PIVOT Cohort Competencies,

Practice Statements, and Sub-Practices

The purpose of the PIVOT Cohort[I] is to support field staff to advance the journey to self-reliance through private sector engagement by:

- Mobilizing their Missions toward increased and more effective private sector engagement (PSE)
- Drawing on enhanced interpersonal skills to facilitate internal and external relationships
- Using a Collaborating, Learning and Adapting (CLA) approach to manage change

The PIVOT theory of change posits that staff must exhibit skills in three areas of capacity — PSE, CLA for change management, and leadership development — to successfully foster a PSE orientation within their Missions to address development challenges.
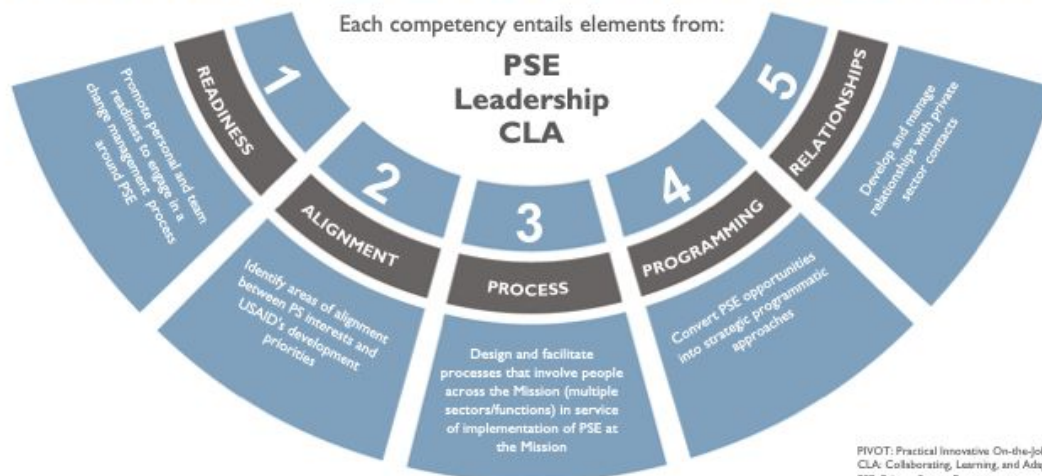
Each of the five competencies is broken down into the relevant *Practices Statements* for PSE, CLA and leadership development that cohort members should master or exhibit to be proficient in creating the change in their mission to work effectively in the PSE. Under each PSE, CLA or leadership Practice Statement there is a collection of more particular *Sub-Practice Statements* to master. At this granularity, cohort members can identify strengths in their existing capacity as well as determine where they should focus their professional development and capacity development efforts and investments.

Note: these competencies and related practices and behaviors relate only to participants in the PIVOT program and should not be construed as guidance for other USAID staff. Furthermore, these competencies

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5 PIVOT Competencies to Engage the Private Sector

Each competency entails elements from:
PSE
Leadership
CLA

1 READINESS — Promote personal and team readiness to engage in a change management process around PSE

2 ALIGNMENT — Identify areas of alignment between PS interests and USAID's development priorities

3 PROCESS — Design and facilitate processes that involve people across the Mission (multiple sectors/functions) in service of implementation of PSE at the Mission

4 PROGRAMMING — Convert PSE opportunities into strategic programmatic approaches

5 RELATIONSHIPS — Develop and manage relationships with private sector contacts

PIVOT: Practical Innovative On-the-Job Training
CLA: Collaborating, Learning, and Adapting
PSE: Private-Sector Engagement
PS: Private Sector

focus on the skills needed to support Missions in having early or initial discussions with private sector (PS) entities before the current phase of the PIVOT program ends in March 2020. This framework could be expanded for the next iteration of PIVOT or broader use.

COMPETENCY 1: Promote personal and team readiness to engage in a change management process around PSE in the Mission.

