



**ReCAP**  
Research for Community Access Partnership



# Transport Sector Leadership Development Programme

Stakeholder Workshop Report



**Mott MacDonald and University of Cape Town**  
RAF2079A

August 2017



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Cover Photo: 2<sup>nd</sup> IRF Africa Regional Congress, Windhoek, Namibia, 11-13<sup>th</sup> July 2017.  
(Source: Mott MacDonald)

<i>Quality assurance and review table</i>			
Version	Author(s)	Reviewer(s)	Date
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Acronyms: MM: Mott MacDonald; UCT: University of Cape Town; QUB: Queens University Belfast

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## Abstract

The Transport Sector Leadership Development Programme (TSLDP) is being created to develop the technical and managerial capacity of mid-career African transportation professionals and assist them to effectively deliver Africa's transportation infrastructure. This Programme Development Report, which is considered the equivalent of the Interim Report listed in the Terms of Reference, forms the third deliverable on the project and is intended to provide a summary of the findings of the needs assessment and the preferred structure and content of the programme to meet the learning objectives.

This report is the Stakeholder Workshop Report, which summarises the workshop which took place at the 2<sup>nd</sup> IRF Africa Regional Congress in Windhoek, Namibia on 13<sup>th</sup> July 2017. Feedback taken from the workshop and a summary of associated recommendations of items that need to be included or considered in the programme's finalisation is also discussed.

## Key words

Transport Sector Leadership Development Programme, capacity building, training, leadership, transport infrastructure, gender balance

## **RESEARCH FOR COMMUNITY ACCESS PARTNERSHIP (ReCAP)** *Safe and sustainable transport for rural communities*

ReCAP is a research programme, funded by UK Aid, with the aim of promoting safe and sustainable transport for rural communities in Africa and Asia. ReCAP comprises the Africa Community Access Partnership (AfCAP) and the Asia Community Access Partnership (AsCAP). These partnerships support knowledge sharing between participating countries in order to enhance the uptake of low cost, proven solutions for rural access that maximise the use of local resources. The ReCAP programme is managed by Cardno Emerging Markets (UK) Ltd.

**See [www.afcap.org](http://www.afcap.org)**

## Acknowledgements

The TSLDP team would like to thank the participants at the Stakeholder Workshop for their interaction and positive feedback which will be of great value to the finalisation of the Programme. Furthermore, the team would like to thank the International Road Federation (IRF) for giving us time to present our project at the main event and hold our workshop at their 2<sup>nd</sup> Africa Regional Congress hosted by Roads Authority Namibia, held between 11 and 13 July 2017. We would also like to thank them for their assistance in organising and running the event.

## Acronyms, Units and Currencies

ADB	Asian Development Bank
AfDB	African Development Bank
AfCAP	Africa Community Access Partnership
ARMFA	African Road Maintenance Funds Association
ASANRA	Association of Southern African National Road Authorities
AsCAP	Asia Community Access Partnership
BEng	Bachelor of Engineering
BSc	Bachelor of Science
BTECH	Bachelor of Technology
CIHT	Chartered Institution of Highways and Transportation
CPD	Continuous Professional Development
DFID	Department of International Development
ECSA	Engineering Council of South Africa
EU	European Union
GIS	Geographic Information System
HVT	High Volume Transport (DFID funded Programme)
ICE	Institution of Civil Engineers
IELTS	International English Language Testing System
IRF	International Roads Federation
IS4DP	Infrastructure Skills for Development Programme (DFAT funded Programme)
JBM	Joint Board of Moderators
L&D	Learning and Development (Mott MacDonald)
MBA	Master of Business Administration
MEng	Master of Engineering
MPfE	Managing People for Excellence
MSc	Master of Science
ReCAP	Research for Community Access Partnership
SAICE	South African Institution of Civil Engineers
SSA	Sub-Saharan Africa
TSLDP	Transport Sector Leadership Development Programme
TPP	Transport Planning Professional
UCT	University of Cape Town
UK	United Kingdom (of Great Britain and Northern Ireland)
QUB	Queens University Belfast

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## 1 Introduction

### 1.1 Project Background

Transport infrastructure is a vital driver of national economic development, facilitating the movement of goods, services and people both nationally and internationally. However, as highlighted by the World Bank<sup>1</sup>, Africa remains the least connected region in the world.

Decision makers, professional service providers and contractors across sub-Saharan Africa (SSA) face the growing challenge of reducing this connectivity deficit on a local, national and international scale. These challenges require innovative, motivated and technically capable leaders who can effectively manage and deliver infrastructure projects within this environment.

Industry leaders understand the broader picture when it comes to co-ordinating the concept, planning, design and construction of infrastructure projects. However, it is being observed that often this technical and managerial capacity is lacking, particularly when it comes to experience and ability to deliver large and complex projects.

This project was conceived in association with the Association of Southern Africa National Road Authorities (ASANRA). ASANRA recognised the leadership issues within the industry and promoted this project as a means of developing professionals within the sector. The initial concept was developed to:

- Focus on both transport services and transport infrastructure
- Include East and West Africa, as recognising the importance of this opportunity, these regions requested that they were included

These concerns were bought on board for the development of the Transport Sector Leadership Development Programme (TSLDP). It is expected that the programme will encompass both transport infrastructure and transport services and should be deliverable across sub-Saharan Africa.

Whilst it is recognised that ReCAP generally focusses on rural road infrastructure, technical and managerial leaders are required across the transport profession, and requiring co-ordination with the wider transport sector for sub-Saharan Africa. With this in mind, it is anticipated that this programme will also co-ordinate with the proposed UK Department for International Development's (DFID) High Volume Transport research programme once it commences.

### 1.2 Workshop Purpose

The workshop was an opportunity to present progress on the TSLDP to date and gather feedback about the proposed content and structure of the programme. The 2<sup>nd</sup> IRF Africa Regional Congress provided an ideal mechanism for this, as it included a broad spectrum of industry, such as public sector professionals from African Road Authorities, African regional bodies like ASANRA and the African Road Maintenance Funds Association (ARMFA), consultants, contractors and donor agencies.

Therefore, this broad spectrum of the industry captured the target candidate group the programme is aimed at including employers, funding agencies who may support it financially in future and agencies that may ultimately manage the programme. The aim was to capture feedback from these groups which would be used to inform the final scoping of the TSLDP.

### 1.3 Report Purpose

The purpose of this report is to summarise the findings from the Stakeholder Workshop and capture the recommendations to be taken forward in finalising the programme.

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<sup>1</sup> Ali et al, 2015, *Highways to Success or Byways to Waste*, World Bank Group.

## 2 Event Data

### 2.1 Agenda

The workshop was scheduled from 08:00 – 12:00 and followed the agenda below:

- Introduction and Voting Setup (08:00)
- Presentations and Interactive Feedback (08:30)
  - Introduction and Background
  - Needs Assessment
  - Gap Analysis
  - Course Review
- Break (10:20)
  - Delivery Review
  - Candidate Selection
  - Gender Balance
  - Work Placements / Secondments
  - Mentoring
  - Sustainability
- Workshop Feedback (12:00)

### 2.2 Attendees

The list of those who attended the event are included in Table 1 below:

**Table 1: List of Attendees from Workshop**

No.	Name	Job Title and Company
1	Les Sampson	Infrastructure Research Manager, ReCAP
2	Cindy-Lu Hasheela	Marketing & Communications Manager; Walvis Bay Corridor Group
3	Michael Engelskirchen	Technical Advisor, GIZ
4	Steven Jones	Professor; University of Alabama
5	Dia-Maria Shivute	Engineer: Research; Roads Authority
6	Presley Chilonda	Principle Engineer Materials, Road Development Agency Zambia
7	Johnny	Contractor, Niilenge Construction CC
8	Anna Matebele	Company Secretary / Legal Advisor, Road Fund Administration
9	Nkululeko Leta	Regional Technical Manager, East & Southern Africa; ReCAP / AfCAP
10	Stephanie Izaaks	Assistant Company Secretary, Road Fund Administration
11	John Hwindingwi	None Listed
12	Eng George Kiiru	Head PPP; Kenya National Highways Authority
13	Caroline Visser	Knowledge Manager, ReCAP
14	Stieve Nyazorwe	Sales Manager, Podilla Ventures
15	Daudi Sweke Lucas	Civil Engineer, PORALG
16	Tawia Addo-Ashong	Senior Transport Specialist, World Bank
17	Joey Malota	Programmes Officer, ASANRA

No.	Name	Job Title and Company
18	Scholastica Bowa Mulenga	Principal Education and Publicity Officer Road Transport and Safety Agency Zambia
19	Aaron Samiyengo	Global Road Safety Partnership Zambia Co-ordinator; Global Road Safety Partnership Zambia
20	Neil Tolmie	Ceo N3TC
21	Helvi Petrus	PhD Candidate, Stellenbosch University
22	Kogi Stephen	Chief Engineer MTRD Kenya
23	Samuel Kadangwe	Director of Construction; Roads Authority
24	Dr. Patrick Amoah Bekoe	Senior Engineer Department of Feeder Roads-Ghana
25	Dr. Simon Oladele	Professional Civil Engineer / Lecturer - Transportation Engineering; Botswana International University of Science and Technology
26	Joseph Haule	Chairman; Roads Fund Board
27	Nyembesi Mandishona	Accountant; Ministry of Transport & Infrastructural Development
28	Junias Set	Transportation Engineer Element Consulting Engineers
29	Richard Laborn	Senior Engineer Lithon Project Engineer Windhoek
30	Fernando Marcelo Dabo	Civil Engineer ANE - National Roads Administration - Mozambique
31	Jeph Chagunda	Pamodzi Consulting Ltd, Malawi
32	Rudolph R Rittmann	Regional Engineering Manager Roads Authority Namibia Maintenance
33	Josh Kanyemba	Lead Assessor, NCB UK
34	Antony Mutua	Regional Manager Kenya National Highways Authority
35	Eng Ouma Karot Clarence	Senior Engineer Kenya National Highways Authority
36	Harley Simasiku	Engineer; Roads Authority of Namibia
37	Dieudonne Bambu Ndambasi	Team Leader Rural Road , direction des voies de desserte agricole (DVDA) KINSHASA DRC
<b>TSLDP Team – Presenters</b>		
38	Stephen Jones	Team Leader, Mott MacDonald
39	David Hughes	Education Specialist, Queens University Belfast
40	Kieran Kelly	Project Co-ordinator, Mott MacDonald
41	Obiora Nnene	Researcher, University of Cape Town
42	Aivin Imuentinyan	Researcher, University of Cape Town



### 3 Methodology

#### 3.1 Background

Preparation for the workshop and initial concepts commenced at the team workshop held in Belfast in May 2017. A key consideration for the workshop was that it needed mechanisms to make it participatory and interactive. The proposed format at that stage was a combination of presentations and a panel discussion to promote conversation and capture feedback from the audience.

Further considering the need for interaction, the team proposed the use of an innovative live voting system which would keep the entire audience engaged and capture feedback from each attendee. This had significant benefits as it enabled everyone to participate, even the more reserved attendees who wouldn't normally voice their opinions. The homepage and an example question from the system used at the event are shown in Figure 1.

The voting system enabled participants to respond in real-time via a web-based application accessed from their mobiles, tablets or laptops. The results were displayed on the screen in real-time, so participants could see the results live. The advantage of this approach was that feedback was displayed immediately on screen, with charts showing the percentages of people who voted for each option or listed the text responses people submitted – see Figure 2. This, in addition to the text-based responses to open questions, was invaluable for prompting discussion.

Figure 1: Screen grabs from live poll web application homepage (left) and example of a question (right)

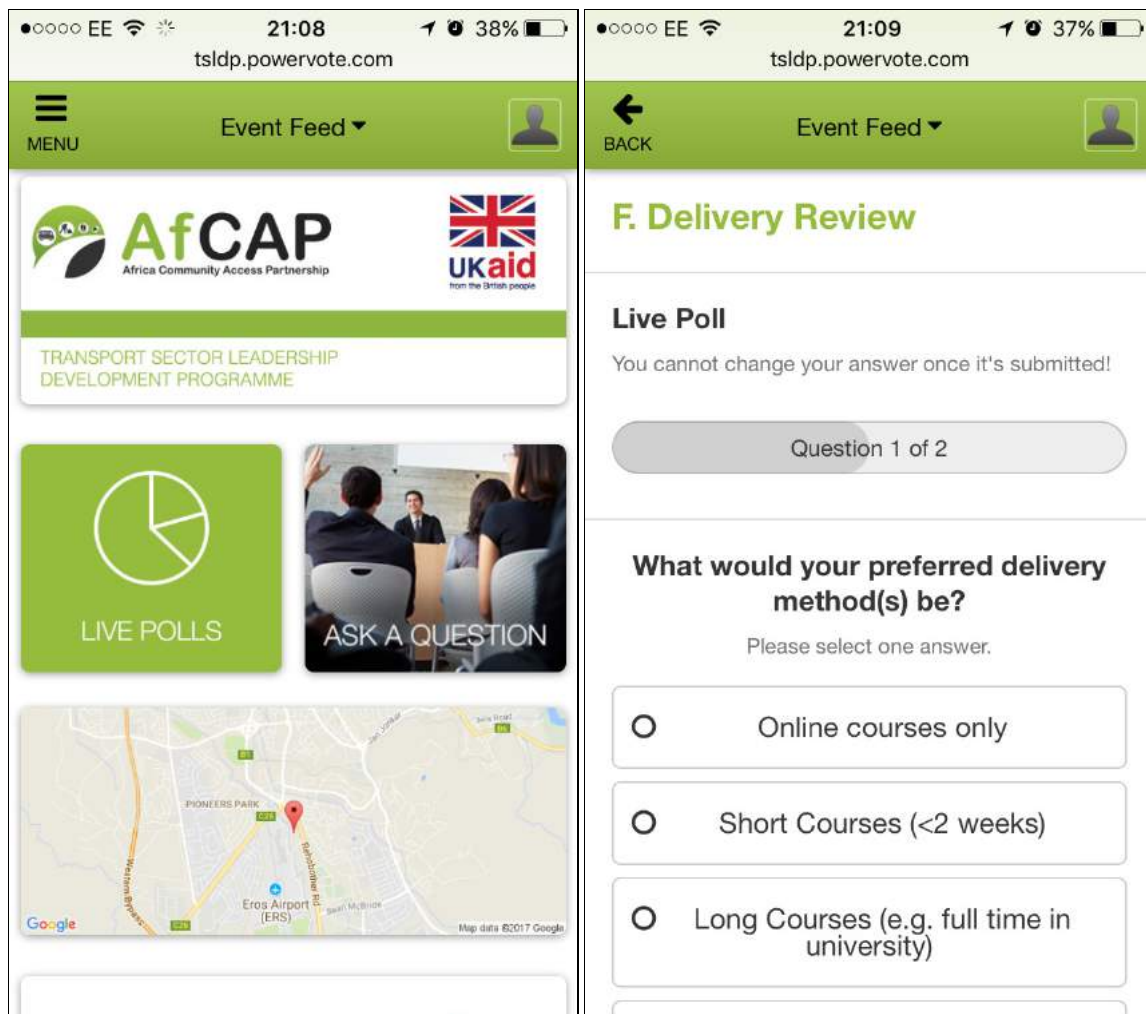
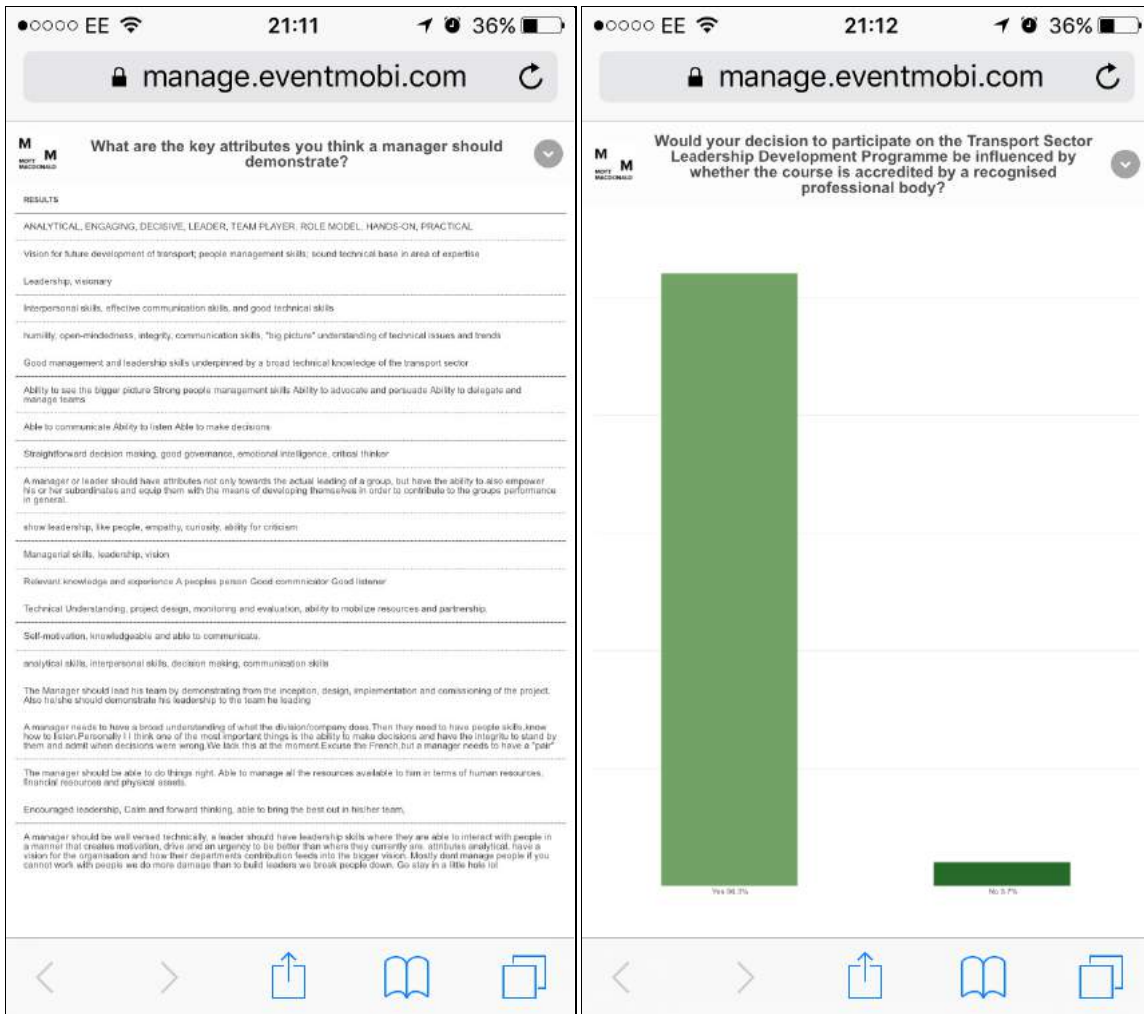


Figure 2: Example of text responses (left) and single choice question (right)



Information was disseminated in advance of the event via the IRF and ReCAP websites to promote the workshop. In the weeks before the event, regular communications were held with PowerVote, who were the live poll supplier, to provide them with the content, questions and structure needed to setup the web application. They co-ordinated with the venue in Namibia to ensure there was suitable internet capacity available to support up to 50 participants using their application.

### 3.2 Structure

On the day before the event, the structure was amended and the panel discussion removed from the workshop programme. It was considered more appropriate that the content be delivered with questions asked via the PowerVote app at the end of each section, followed by discussion held around the results. This amendment proved to be successful and some very interactive discussions were held on all topics. The output from the workshop is summarised in the next section.

The following Workshop materials have been attached to this report for reference:

1. Appendix A: Conference presentation delivered on Day 2
2. Appendix B: Presentation delivered as basis for discussion at Workshop
3. Appendix C: Questions used in PowerVote to gain feedback on the programme
4. Appendix D: Executive Summary from Interim Report, which was printed and circulated amongst participants at the start of the Workshop

## 4 Feedback

### 4.1 Overview

The workshop was attended by 37 participants from diverse backgrounds including the private sector, public bodies, donors and academia.

In this chapter, the participant feedback and findings of the workshop have been reviewed. The workshop represents the major stakeholder engagement activity for the planning and scoping phase of the Transport Sector Leadership Development Programme.

At the workshop, the project implementation team presented the background, expected deliverable, methodology and recommendation of the key aspects of the programme to the participants.

Each presentation was followed by a PowerVote live poll question relating to that segment of the presentation, which the workshop participants were required to answer. The responses to the questions were then used as talking points for further discussions on each topic. The topics discussed in the workshop include: programme background, needs assessment, gap analysis, course review, delivery review, candidate selection, gender balance, work placements and mentoring.

Presented below is a summary of the responses / comments obtained from the participants and the ensuing discussions.

There is also be a brief discussion of the pros and cons of the stakeholder feedback, a reflection on their similarity or contrast with the thinking of the project team prior to having the workshop and the possible impact of the feedback on the final recommendations of this phase of the TSLDP.

The detailed live poll results and discussions captured as workshop minutes can be seen in Appendices D and E respectively.

### 4.2 Feedback on TSLDP

#### 4.2.1 Background

The goal of this section of the presentation was to set the tone for the workshop, by giving the participants some context and background information about the TSLDP with respect to its conception, objectives and progress made by the implementation team so far in terms of scoping the programme. An attempt was also made to describe the profile of an ideal leader in the transport sector and the necessary skills and attributes such a leader should possess.

After the presentation, the workshop participants were then asked to describe the key attributes they think should be demonstrated by a manager. The question and a summary of the 33 responses to this question can be seen below:

The question; *What are the key attributes you think a manager should demonstrate?*

The responses obtained can be summarised as follows:

A leader should:

- Be a visionary who can see the bigger scheme of things as it relates to the transport sector
- Be capable of driving and managing change
- Possess interpersonal skills
- Possess communication skills
- A critical thinker
- Be self-motivated and capable of motivating others

- Be capable of mentoring others
- Be technically competent
- Have managerial skills

The responses showed a consensus that analytical, technical problem solving, decision-making, leadership as well as communication and interpersonal skills are some of the key attributes required of any manager. Notable that these attributes have been highlighted by the implementation team as key requirements for the ideal leader.

However, in discussing the results further, there were a few remarks / suggestions from participants about the wording of the question and the need to distinguish between the words 'skills' and 'attributes', and between 'management' and 'leadership'. These terms were used interchangeably in the presentation; hence the recommendation was made to distinguish between them particularly as the skill set required for general management may be distinct from the skill set required for leaders in the transport sector.

From the feedback and discussion, it can be concluded that there is an alignment between the thinking of the project team and that of the stakeholders. These recommendations with respect to the terminology will be adopted in the final project report submission.

#### 4.2.2 Needs Assessment

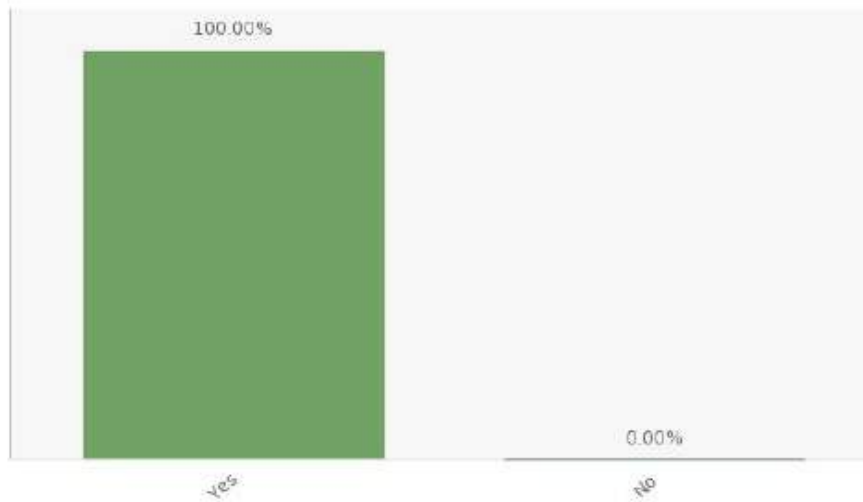
In the presentation, the needs analysis was portrayed as the key activity carried out during the scoping of the TSLDP with the aim of establishing the problems in the status quo scenario of the sub-Saharan transport sector. To achieve this, surveys were conducted both to relevant academia and to industry. In addition, a literature review of relevant documents was done also. This led to the sector-based needs that were identified and presented at the workshop.

The workshop participants were asked their opinion on the overall need of the TSLDP and their opinion of the programme as to its usefulness in meeting its set objectives of equipping mid-level professionals with required technical, management / leadership skills. All 34 respondents responded in the affirmative.

The live poll question asked was: *Do you agree that this programme is needed and would be of benefit to support younger professionals?*

The responses of the participants are presented in Figure 3 below:

**Figure 3: Do you agree that this programme is needed and would be of benefit to support younger professionals?**



Answer Options	Responses	Percentage
Yes	34	100.00%
No	0	0.00%
<b>Total</b>	<b>34</b>	<b>100.00%</b>

This response shows that in the light of the needs highlighted in the sector, the TSLDP is perceived as being a necessity, and requires preparing for younger professionals in the transport sector to address the sector’s challenges going forward.

#### 4.2.3 Gap Analysis

In this section of the presentation, the project team discussed the skills required to bridge the gap between the transport sector’s status quo scenario from the needs analysis and the ideal profile of the leader that was painted in the background section (see section 3.2.1). The participants were asked to identify other skills gaps in the capability of young professionals in the sector, in addition to those that had already been presented.

The live poll question asked was: *In your opinion, what are the key skills gaps in the capability of young professionals that this course should address?*

The responses from the participants showed that they expect the TSLDP to equip the participants with the following:

- Communication skills
- A better knowledge on the complexities and cross-cutting issues in the transport sector
- A performance driven and analytical decision-making
- Financial and human resource management
- Project and contract management
- Communication and team-building skills, among others

Further comments from the participants recorded in the workshop minutes, attributed the present situation to several factors including: young professionals being assigned less demanding roles and not given the opportunity to take responsibility for larger tasks as future leaders that will soon be driving the transport sector. Another factor that came up during the discussion was the perceived difficulty or inability of organisations to transfer skills to younger employees. Issues of time constraints and rush in project delivery were also mentioned as one of the factors that lead to lack of focus on skills transfer within organisations.

