Transport Sector Leadership Development Programme (TSLDP)

Stakeholder Workshop

2nd IRF Africa Regional Congress / 13th July 2017
Introduction

- Introduction from Les Sampson (ReCAP Infrastructure Research Manager) regarding objectives for this workshop.
Agenda

- **Introduction and Voting Setup**
- **Presentations and Interactive Feedback**
  1. Introduction and Background
  2. Needs Assessment
  3. Gap Analysis
  4. Course Review
  5. Delivery Review
- **Break**
  6. Candidate Selection
  7. Gender Balance
  8. Work Placements/Secondments
  9. Mentoring
  10. Sustainability
- **Workshop Feedback**
Access to Voting App
Accessing the Voting System

- Please connect to this WIFI network: **Safari Conference Center**
- Use the following password: **safari201707**
- Go to this website: **https://tsldp.powervote.com**
- Enter **YOUR EMAIL** when prompted.

- You should now be connected!
Time for some practice...

- When prompted on your screen, please enter the following details:

- **YOUR NAME; JOB TITLE; EMPLOYER**

- E.g. Kieran Kelly; Pavement Engineer; Mott MacDonald

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Other points...

- Questions will be either:
  - Open Answer – they are discussion answers and you can type sentences in response.
  - Multiple Choice – set answers to choose from.
  - Single Choice – Yes/No answers.

- Responses/results will be displayed on screen after the question closes.
Background

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Background to TSLDP

- Concept originally developed between ReCAP and ASANRA.
- Phase 1 (Scoping Study) awarded to Mott MacDonald and the University of Cape Town.
What is a Transport Leader?

- Senior transport professionals need to understand the bigger picture.
- Understand how projects go from concept, to design, construction, operation and maintenance.
- Link transport services and provision of infrastructure.
What is a Transport Leader?

- Consider the environmental impacts.
- Consider ethics and professional standards.
What is a Transport Leader?

- Often our skillsets are focussed on narrow technical specialisms.
- We often are not brilliant at managing people effectively, communicating and leading teams.
- Our education often doesn’t address this, as it is also specific and focussed.

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Aims of TSLDP

- Aims to take a broad approach at developing the skill set required by a Transport Leader.
- Develop technical, managerial and leadership capacity of mid-level transport professionals in Sub-Saharan Africa.
- It is about understanding delivering transport services and transport infrastructure.
Programme for Implementation

Phase 1 Start  Nov ‘17  Complete
Inception and Interim Reporting  Jan – Jun ‘17
Stakeholder Workshop  Jul ‘17  In Progress!
Workshop and Final Reporting  Jul – Sept ‘17  To be Completed
Procurement Phases 2 & 3  Sept ‘17 Onwards  Not part of this Project

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After this Workshop...

- We use your feedback to inform the development of the Programme.
- Will form part of the Workshop Report and Final Reports.
- Final Reports (post Client comments etc.) due in October 2017.
PowerVote Questions & Discussion

1. In your opinion, what are the key attributes a leader should demonstrate? (Open Answer)

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Needs Assessment
Needs Analysis: Survey in ReCAP Countries

- Transport related program inventory (15 countries):
  - Degree options per programme
  - Accreditation
  - Collaboration (programme level)
  - Laboratory facilities
  - Computer facilities (department level)
  - Blended learning facilities (university level)
  - Library facilities
  - Student population
  - Curriculum details
  - Staff (in relevant program)
  - International standing (university)
  - (Inter)national standing (programme)
Survey Exploring Programme Relevance

- **79 percent** have little or no skill in transport planning, urban and regional planning, land use planning, and transport modelling.
- **79 percent** have little or no skills in transport policy planning and governance.
- **75 percent** have little or no skills in project impact assessment.
Survey Exploring Programme Relevance

- **69 percent** have little or no skills in project asset management.
- **50 percent** of the participants agree that leadership skills are more relevant to prepare a transport professional for effective management of the sector.
- **60 percent** think that leadership and managerial components are the most important aspects of the proposed Programme.
Needs Assessment – Findings