1.	**PSE Practice Statement: I effectively "talk the talk" of PSE for any audience in alignment with Mission development objectives and key Agency processes and policies.**
	Sub-Practices: a. Articulate in my own words, specific to a given audience, what PSE is, and provide synopses of relevant policy guidance. b. Describe how PSE contributes to the Mission's development objectives (CDCS, J2SR and other Mission priorities). c. Articulate the private sector perspective on why they would want to work with USAID. d. Explain the concept of blended finance in my own words.
2.	**CLA Practice Statement: I articulate and apply the four elements[2] of change management.**
	Sub-Practices: a. Assess the necessary *levels of change (internal, team, Mission, Agency)* for a particular organizational change initiative. b. Determine the *readiness* of the Mission for a particular change. c. Identify and develop *strategies to address resistance and risk*. d. Incorporate an effective *communications strategy and tools* to the change management efforts to support staff to transition from their current state to a future state of work.
3.	**Leadership Development Practice Statement: I practice self-awareness to influence the positive institutionalization of PSE.**
	Sub-Practices: a. Model a deep understanding of the impact my behavior has on myself, others, and organizational outcomes. b. Adjust my response and behavior depending on what the situation requires.

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[2] In this context, the four elements of change management are: 1) assessing the necessary levels of change for a particular organizational change initiative; 2) determining the readiness of the Mission for a particular change; 3) identifying and developing strategies to address resistance and risk; and 4) incorporating effective communications strategies and tools to the change management efforts to support staff to transition from their current state to a future state of work.

	c. Remain composed, and less reactive under pressure, by applying mindfulness and self-awareness techniques.
	d. Navigate disagreement and work productively through conflict.
	e. Actively seek to understand power dynamics and include contributions from all.

COMPETENCY 2: Identify areas of alignment between PS and USAID interests.

1.	**PSE Practice Statement: I contribute to the development of the business case for PS/USAID partnership.**
	Sub-Practices: a. Use the mapping data to identify and formulate a business case for a specific PS entity to partner with USAID. b. Identify which private sector actors have a stake in the problem or its solution. c. Identify constraints and barriers to private sector investment or involvement. d. Construct an "opportunity map" based on analysis.
2.	**CLA Practice Statement: I seek out and practice strategic collaboration.**
	Sub-Practices: a. Conduct stakeholder mapping. b. Take stock of past PSE work done on the part of the Mission and/or Agency and extract and apply lessons learned. c. Engage collaborators across technical offices to further develop and refine opportunity maps. d. Conduct pause and reflect sessions to generate data to refine my strategic collaboration.
3.	**Leadership Development Practice Statement: I engage in strategic thinking[3] informed by market system mapping, stakeholder mapping, or other methods.**
	Sub-Practices: a. Identify the purpose of a particular decision or effort. b. Raise useful and clear questions. c. Gather and use information and utilize concepts. d. Make inferences. e. Articulate and challenge assumptions. f. Consider implications of beliefs/thoughts and consequences of actions on all stakeholders given existing local power dynamics.

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[3] For more information on a model for critical thinking see *Foundation for Critical Thinking* at https://www.criticalthinking.org/ctmodel/logic-model1.htm

g. Recognize I have a point of view.

COMPETENCY 3: Design and facilitate processes that involve people across the Mission (multiple sectors/functions) in service of implementation of PSE at the Mission.

1.

PSE Practice Statement: I use findings from opportunity identification to inform planning processes.

Sub-Practices:
a. Utilize change management data and considerations.
b. Utilize the opportunity mapping data.

2.

CLA Practice Statement: I facilitate processes that inspire trust and confidence that lead to buy-in and formal approval.

Sub-Practices:
a. Use the CLA Maturity Tool as a touchstone to strategically identify elements of the Program Cycle and/or enabling conditions that are involved in implementing the PSE Plan/Action Plans.
b. Facilitate input from a cross-section of Mission staff to tie the PSE planning process to each stakeholder's OU/office/team priorities and managing/programming practices.
c. Contribute and/or facilitate relevant parts of the design and implementation of the PSE Plan
d. Continually brief leadership to achieve buy-in of the process, get strategic input, and remove barriers with the goal of getting formal approval of key documents and related processes.
e. Conduct pause and reflect sessions regularly and update/adapt the PSE planning and implementation process accordingly.