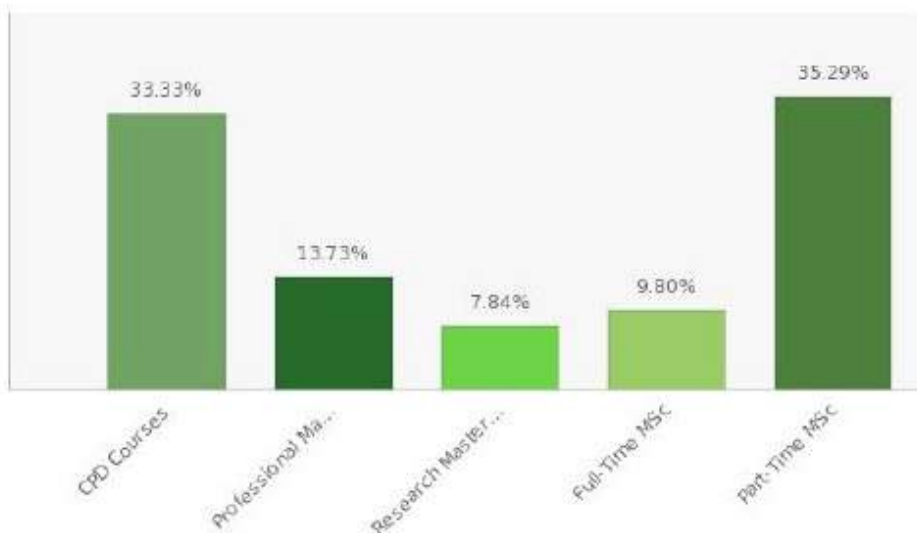
The additional identified skills identified by the stakeholders will be accommodated in the final project report.

#### 4.2.4 Course Review

The presentation in this section focused primarily on the contents of the course in terms of its technical disciplines and leadership components or ‘softer skills’. Various course options, such as CPD, Professional Masters, Research Masters, full-time MSc and part-time MSc degrees and their pros and cons were presented.

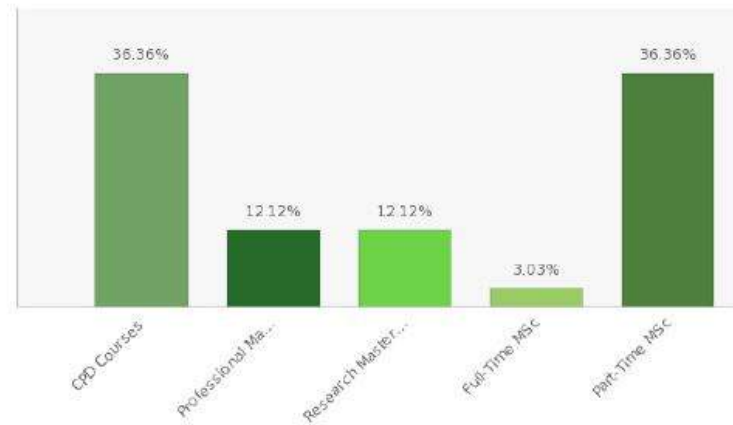
After the presentation, the participants were asked three questions to decide on the most appropriate course option that would meet the learning objectives of the programme. The questions and their responses are presented below:

**Figure 4: Considering the required learning outcomes and delivery, which option do you think is most appropriate to develop future leaders?**



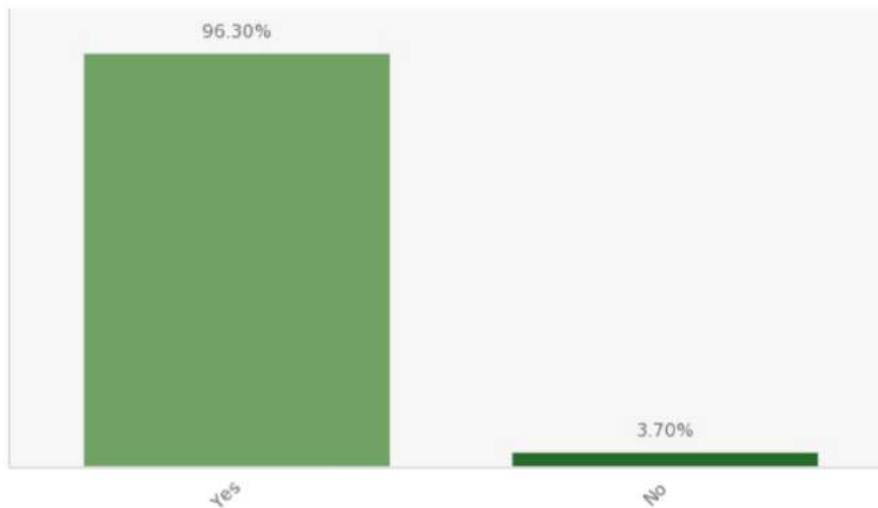
Answer Options	Responses	Percentage
CPD Courses	17	33.33%
Professional Masters	7	13.73%
Research Masters	4	7.84%
Full-Time MSc	5	9.80%
Part-Time MSc	18	35.29%
<b>Total</b>	<b>51</b>	<b>100.00%</b>

Figure 5: Keeping in mind the considerations above, which course option would you most likely attend?



Answer Options	Responses	Percentage
CPD Courses	12	36.36%
Professional Masters	4	12.12%
Research Masters	4	12.12%
Full-Time MSc	1	3.03%
Part-Time MSc	12	36.36%
<b>Total</b>	<b>33</b>	<b>100.00%</b>

Figure 6: Would your decision to participate on TSLDPO be influenced by whether the course is accredited by a professional body?



Answer Options	Responses	Percentage
Yes	26	96.30%
No	1	3.70%
<b>Total</b>	<b>27</b>	<b>100.00%</b>

The results from the respondents in all three questions show a very similar trend, with about two-thirds of the participants roughly split evenly between the CPD and the part-time MSc options, and the remaining third were split between Professional Masters, Research Masters and full-time MSc degree course.

The respondents who supported the CPD programme option, indicated that a bespoke CPD offering comprising of a block of necessary modules was preferable. They indicated that this choice was motivated by the flexibility such a programme will offer, as it would enable them to fit it into their very busy work schedules

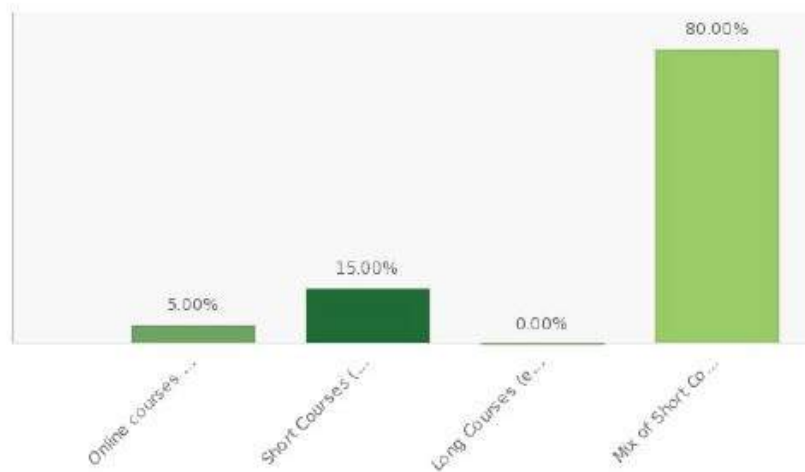
On the other hand, the respondents who favoured the part-time Masters argued that setting the goal of acquiring a master’s qualification by itself was a key motivation to participate and excel in the TSLDP. Other proponents of the course option, pointed to the fact that the recognition of a Master’s degree and the fact that it could lead to career development of young professionals made it a very attractive option. While the choice of a part-time rather than a full-time offering was to allow some flexibility of combining it with work.

Overall, the two major options selected by the respondents i.e. part-time Masters and CPD align with the initial recommendations of the project team. However, the implication of the results, necessitate a further examination of the CPD option especially as it relates to getting such a programme (block of CPD courses) accredited by the requisite institutions.

#### 4.2.5 Delivery Review

In terms of course delivery, the project team’s presentation focused on presenting the workshop participants with the recommended choices regarding the delivery of the course. Three options were identified; blended learning, onsite learning and online course delivery. As before, questions were asked of the participants after the presentations as follows:

Figure 7: What would your preferred delivery method(s) be?



Answer Options	Responses	Percentage
Online courses only	1	5.00%
Short Courses (<2 weeks)	3	15.00%
Long Courses (e.g. full time in university)	0	0.00%
Mix of Short Courses and Online or other self-learning (i.e. blended learning)	16	80.00%
<b>Total</b>	<b>20</b>	<b>100.00%</b>



A cross-section of the obtained responses to the question 7: ‘What do you think is the main obstacle to developing a TSLDP for transport leaders?’ is highlighted below.

- Programme funding and logistics
- The approval of the student’s employer
- Balancing time between work and studies
- Mindset and attitude of the potential student towards the programme
- Difficulty of finding the right candidate

From the answers to question 6 shown in Figure 7 above, 80% of the respondents prefer a blended learning approach that is a combination of short onsite contact hour and online or self-learning courses. The feedback on question 7, gave an insight into what the perceived challenges to attending the programme will be.

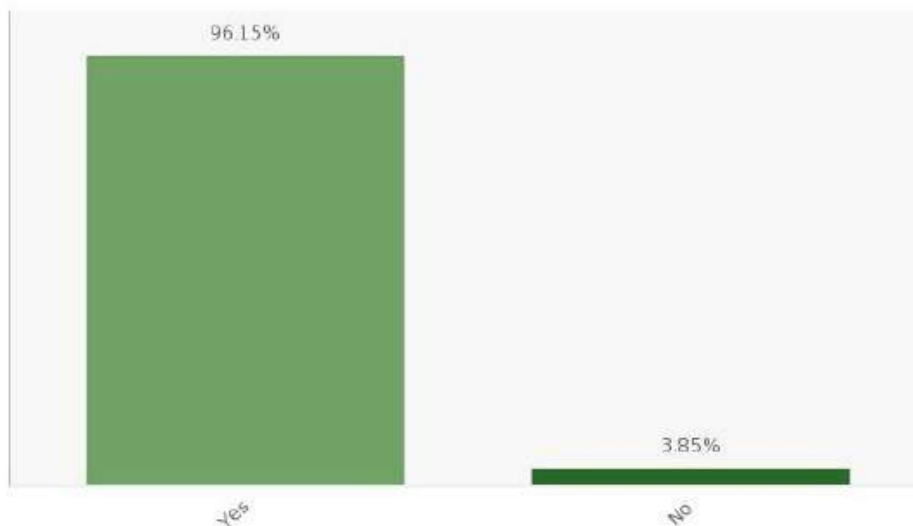
Some of the workshop participants also made remarks about the potential challenges of online learning, because, not all skill sets can be successfully delivered online. An example given was the training of soft skills which would be required to be engaging and interactive for successful delivery.

In conclusion, the feedback from question 6 aligns with the project team’s perspective that the blended learning approach was the best option.

#### 4.2.6 Candidate Selection

The focus of the presentation in this section, was on the process of choosing the right candidates for the TSLDP. From the proposed candidate selection criteria presented, the workshop participants were asked to judge on the suitability of such criteria for the overall purpose and objectives of the TSLDP. The questions and feedback received are as follows:

**Figure 8: Do you think our proposed selection criteria are suitable for their purpose?**



Answer Options	Responses	Percentage
Yes	25	96.15%
No	1	3.85%
<b>Total</b>	<b>26</b>	<b>100.00%</b>

All the responses received for question 9: *Have you any comments or additional/alternative criteria we should consider?* are similar to those proposed by the project team in the presentation. Further comments on this question by the workshop participants were to the effect that:

- The letter from the employer should rather be a nomination from the employer;
- Employer bond should be dependent on who was funding the candidate;
- Candidates should be free to move to any organisation where the skills / training acquired in the TSLDP can be successfully applied, since, the TSLDP is about building capacity for the future of the transport sector, rather than building for any specific organisation.

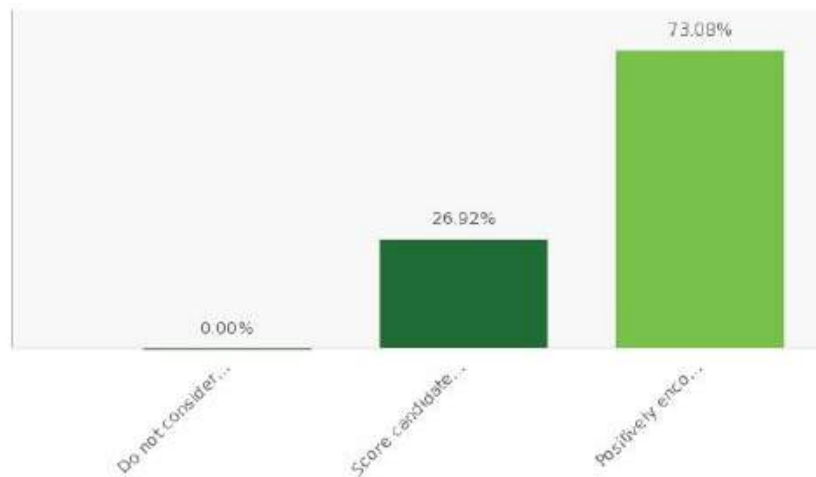
Overall, the feedback received in this section, did not differ significantly from the candidate selection criteria proposed by the project team. However, the recommendations from the workshop minutes, highlighted in bullets above, will be given due consideration when the final report is compiled.

#### 4.2.7 Gender Balance

Gender balance is a fundamental focus for the project and encouraging access to the course for female engineers remains an important priority. The focus of this section was aimed at discouraging gender bias in picking the right candidate, encouraging female participation in the TSLDP and lastly, to show how the programme will train leaders who are sensitive to gender equality issues.

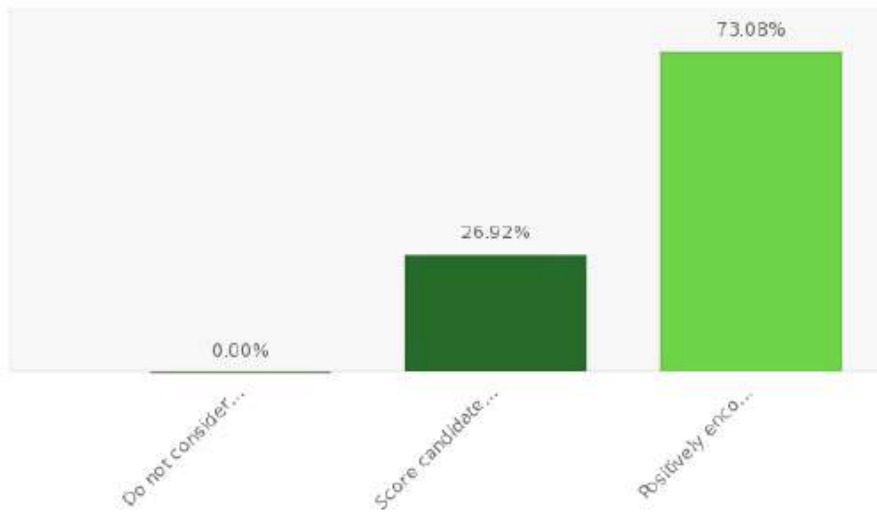
Attendees identified that the programme should include a compulsory module sensitising candidates about issues that dealt with gender equality and that a number of places should be set aside on the programme for women only, as shown in Figure 9 and Figure 10. From the discussion after the live poll it was clear that candidates should be selected on their ability not their gender, and that having passed the strict selection criteria only then would gender be considered.

**Figure 9: Do you think we have adequately addressed gender balance within our proposed TSLDP programme?**



Answer Options	Responses	Percentage
Do not consider gender	0	0.00%
Score candidates based on gender by applying additional weightings for women	7	26.92%
Positively encourage women by setting aside a number of places for women only	19	73.08%
<b>Total</b>	<b>26</b>	<b>100.00%</b>

Figure 10: From the following options, how do you think we should address gender balance when assessing suitable candidates?



Answer Options	Responses	Percentage
Do not consider gender	0	0.00%
Score candidates based on gender by applying additional weightings for women	7	26.92%
Positively encourage women by setting aside a number of places for women only	19	73.08%
<b>Total</b>	<b>26</b>	<b>100.00%</b>

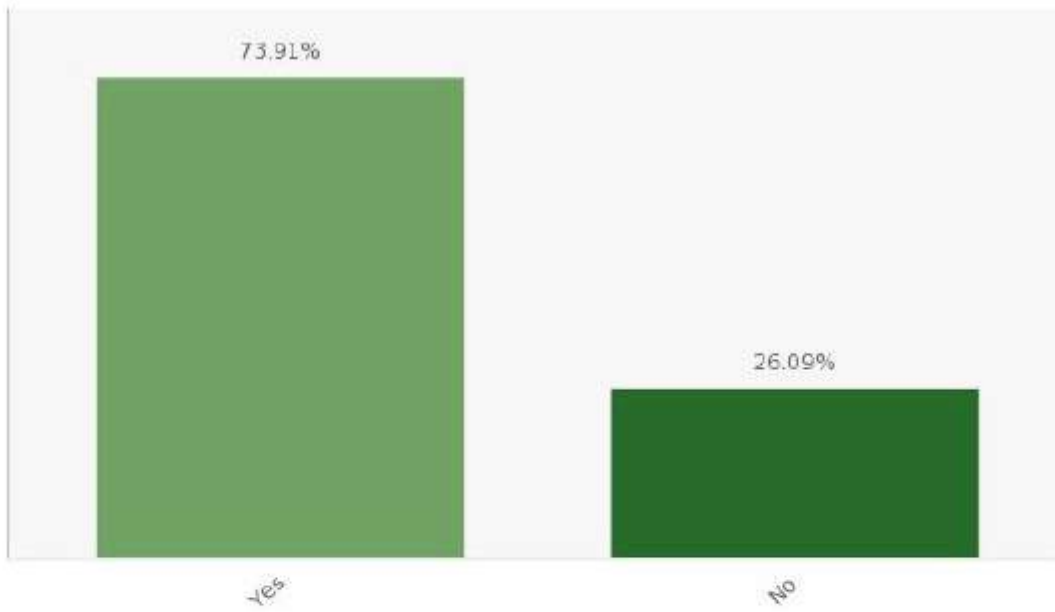
The last question in this section; *Have you any comments on the approach we should take to encourage female participation in the TSLDP?* garnered responses that show all the respondents are in support of measures that encourage female participation in the programme (see Appendix D for details). However, they also comment that the standard of the selection process must not be compromised i.e. the female candidates should meet the recruitment requirement. Further discussions were also had on the issues of allocating some quota of the potential candidate positions for women and the need to ensure that the merit and integrity of the candidate selection process was maintained.

Support for gender balance and female participation in the TSLDP was articulated by attendees and this feedback will be used to inform the proposed structure of the programme.

#### 4.2.8 Work Placements

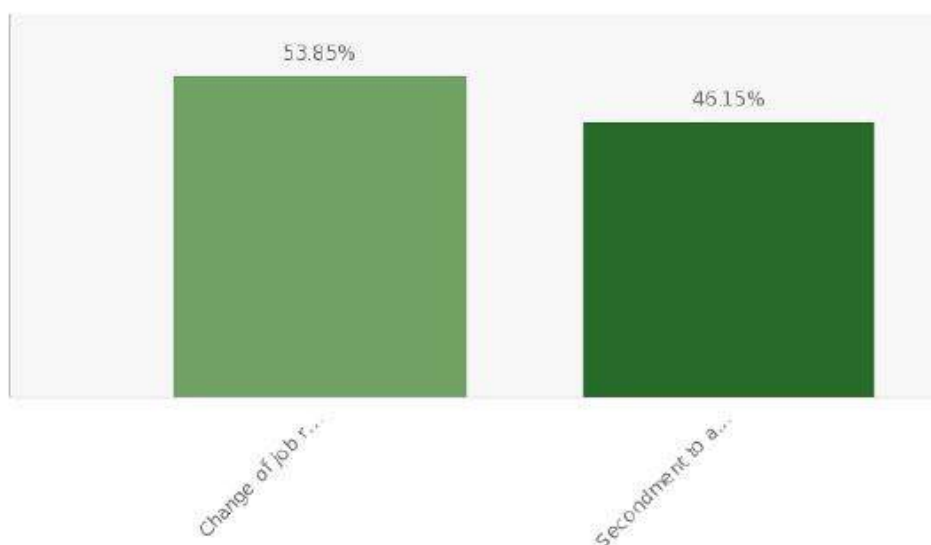
The presentation in this section focused on work placement and secondment for the TSLDP candidates. The presentation also covered the nature and duration of the work placement, in addition, to other issues such as who will be responsible for the cost of the placement and who the participating organisations might be. The workshop participants were asked questions concerning the work placements.

Figure 11: Would your employer support secondment to another organisation to develop your skills?



Answer Options	Responses	Percentage
Yes	17	73.91%
No	6	26.09%
<b>Total</b>	<b>23</b>	<b>100.00%</b>

Figure 12: Which option would be more feasible for you and/or colleagues you work with?



Answer Options	Responses	Percentage
Change of job role within your current organisation to broaden your skills/experience	14	53.85%
Secondment to another organisation to broaden your skills/experience	12	46.15%
<b>Total</b>	<b>26</b>	<b>100.00%</b>

As shown in the Figures above, the responses from the stakeholders shows that organisations are open to having their staff seconded to other organisations.

The response to question 12 shows that more than 70% of the respondents believe that the candidate’s employer would be in favour of their secondment to another organisation to develop their skills whilst 30% think otherwise. In question 13, about 54% of the workshop participants favour changing their job role within their current organisation to broaden their skills and experience whilst 46% supported secondment to a different organisation.

In conclusion, the feedback received on this issue, requires further scrutiny to decide on what is most suitable for individual candidates and their employers. The best approach may be tailoring this requirement of the TSLDP, in accordance with the necessities of the candidate’s employer.

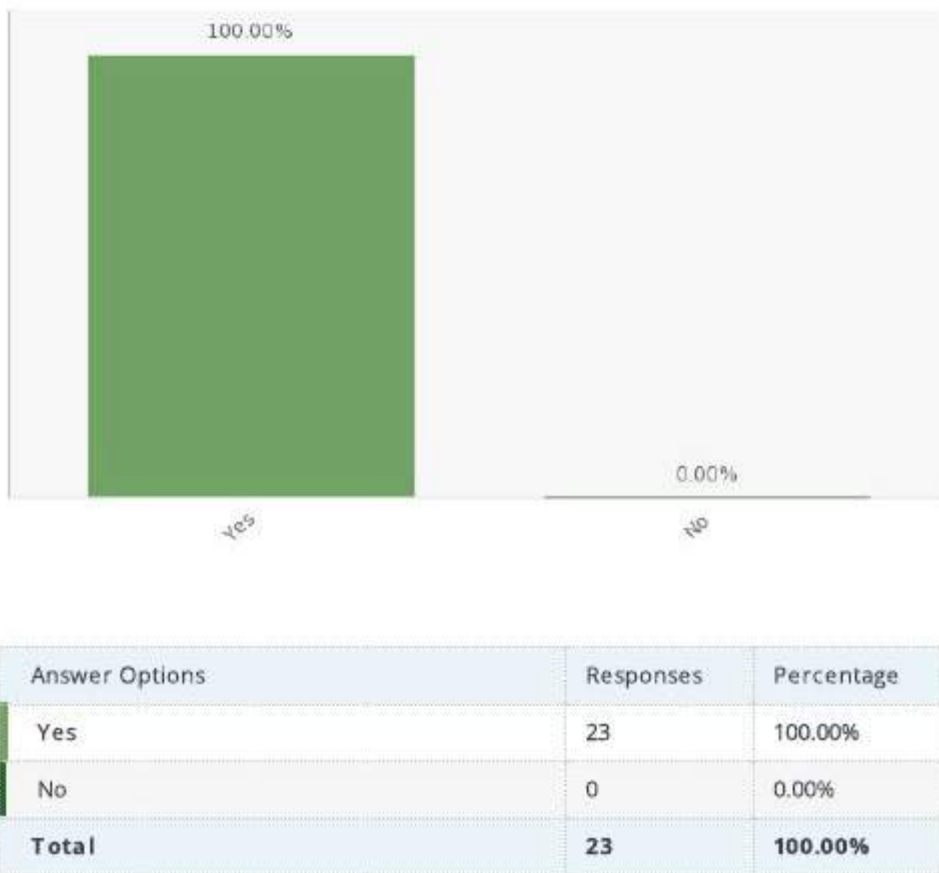
#### 4.2.9 Mentoring

In this section of the presentation, the aim was to describe who a mentor is and the role they play in the TSLDP. A mentor was identified as one who:

- Acts as a guide and advisor to the candidate during the TSLDP process;
- Is an existing senior leader from their organisation and;
- Would be accessible to the candidate.

After the presentation, the live poll questions sought to determine if mentors were crucial to the success of the programme. The questions were asked as follows:

**Figure 13: Do you agree that having a mentor is an important component of the programme?**



The response to the question in Figure 13 shows that all the respondents agree that mentoring should be considered a major part of the overall TSLDP.

Further commenting on the subject matter, it was suggested that for mentoring to be effective, it must be well-structured, and it is crucial to have the right mentor in the right field. Creation of an alumni programme within the TSLDP was also recommended to aid future mentorship. These recommendations will be factored into the final project report by the project team.

#### 4.2.10 Sustainability

The presentation in this section focused on how the programme could eventually become self-sustaining. Some key points are that the programme:

- needs to gain support from key stakeholders active in the sector in Sub-Saharan Africa;
- is both Internationally accredited and has industry recognition;
- requires candidates to take on the management of the programme in years to come and;
- requires long-term funding.

### 4.3 Overall Workshop Feedback

Overall, the workshop was very well attended and received by key stakeholders. It also offered a platform for the project implementation team to have a very productive deliberation with potential stakeholders on relevant topics relating to the TSLDP. The team presented the work they have done with respect to scoping the TSLDP and the different considerations made in arriving at the current

recommendations were presented. At the end of the workshop, feedback from the participants was very positive. The introduction of the live poll system was well received as it allowed for real time analysis of the feedback which spurred further discussions. Furthermore, participants who thought the TSLDP was not necessary at the beginning of the workshop, were again prompted about the usefulness of the programme to which they responded in the affirmative. Clearly with the knowledge obtained from the workshop participants saw the crucial importance that leaders play in the transportation sector going forward and the need to create a programme that will equip these future leaders.

The quality of the workshop was highly rated and participants were satisfied that the workshop had played the roles of:

- Sensitising them about the needs and gaps in the sub-Saharan transportation sector
- Painting a clear picture of the ideal professional who can lead the sector going forward
- Highlighting the need for leadership development in the Transport sector
- Informing them of the ongoing efforts by ReCAP to bridge the gap through the TSLDP
- Encouraging support amongst workshop participants for the TSLDP

The full breakdown of responses to the workshop feedback questions are provided in Appendix C.

