South-West Pacific Hydrographic Commission (SWPHC)
Hydrographic Leaders Programme (HLP)

Evaluation of the pilot programme
March 2022 – February 2023

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1. Purpose of the evaluation

The purpose of the evaluation of the Hydrographic Leaders Programme (HLP) is to:

- Learn from this pilot programme and apply the learning to future programmes.
- Assess the impact of the programme against the programme's intermediate outcomes.
- Make recommendations about what other interventions or actions taken by the South-West Pacific Hydrographic Commission (SWPHC) will facilitate the achievement of the intermediate outcomes.
- Propose milestones against which continued progress can be measured.

2. Target audience for the evaluation report.

- SWPHC Hydrographic Leaders Programme (HLP) Steering Group.
- Programme participants.
- Programme mentors (who are senior stakeholders for the region).
- Regional Hydrographic Commissions (RHCs) for other regions and the International Hydrographic Organisation (IHO).

3. Summary of recommendations

- There is evidence that investing in hydrographic leadership development makes a positive contribution to building a leadership pipeline that represents the nations of the region. A leadership programme is an important part of achieving this and needs to be part of a group of activities with this aim and be actively led at the most senior level in the region.
- The evaluation of the pilot suggests that the core elements of the programme are the right ones. These elements are: an active and engaged Steering Group, a Programme Convenor, weekly meetings, a mentor programme, workshops focused on behavioural and technical leadership skills, and the opportunity to work together as a group of participants on real issues faced by the region.
- Running the programme online works. The report includes recommendations to improve the experience of participants from that of the pilot programme. A face to face event during the programme would have a significant positive impact on building a participant network and on group and individual learning.
- Maintain a principle of the programme being development focused and not on participant evaluation or assessment.
- Recommended programme improvements from the pilot include:
    - run the programme over six months and be clearer about participant expectations including time commitment;
    - carry out the work of the programme primarily during participant working hours;
    - invest more time and activity in supporting the group to get to know one another better;
    - include more time on the programme working together on real issues;
    - provide more structure and support for the mentor programme.

- It is critical that the mentoring programme works for a higher percentage of the group than it did on the pilot. The evaluation data shows that those for whom the programme had a significant impact for the individual and in line with the programme's outcomes had a productive relationship with their mentor.

4. Sources of data and methodology

The evaluation is based on three sources of data:

- Questionnaires. Two online questionnaires were used to gather quantitative and qualitative data. One focused on the mentoring programme. Programme mentors and mentees (programme participants) completed a questionnaire mid-way through the programme. The second questionnaire gathered information from programme participants at the end of the programme.
- 1:1 interviews with participants. These were conducted early in the programme to capture participant learning needs, and at the end of the programme to find out what they had learned and their recommendations for improving the programme.
- Observations made by the Programme Convenor and captured throughout the programme.

5. Programme outcomes

This evaluation focuses primarily on the findings from data that measures the effectiveness of the programme inputs, activities and outputs described in the Theory of Change (ToC). The complete ToC is attached as Annex 1.

From right to left the ToC describes:

- Long term outcomes – the longer strategic impact of the work. These are connected to the strategic aims of the IHO and the UN's Shared Guiding Principles for Geospatial Information Management.
- Intermediate outcomes – describes the shorter to medium term impact of the activities. In this ToC these are focused on the participants and the programme stakeholders.
- Outputs – the tangible short term results of the activities.
- Activities – the activities that will be carried out.
- Inputs – the resources that need to be input to the programme, and who contributes those resources.

The Steering Group reflected that having a ToC was very helpful in keeping their focus on the programme's context, purpose and provided a framework against which to assess progress.

6. SWPHC Hydrographic Leaders Programme Overview

6.1 Purpose

The purpose of the programme is to build a leadership pipeline for the representation of hydrographic activity in the South-West Pacific region and recognise the significant contribution that Pacific Island Countries offer in this domain.