- Poor state of infrastructure and services.
- Insufficient human and institutional capacity.
- Insufficient inter-disciplinary corporation between different experts (engineers, planners, environmentalists etc.).
Needs Assessment – Findings

- Insufficient mentorship and knowledge transfer mechanisms.
- Complexity of transportation related projects.
- Lack of general awareness of the sector.
PowerVote Questions & Discussion

1. Do you agree that this programme is needed and would be of benefit to support younger professionals? (Yes/No)
Gap Analysis
Needs Analysis – Ideal Profile

- The profile of an ideal leader for the future of the transport sector in SSA is one who:
  - **Is technically sound** in various facets of transport engineering across all land-based modes and users;
  - **Understands the complexities** of planning transport infrastructure and services within the built environment;
  - **Appreciates the impacts** of transport decision-making and is able to assess them;
  - **Capable of managing** complex projects throughout the project life cycle;
  - **Able to envision** a future for the transport sector in Africa, and lead, inspire and mentor others towards this vision.

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Curricular Survey

- Key knowledge gaps located in:
  - Leadership and management
  - Asset management
  - Policy and planning
  - Operations
  - Project assessment
  - Universal design, design of public spaces and equitable road space design.
PowerVote Questions & Discussion

1. In your opinion, what are the key skills gaps in the capability of young professionals that this course should address? (Open Answer)
Course Review
Summary of Problem

- A perceived lack of opportunity for mid-career professionals in the transport sector.
  1. Provide visionary leadership in the transport sector in Sub Sahara Africa.
  2. Address poverty relief through improved transport and communication – (e.g. farm to market access)
Solution

- Develop training courses (focused on both technical and leadership aspects) for mid-career professionals help them move towards a leadership role.
- Create a sustainable (self funding) network of inspired and connected transport professionals.
Bespoke accredited Professional MSc in Transportation Leadership

Modular accredited part-time MSc – Modules largely taken from existing approved Institutions

CPD bespoke courses – candidates sign up to technical and leadership CPD courses in the UK and Africa

CPD extant – candidates sign up to existing relevant technical and leadership CPD approved courses

Do M candidates sign up to existing short term courses

Costs - both for the candidate and the programme setup and running
• Many existing courses at CPD level and part-time MSc modules in transport/highway engineering/leadership across UK and Africa.
• This would need a secretariat to record achievements and approve funding but no requirement for accreditation.
• Effectively ReCAP could provide a mechanism to signpost courses, provide initial funding, secretariat, and network through ReCAP.
• Risk is that CPD courses can be discontinued at any time and there is little control of content and quality.

Do Minimum – candidates sign up to existing short term relevant technical and leadership approved courses in the UK and Africa (2 years)

Estimated Time - both to initiate programme and the duration (years)
• This option is a more rigorous approach than option 1 involving setting up a more defined pathway of courses but essentially candidates have a collection of ad-hoc courses in relevant areas.
• Secretariat would be required to signpost and agree courses and manage funding.
• Risk is that CPD courses can be discontinued at any time and there is little control of content and quality.

CPD extant – candidates sign up to existing relevant technical and leadership CPD approved course in the UK and Africa (2 years)

Estimated Time - both to initiate programme and the duration (years)
• Develop bespoke CPD courses and approved institution or providers.
• Unlike MSc courses, accreditation would not be required but some commitment from funders to finance commercial CPD courses needed.

CPD bespoke courses—candidates sign up to technical and leadership CPD courses in the UK and Africa—Institutions would require this to be commercially viable (2 years)

Estimated Time - both to initiate programme and the duration (years)

2017

2020
Modular accredited part-time MSc – Modules largely taken from existing modules in approved Institutions in UK and Africa – build up 120 CATS (over 3/4 years)

- Uses modules on existing MSc courses.
- Compromise with a part-time MSc with the hope that an institution will develop some extra modules to help tailor the course towards leadership.
- Part-time would allow candidates to build up credits over 2, 3 or more years.
- Risk you don’t get it accredited in long-term.