## 5 Recommendations

Based on the feedback from the Stakeholder Workshop, the following recommendations can be drawn. These shall be taken forward in finalising Phase 1 of TSLDP:

1. Participants from industry agreed that a programme of this nature is required and would be of benefit to young transport professionals in sub-Saharan Africa.
2. The key skills gaps participants identified broadly correspond with what the TSLDP team also identified, with a key focus on softer and managerial leadership skills.
3. Participants preferences for course format was either a CPD programme or a part-time Masters degree. However, it is unclear whether there was full appreciation of the issues surrounding the implementation of both, which is understandable given they draw in numerous issues surrounding accreditation, delivery, funding and future sustainability etc. Further work is required from the TSLDP team, in conjunction with ReCAP, in this area before defining a preferred solution.
4. The preference for course delivery was via a blended learning approach, with a combination of online or home-based content mixed with classroom learning. Participants also identified a similar constraint to the TSLDP team, in that some content is not suited to classroom delivery – such as development of softer skills.
5. Participants broadly agreed with the Candidate Selection Criteria proposed at this stage. There was a suggestion that the letter from your employer should be a ‘nomination’ from your employer, which will be taken forward in the updated version of the Candidate Selection Criteria.
6. Regarding gender balance, the preference was towards setting aside a specific number of places for female participants. However, numerous interesting viewpoints were raised at the workshop, all of which highlighted the considerations which need to be made when addressing gender balance in the programme. There were differences of opinion between some female participants, some who felt there should be positive discrimination towards female participants on the programme (which is what is suggested above) and others who felt female participants should be there on merit and not because there is a quota which needs to be achieved. Therefore, whilst the preference amongst participants was for a set number of places, this was voted for by a largely male audience. Therefore, it is felt that this area needs further consideration before Phase 1 is finalised.
7. The majority of participants indicated that their employers would support work placements to develop their skills and experience. Therefore, work placements shall be given further consideration when finalising the scoping stage, as up to now, it was felt this was unlikely to be a viable solution for relatively senior mid-level employees.
8. Mentoring was seen by everyone as an important and will be incorporated into the proposed programme.



## **Appendix A: Main Conference Presentation**



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## Transport Sector Leadership Development Programme – Supporting Africa’s Future Transportation Leaders

**Obiora Nnene**



*2<sup>nd</sup> IRF Africa Regional Congress, Windhoek, Namibia / July 11-13, 2017*



## Project Sponsors



## Implementation Team



# Future of Transport Sector in Africa

## ■ Threats

- Political uncertainty
- Macroeconomic uncertainty
- Poor state of road facilities and transport facilities
- ***Shortage of adequately skilled professionals to manage and lead the sector***

## ■ Opportunities

- Increased demand for infrastructure and services
- Increased investment opportunities in the sector
- Increased prospects for technological advancements in sector
- Increased spending by government

# Our Assignment



# Needs Assessment



# Needs Assessment – Industry Survey

- **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 Transport Sector Leadership Development Programme.
- **75 percent** have little or no skills in project impact assessment.
- **69 percent** have little or no skills in project asset management.
- **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.

<https://www.surveymonkey.com/r/Q2KQCYL>

# Needs Assessment – Curricular Survey

## ■ 15 countries

### – Transport related program inventory:

- 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)





## Needs Assessment – Findings

- Insufficient human and institutional capacity.
- Insufficient interdisciplinary corporation between different experts (engineers, planners, environmentalists etc).
- Insufficient mechanisms for mentorship and knowledge transfer.
- Disconnect between the industry and academia
- Complexity of transportation related projects.
- Lack of general awareness of the sector.



# Gap Analysis



*2<sup>nd</sup> IRF Africa Regional Congress, Windhoek, Namibia / July 11-13, 2017*

# Profile of a transport sector leader

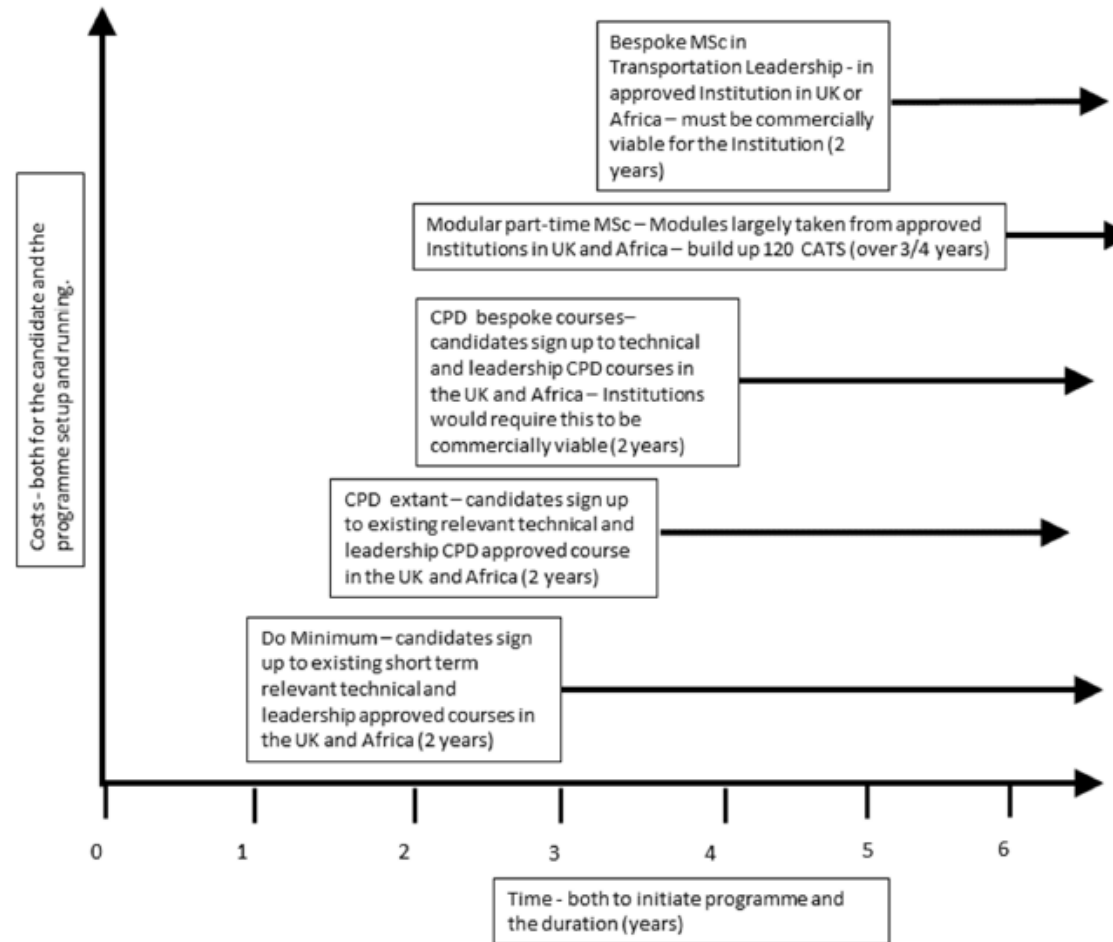
- The profile of an ideal leader for the future of the transport sector in SSA is one who:
  - **Able to envision** a future for the transport sector in Africa, and communicate this vision, inspire and mentor others towards this vision.
  - **Is technically sound** in various facets of transport engineering 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;



# Curricular Requirements

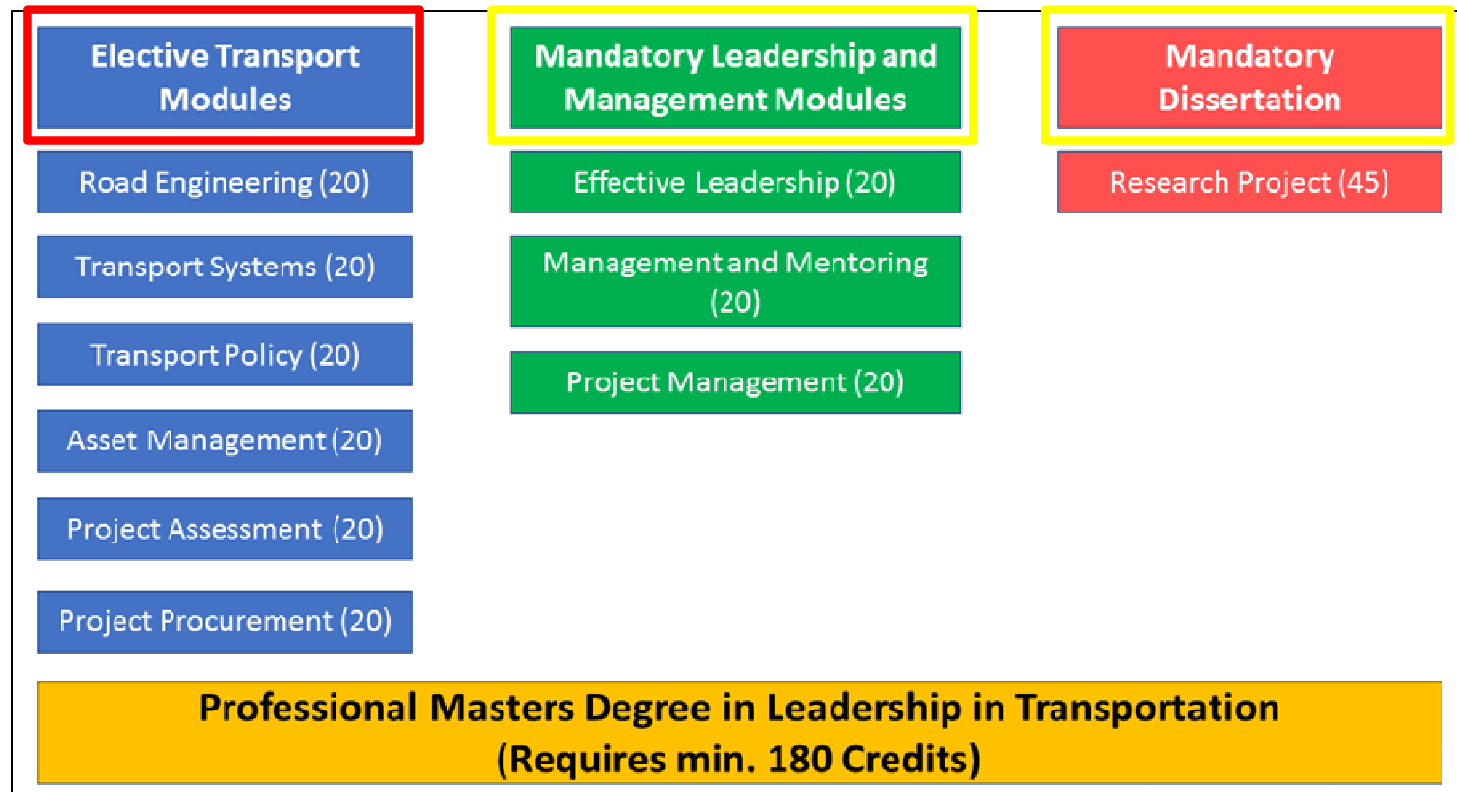
Engineering	Operations	Policy and Planning	Asset Mgmt.	Impact Assmt.	Project Mgmt.	Project Assmt.	Procurement	Leadership	Mgmt. and mentoring
Route selection	Traffic safety	Policy & legislation	Road maint.	Sustainable development	Risk & uncert assessment	Project appraisal	Tendering & procurement	Technical communic.	Talent managem.
Geometric design	Traffic simulation	Drivers for change	HDM4 & others	Environment. impacts	Project programming	Project funding	Planning & legal framew.	Effective leadership	Situational leadership
Junction design	NMT design & operations	Demand & supply analys	Asset management	Social impacts	Financial accounting	Cost benefit analysis	Legal issues	Best-worst proactice	Coaching
Drainage	PT design & operations	Transport modelling	Geotechnical management	Economic impacts	Project lifecycle ass.	Multi criteria analysis	Preparation of tenders	Critical thinking	Skilful communic.
Pavement materials	System design	GIS	Pavement asset mgmt.	Transport impact ass.	Contracts & change contr.	Sustainable livelihoods	Stakeholders/ publ engagem.	Systems thinking	Motivation skills
Appropriate technology	Traffic engineering	Land use planning	Bridge/struct asset mgmt.		Quality control		Contract negotiation	Ethics & compliance	Gender awareness
Low volume rural roads	Traffic management	Road user behaviour	Drainage asset mgmt.		Resource management			Complicity of projects	Diversity awareness
Construction mgmt.	road user behaviour	Transport institutions	Street furnit mgmt.		Health & safety			Sustainable development	Perform. Managem.
Safe road design		Gender issues			Project admin			Governance	
CAD		Urban & rural planning			Technical reporting				
Design coordination									
Equitable road space									
Design public spaces									
Universal design									
Typically offered	Mostly offered	Sometimes offered	Generally no offering						

# Curriculum Development – Our Options



# Curriculum Development – Proposal 1

- Professional Masters***



# Curriculum Development – Proposal 2

- ***Continuing Professional Development***



# Major themes grappled with?

- Programme sustainability
- Work placement for the programme participants
- Gender equality/Balance
- Cost/Funding
- Programme management/ Accreditation





# Stakeholder 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**



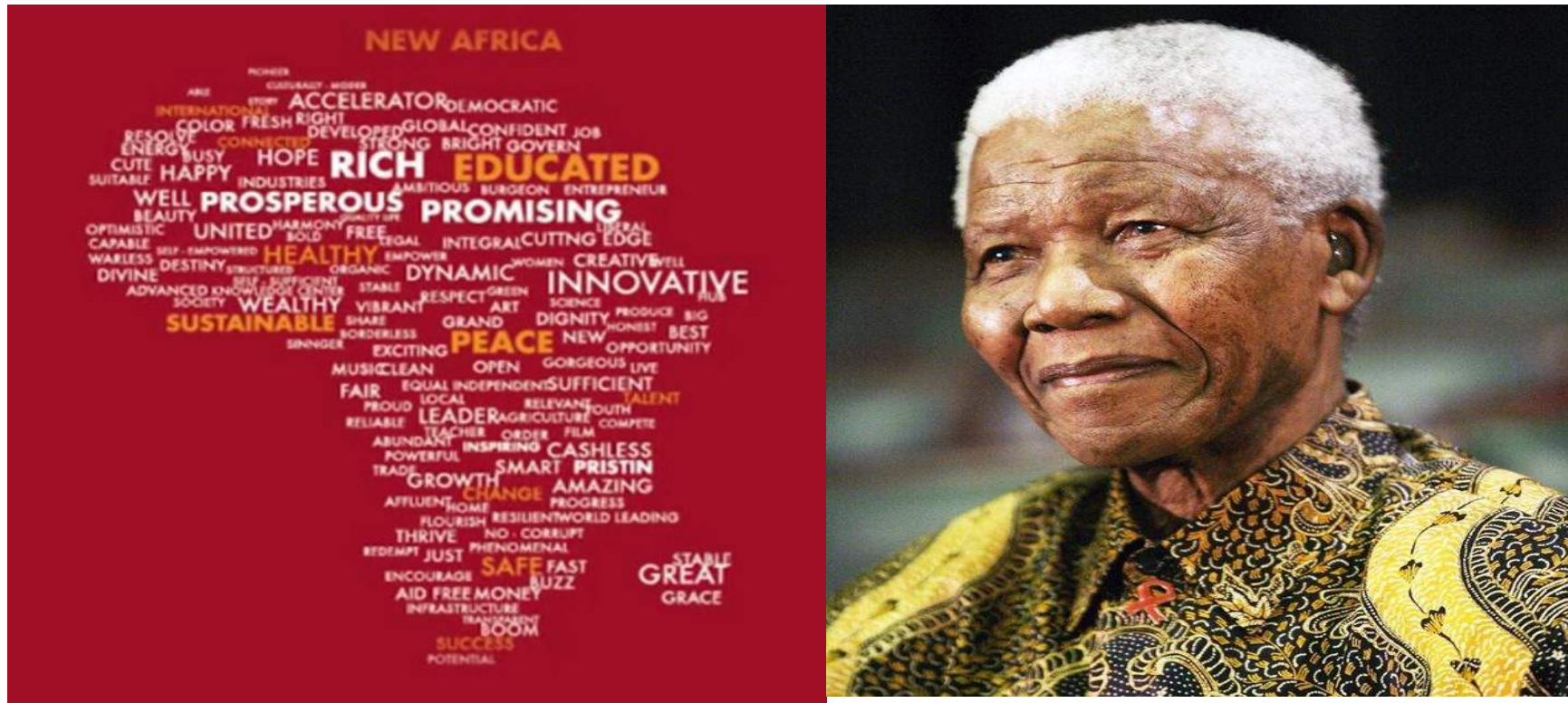


# Stakeholder Workshop

- Innovative online voting platform
- Facilitates active participation through real time collation of participants feedback
- **Please come with a tablet, smartphone or laptop for the voting session.**
- Wi-Fi will be provided for the session.



# See you at the workshop



“ A leader ... is like a shepherd. He stays behind the flock, let the most nimble go out ahead, where upon the others follow, not realizing that all along they are being directed from behind. ”

- Nelson Mandela



# Thank you for your attention

[www.research4cap.org](http://www.research4cap.org)

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## **Appendix B: Workshop Presentation**



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# Transport Sector Leadership Development Programme (TSLDP)

Stakeholder Workshop



*2<sup>nd</sup> IRF Africa Regional Congress / 13<sup>th</sup> 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**

## 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

*2<sup>nd</sup> IRF Africa Regional Congress/13<sup>th</sup> July 2017*

## 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.

## 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



## 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.



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# PowerVote Questions & Discussion

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



# Needs Assessment

*2<sup>nd</sup> IRF Africa Regional Congress/13<sup>th</sup> July 2017*

## 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

*2<sup>nd</sup> IRF Africa Regional Congress/13<sup>th</sup> July 2017*

## 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.





# 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

*2<sup>nd</sup> IRF Africa Regional Congress/13<sup>th</sup> July 2017*

## 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)

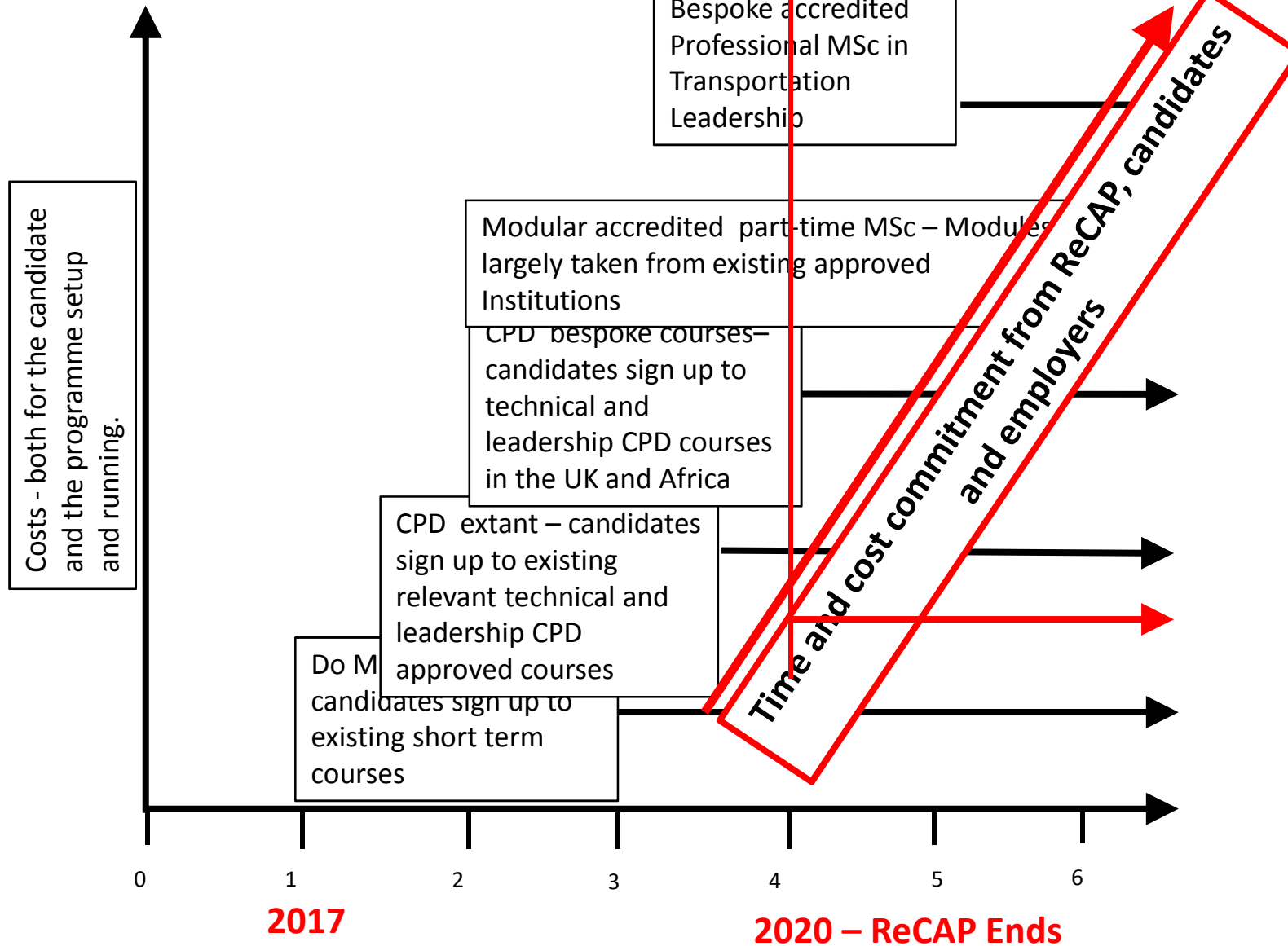
## Solution

- 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.



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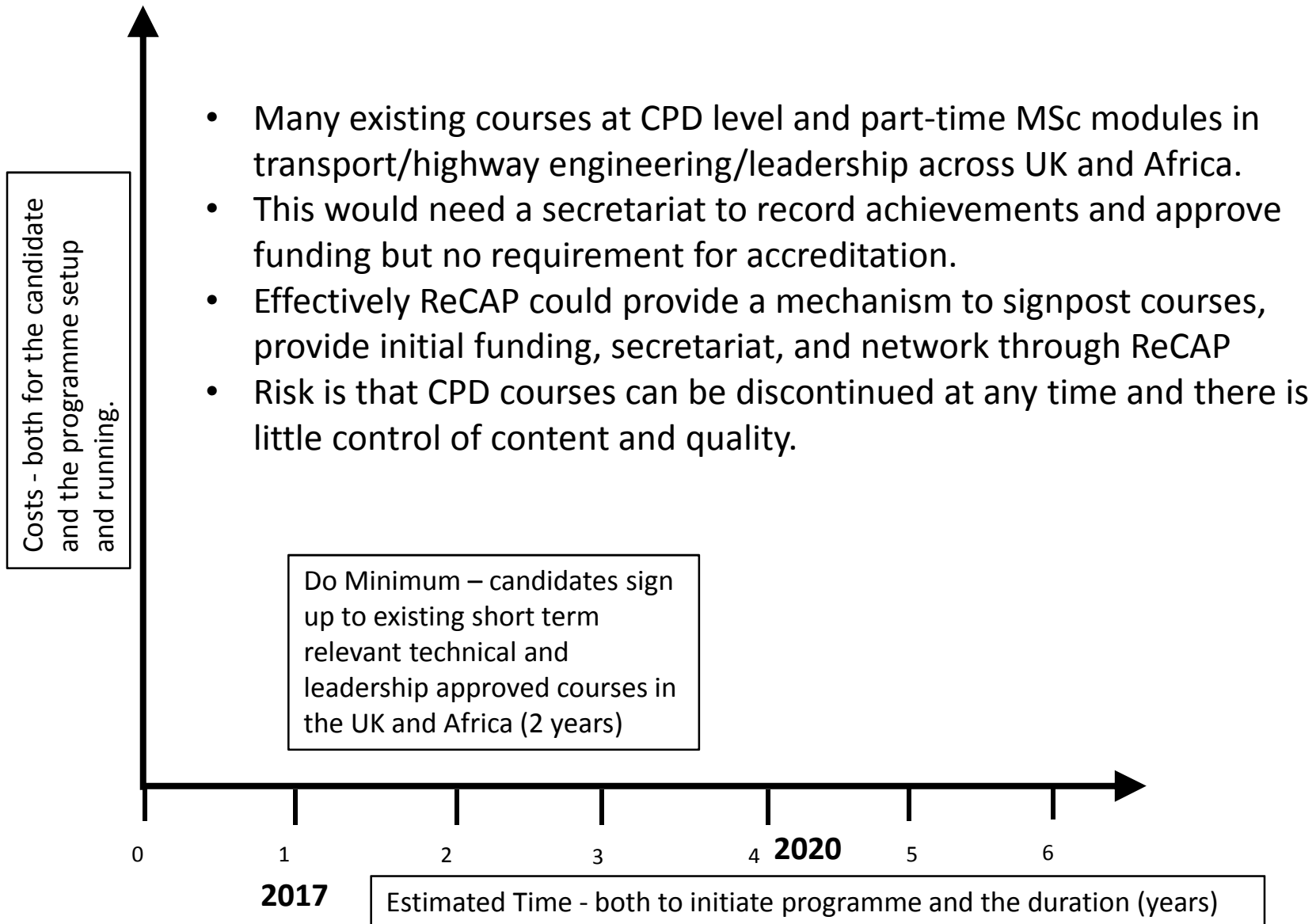
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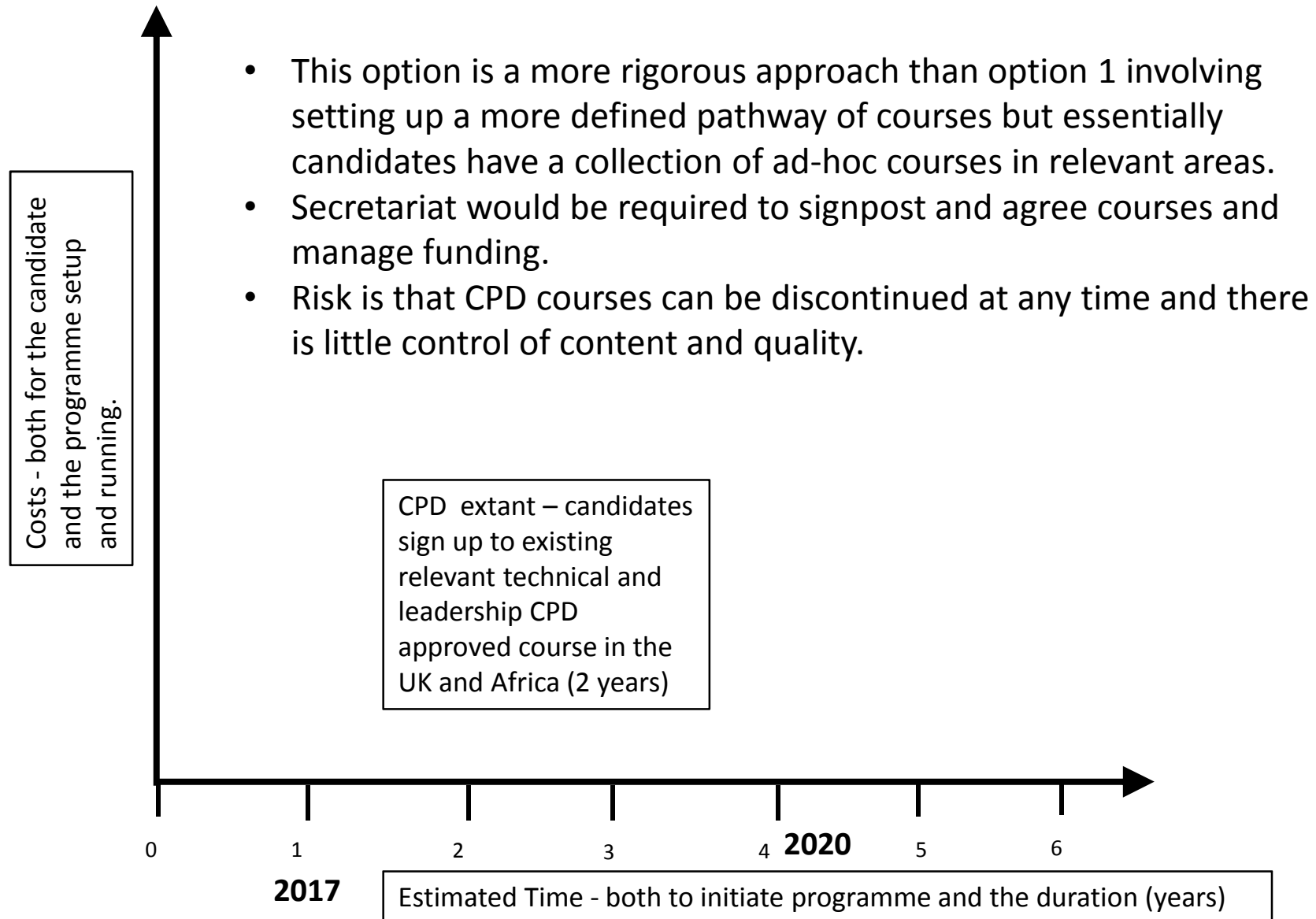