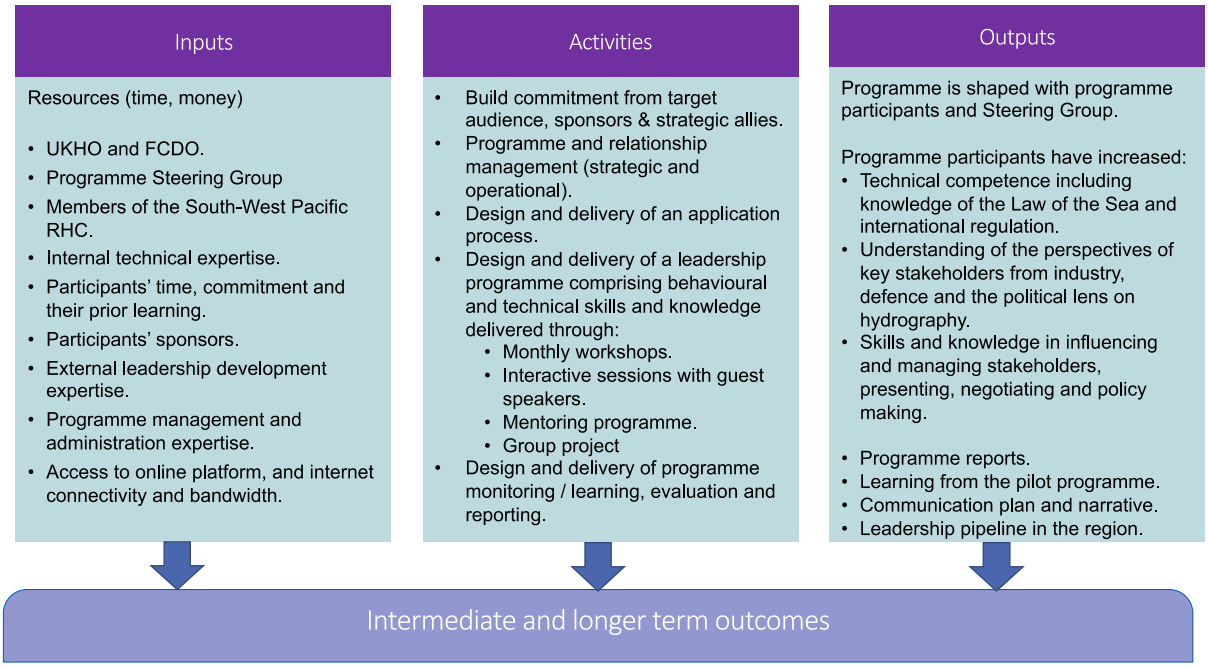
The programme was delivered under the auspices of the South-West Pacific Regional Hydrographic Commission. The pilot was funded by the UK government.

6.2 Target audience

For the pilot programme the aim was to recruit c.15 individuals from across the region with the potential to represent their nations in bilateral and multilateral fora.

6.3 Programme structure (more detailed structure in appendix 2).

This section describes the programme structure through its inputs and activities described in the programme's Theory of Change. Evaluation of the programme outputs is in section 8.



7. Programme inputs

7.1 Programme leadership and management

The core programme management structure of a Programme Convenor reporting to a Steering Group works well. It supported effective strategic and operational management of the programme.

7.1.1 Programme Steering Group

The Steering Group (SG) comprised senior representatives from the SWPHC Primary Charting Authority (PCA) nations and one member from a Pacific Island nation who did not participate in meetings. An active SG is critical to the success of the programme, and to ensuring that learning is connected to the strategic goals of the Regional Hydrographic Commission, that the learning can be sustained beyond the lifetime of the programme and built on over time.

In practice the representative of the nation funding the programme on the Steering Group (the UK for this pilot) has additional management and reporting responsibilities, and acts as the programme Senior Responsible Officer (SRO).

More broadly it would be good to increase the profile and achievements of the group amongst regional stakeholders.

What worked

- Small SG (six or seven people) comprising senior leaders from the region and chaired by the Chair of the Regional Hydrographic Commission. This group was involved in the initial design of the programme, selected the participants, identified mentors and matched participants to mentors.
- Some SG members were programme mentors. This enabled them to develop a greater understanding of the programme, its effectiveness and impact.
- Monthly one hour SG meetings focused on a progress report submitted by the Programme Convenor to the SG ahead of the meeting.
- SG members running sessions on the HLP. On the pilot programme these focused on working with the IHO, and on participating in working groups (regional and IHO).