3.

Leadership Development Practice Statement: I use self-awareness, engagement skills (e.g., interpersonal, facilitation, and team building skills), and a deep reading of competing interests to achieve consensus.

Sub-Practices:
a. Generate PSE Plan and/or action plans that are informed by the macroeconomic fundamentals, country context, and Mission priorities
b. Effectively negotiate competing priorities of various OUs to the benefit of the implementation of the PSE Plan
c. Practice my individual self-awareness gained through a personality assessment tool (e.g., Enneagram, Meyers Briggs, Strengthsfinder, Insights, etc.) and through an understanding of my own biases.

d. Use a coaching approach to engage, motivate, influence, and empower colleagues.

e. Endeavor to build effective teams, create a supportive community, and have fun throughout a PSE action planning process that is highly valued across the Mission.

f. Give constructive feedback with the intention towards improvement.

g. Receive and internalize feedback and appreciate it as an opportunity for personal and team improvement.

COMPETENCY 4: Convert PSE opportunities into strategic programmatic approaches.

1. **PSE Practice Statement: I am conversant in and able to apply multiple engagement options.**

Sub-Practices:

a. Accurately describe multiple approaches to engaging the private sector, including information-sharing and strategic alignment; advancing learning and market research; harnessing private-sector expertise and innovation; catalyzing private-sector resources; unlocking private investment and strengthening the enabling environment; and being able to articulate the value of pursuing a particular approach.

b. Articulate as appropriate USAID's processes and rules to private sector stakeholders in accessible language.

c. Accurately describe blended finance approaches and structure in which public funds can catalyze private sector investment in development objectives.

2. **CLA Practice Statement: I collaborate with OAA, leadership, and other technical units to advance partnerships.**

Sub-Practices:

a. Identify the appropriate stakeholders and experts, both within and outside of USAID, who need to be involved in carrying the approach forward.

b. Create timelines and sets of next steps (including milestones) to guide implementation of the approach.

c. Finalize partnering agreements (e.g., MOUs, contracts, cooperative agreements, grants, etc.) with collaborating entities.

3. **Leadership Development Practice: I help to develop and lead decision-making processes for identifying options.**

Sub-Practices:

a. Use a decision-making framework to propose and substantiate a potential strategic programmatic approach.

b. Effectively articulate strategic thinking.

COMPETENCY 5: Develop and manage relationships with private sector contacts.

1. **PSE Practice Statement: I use a PSE checklist tool and other resources to conduct background research on prospective partners.**

Sub-Practices:
a. Conduct internet research in advance of the meeting using existing databases.
b. Consult key informants on potential partners.
c. Map vocabulary, concepts, and interests between the USAID/donor and PS sectors to draw out shared interests and discern differences between the two sides among relevant stakeholders.
d. Research private sector pain points and available public funds and other supports that can directly address and mitigate those impediments to investment in development objectives.
e. Prioritize engagement that aims to identify shared interests, respective capabilities, and experience and does not necessarily entail investment of financial resources.

2. **CLA Practice Statement: I facilitate effective meetings by listening actively asking questions to surface synergies.**

Sub-Practices:
a. Generate strategic and engaging questions, using tools such as interview guides as appropriate.
b. Capture next steps and get concurrence/commitment on how to move forward.
c. Carry out internal pause and reflect sessions after each interaction to generate data for decision making and adaptation.

3. **Leadership Development Practice: I model effective communication by speaking to PS priorities and avoiding jargon.**

Sub-Practices:
a. Follow up on leads with a potential partner by phone, email, or in person in a timely manner.
b. Effectively discern useful (i.e., strategic and nuanced alignment) background data to inform the partnering decision-making.
c. Practice active listening in all interactions.

d. Encourage feedback, allow for correction and adjustment of message, commit to make people feel heard and respected, and address problematic remarks to promote an inclusive and respectful environment.

e. Better understand and acknowledge how history and systems impact relationships and take power dynamics into account when engaging private sector contacts.