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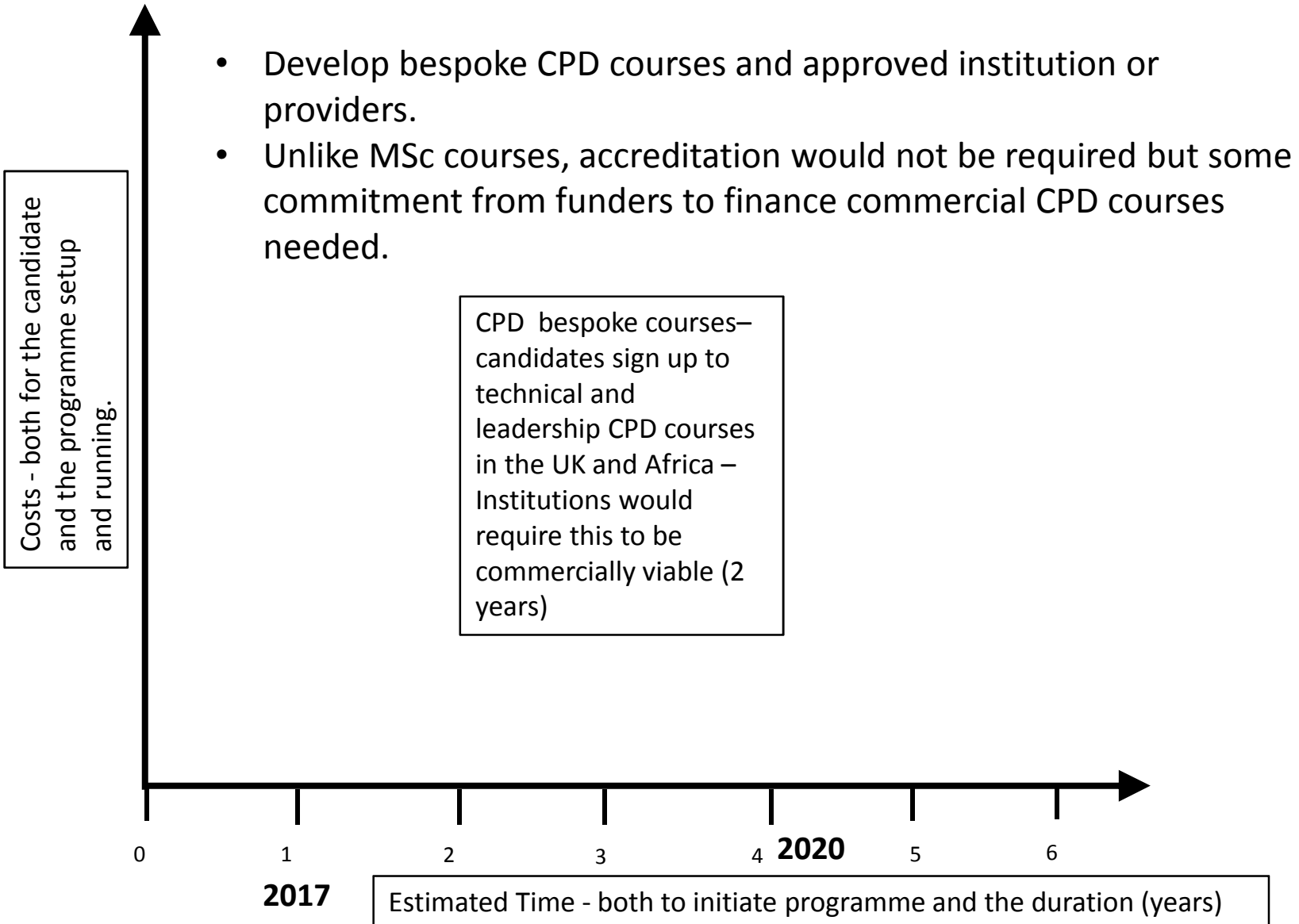


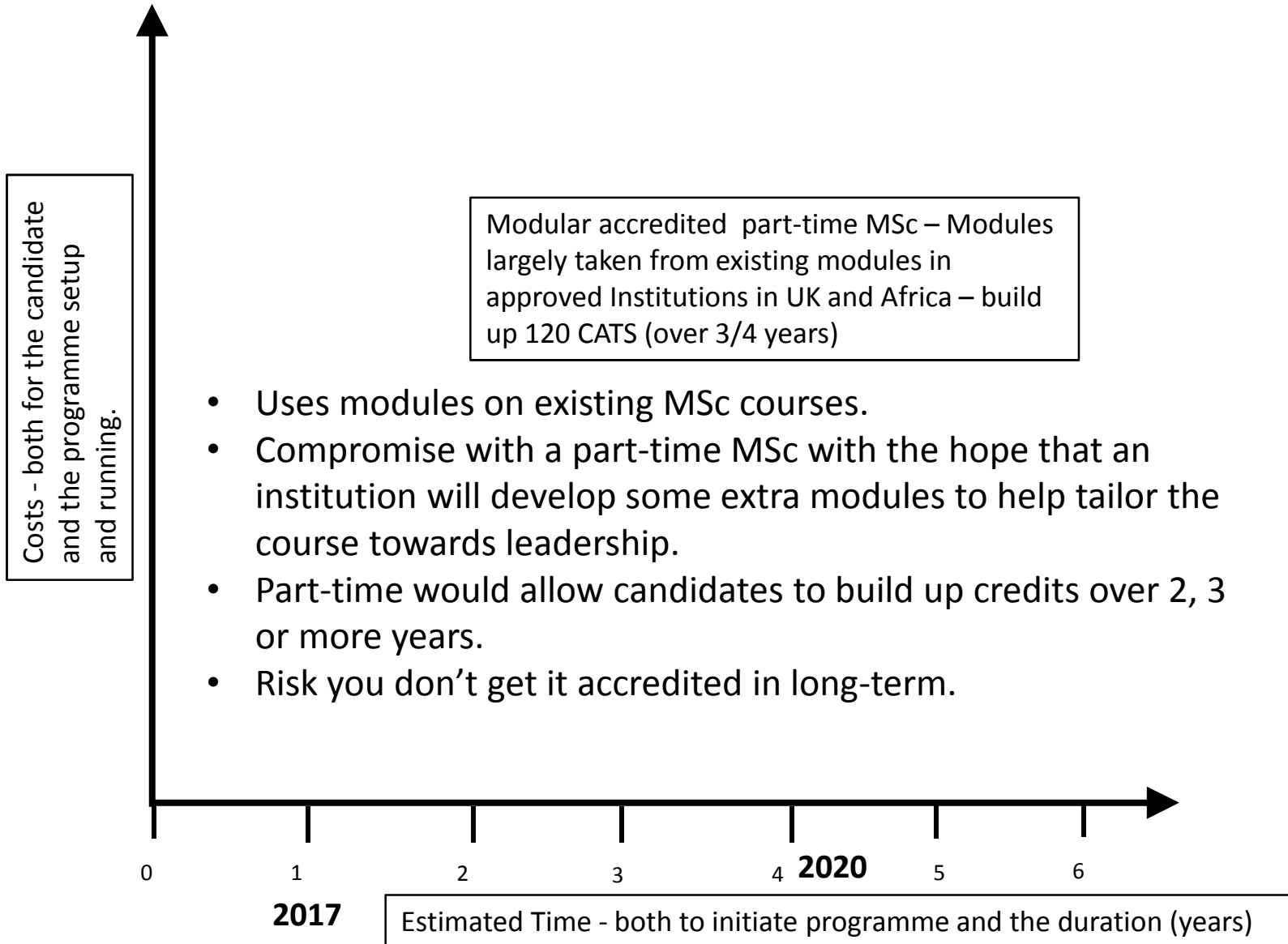




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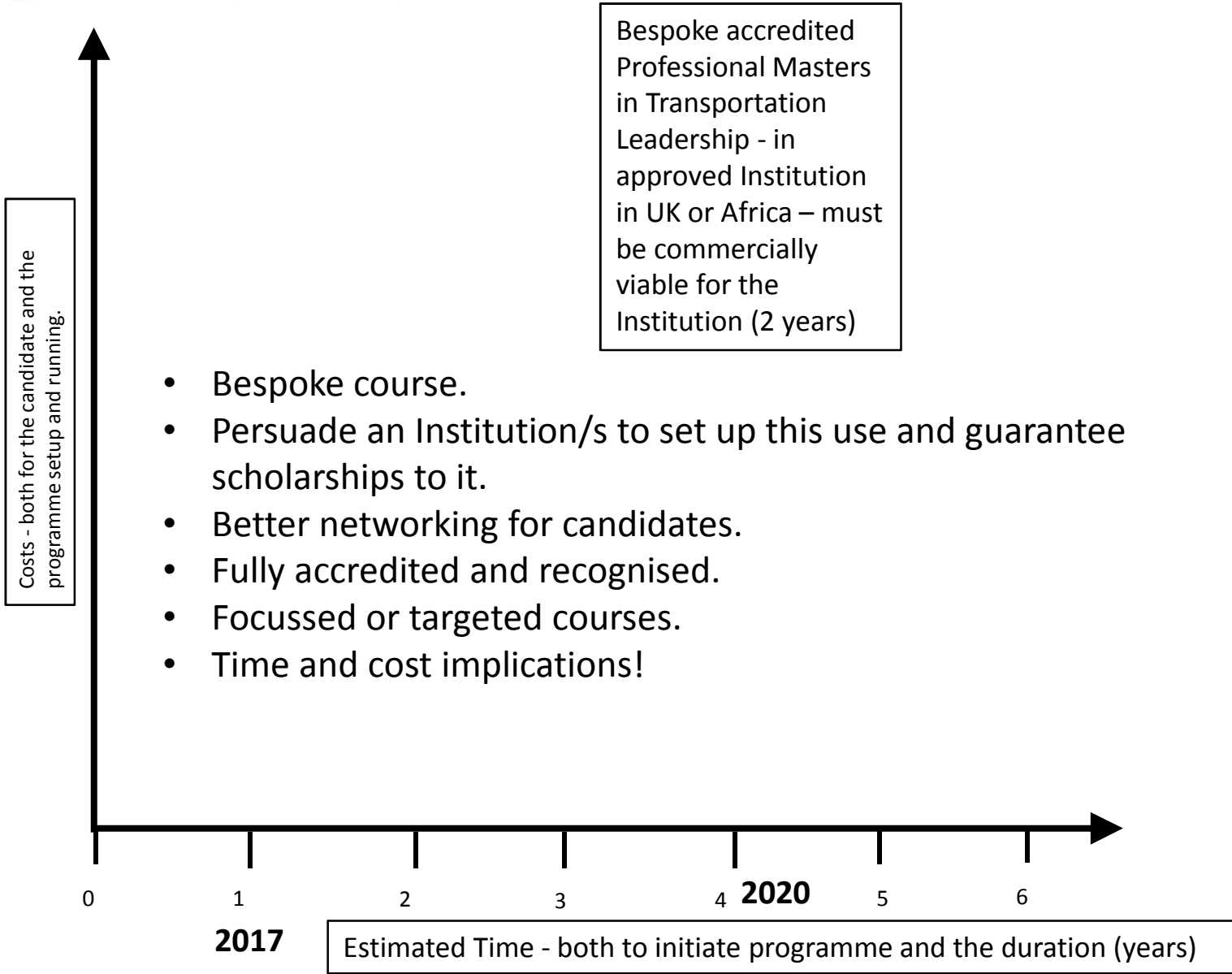




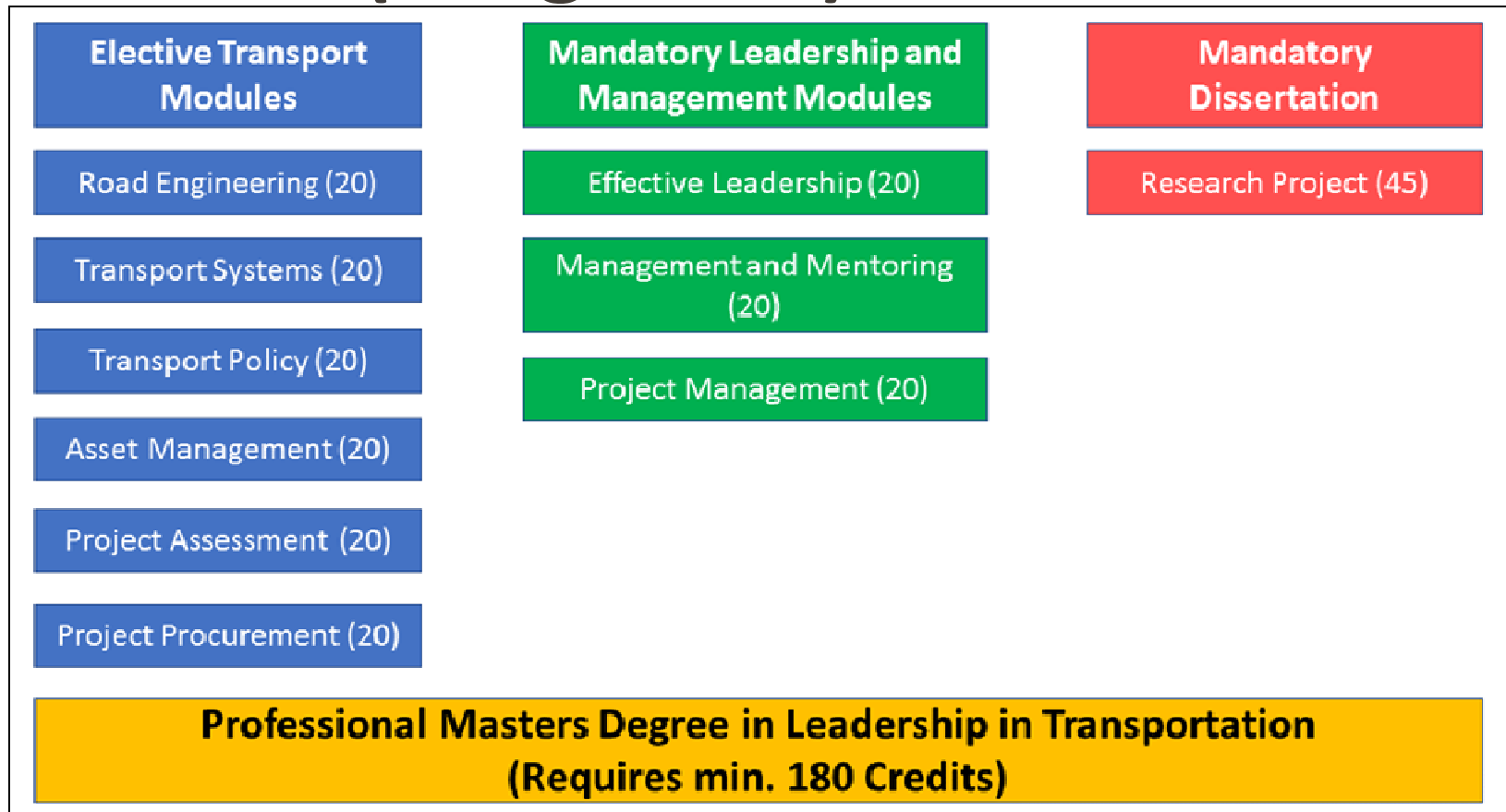


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# Proposed Option 1 – Professional Masters (Long-Term)



# 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)**

## Further discussion

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



# Delivery Review

*2<sup>nd</sup> IRF Africa Regional Congress/13<sup>th</sup> July 2017*

## 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.



# 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

*2<sup>nd</sup> IRF Africa Regional Congress/13<sup>th</sup> July 2017*



# Candidate Selection

*2<sup>nd</sup> IRF Africa Regional Congress/13<sup>th</sup> July 2017*

## 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.

## 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

*2<sup>nd</sup> IRF Africa Regional Congress/13<sup>th</sup> July 2017*

## 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)**



# Work Placements

*2<sup>nd</sup> IRF Africa Regional Congress/13<sup>th</sup> July 2017*

## 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.



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# 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)  $\leq$  3 months, or (2)  $\leq$  6 months? **(Multiple Choice)**



# Mentoring

*2<sup>nd</sup> IRF Africa Regional Congress/13<sup>th</sup> July 2017*

## 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)**



# Sustainability

*2<sup>nd</sup> IRF Africa Regional Congress/13<sup>th</sup> July 2017*

## 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.



## 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?

## Sustainability

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



**AfCAP**  
Africa Community Access Partnership

**M**  
**MOTT**  
**MACDONALD**



# Workshop Summary

*2<sup>nd</sup> IRF Africa Regional Congress/13<sup>th</sup> July 2017*

## 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.





**AfCAP**  
Africa Community Access Partnership

**M**  
**MOTT**  
**MACDONALD**



# 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)**



# PowerVote Questions for Workshop Feedback

*2<sup>nd</sup> IRF Africa Regional Congress/13<sup>th</sup> July 2017*



# Thank you for your attention

[www.research4cap.org](http://www.research4cap.org)

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*2<sup>nd</sup> IRF Africa Regional Congress/13<sup>th</sup> July 2017*



## **Appendix C: PowerVote Feedback**

# A. Introduction

Results Exported on July 16, 2017

LIVE POLL

**EVENT** Transport Sector Leadership  
Development Programme

**SESSION** A. Introduction

**SESSION DATE & TIME** July 13, 2017 08:00AM

**SPEAKERS**

**Q.** Please write your Name; Job Title; Company

Email	Responses
...	Les Sampson; Infrastructure Research Manager, ReCAP
	Cindy-Lu Hasheela; Marketing & Communications Manager; Walvis Bay Corridor Group
	Michael Engelskirchen, Technical Advisor, GIZ
	Steven Jones; Professor; University of Alabama
	Dia-Maria Shivute; Engineer: Research; Roads Authority
	PRESLEY CHILONDA; PRINCIPAL ENGINEER MATERIALS; ROAD DEVELOPMENT AGENCY ZAMBIA
	Johnny, contractor, Niilenge Construction CC
	Anna Matebele, Company Secretary/Legal Advisor, Road Fund Administration
	Nkululeko Leta: Regional Technical Manager, East & Southern Africa; ReCAP/AfCAP
	Stephanie Izaaks, Assistant Company Secretary, Road Fund Administration
	John Hwindingwi
	Eng George Kiiru; Head PPP; Kenya National Highways Authority
	Caroline Visser, Knowledge Manager, ReCAP
	Aivin Imuentinyan; Researcher; University of Cape Town
	STIEVE NYAZORWE; SALES MANAGER; PODILLA VENTURES
	Daudi Sweke Lucas, Civil Engineer, PORALG
	Tawia Addo-Ashong; Senior Transport Specialist,

A. INTRODUCTION **LIVE POLL**

	World Bank
	Joey Malota; Programmes Officer; ASANRA
	Scholastica Bowa Mulenga Principal Education and Publicity Officer Road Transport and Safety Agency Zambia
	Aaron Samiyengo ; Global Road Safety Partnership Zambia Coordinator; Global Road Safety Partnership Zambia
	Neil Tolmie Ceo N3TC
	Helvi Petrus : PhD candidate; Stellenbosch University
	Kogi Stephen Chief Engineer MTRD Kenya
	Samuel Kadangwe; Director of Construction; Roads Authority
	Dr. Patrick Amoah Bekoe Senior Engineer Department of Feeder Roads-Ghana
	Dr. Simon Oladele; Professional Civil Engineer/ Lecturer - Transportation Engineering; Botswana International University of Science and Technology
	Joseph Haule; chairman; Roads fund board
	Nyembesi Mandishona; Accountant; Ministry of Transport & Infrastructural Development
	Junias Set Transportation Engineer Element Consulting Engineers
...	Richard Laborn Senior Engineer Lithon Project Engineer Windhoek
	Fernando Marcelo Dabo Civil Engineer ANE - National Roads Administration - Mozambique
...	Jeph Chagunda, Pamodzi Consulting Ltd, Malawi
	Rudolph R Rittmann Regional Engineering Manager Roads Authority Namibia Maintenance

A. INTRODUCTION **LIVE POLL**

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	Josh Kanyemba, Lead Assessor, NCB UK
	Antony Mutua Regional Manager Kenya National Highways Authority
	Eng Ouma Karot Clarence Senior Engineer Kenya National Highways Authority
	Harley SIMASIKU; Engineer; Roads Authority of Namibia
...	Dieudonne bambu ndambasi, team leader rural road , direction des voies de desserte agricole ( DVDA) KINSHASA DRC



# B. Background

Results Exported on July 16, 2017

LIVE POLL

**EVENT** Transport Sector Leadership  
Development Programme

**SESSION** B. Background

**SESSION DATE & TIME** July 13, 2017 08:00AM

**SPEAKERS**

**Q.** What are the key attributes you think a manager should demonstrate?

Email	Responses
	ANALYTICAL, ENGAGING, DECISIVE, LEADER, TEAM PLAYER, ROLE MODEL, HANDS-ON, PRACTICAL
	Vision for future development of transport; people management skills; sound technical base in area of expertise
	Leadership, visionary
	Interpersonal skills, effective communication skills, and good technical skills
	humility, open-mindedness, integrity, communication skills, "big picture" understanding of technical issues and trends
	Good management and leadership skills underpinned by a broad technical knowledge of the transport sector
	Ability to see the bigger picture Strong people management skills Ability to advocate and persuade Ability to delegate and manage teams
	Able to communicate Ability to listen Able to make decisions
	Straightforward decision making, good governance, emotional intelligence, critical thinker
	A manager or leader should have attributes not only towards the actual leading of a group, but have the ability to also empower his or her subordinates and equip them with the means of developing themselves in order to contribute to the groups performance in general.
	show leadership, like people, empathy, curiosity, ability for criticism
	Managerial skills, leadership, vision

B. BACKGROUND **LIVE POLL**

	<p>Relevant knowledge and experience A peoples person Good commnicator Good listener</p>
	<p>Technical Understanding, project design, monitoring and evaluation, ability to mobilize resources and partnership.</p>
	<p>Self-motivation, knowledgeable and able to communicate.</p>
	<p>analytical skills, interpersonal skills, decision making, communication skills</p>
	<p>The Manager should lead his team by demonstrating from the inception, design, implementation and comissioning of the project. Also he/she should demonstrate his leadership to the team he leading</p>
	<p>A manager needs to have a broad understanding of what the division/company does.Then they need to have people skills,know how to listen.Personally I I think one of the most important things is the ability to make decisions and have the integritu to stand by them and admit when decisions were wrong.We lack this at the moment.Excuse the French,but a manager needs to have a "pair"</p>
	<p>The manager should be able to do things right. Able to manage all the resources available to him in terms of human resources, financial resources and physical assets.</p>
	<p>Encouraged leadership, Calm and forward thinking, able to bring the best out in his/her team,</p>
	<p>A manager should be well versed technically, a leader should have leadership skills where they are able to interact with people in a manner that creates motivation, drive and an urgency to be better than where they currently are. attributes analytical, have a vision for the organisation and how their departments contribution feeds into the</p>

	<p>bigger vision. Mostly dont manage people if you cannot work with people we do more damage than to build leaders we break people down. Go stay in a little hole lol</p>
	<p>A manager should have a vision of what needs to be achieved, team player, able to identify key elements of what needs to be achieved, able to identify skills in team members, have management skills and a self starter.</p>
	<p>Good interpersonal skills</p>
	<p>Ability to see a bigger picture. Vision. Communication skills.</p>
	<p>Good communication skills, Good understanding of the tasks.</p>
	<p>Should be visionary, knowledgeable, action-oriented, goal-oriented, team player and lead by example</p>
	<p>Considerable professional experience, good understanding of management, honest, with a high sense of responsibility. Organized, with excellent ability to learn and adapt to different environments and working methods. Excellent in communication</p>
	<p>Capacity to steer the team charged with the transport sector to grow in a sustainable manner</p>
	<p>Leadership skills Mentoring skills People skills</p>
	<p>A manager should be able to inspire, motivate and stimulate those under him to be able to deliver in the mandate so given him by the authority or organization</p>
	<p>Feeder road authority DRC</p>
	<p>Leadership and Technical Skills in that field.</p>
	<p>Leadership skills Communication skills</p>

# C. Needs Assessment

Results Exported on July 16, 2017

LIVE POLL

**EVENT** Transport Sector Leadership  
Development Programme

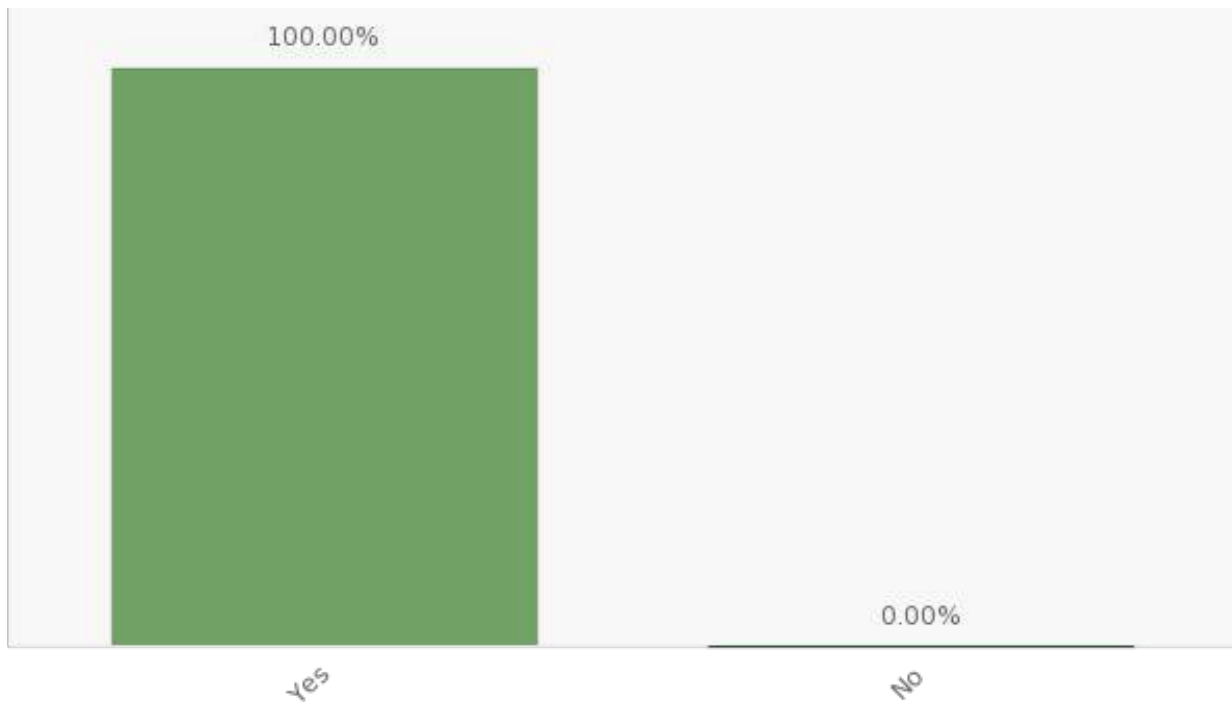
**SESSION** C. Needs Assessment

**SESSION DATE & TIME** July 13, 2017 08:00AM

**SPEAKERS**

**Q.** The needs basis for this project is founded on the understanding that we need to develop the technical and managerial/leadership skills of mid-level transport professionals and support them in becoming the next senior leaders delivering Africa's transport infrastructure. Do you agree that this programme is needed and would be of benefit to support younger professionals?