Recommendations for improvement

- Active participation that mirrors more closely the nations represented by the participants i.e. on the pilot programme an active member from a Pacific island nation. This was the intention on this programme but didn't happen in practice. On a future SWPHC HLP I recommend that in addition to a senior representative from a Pacific Island nation an experienced participant from this group be invited to join the Steering Group.
- A session with participants and the Steering Group, (and without the Programme Convenor?) halfway through the programme to review their shared experience of the programme and to agree expectations and direction for the second half of the programme, and how the learning will be sustained once HLP is finished.
- One way of increasing the profile of the group within the region is to invite stakeholders to some Steering Group meetings.

7.1.2 Programme Convenor

The Programme Convenor reports to the Steering Group and is responsible for:

Strategic management of the programme

- Managing the relationship with the participant cohort. In this role the Convenor acts as a neutral facilitator with the primary aim of facilitating the cohort's learning.
- Deepening understanding of the participants' learning needs and taking action to develop the programme in response to those needs.
- Engaging contributors including briefing mentors and guest speakers so that their work with the cohort has the best chance of meeting their learning needs and contributes to the achievement of the programme's intermediate and long term outcomes.
- Programme reporting and communications to the Steering Committee, monitoring progress and evaluating the pilot programme.
- Noticing and sharing (with SG and programme mentors) themes and patterns related to cohort learning needs and to what is happening in the wider system that has an impact on the achievement of the intermediate objectives.

Operational management of the programme

- Programme logistics which includes scheduling of cohort weekly meetings, speaker led and workshop sessions, mentor briefings and check-in meetings.
- Designing and co-designing with the group the agenda and content of cohort weekly meetings.
- Circulating materials ahead of and following meetings and workshops.

What worked

The Programme Convenor role:

- Creates a sense of community amongst the participants and the wider group which also includes the programme mentors and the Steering Group.
- Connects the work of the programme to the intermediate and longer term outcomes.
- Amplifies the voice of the cohort in fora where cohort members are not present.
- Provides overall programme management.

Several participants commented that they appreciated the fact the Programme Convenor was not judgemental nor was their development being assessed. They also valued the Convenor making contact and inviting them back into the group when they had missed some meetings or events through work and / or personal commitments. It made it easy to re-join.

Recommendations for improvement

Appoint a Programme Convenor who is in the same time zone as the participants or a time zone which enables sessions to be run in participant core working hours. The challenges with technology and consistent attendance were exacerbated by sessions which for some participants were outside core working hours and hours where they could access workplace IT infrastructure.

7.2 Participants' time and commitment

Overall there was a high level of engagement and participation in the programme. The number of participants regularly attending weekly meetings decreased in the last three months of the programme when the programme had lost some of its focus (see section 7.5 below).

The majority of the programme activities were delivered from the UK which meant that most participants were attending weekly meetings and workshops in the evening. This put additional strain on them in terms of regularly extending their working hours and exacerbated technology and connectivity issues.

Recommendations for improvement

I recommend establishing a schedule of phase 1 workshops (see section 7.5) at the start of the programme and identifying workshop leaders from a range of countries, some of which are in the same time zone as the participant group. In addition to increasing the number of events that take place in the working day, this also brings perspectives and approaches from a range of nations to the group.

Engage participants' managers in the programme. This could include a briefing session on the programme's aims, time commitment and applying their learning back at work. This would be particularly helpful to those in technical and more junior management roles.

7.3 Access to online platform and assessment of internet connectivity and learning technology that can be used.

The programme was run online using MS Teams for all workshops, speaker led sessions and meetings.