Estimated Time - both to initiate programme and the duration (years)
Bespoke accredited Professional Masters in Transportation Leadership - in approved Institution in UK or Africa – must be commercially viable for the Institution (2 years)

- Bespoke course.
- Persuade an Institution/s to set up this use and guarantee scholarships to it.
- Better networking for candidates.
- Fully accredited and recognised.
- Focussed or targeted courses.
- Time and cost implications!

Costs - both for the candidate and the programme setup and running.

Estimated Time - both to initiate programme and the duration (years)
**Proposed Option 1 – Professional Masters (Long-Term)**

<table>
<thead>
<tr>
<th>Elective Transport Modules</th>
<th>Mandatory Leadership and Management Modules</th>
<th>Mandatory Dissertation</th>
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<tbody>
<tr>
<td>Road Engineering (20)</td>
<td>Effective Leadership (20)</td>
<td>Research Project (45)</td>
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<td>Transport Systems (20)</td>
<td>Management and Mentoring (20)</td>
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<td>Transport Policy (20)</td>
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**Professional Masters Degree in Leadership in Transportation**
(Requires min. 180 Credits)

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Proposed Option 2 – CPD Programme (Short-Term)
Collection of CPD Courses

Pros:
- Manageable costs
- More nimble course development
- No accreditation issues
- Quicker to develop

Cons:
- Ad hoc collection of courses – no defined qualification
- Lack of long-term commitment from participants and employers
- Poor networking opportunities over diverse CPD courses

Towards an MSc (full or part-time)

Pros:
- Employers recognise more secure investment in training
- Internationally recognised
- International University collaboration
- Excellent network across Sub Sahara
- More opportunities for research and innovation

Cons:
- Time to develop University agreements
- Persuading Universities to commit resources
- Greater time commitment from participants
PowerVote Questions & Discussion

1. Considering the required learning outcomes and delivery, which option do you think is most appropriate to develop future leaders? (Multiple Choice)

2. Keeping in mind the considerations above, which course option would you most likely attend? (Multiple Choice)

3. Would your decision to participate on TSLDP be influenced by whether the course is accredited by a recognised professional body? (Yes/No)

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Further discussion

- MSc recognised internationally as a qualification, improve employability etc...discuss...
Delivery Review
Proposed Delivery

- Masters would be via a blended learning approach
  - 2 weeks in University and 6 weeks at home, learning online or doing coursework.
  - Tries to fit in with employer and personal life constraints.

- CPD Programme delivered in short, intensive face-to-face courses up to 2 weeks in duration.

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PowerVote Questions & Discussion

1. What would your preferred delivery method be? (Multiple Choice)

2. What do you think is the main obstacle to developing a TSLDP for transport leaders? (Open Answer)
Coffee Break
Candidate Selection
Purpose of Selection Criteria

- We are aiming at ‘high fliers’ who are the potential industry leaders of the future.
- Our candidate selection procedures need to reflect that.
- They also need to consider diversity, gender balance and employer support.
Our Proposed Selection Criteria

- Minimum of Bachelors degree in relevant subject.
- English language competence – min. IELTS score of 6.5.
- Approval letter from employer.
- All candidates will be interviewed before acceptance.

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Our Proposed Selection Criteria

- All candidates will prepare a ‘Motivation Letter’.
- All candidates will produce a Portfolio of examples of their work.
Our Proposed Selection Criteria

- Candidates must sign an education contract.
  - Includes clauses requiring candidates to repay any fees etc. that were paid for them in the event they fail or do not attend the course.

- Diversity and inclusion criteria:
  - Which sector are candidates coming from?
  - Gender balance
PowerVote Questions & Discussion

Do you think our proposed candidate selection criteria are suitable for their purpose? (Yes/No)

Have you any comments or additional/alternative criteria we should consider? (Open Answer)
Gender Balance
Gender Balance

- Key Focus on addressing the issue of:
  - Gender balance and the increased participation of female professionals;
  - Gender bias.
How it is being considered in TSLDP

- Training
  - Incorporate components into the training modules which teach candidates about the importance of diversity and women in the workplace.
How it is being considered in TSLDP