### Top Response Options



Answer Options	Responses	Percentage
Yes	34	100.00%
No	0	0.00%
<b>Total</b>	<b>34</b>	<b>100.00%</b>

# D. Gap Analysis

Results Exported on July 16, 2017

LIVE POLL

**EVENT** Transport Sector Leadership  
Development Programme

**SESSION** D. Gap Analysis

**SESSION DATE & TIME** July 13, 2017 08:00AM

**SPEAKERS**

**Q.** In your opinion, what are the key skills gaps in the capability of young professionals that this course should address?

Email	Responses
	Critical thinking System thinking Performance management Risk and uncertainty analysis
	leadership policy development efficient delivery of services project management be able to build stakeholder relations time management
	Communication skills, managerial skills, technical skills
	Technical skills Managerial skills Complexities in transport sector
	KEY RESULT AREAS, PERFORMANCE INDICATORS, MONITORING AND EVALUATION...ON-GOING PROCESS
	Understanding the responsibilities of the profession and take ownership
	1. General management skills 2. Tools of transport planning and level of use
	Innovation, less politically influenced senior management, more technology advanced methods
	Ditto as per slide Gap- how to get the political leadership supporting what is right
	Design, on-site experience, leadership and management.
	entrepreneurial spirit, process management, practical experience, analytical skills, ability to independently process tasks
	Leaderships skills
	Business and financial management skills; analytical skills to be able to define the needs and gaps in transport leadership in Africa



D. GAP ANALYSIS **LIVE POLL**

	Strategy; financial , economic and managerial
	Asset management
	Influencing Communicating Thought Leadership
	The technical- know how, policy analysis, decision-making, understanding of the transport complexities and leadership skills
	Knowledge on cross cutting transport issues Financial and Human Resource Management Effective communication skills
	I need to be an engineer to lead engineers, know what I'm doing, understand the subject. This covers project management and every area of it. People skills And MAKE DECISIONS
	Performance driven, analytical decision making, public speaking, overall management skills
	financial management skills, project prioritization, budget formulation skills, project planning
	Construction Materials, Construction Supervision Experience, Contract Documents Interpretation and Application ( GCC, Project Specifications, Resource planning and Allocation.
	increased exposure of world standards and norms, courses on Emotional Intelligence
	Failure to see the long term implications of the decisions they make or failure to act on time that leads to delays in project implementation and cost overruns.
	Team and skill management, communication skills and project management skills, exposure to standard international and regional practice
	Management skills, leadership skills, Innovation, technical skills.

	<p>There is need to include fleet safety management skills which must include risk assessment of assets and human factors. additionally there must be partnership skills and resource mobilization, skills in policy and programme design and implementation.</p>
	<p>a Young professional must understand how to do any research assessment and how to link it with a daily finds. understand the planning tools Exposure to professional issues like project management, ets</p>
	<p>The skill gaps: Research, Development of Technicians from the Institutions, Use of Laboratories for quality control, young engineers to participate more on Industrial trainings etc</p>
	<p>Project management skills Contract management Design skills Training under the more experienced Engineers</p>
	<p>Design skills Document preparation skills Practical construction supervision skills Claims evaluation skills Report writing skills Presentation skills</p>
	<p>Presentation skills.</p>
	<p>To be familiar to the course to have love of they job to work hard and come out with inovetion .</p>

# E. Course Review

Results Exported on July 16, 2017

LIVE POLL

**EVENT** Transport Sector Leadership  
Development Programme

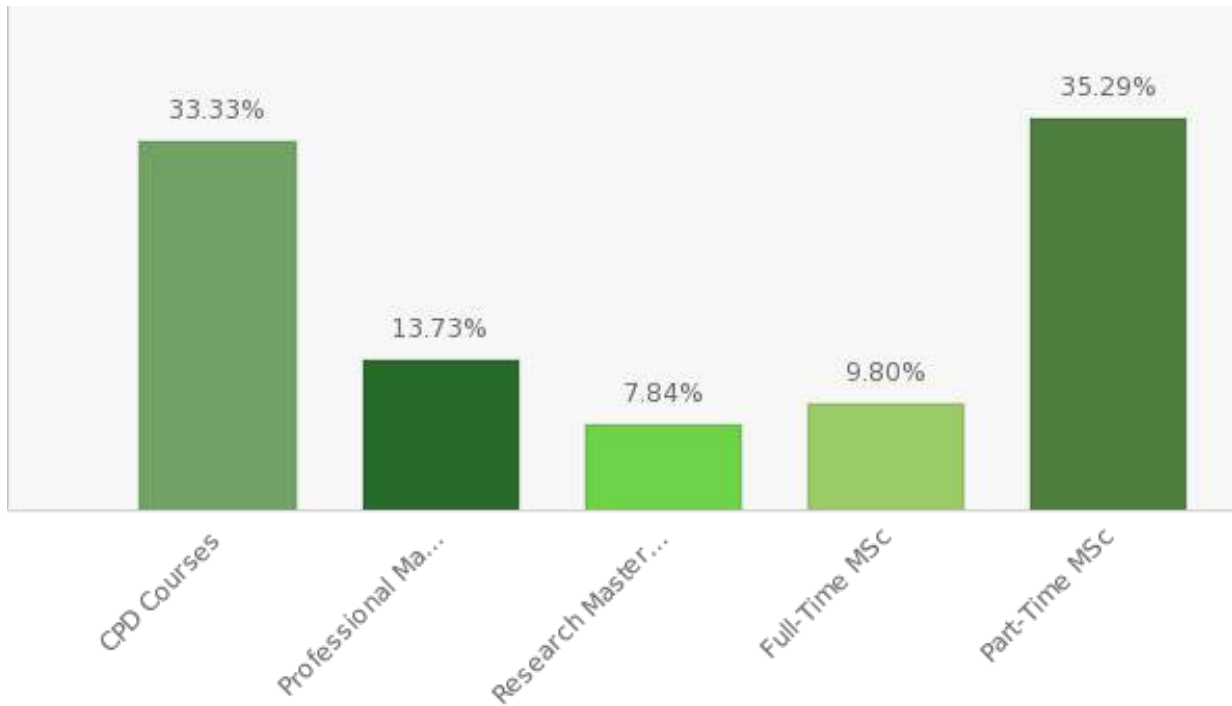
**SESSION** E. Course Review

**SESSION DATE & TIME** July 13, 2017 08:00AM

**SPEAKERS**

**Q.** Keeping in mind the various considerations like learning outcomes, how the courses are delivered and time input, which course option do you think is most appropriate for to develop future transport leaders?

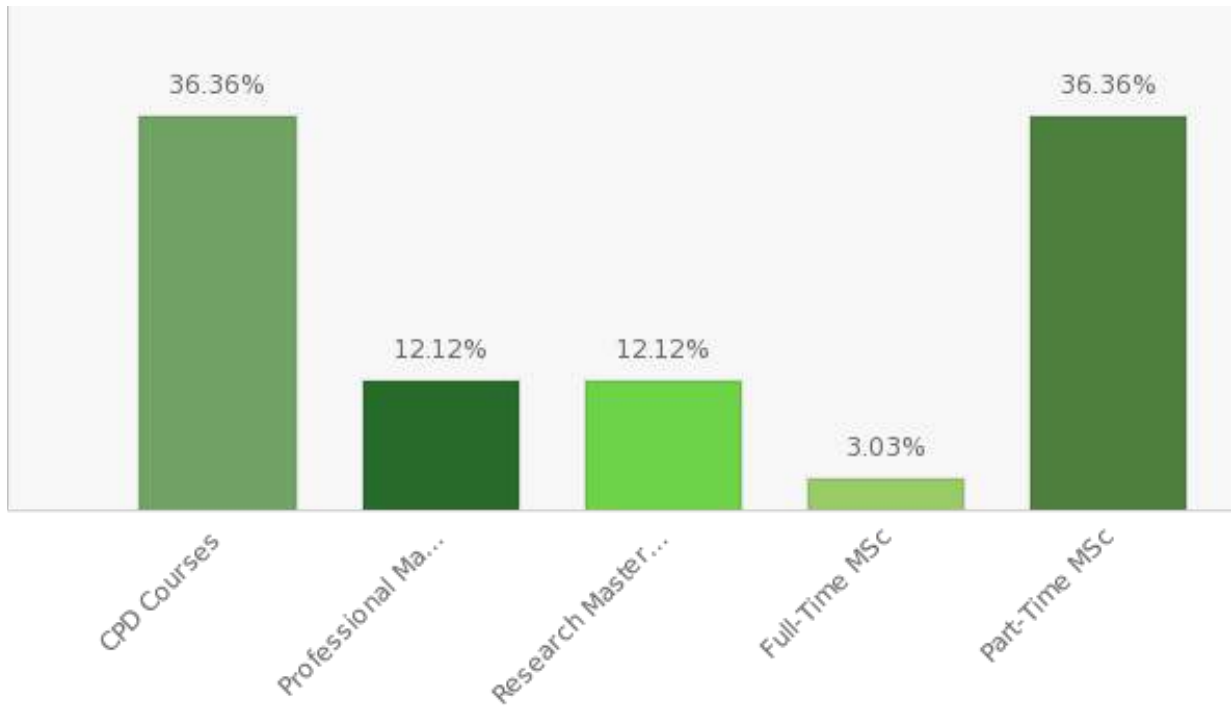
### Top Response Options



Answer Options	Responses	Percentage
CPD Courses	17	33.33%
Professional Masters	7	13.73%
Research Masters	4	7.84%
Full-Time MSc	5	9.80%
Part-Time MSc	18	35.29%
<b>Total</b>	<b>51</b>	<b>100.00%</b>

**Q.** Keeping in mind the various considerations like learning outcomes, how the courses are delivered and time input, which course option would you be most likely to attend?

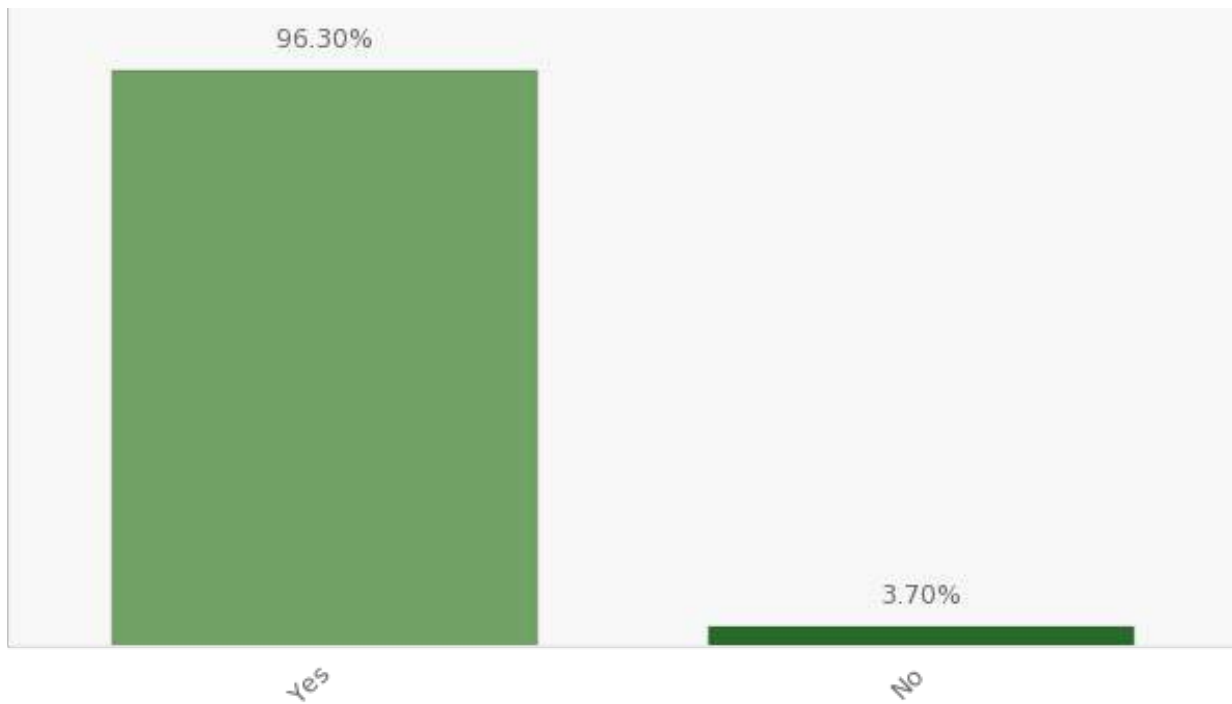
### Top Response Options



Answer Options	Responses	Percentage
CPD Courses	12	36.36%
Professional Masters	4	12.12%
Research Masters	4	12.12%
Full-Time MSc	1	3.03%
Part-Time MSc	12	36.36%
<b>Total</b>	<b>33</b>	<b>100.00%</b>

**Q.** Would your decision to participate on the Transport Sector Leadership Development Programme be influenced by whether the course is accredited by a recognised professional body?

### Top Response Options



Answer Options	Responses	Percentage
Yes	26	96.30%
No	1	3.70%
<b>Total</b>	<b>27</b>	<b>100.00%</b>

# F. Delivery Review

Results Exported on July 16, 2017

LIVE POLL

**EVENT** Transport Sector Leadership  
Development Programme

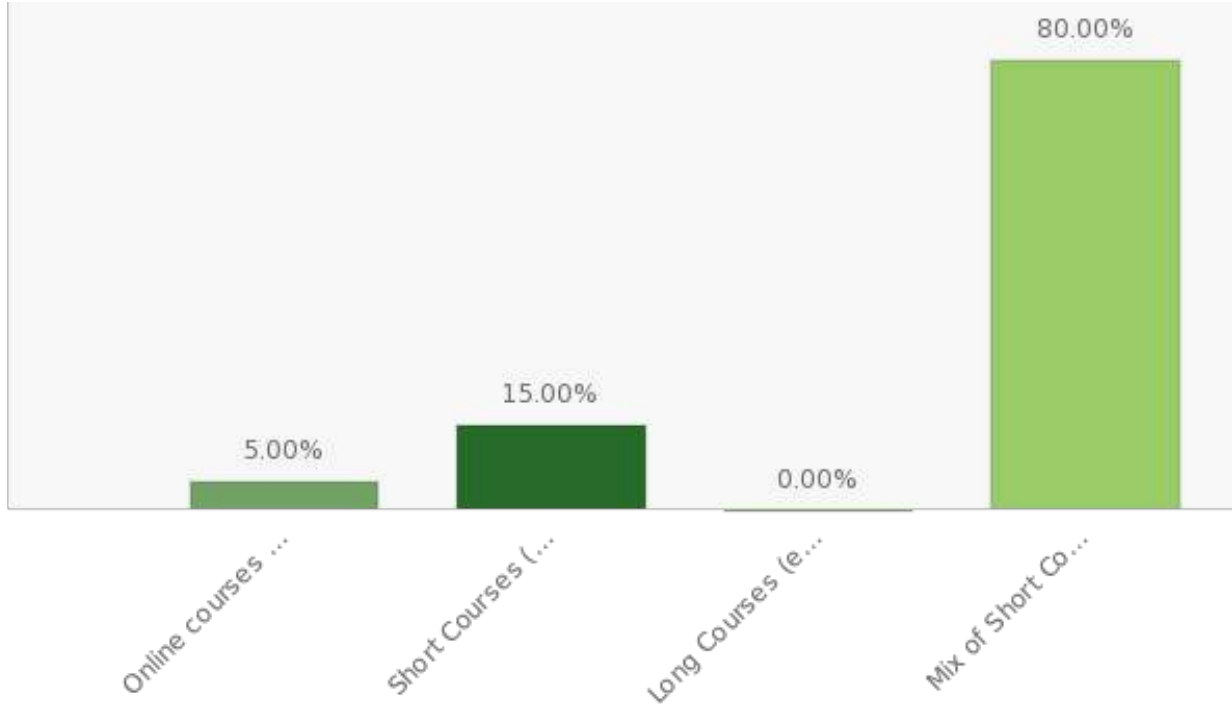
**SESSION** F. Delivery Review

**SESSION DATE & TIME** July 13, 2017 08:00AM

**SPEAKERS**

**Q.** What would your preferred delivery method(s) be?

**Top Response Options**



Answer Options	Responses	Percentage
Online courses only	1	5.00%
Short Courses (<2 weeks)	3	15.00%
Long Courses (e.g. full time in university)	0	0.00%
Mix of Short Courses and Online or other self-learning (i.e. blended learning)	16	80.00%
<b>Total</b>	<b>20</b>	<b>100.00%</b>



**Q.** What do you think is the main obstacle to developing a TSLDP for transport leaders?

Email	Responses
	Transport
	Rigidity of the field practitioners Sense of urgency of delivery of infrastructure projects as required by the government The business approach of running the government as pushed by the donors and NGOs who periodically audit government functions Collapse of civil service
	Challenge of having people from different backgrounds and skills
	Change in people's mindset
	Funding, Accreditation, Venue
	A course that incorporates feasible time for attendance, cost of course, funding available and accreditation of qualification.
	Time, location & cost
	Mentorship and missing opportunities
	financial resources
	Funding and willingness of top management to assist young professionals
	Finding a workable approach to accommodate the targeted group in view of the time limitations.
	Soft skills cannot be trained in a course setting, individual mentoring/ coaching is required. This requires extensive time commitments from trainers and participants
	Funding, Relevance to national development goals
	finance resources

F. DELIVERY REVIEW **LIVE POLL**

	Lack Personal commitment Lack of mentors funding
	Political commitment, lack of training opportunity, financial resorses
	Availability of the trainee
	Employers conditions and lack of financial resources
	availability of the right candidates; employers' willingness to let the bright sparks in the organisation go on the course; financial constraints; curriculum content, duration of course
	finding the balance between time away from the office and study time. might be skills set

# G. Candidate Selection

Results Exported on July 16, 2017

LIVE POLL

**EVENT** Transport Sector Leadership  
Development Programme

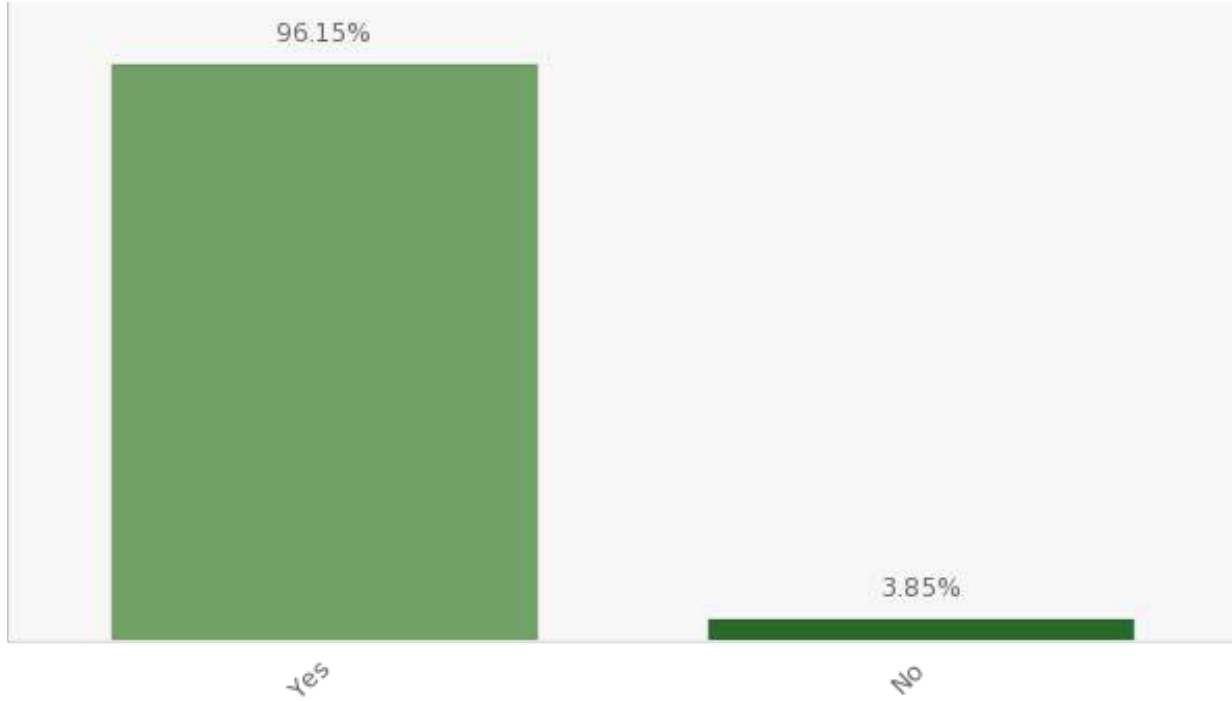
**SESSION** G. Candidate Selection

**SESSION DATE & TIME** July 13, 2017 08:00AM

**SPEAKERS**

**Q.** Do you think our proposed selection criteria are suitable for their purpose?

### Top Response Options



Answer Options	Responses	Percentage
Yes	25	96.15%
No	1	3.85%
<b>Total</b>	<b>26</b>	<b>100.00%</b>

**Q.** Have you any comments or additional/alternative criteria we should consider?

Email	Responses
	Engenering constructin
	Not for now
	Aptitude test to test capability
	None
	Mature Age Entry
	Minimum experience.
	There is the need for at least 3 years post bachelor's qualification
	Do candidates have to satisfy all criteria? Is there a weighting on criteria?
	Does this programme have an age limit to who can participate?
	Past experience,
	Adequate. Have some experience, say 5 years
	Special consideration should be given to science candidates
	Candidates should have some management experience or currently be in a management position
	Experience
	Motivation letter should be themed to national requirements
	Working experience
	experience
	References and Experience
	On my opinion a special consideration must be

G. CANDIDATE SELECTION **LIVE POLL**

---

	given for the candidates which comes from non English Spiking countries for which the remarks in English skills should be relaxed and given to them a chance for an intensive English course
	Amendments to include Nomination/qualifying process Bonding: relook since development is for industry
	Psychometric test?
	commitment to the programme and any obstacles that might be faced

# H. Gender Balance

Results Exported on July 16, 2017

LIVE POLL

**EVENT** Transport Sector Leadership  
Development Programme

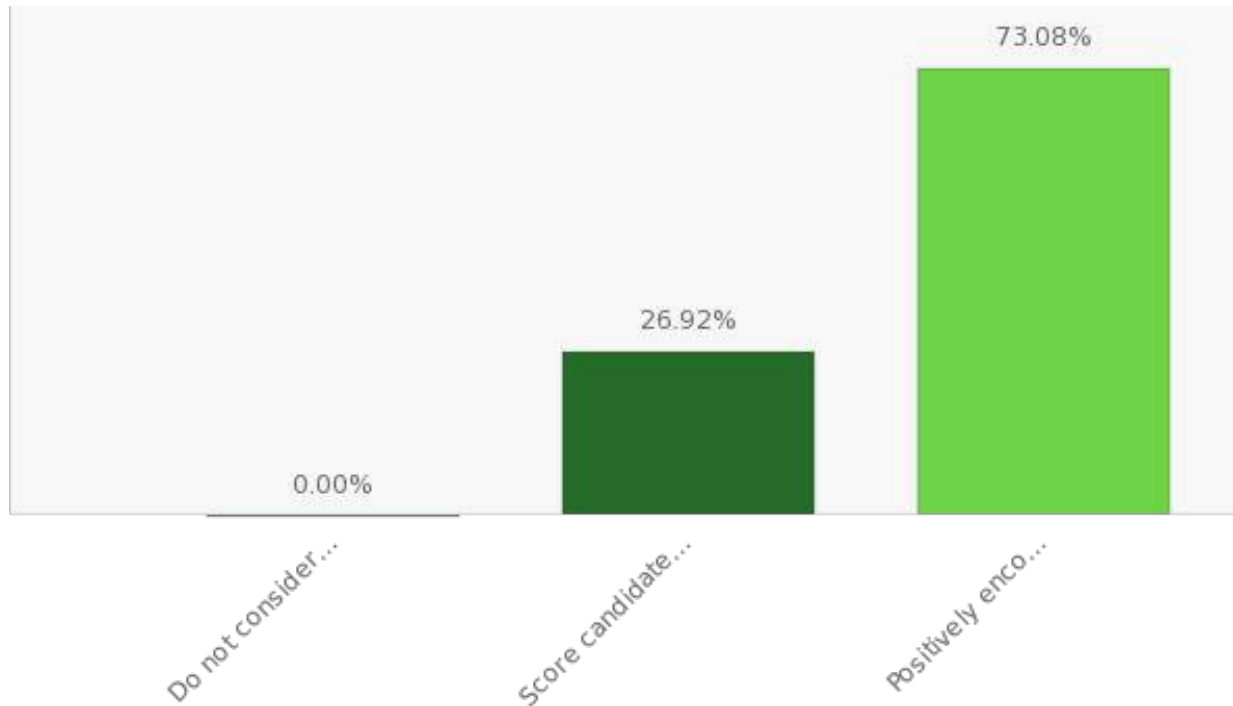
**SESSION** H. Gender Balance

**SESSION DATE & TIME** July 13, 2017 08:00AM

**SPEAKERS**

**Q.** From the following options, how do you think we should address gender balance when assessing suitable candidates?

### Top Response Options

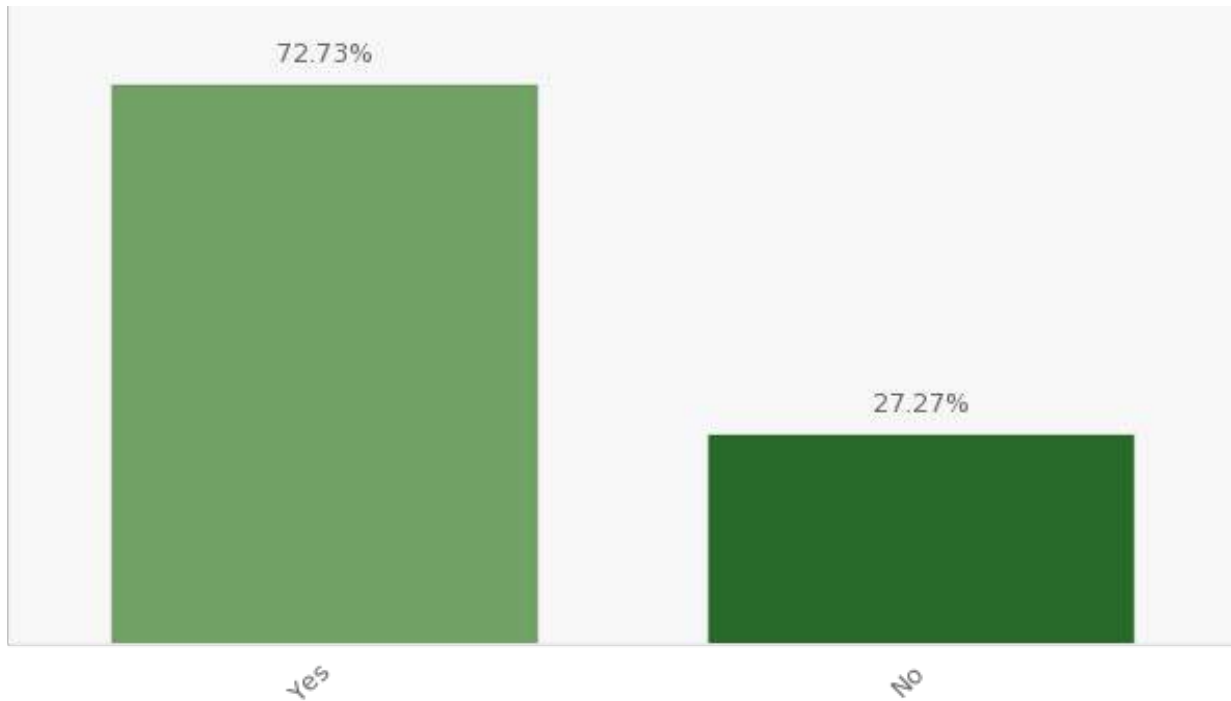


Answer Options	Responses	Percentage
Do not consider gender	0	0.00%
Score candidates based on gender by applying additional weightings for women	7	26.92%
Positively encourage women by setting aside a number of places for women only	19	73.08%
<b>Total</b>	<b>26</b>	<b>100.00%</b>



