intervention delivery
Identify explicit entry points in systems, develop interventions and manage implementation.
Decide when and how to re-test assumptions based on new information.

B1 Decision making
B2 Intervention design
B3 Coordinating multiple interventions
B4 Monitoring and learning
B5 Donor relations & compliance

Group C - Teamwork & interaction
Build and maintain productive relationships with diverse stakeholders.
Balance influence with openness to others' views, tolerance with flexibility, learning from failure with performing cordially.

C1 Relationship building
C2 Facilitation
C3 Communication
C4 Influence
C5 Self-learning





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