- Incorporate into the candidate selection criteria:
  - assessment of attitude towards diversity in the workplace;
  - score candidates based on gender or apply additional weightings in this regard;
  - address gender balance by positively encouraging female candidates onto the programme.
PowerVote Questions & Discussion

1. How do we address gender balance when assessing suitable candidates? *(Multiple Choice)*

2. Have we adequately addressed gender balance within the TSLDP? *(Yes/No)*

3. Have you any comments on the approach we should take to encourage female participation in the TSLDP? *(Open Answer)*

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Work Placements
Work Placements

- Placements would take place in the second year and either be:
  - Short undergraduate-level placements or;
  - Longer placements which will facilitate more detailed exposure.

- Participants would either be:
  - Transferred within their own organisation to facilitate a broader exposure or;
  - Seconded into other supporting organisations.
Work Placements

- Placement considerations:
  - required length of placement;
  - roles and responsibilities during the placement need to be defined including:
    - job description;
    - induction;
    - line management;
    - mentoring and;
    - access to learning resources from host organisation.
Work Placements

- Placement considerations (cont’d):
  - funding arrangements;
  - responsibilities for liability and insurance cover; and
  - mechanisms for quality assessment and candidate support during placement.
PowerVote Questions & Discussion

1. Would your employer support secondment to another organisation to develop your skills? (Yes/No)
2. Which option do you think candidates would find more feasible – see options on web? (Multiple Choice)
3. Ideal duration of work placement? (Multiple Choice)
4. Would your employer support secondment for (1) ≤ 3 months, or (2) ≤ 6 months? (Multiple Choice)
Mentoring
Mentoring

- A mentor acts as a guide and advisor to the candidate during the TSLDP process.
- Have an existing senior leader from their organisation act as a mentor to the candidate.
- Needs to be accessible to the candidate.
Mentoring

- Mentors will also have responsibility to assist the candidate.
- Should be captured in the Education Contract and Employer Support letter.
PowerVote Questions & Discussion

Do you agree that having a mentor is an important component of the programme? *(Yes/No)*

Do you have any other comments? *(Open Answer)*

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Sustainability
Sustainability

- Means the programme should eventually become self-sustaining.

- Some key points to this:
  - Requires long-term funding.
  - Requires candidate uptake – i.e. needs to have a stream of candidates who apply to do the course every year.
  - Accreditation and industry recognition.

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Sustainability

- Looking for possible partner organisations:
  - International Road Federation (IRF)
  - Institution of Civil Engineers (ICE), UK
  - Chartered Institution of Highways and Transportation (CIHT), UK
  - Birmingham University, UK

- Discussions with more partners (particularly Africa-based) planned in coming weeks.
Sustainability

- Estimate of cost at this stage is GBP £30-36k per candidate (incl. fees and travel).
- Based on “Executive” fees – better quality offering.
- Can TSLDP become a preferred training option for Donor Funding organisations?
- Or an option supported by IRF Scholarship?

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Sustainability

- Is it possible for organisations like IRF or ASANRA to manage programme and Donor Agencies to provide annual support?
Workshop Summary

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Summary

- Our transport leaders need a broad skillset.
- Very little on the market at present to address this in terms of single courses.
- We are aiming to develop a CPD Programme until the Professional Masters degree is available.
Summary

- Modules on transport services, infrastructure and leadership/management disciplines.
- Candidate selection criteria capture ‘high fliers’ with potential to become future leaders.
- Gender balance addressed through candidate selection and course content.
Summary

- Mentoring from senior industry leaders.
- Work placements to help fill skills gaps.
- Alumni so candidates can build their network across Africa and remain in contact.
- Sustainability to be addressed in greater detail over the coming weeks.
Summary

- Our next task will be incorporating your feedback into the Programmes development.
- This will be shown in the Workshop Report and Final Report.
- After October 2017, Phases 2 and 3 will be procured.
PowerVote Questions & Discussion

1. Having heard us discuss the TSLDP, has your opinion changed on whether this programme is needed and/or would be of benefit to support mid-level professionals? (Multiple Choice)

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PowerVote Questions for Workshop Feedback
Thank you for your attention

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