**Q.** Do you think we have adequately addressed gender balance within our proposed TSLDP programme?

### Top Response Options



Answer Options	Responses	Percentage
Yes	16	72.73%
No	6	27.27%
<b>Total</b>	<b>22</b>	<b>100.00%</b>

**Q.** Have you any comments on the approach we should take to encourage female participation in the TSLDP?

Email	Responses
	No
	Merit should be a guiding factor with additional weighting for women
	providing bursaries for female students as a requirement
	set aside some scholarships if you can for women, employers are more likely to give the opportunity to men there is a gender bias.
	Affirmative action
	We should have at least 30 percent of females
	Merit should be applied amongst the females to get the best
	Discount on cost, awareness of programme targeted to women, bursary incentives to be set up for women
	By having a minimum number of female participants required, it would encourage the recruiting/promoting team to reach out more to this gender to ensure they are involved.
	I struggled a bit with choice because I feel like encouraging women to apply should be enough. Women should not just get first priority just because they are women. Merit comes first and I think women can do well and should just have the same chances as men
	Give rewards for female participants
	Reserve a number of places for females but they should meet the same criteria as everyone else. There is need to avoid a perception of lower entry

H. GENDER BALANCE **LIVE POLL**

	requirements for women.
	Provide Additional Financial Support Be sensitive to the role of women in family and society by providing additional support for the needs at a particular life stage
	Despite positively encouraging women they need to have the requisite qualifications and experience
	Widen the selection boundary in the transportation sector and increase knowledge sharing in key institutions
	Encourage more women, it is a cross gender profession
	More industry mentors for women
	RECAP should start the gender campaign earlier, e.g. through social media
	Certain percentage be set for females
	We should consider a minimum percentage of woman to be selected, for example: " A minimum of 20 % of places are reserved for women"
	To sensibilities the women to come more and attend in the program .

# I. Work Placements / Secondments

Results Exported on July 16, 2017

LIVE POLL

**EVENT** Transport Sector Leadership  
Development Programme

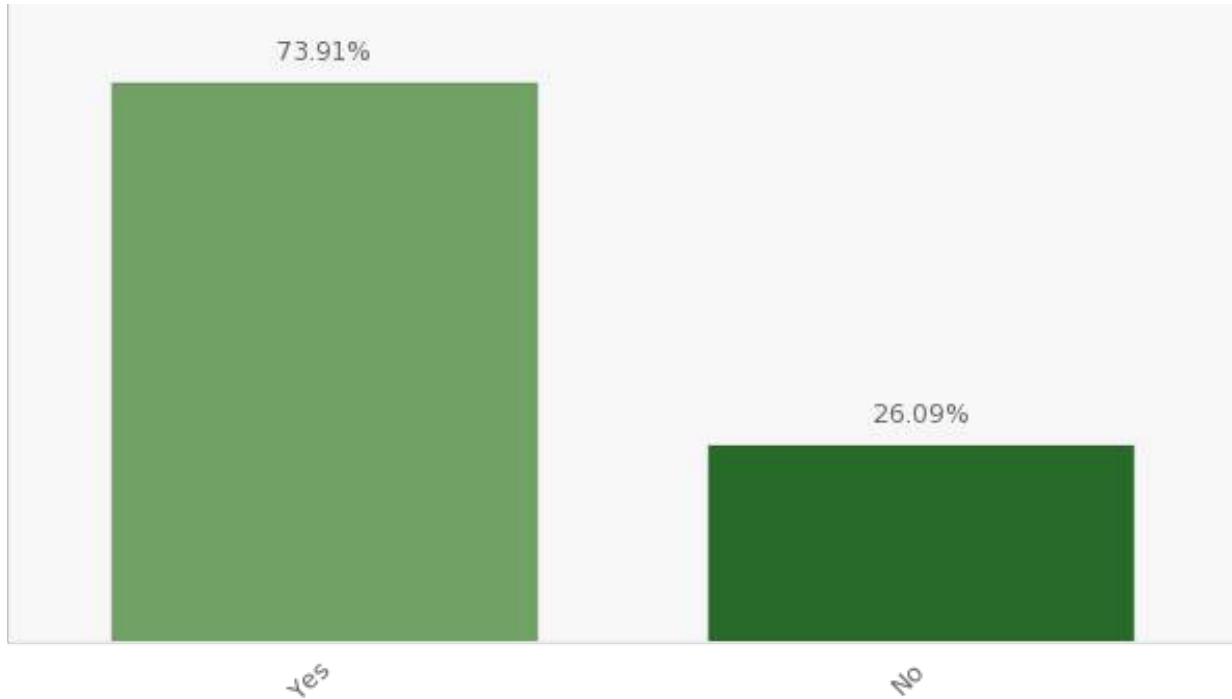
**SESSION** I. Work Placements / Secondments

**SESSION DATE & TIME** July 13, 2017 08:00AM

**SPEAKERS**

Q. Would your employer support your secondment to another organisation to develop your skills?

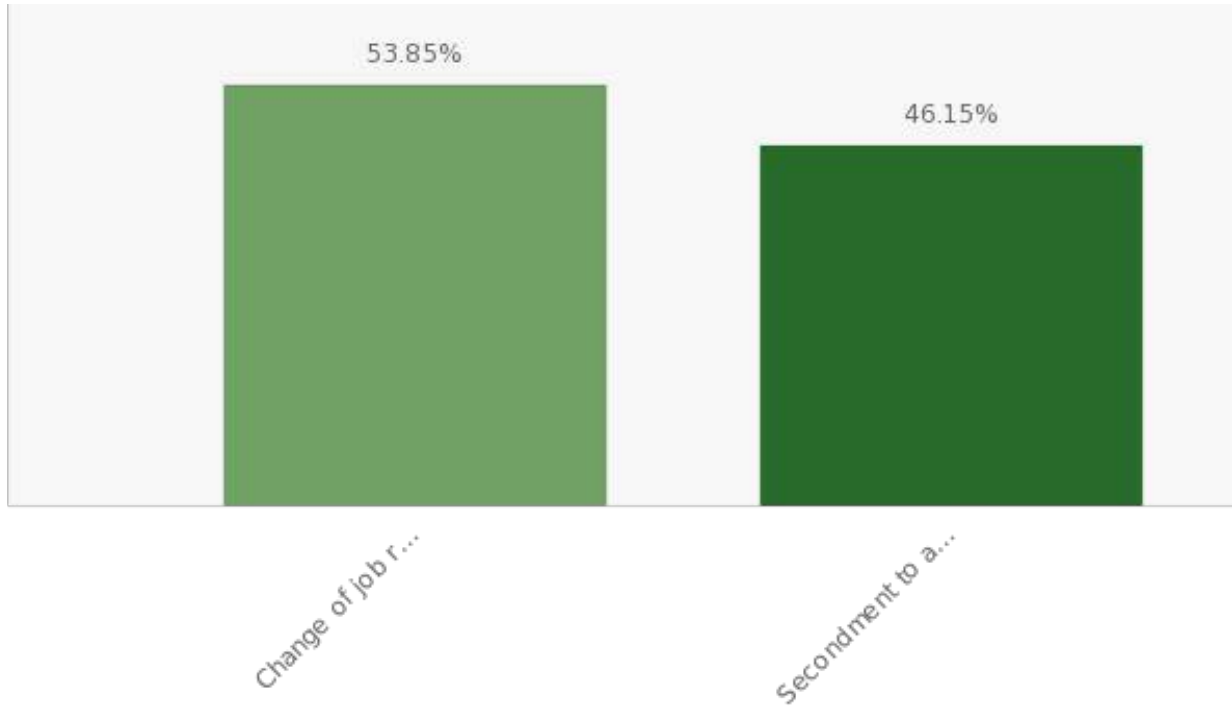
### Top Response Options



Answer Options	Responses	Percentage
Yes	17	73.91%
No	6	26.09%
<b>Total</b>	<b>23</b>	<b>100.00%</b>

Q. Which option would be more feasible for you and/or colleagues you work with?

### Top Response Options



Answer Options	Responses	Percentage
Change of job role within your current organisation to broaden your skills/experience	14	53.85%
Secondment to another organisation to broaden your skills/experience	12	46.15%
<b>Total</b>	<b>26</b>	<b>100.00%</b>

# J. Mentoring

Results Exported on July 16, 2017

LIVE POLL

**EVENT** Transport Sector Leadership  
Development Programme

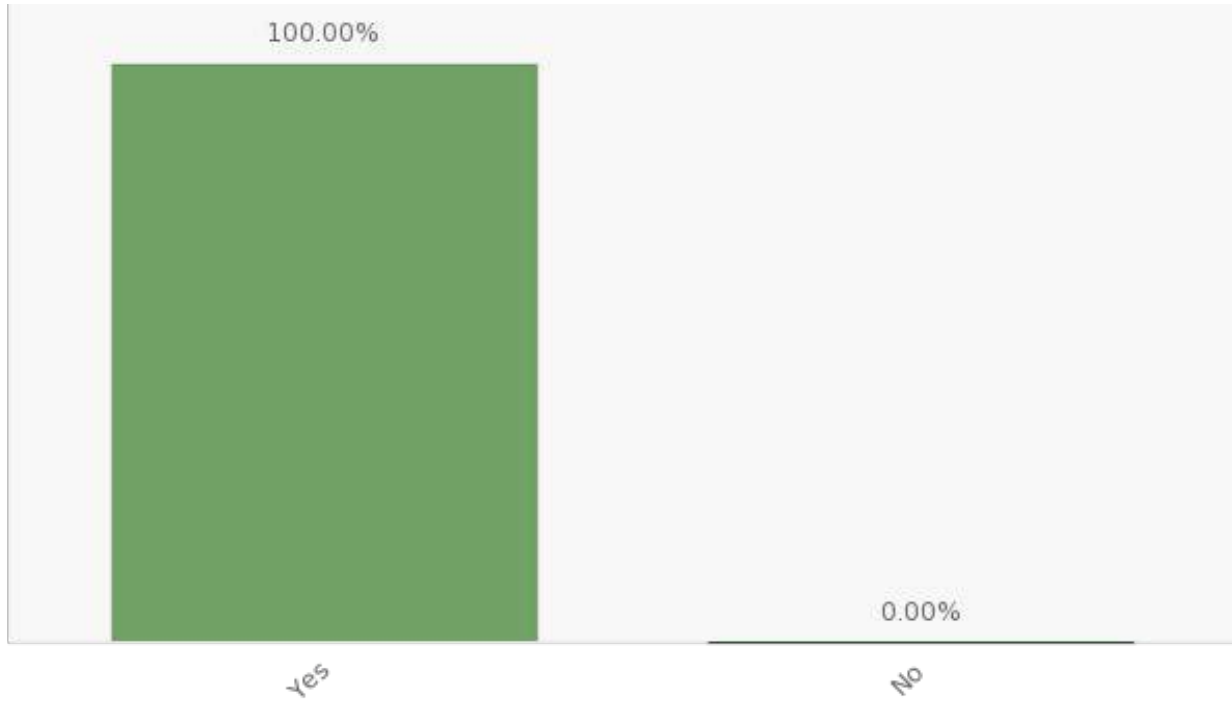
**SESSION** J. Mentoring

**SESSION DATE & TIME** July 13, 2017 08:00AM

**SPEAKERS**

**Q.** Do you agree that having a mentor is an important component of the programme?

**Top Response Options**



Answer Options	Responses	Percentage
Yes	23	100.00%
No	0	0.00%
<b>Total</b>	<b>23</b>	<b>100.00%</b>



**Q.** Do you have any other comments or suggestions?

Email	Responses
	J'm programm transport sector
	There needs to be a requirement that a transport sector practitioner ought to achieve within a given time
	None
	No
	Mentoring should be encouraged in all organizations.
	None
	No comment
	No comment
	Mentorship needs to be structured with assessments of the mentee at defined intervals or based on thematic areas covered as appropriate
	Candidates should be properly assigned to Mentors
	I would suggest structured mentoring rather than just stating that there should be mentoring there should be stated that every month or every two weeks the mentor and mentee discuss
	Mentoring should be made compulsory especially when recruiting junior employees.
	Mentoring is a real value added to the programm and should not be neglected
	follow ups on mentorship should be put in place
	Mentorship objectives, Duration of mentorship
	Have a mentor pool or give mentor recognition in CPD
	A proper mentorship program needs to be in place

J. MENTORING **LIVE POLL**

	<p>in order to also guide the mentors.Sometimes the mentors might not know the right questions and the mentors might actually not have a great guide on how to go about mentoring another person or imparting language</p>
	<p>The mentor should be properly oriented about his role.</p>
	<p>Mentoring with a focus on leadership skills</p>
	<p>To gain the softer skills as discussed shadowing should preferably be done with industry leaders.</p>
	<p>No comment</p>
	<p>Right mentor in the right field, considering the candidate potential</p>
	<p>Mentor and the candidate should be in the same line of work.</p>

# K. Workshop Summary

Results Exported on July 16, 2017

LIVE POLL

**EVENT** Transport Sector Leadership  
Development Programme

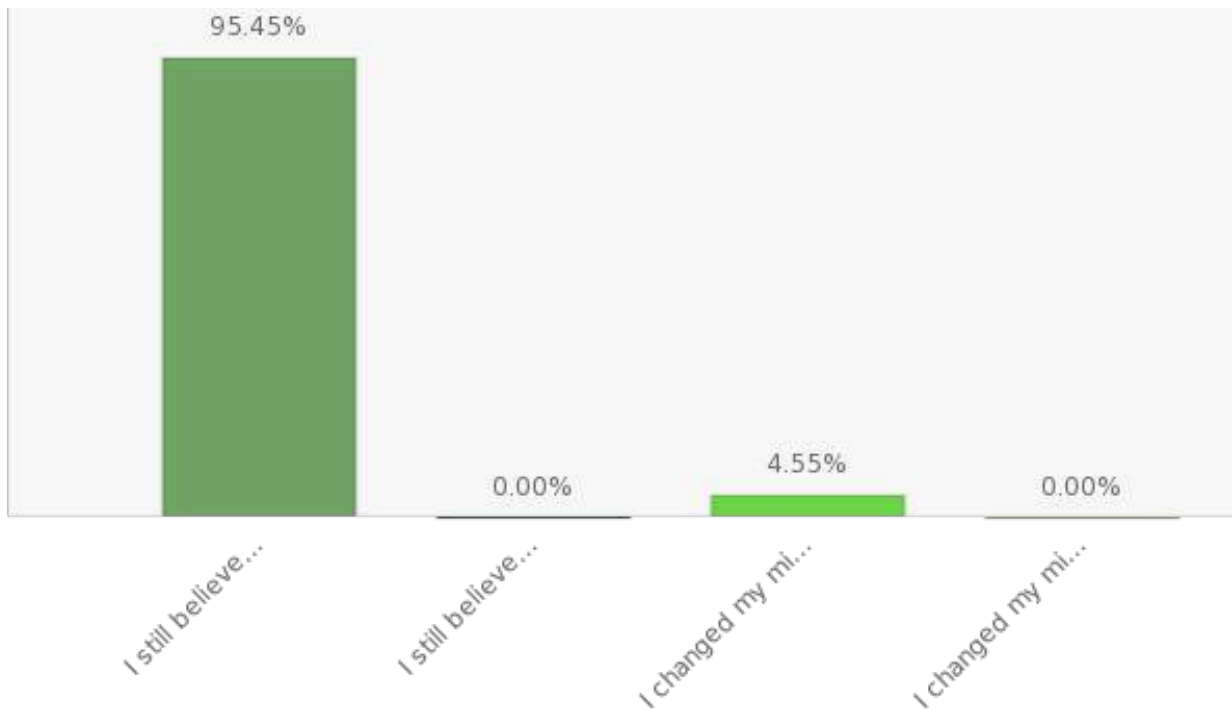
**SESSION** K. Workshop Summary

**SESSION DATE & TIME** July 13, 2017 08:00AM

**SPEAKERS**

**Q.** At the start of this Workshop we explained the needs basis for this programme and asked you to vote on whether you thought this programme was needed. Having heard us discuss the proposed programme in detail, has your opinion changed on whether this programme is needed and/or would be of benefit to support mid-level professionals?

**Top Response Options**



Answer Options	Responses	Percentage
I still believe this programme is needed/will be of benefit.	21	95.45%
I still believe this programme is not needed/not of benefit.	0	0.00%
I changed my mind and think this programme is needed/will be of benefit.	1	4.55%
I changed my mind and think this programme is not needed/not of benefit.	0	0.00%
<b>Total</b>	<b>22</b>	<b>100.00%</b>



# L. Workshop Feedback

Results Exported on July 16, 2017

LIVE POLL

**EVENT** Transport Sector Leadership  
Development Programme

**SESSION** L. Workshop Feedback

**SESSION DATE & TIME** July 13, 2017 11:45AM

**SPEAKERS**

**Q.** Please list two things you have learned during this workshop?

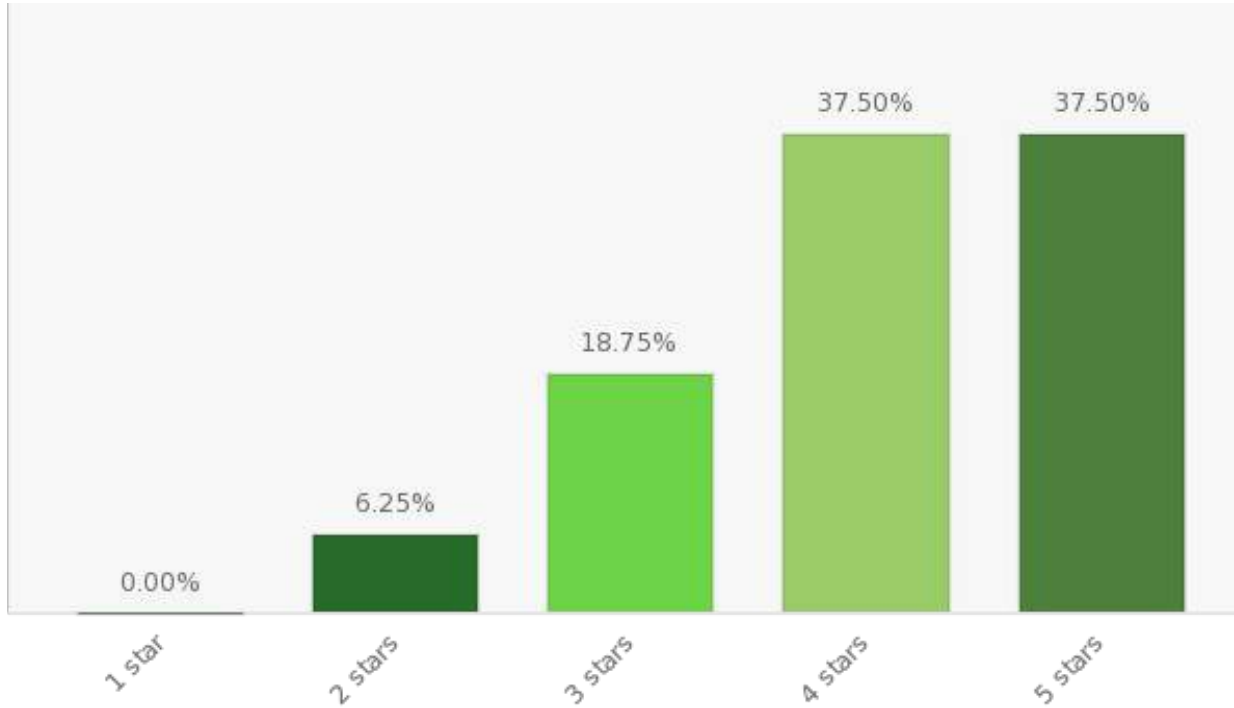
Email	Responses
	1. The gaps existing in the transport sector leadership 2. The need to develop a critical mass of the future transport leaders for Africa infrastructure sector
	It is a known fact that our future and current leaders need more guidance and an industry-specific leadership programme. Technical skills and experience aren't the only criteria for making a great leader although they are the foundation thereof. Accreditation is important. Gender balance important to boost the current imbalance.
	There is a need for Leadership Development in the Transport Sector. A process has started to address the gap.
	Succession in leadership; gender; soft skills
	that there the field of engineering like any other profession requires well rounded individuals that its necessary to review the current available training and whether it still serves the profession at particular points in time so that certain gaps can be addressed and there is continuous learning on relevant skills for the time
	1. That the challenges faced in the industry is commonly experienced across the board. 2. That mentoring may be an element that is vital which requires attention to ensure development of future senior engineers
	Need to question the status quo
	There is a strong committment among the participants that there is a need for this kind of training

	Capacity building Right mentor with respective fields
	Learning how to build up a standard curriculum and the requirements, the way the audience was eager for such a programme to be implemented.
	That there is still such a skills gap on the continent
	Development of young professionals into future leaders and structures in place to facilitate the achievement of the goal.
	1. TSLDP development for AfCAP members and 2. AfCAP to continue supporting his members during the mentor workshops as well as IRF Congresses
	it is very important to develop a TSLDP for African countries to contribute for a better tomorrow on the transport sector and infrastructures. It is also important to encourage the gender views and women participation on the program
	Development curriculum requires thought Social issues have to be considered
	CPD is crucial for TLDP Mentoring should be part of every organization.
	there are skills gap in terms of leadership in the transport sector that needs to be addressed. There is general consensus of the need to address the skills gap
	That a leader does not necessarily need to be an expert in the technical aspects but needs to have managerial attributes and leadership skills. Soft skills are most important
	The growing need for skills development The benefits of shared knowledge
	The capacity to manage rural transport and the ability of managing signalisation of road





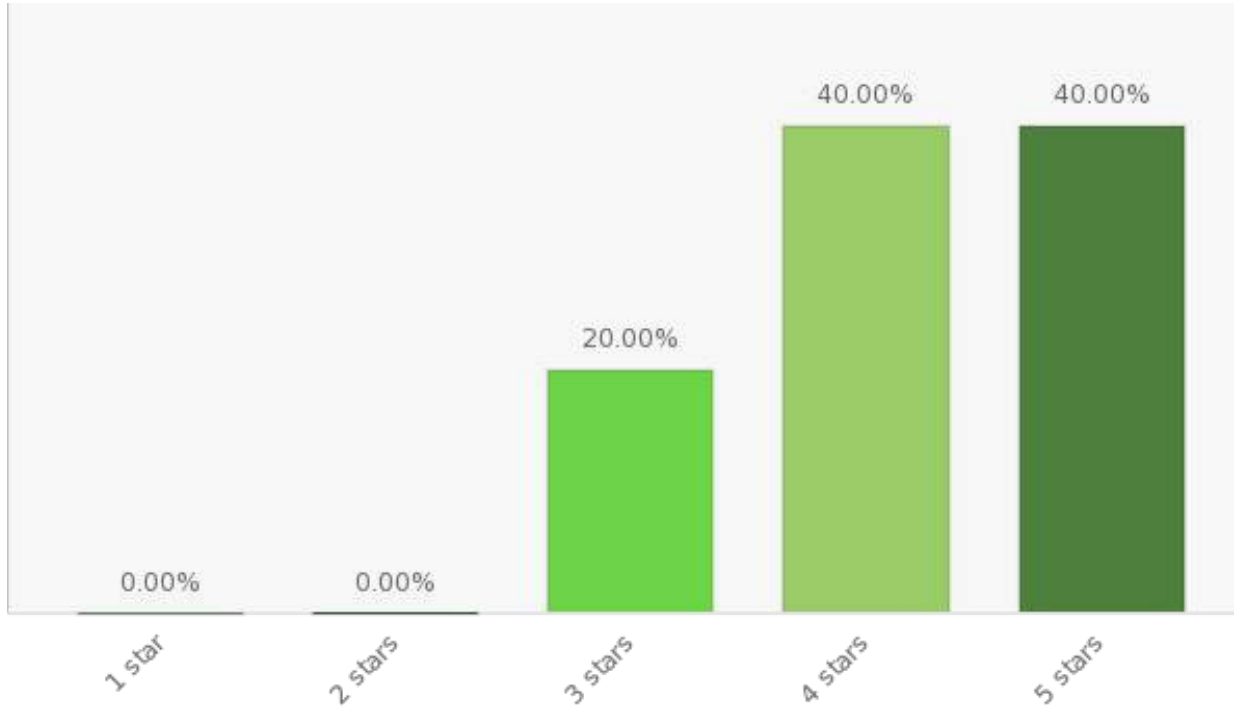
Q. The activity introduced me to new issues in the area of transport sector leadership development that I was unaware of prior to the activity



<b>AVERAGE RANK</b>	<b>MEDIAN</b>	<b>MOST COMMON</b>
4.1	4.0	Multiple

Star Ranking	Responses	Percentage
1 ★	0	0.00%
2 ★ ★	1	6.25%
3 ★ ★ ★	3	18.75%
4 ★ ★ ★ ★	6	37.50%
5 ★ ★ ★ ★ ★	6	37.50%
<b>Total</b>	<b>16</b>	<b>100.00%</b>

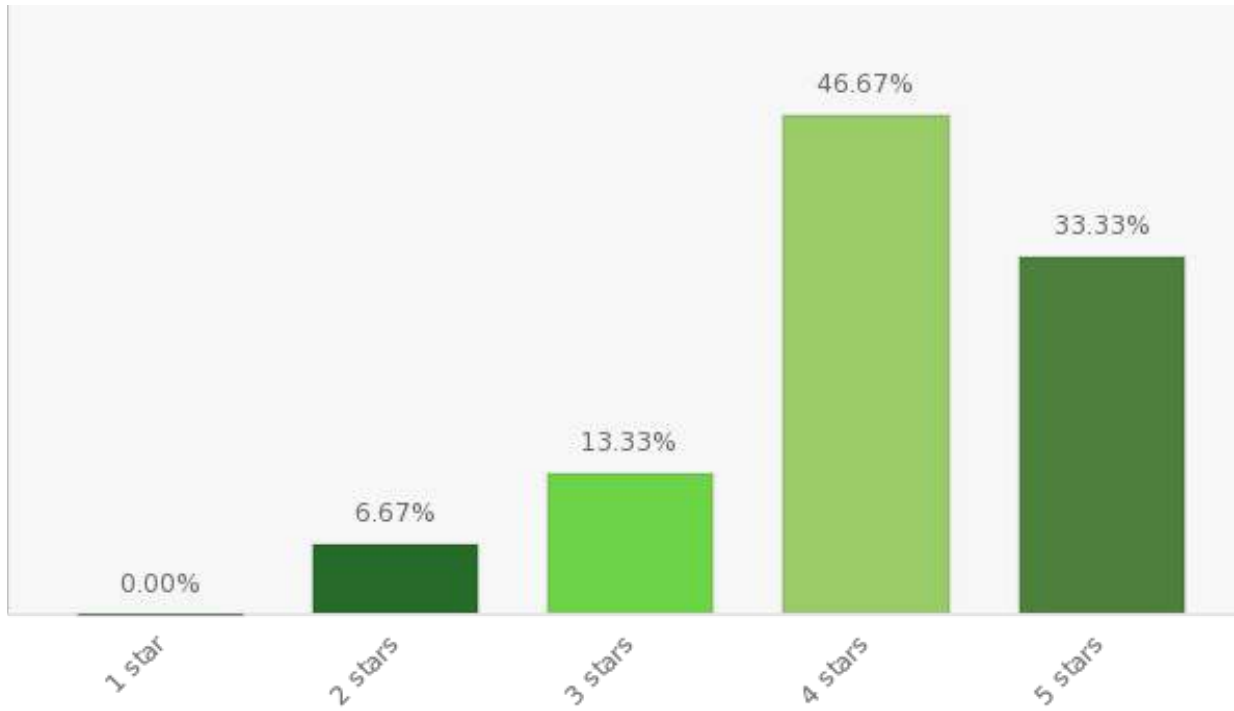
Q. The activity made me think differently about transport sector leadership development.



<b>AVERAGE RANK</b>	<b>MEDIAN</b>	<b>MOST COMMON</b>
4.2	4	Multiple

Star Ranking	Responses	Percentage
1 ★	0	0.00%
2 ★ ★	0	0.00%
3 ★ ★ ★	3	20.00%
4 ★ ★ ★ ★	6	40.00%
5 ★ ★ ★ ★ ★	6	40.00%
<b>Total</b>	<b>15</b>	<b>100.00%</b>

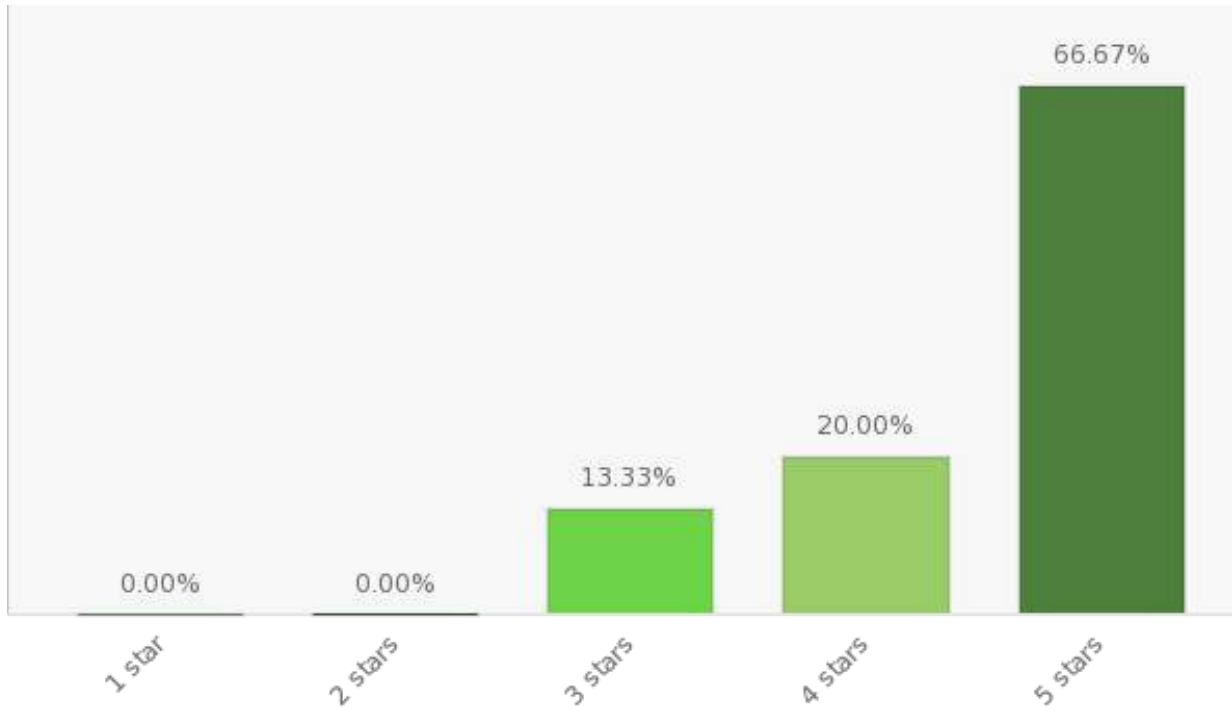
Q. The materials distributed provided me with new thinking on this topic



AVERAGE RANK	MEDIAN	MOST COMMON
4.1	4	7

Star Ranking	Responses	Percentage
1 ★	0	0.00%
2 ★ ★	1	6.67%
3 ★ ★ ★	2	13.33%
4 ★ ★ ★ ★	7	46.67%
5 ★ ★ ★ ★ ★	5	33.33%
<b>Total</b>	<b>15</b>	<b>100.00%</b>

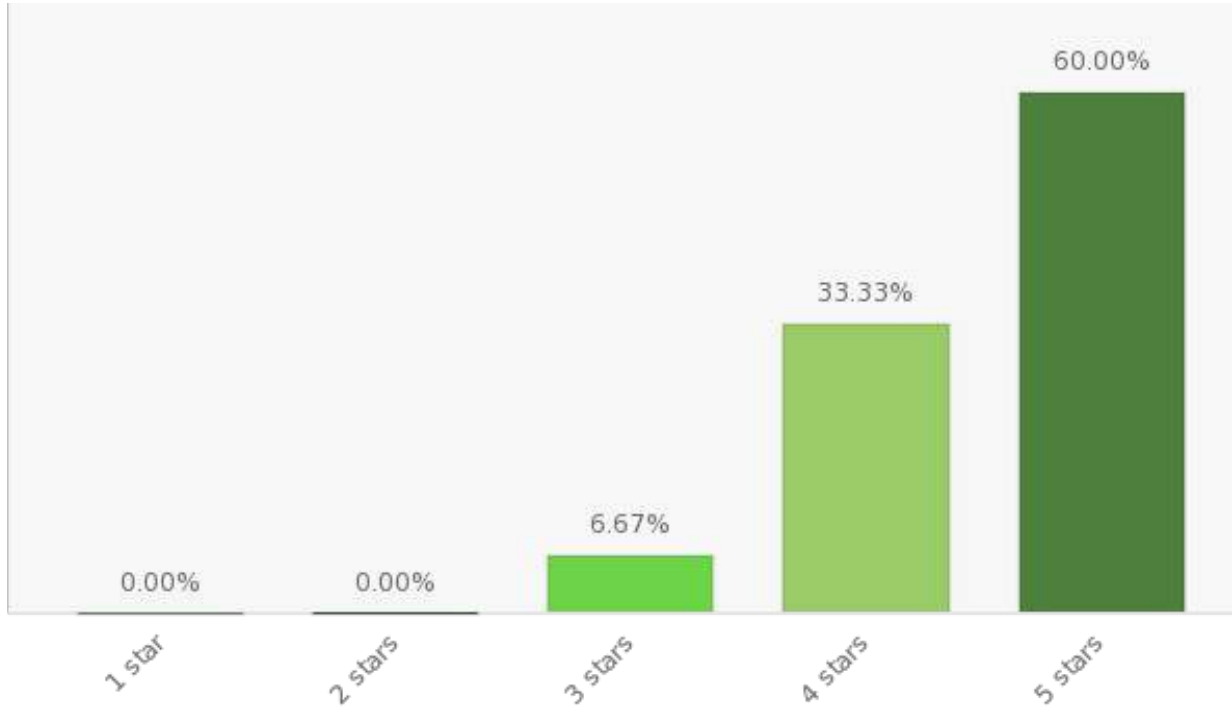
Q. The presenters used during the event were of high quality



AVERAGE RANK	MEDIAN	MOST COMMON
4.5	5	10

Star Ranking	Responses	Percentage
1 ★	0	0.00%
2 ★ ★	0	0.00%
3 ★ ★ ★	2	13.33%
4 ★ ★ ★ ★	3	20.00%
5 ★ ★ ★ ★ ★	10	66.67%
<b>Total</b>	<b>15</b>	<b>100.00%</b>

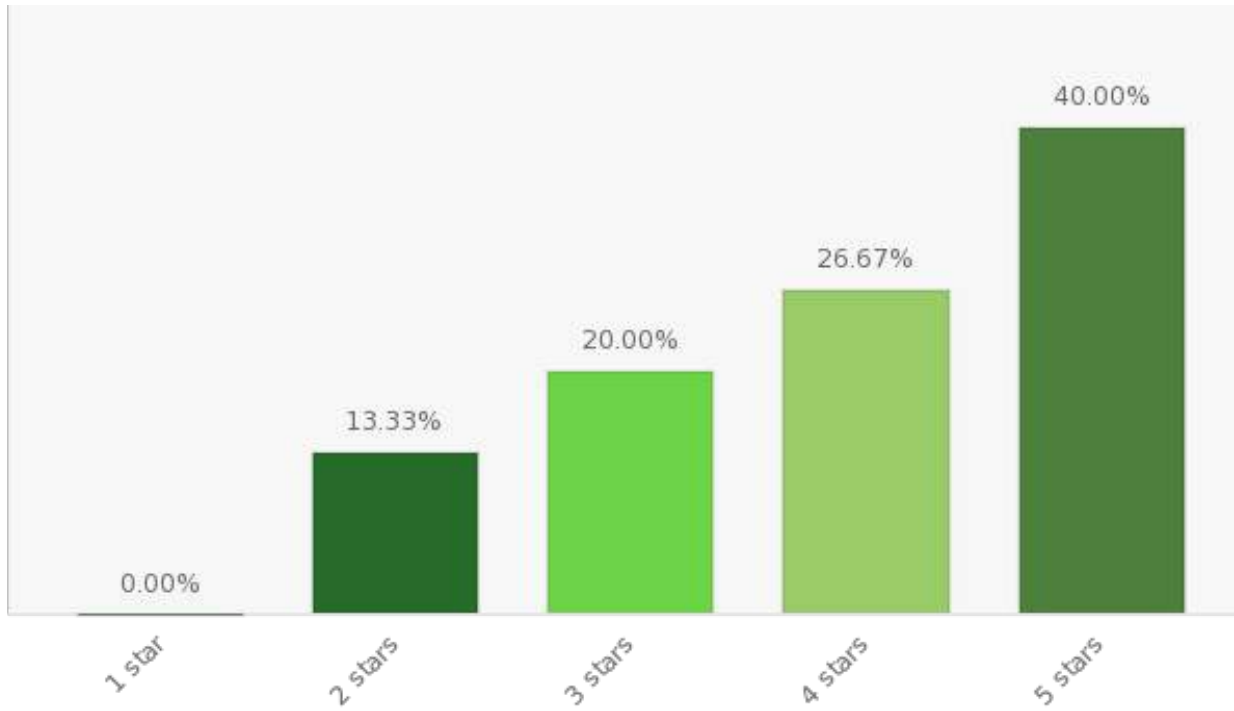
Q. The approach/methods used during the event (e.g. presentations, voting group discussions) were of high quality



AVERAGE RANK	MEDIAN	MOST COMMON
4.5	5	9

Star Ranking	Responses	Percentage
1 ★	0	0.00%
2 ★ ★	0	0.00%
3 ★ ★ ★	1	6.67%
4 ★ ★ ★ ★	5	33.33%
5 ★ ★ ★ ★ ★	9	60.00%
<b>Total</b>	<b>15</b>	<b>100.00%</b>

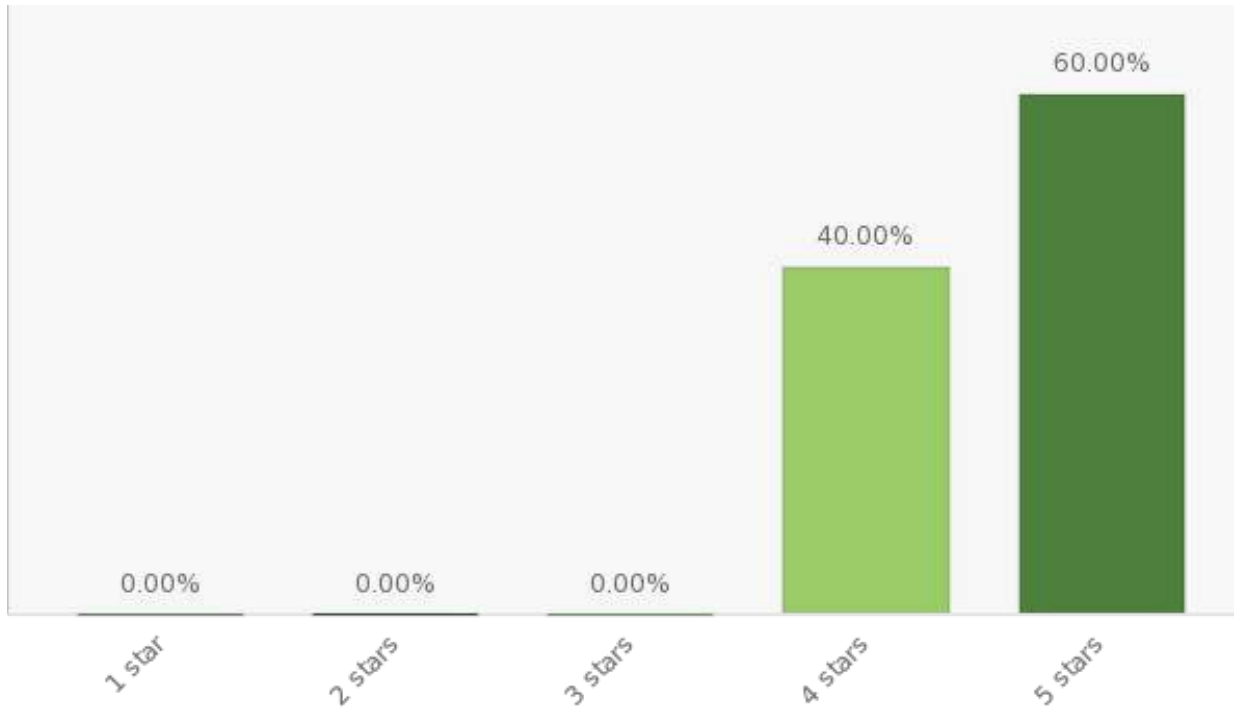
Q. The content presented at the event was directly relevant to my needs.



AVERAGE RANK	MEDIAN	MOST COMMON
3.9	4	6

Star Ranking	Responses	Percentage
1 ★	0	0.00%
2 ★ ★	2	13.33%
3 ★ ★ ★	3	20.00%
4 ★ ★ ★ ★	4	26.67%
5 ★ ★ ★ ★ ★	6	40.00%
<b>Total</b>	<b>15</b>	<b>100.00%</b>

Q. There was sufficient time to discuss issues raised by the presenters.

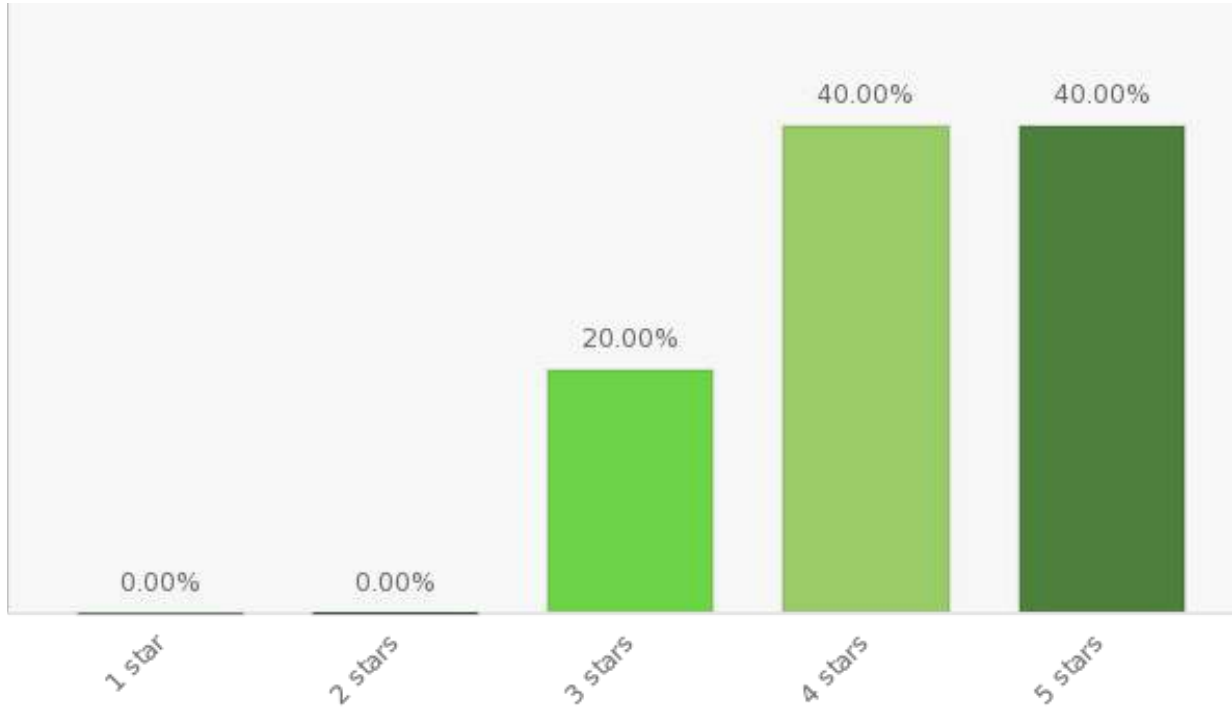


AVERAGE RANK	MEDIAN	MOST COMMON
4.6	5	9

Star Ranking	Responses	Percentage
1 ★	0	0.00%
2 ★ ★	0	0.00%
3 ★ ★ ★	0	0.00%
4 ★ ★ ★ ★	6	40.00%
5 ★ ★ ★ ★ ★	9	60.00%
<b>Total</b>	<b>15</b>	<b>100.00%</b>



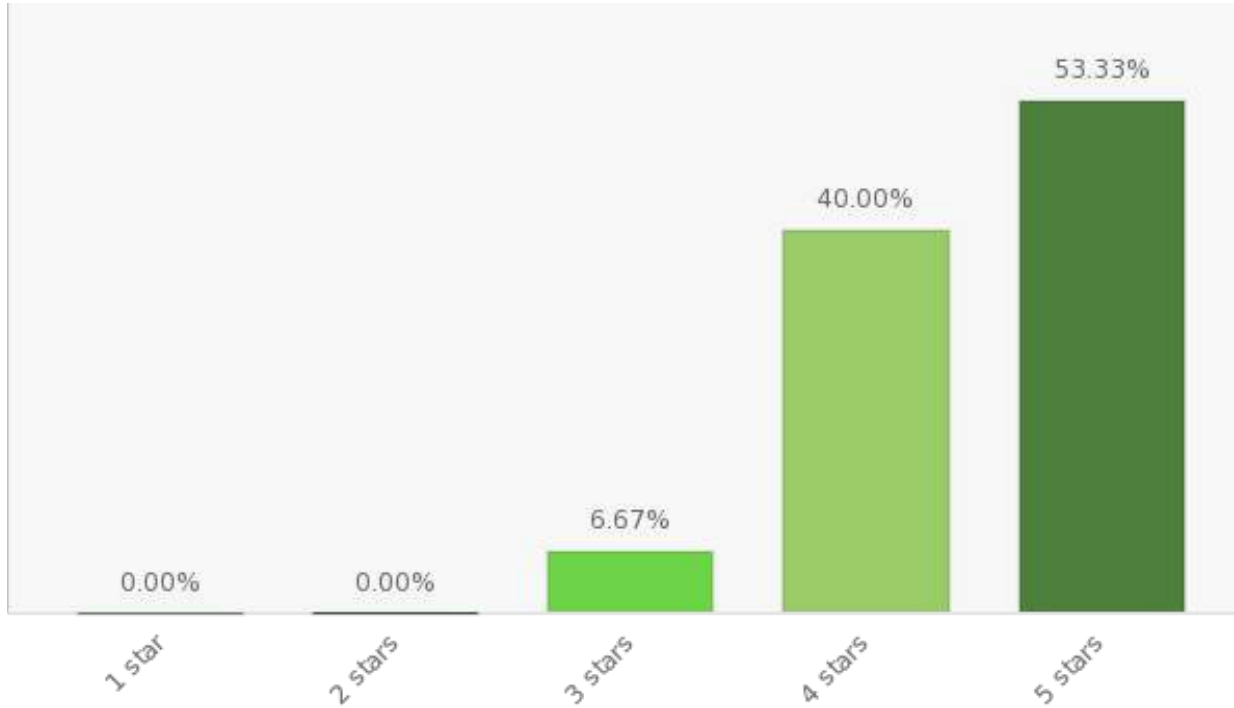
**Q.** The activity increased my existing understanding of issues in the area of Transport Sector Leadership Development



<b>AVERAGE RANK</b>	<b>MEDIAN</b>	<b>MOST COMMON</b>
4.2	4	Multiple

Star Ranking	Responses	Percentage
1 ★	0	0.00%
2 ★ ★	0	0.00%
3 ★ ★ ★	3	20.00%
4 ★ ★ ★ ★	6	40.00%
5 ★ ★ ★ ★ ★	6	40.00%
<b>Total</b>	<b>15</b>	<b>100.00%</b>

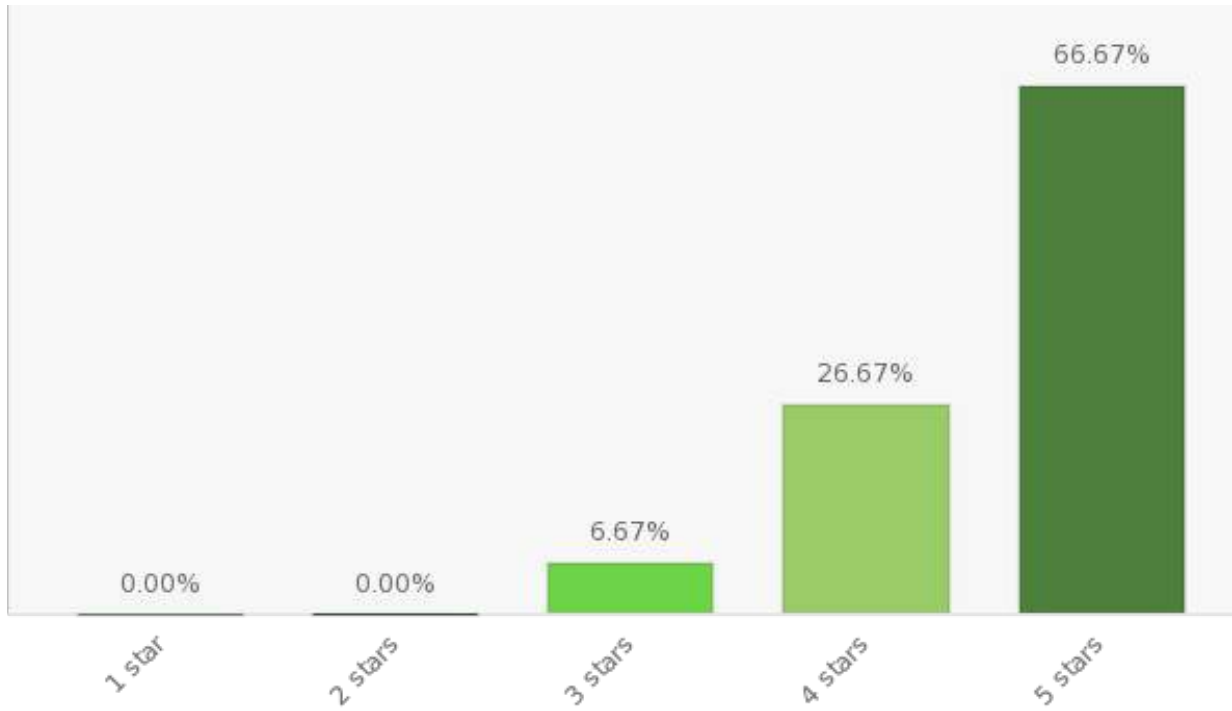
**Q.** I now have a good understanding of the AfCAP Transport Sector Leadership Development Programme.



AVERAGE RANK	MEDIAN	MOST COMMON
4.5	5	8

Star Ranking	Responses	Percentage
1 ★	0	0.00%
2 ★ ★	0	0.00%
3 ★ ★ ★	1	6.67%
4 ★ ★ ★ ★	6	40.00%
5 ★ ★ ★ ★ ★	8	53.33%
<b>Total</b>	<b>15</b>	<b>100.00%</b>

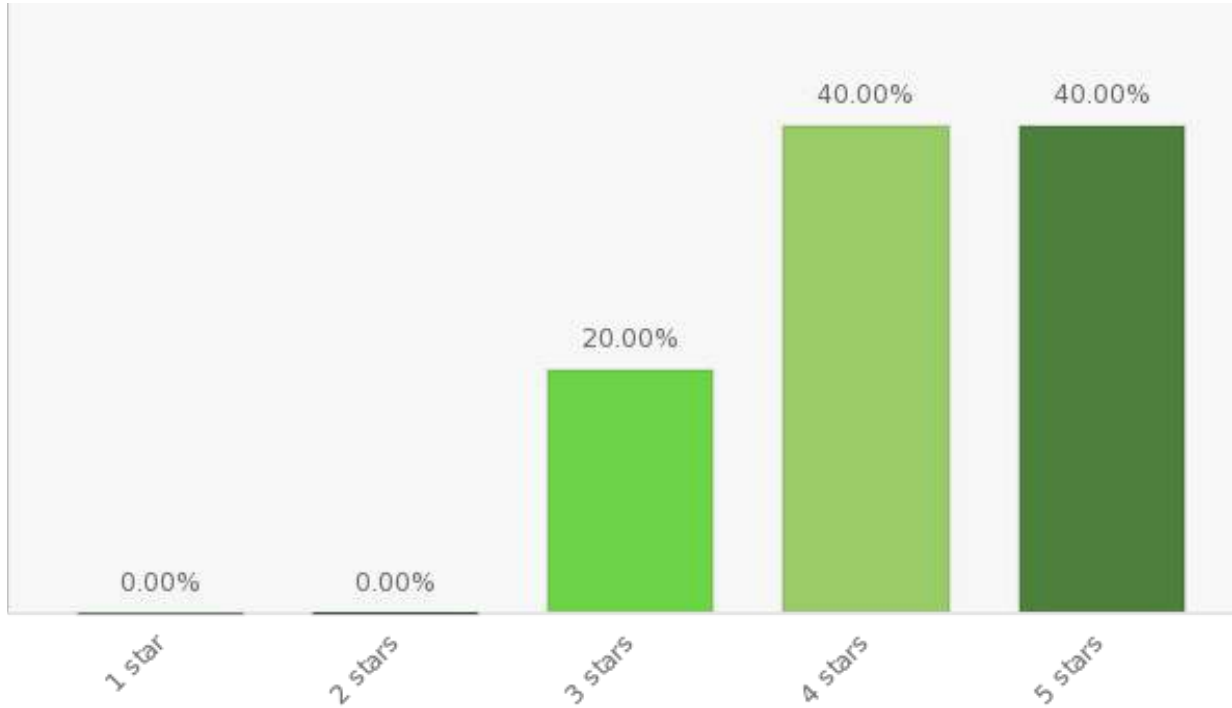
Q. Overall, how would you rate the usefulness of this workshop?



AVERAGE RANK	MEDIAN	MOST COMMON
4.6	5	10

Star Ranking	Responses	Percentage
1 ★	0	0.00%
2 ★ ★	0	0.00%
3 ★ ★ ★	1	6.67%
4 ★ ★ ★ ★	4	26.67%
5 ★ ★ ★ ★ ★	10	66.67%
<b>Total</b>	<b>15</b>	<b>100.00%</b>

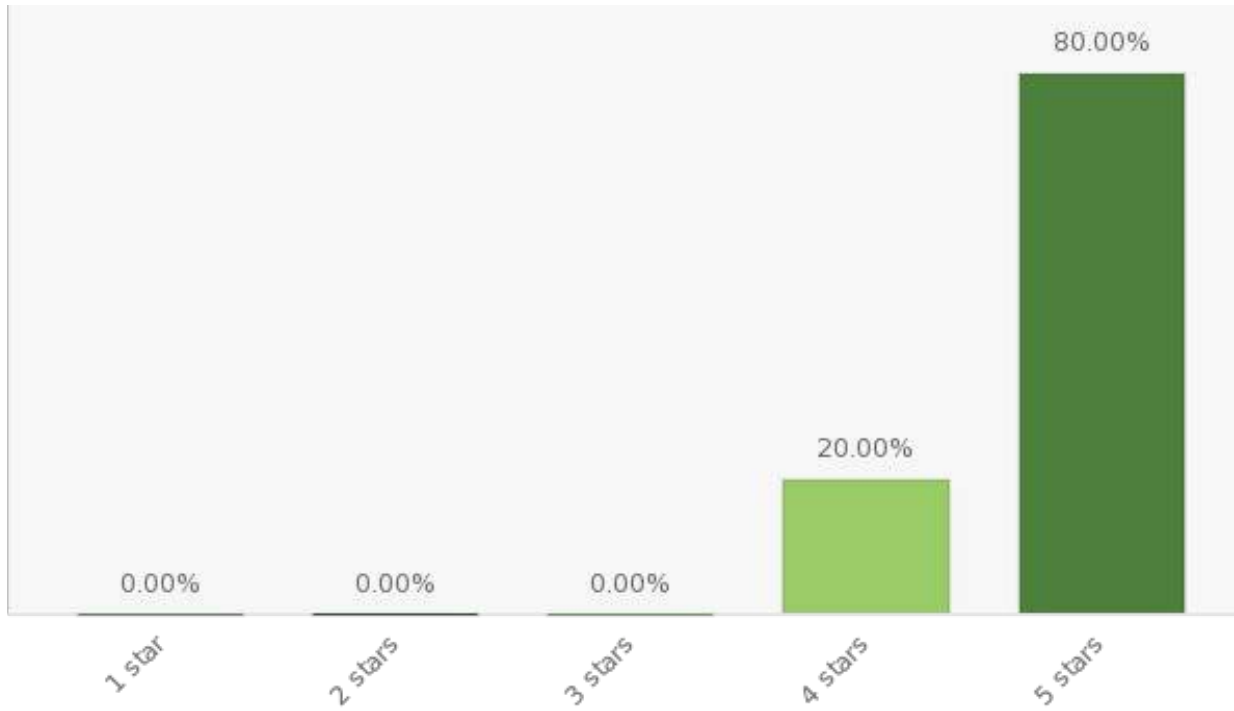
**Q.** Were you as a participant able to effectively contribute to the different sessions of the workshop?



<b>AVERAGE RANK</b>	<b>MEDIAN</b>	<b>MOST COMMON</b>
4.2	4	Multiple

Star Ranking	Responses	Percentage
1 ★	0	0.00%
2 ★ ★	0	0.00%
3 ★ ★ ★	3	20.00%
4 ★ ★ ★ ★	6	40.00%
5 ★ ★ ★ ★ ★	6	40.00%
<b>Total</b>	<b>15</b>	<b>100.00%</b>

Q. How would you rate the interactive voting system?



AVERAGE RANK	MEDIAN	MOST COMMON
4.8	5	12

Star Ranking	Responses	Percentage
1 ★	0	0.00%
2 ★ ★	0	0.00%
3 ★ ★ ★	0	0.00%
4 ★ ★ ★ ★	3	20.00%
5 ★ ★ ★ ★ ★	12	80.00%
<b>Total</b>	<b>15</b>	<b>100.00%</b>

**Q.** How could the workshop have been improved?

Email	Responses
	It was good, and I believe it delivered as intended
	No Comment.
	Not for now
	no comment
	better slide presentation
	Good enough
	More time for discussion required
	This was highly interactive and great to be a part of.
	include breakout sessions for more focussed discussions on certain aspects
	Case studies could have been introduced
	Greater participation of target group and senior managers in organisations to give perspective on what's realistic or what presents greater challenges to implementation of programme
	Gender balance
	Excellent interaction
	Ensure that results of all the voting are available.
	If more time was allowed for interactive discussion
	More information provided prior to the workshop
	Most probably putting people on the spot with the microphone to get their thoughts on the matters.
	It was great.Maybe more women as part of the team would be advisable. The voting method is excellent
	The language limitation did not allow me to contribute in the discussion, although I could

L. WORKSHOP FEEDBACK **LIVE POLL**

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	understand 95% of the issues discussed
	The workshop have improved my understanding about Leadership as well as what benefits as AfCAP is delivering to his members
	More time and awareness programs
	N/A
	The workshop have really improve and i really appreciate the way it was given and promote us with more scientific knowledge

## **Appendix D: Interim Report Executive Summary**



## **Executive Summary**

The Transport Sector Leadership Development Programme (TSLDP) aims to develop an educational programme which supports the development of future transport industry leaders in Sub-Saharan Africa. In November 2016, Mott MacDonald and the University of Cape Town were contracted by the Research for Community Access Partnership (ReCAP) to undertake Phase 1 of the TSLDP.

The project concept was developed between ReCAP and the Association of Southern African Road Agencies (ASANRA). During concept phase, the programme aims and objectives were defined and the key components established. These included a balance between road infrastructure and transport services content, in addition to gender balance and ensuring the project catered for all sub-Saharan Africa, rather than just the Southern Africa region.

So far, Phase 1 has concluded that there is a need to develop mid-level transportation professionals and support them in becoming the next generation of industry leaders. Research undertaken in the inception stage, and reported in the Inception Report and Status Report, identified that there is a prevalence amongst tertiary institutions for delivery of transport engineering courses, often with lesser focus on transport services. From a technical perspective, future leaders within the transport profession should have a broad understanding of the various components which make up the highway transport network and delivery of highway infrastructure. This requires an understanding of the contributions made by different disciplines and professions.

Management and leadership content is often not included in the existing course content, at least not to a significant extent, and would require the completion of a separate course. Interestingly, a survey undertaken as part of the development of this report identified that almost 60% of respondents (out of 75 total) identified the need to improve their managerial and leadership skills as key to their development.

At this stage, no similar course to that proposed for the TSLDP has been identified elsewhere. Future leaders need a broad skillset which crosses technical knowledge and management and leadership skills, with the ability to lead teams and effectively communicate ideas. Currently, there appears to be a lack of courses which offer these together.

The information discussed in this document will be taken forward to the Stakeholder Workshop, which is being held as part of the IRF 2<sup>nd</sup> Africa Regional Conference in Windhoek, Namibia on 13<sup>th</sup> July 2017. The purpose of the workshop is to present these findings and the ideas for the TSLDP moving forward. The aim is to generate an interactive discussion and receive important feedback from industry and potential future candidates about the suitability and feasibility of the proposed programme options.

## **Optioneering**

Several options for addressing skills and knowledge gaps have been reviewed. These include Research Masters degrees, full and part-time Masters degrees, double degrees and CPD courses. A qualitative assessment of which options are likely to satisfy the learning needs, provide a meaningful output and not be excessively onerous in terms of time or cost input for the candidate or other sponsors has been undertaken. This information is summarised in Table 0-1 overleaf.

Table 0-1: Review of TSLDP Options

No.	Option	Description	Advantages	Disadvantages	Summary and Conclusion
1	Continuing Professional Development (CPD) courses	Key topics delivered as CPD courses and could be at various locations	<ul style="list-style-type: none"> <li>Fits within the preferred timescales identified by candidates (e.g. 1-2 weeks travel at a time).</li> <li>Fits within the preferred timescales identified by ReCAP for implementation.</li> <li>Could be done remotely through online courses.</li> <li>Lowest cost option.</li> </ul>	<ul style="list-style-type: none"> <li>Unlikely to achieve the required learning outcomes as candidates will only get an overview of each topic.</li> <li>Many CPD courses do not include assessments, so potential for lack of motivation to learn the course content – i.e. no risk of failure.</li> <li>Creates a risk of the course not being taken seriously by candidates and becomes considered ‘a perk’ and an opportunity to travel.</li> <li>No qualification at the end of the process so limited value.</li> <li>Unlikely to be able to convert or contribute credits towards a degree retrospectively.</li> <li>Unlikely to offer value for money – i.e. Degree option may be more expensive but gives a recognised qualification.</li> </ul>	<ul style="list-style-type: none"> <li>Fits within the timeframes available both from a candidate and ReCAP perspective.</li> <li>However, it lacks on the quality of its learning outcomes and candidates are unlikely to benefit from it to the same extent as a formal degree course.</li> <li>No qualification on offer, just CPD hours. Unlikely to benefit candidates in the long-term and course risks becoming seen as a perk and opportunity to travel, rather than a career-improving programme.</li> <li>Whilst it would be the lowest cost option, its value for money is considered poor given the limited benefits and lack of a recognised qualification.</li> </ul>
2	Full-time Masters degree	Full-time Masters degree course delivered and accredited by one University	<ul style="list-style-type: none"> <li>Meets learning requirements (may only be partially achieved depending on degree; see disadvantages)</li> </ul>	<ul style="list-style-type: none"> <li>Expensive.</li> <li>Onerous in terms of time input from candidates as it requires full-time attendance at University (also adds to expensive if payment of accommodation costs etc. is required).</li> <li>No existing degrees offer the breadth of content required so would need more than one course or a new degree to be developed.</li> </ul>	<ul style="list-style-type: none"> <li>Expensive and onerous on candidates who would have to combine it with full-time jobs.</li> <li>Employers may be unlikely to release candidates of mid-level seniority for the time required.</li> <li>No existing degrees cover all the learning needs, so more than one course or a new degree would be required.</li> </ul>
3	Part-time Masters degree	Part-time Masters degree course delivered and accredited by one University	<ul style="list-style-type: none"> <li>Meets learning requirements (may only be partially achieved depending on degree; see disadvantages)</li> </ul>	<ul style="list-style-type: none"> <li>Expensive.</li> <li>Lacks flexibility in its delivery (i.e. unlikely to be modular) so candidates may need to attend University 1 or 2 days per week, adding significant travel costs.</li> </ul>	<ul style="list-style-type: none"> <li>Expensive, particularly if a lot of travel is required, but less onerous on candidates than the full-time option.</li> <li>Lack of modularity may mean candidates need to attend University regularly (i.e. once or twice per week).</li> </ul>

No.	Option	Description	Advantages	Disadvantages	Summary and Conclusion
4	Research Masters degree	Research-based degree course delivered and accredited by one University	<ul style="list-style-type: none"> <li>n/a</li> </ul>	<ul style="list-style-type: none"> <li>No existing degrees offer the breadth of content required so would need more than one course or a new degree to be developed.</li> <li>No skills transfer.</li> <li>Too focussed on a specific area so would lack the variety of content required by this programme.</li> <li>Expensive.</li> </ul>	<ul style="list-style-type: none"> <li>Employers unlikely to release candidates of mid-level seniority for the time required.</li> <li>No existing degrees cover all the topics, so more than one course or a new degree would be required.</li> <li>Focuses in detail on a small topic, so will not cover the breadth required by this programme.</li> </ul>
5	Two-thirds Research degree	Variant on the above delivered and accredited by one University	<ul style="list-style-type: none"> <li>n/a</li> </ul>	<ul style="list-style-type: none"> <li>No skills transfer.</li> <li>Too focussed on a specific area so would lack the variety of content required by this programme.</li> <li>Expensive.</li> </ul>	<ul style="list-style-type: none"> <li>Focuses in detail on a small topic, so will not cover the breadth required by this programme.</li> </ul>
6	Joint Degree	Module based Masters degree delivered by two or more Universities and accredited by one of them	<ul style="list-style-type: none"> <li>Meets learning requirements.</li> <li>Provides an international perspective by including modules at international universities.</li> <li>Takes advantage of the strengths of different universities across the various disciplines.</li> <li>Can be delivered part-time and modularly to make participation easier for candidates.</li> <li>Timeframe can be extended from 2 years to 3-4 years if the candidate requires for personal or financial reasons.</li> <li>Networking opportunity for candidates at each module .</li> </ul>	<ul style="list-style-type: none"> <li>Expensive, but less than a full-time degree where permanent university presence would be required.</li> <li>Some administrative work required at the outset to setup the agreements between the universities involved. For this reason, there is a benefit in keeping the number of university partners low to simplify this process, at least to begin with.</li> </ul>	<ul style="list-style-type: none"> <li>Offers a recognised qualification which can benefit from the strengths of various Universities, including those outside SA and SSA.</li> <li>Flexible delivery which is module based and can be adapted to suit candidates needs.</li> <li>Costly but less than a full-time or part-time Masters.</li> <li>Better value than spending money on CPD hours for high-level training and no qualification.</li> </ul>

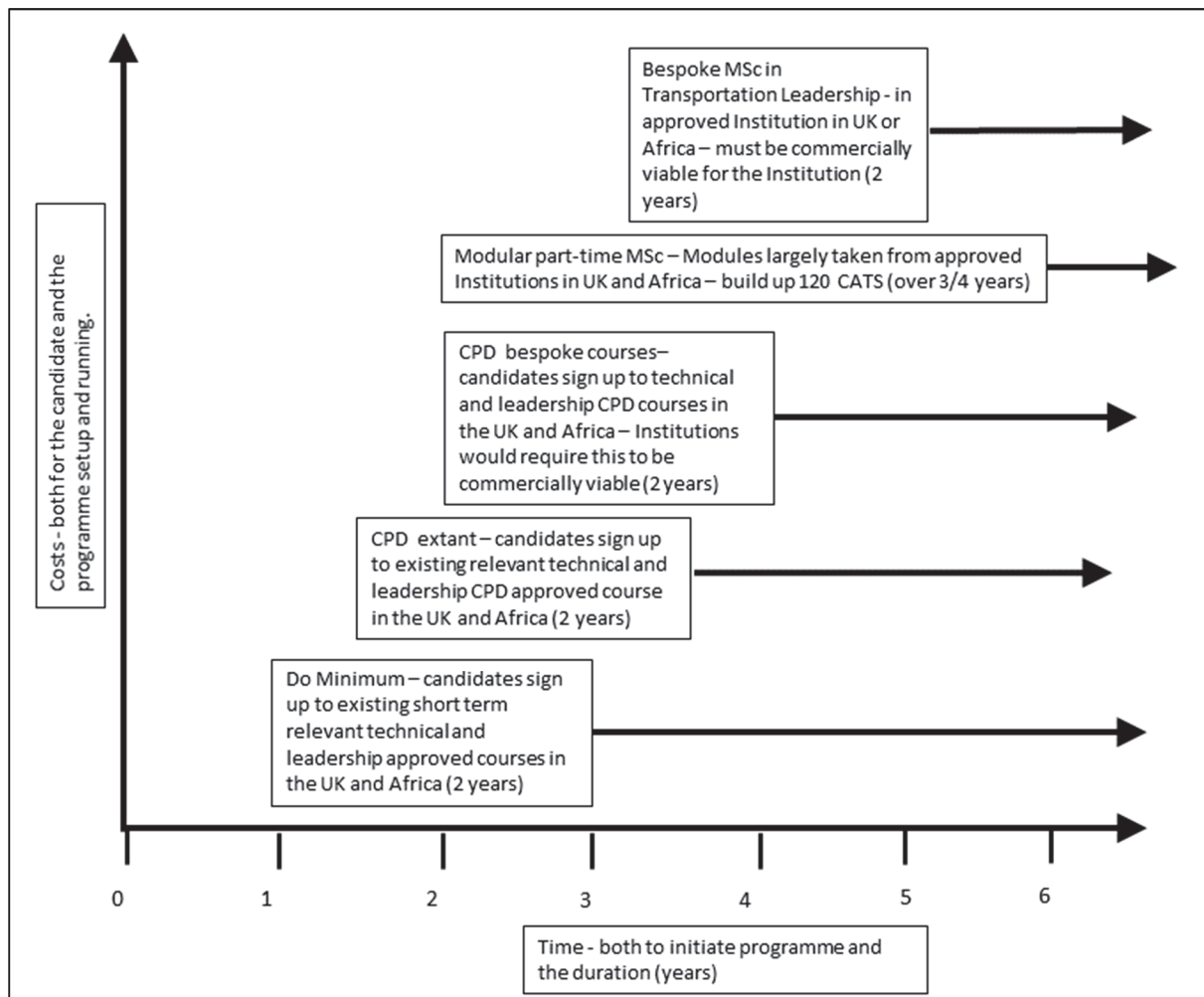
No.	Option	Description	Advantages	Disadvantages	Summary and Conclusion
7	Double Degree	Module based Masters degree – two degrees delivered by two Universities (i.e. degree obtained from both)	<ul style="list-style-type: none"> <li>• Meets learning requirements.</li> <li>• Provides an international perspective – i.e. can include modules at international universities.</li> <li>• Takes advantage of the strengths of different universities across the various disciplines.</li> <li>• Can be delivered part-time and modularly to make participation less onerous.</li> <li>• Timeframe can be extended from 2 years, to 3 or 4 years if the candidate requires due to personal or financial circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>• Expensive, but less than a full-time degree where permanent university presence would be required.</li> <li>• Increases administration difficulty as two universities involved in awarding degrees, rather than just one awarding university under the Joint Degree option.</li> <li>• Not an option in some countries, e.g. South Africa.</li> </ul>	<p><b>Summary and Conclusion</b></p> <ul style="list-style-type: none"> <li>• Offers similar benefits to the Joint Degrees above.</li> <li>• Administration input is greater as two Universities each give a degree for the course.</li> <li>• Not available in all countries.</li> </ul>

### Option Selection

A major constraint on the implementation of the programme is time availability. As shown in the chart below, developing and implementing programmes of this nature, in particular when they are accredited and/or qualification-giving, can take at least 2 years. This time is required to develop the programme and take it through the necessary accreditation processes within tertiary institutions for the setting up of new courses.

However, there is a need to have a programme in place before the end of ReCAP in 2020. The option that fits this timescale involves running TSLDP as a CPD programme. In the longer-term, for sustainability and benefit to candidates, it is likely that the programme should continue development into a Masters degree giving programme – whether it is a bespoke or a modular part-time MSc.

**Table 0-2: TSLDP Implementation and Cost Chart**



### Programme Content and Delivery Structure

Initially the programme will need to be delivered through a series of CPD courses, which will need to be run through existing tertiary institutions, private training organisations or professional institutions. The proposed topics are shown in the table below and these mirror those required under the Degree option. The difference between the CPD and Degree option is the topics will be covered in less detail and there is usually no requirement for coursework, projects or a final dissertation under the CPD programme.

For the Degree course, this can be delivered over a two year period with approximately 4 modules in each academic year. Given the modular set-up of the programme, this could potentially be extended

to 3-4 years, if candidates required this timeframe. It is anticipated that each module would require approximately 2 weeks contact time at the University and 6 weeks working from the candidate's home country on projects and other coursework. Several key disciplines have been identified to form the TSLDP module structure, which are summarised in the table below.

**Table 0-3: Topic/Module Content**

	Module	Module Content Description
Electives	<b>Transport/Technical</b>	
	Road Engineering	Route selection; geometric design; junction design; pavement and materials engineering; drainage design; equitable road space design (i.e. considering all road users); importance of design coordination between disciplines; low-volume rural roads; safe road design; public space design. <b>*Project:</b> CAD-based design project.
	Transport Systems	Whole system design (i.e. complexity of running a transport system); non-motorised transport and operations; public transport design and operations; traffic engineering; traffic management and control; traffic safety (i.e. accident rates, reporting and education); road user behaviour. <b>*Project:</b> traffic simulation modelling problem-based project.
	Transport Policy	Transport policy and legislation; transport institutions; drivers for change (i.e. national policy, finance availability etc.); gender bias/hidden agendas/corruption; urban and rural planning; land use planning; demand/supply analysis (i.e. travel demand modelling). <b>*Project:</b> GIS problem-based project based on travel demand modelling.
	Asset Management	Road asset management; road maintenance strategies; road maintenance funding mechanisms; HDM 4 (and others). <b>*Project:</b> road asset management systems problem-based project (e.g. HDM 4).
	Project Assessment	Sustainable development; sustainable development goals (SDG); New Urban Agenda; environmental impact assessment including climate change; social impacts; economic impacts. <b>*Project:</b> Transport impact assessment.
	Project Procurement	Project funding (IFI's etc.); project appraisal; cost-benefit analysis; multi-criteria analysis; sustainable livelihood approach; appropriate technology (e.g. labour-based construction); GIS/visualisation. <b>*Project:</b> Problem-based project around project appraisal.
Mandatory	<b>Leadership/Managerial</b>	
	Effective Leadership	Introduction outlining what being a transportation leader is about; best practice; critical thinking; systems thinking; ethical behaviour; complexity and uncertainty around large projects; sustainable development goals (SDG) and governance. <b>*Project:</b> case study on the above linking development with transport.
	Management and Mentoring	Talent management; situational leadership; coaching skills; skilful and effective communication and collaboration; mapping motivation; gender awareness and diversity training; performance management. <b>*Project:</b> event based around team-working.
	Project Management	Risk and uncertainty analysis; project programming; financial accounting/budgeting/costing; project lifecycle assessment; contracts and change control; quality control; resource management; health and safety; project administration and reporting. <b>*Project:</b> Problem-based project around programming, resourcing and costing.
	<b>*Dissertation</b>	
	Research Project	Introduction course on research methods and knowledge management, including evidence-based decision making; summary course on statistics. <b>Project:</b> Topic to be confirmed by candidates but to be based on a subject from TSLDP

\* Not required as part of a CPD programme.

### Costs

For the CPD programme, the cost is expected to be in the region of GBP 29,000 per candidate, which covers an estimated GBP 14,000 in course fees and GBP 15,000 in travel costs.

For the Degree course option, it is recommended that TSLDP be offered on an 'Executive' basis given the target candidates the course aims to capture. Running a course on this basis, and charging Executive fees, means the cost will be higher. However, the higher fees permit the Universities to

offer a better experience, which can include engaging external industry experts as guest lecturers and the costs of accommodation, meals and stationary etc. This will likely make the course more attractive to prospective candidates, particularly given they are mid-level/senior professionals, rather than the conventional student base.

Given the nature of the joint degree in TSLDP, the final course fees may be an average of the fees charged by the different institutions - if based in UK/international and South Africa, a preliminary estimate would be GBP21,000 in tuition fees. Given the modular and international nature of the proposed programme it is expected that, on top of the tuition fees, about GBP 15,000 in travel, accommodation and subsistence will be needed for each participant, with a total investment of GBP 36,000 for the degree delivered on an 'Executive' basis. This is compared to GBP 30,500 for a standard offering.

### **Candidate Selection**

A draft scoring matrix has been developed and is shown in the main report. The purpose of this is to define criteria against which candidates can be evaluated and help ensure the best candidates, who are likely to become future leaders, are selected. This will be tested in the next stages of the project before being finalised, to ensure it provides logical results in candidate selection.

### **Stakeholder Workshop**

The Stakeholder Workshop has been confirmed to take place at the IRF 2<sup>nd</sup> African Congress in Windhoek, Namibia on the 13<sup>th</sup> July 2017. The proposals outlined above will be put forward to the stakeholders for feedback, with a view towards this finalising the recommendations to go into the Final Report, currently scheduled for submission in September 2017.