The evaluation has highlighted three recommendations to improve the participant experience in relation to technology:

- Assess whether MS Teams is the most appropriate platform for the programme cohort. It is widely used internationally and has features (such as breakout rooms) which support learning events. It has high internet bandwidth requirements, including updating the software so can be challenging particularly if participants need to access it outside working hours.
- Provide access to training on the online platform at the start of the programme. I recommend all participants attend this as part of their induction to the programme.
- Set up an online working space where the programme schedule is easy to access along with documents and recordings.

7.4 Selection process and make-up of participant group

The Steering Group requested applications from within the region and selected candidates from the responses received. The call for nominations is attached as Appendix 2. In addition to the call for nominations a programme information session for potential participants and their sponsors would support all parties making a more informed choice about participating.

The cohort comprised sixteen members from twelve nations. The group was diverse in terms of nationality, context (e.g. level of maturity of national hydrographic services and infrastructure, which government department hydrographic services report to in-country, type of IHO membership), personal experience, technical specialism, age and stage of career development. The diversity of the group was valued by the cohort. Further analysis of the programme's impact against the longer term outcome of contributing to the Joint Canada-IHO Project *Empowering Women in Hydrography* goals is in section 9.

7.5 Programme design, structure and content

The programme had two phases.

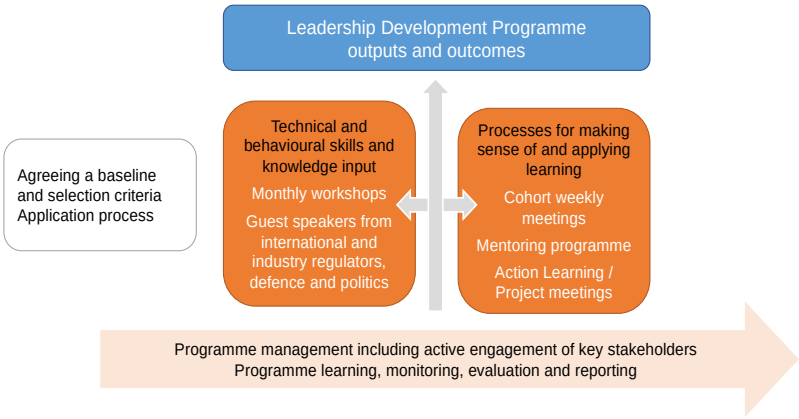
Phase 1 (elements 1 – 3 below)
Includes putting the building blocks and core structure in place:

- The programme roles: establishing a Steering Group, selecting a cohort and a programme convenor.
- Designing and delivering underpinning processes and some defined content: regular cohort meetings; workshops on behavioural skills, and technical skills and knowledge; setting up mentoring relationships (including briefing and support for mentors and mentees.)

Phase 2 (elements 4 – 6 below)
The second phase was co-created with the cohort, and included a mix of workshops, guest speakers and a group learning project.

Eight elements:

1. Cohort
2. Mentoring programme
3. Workshops
   - Right Conversation
   - Law of the Sea
   - Hydrographic Governance
4. Technical developments
5. Guest speakers
6. Project learning
7. Evaluation
8. Listening



What worked

The underpinning principles of having planned activities and the flexibility to respond to the needs of the group worked well.

The core activities which created the programme's structure were effective. In practice these were:

- One hour weekly cohort meetings facilitated by the Programme Convenor.
- Mentoring programme.

- Workshops on a mix of technical and soft skills topics.
- Guest speakers.
- Group project.
- Celebration event.

Recommendations for improvement

- Run the programme over 6 month timeframe and communicate the timeline and programme activities clearly from the start and throughout the programme. The programme lasted eleven months rather than the planned six months. There are two reasons for this:
  - The Hydrographic Governance workshops ran in October 2022 based around the availability of the trainer.
  - The group project was directly linked to SWPHC20 – the Regional Hydrographic Commission annual meeting. SWPHC20 took place in February 2023 which meant the work for the group project also sat outside the initial six month timeframe.
- As referenced earlier in this report the overrunning of the programme had a negative impact on participant engagement. There is consistent feedback from the participant evaluation questionnaires and the 1:1 conversations that it would have been helpful if the programme had been shorter and had a clearer and more effectively communicated structure in its last three months.
- Build in more time and opportunity to the programme structure for the participants to get to know one another better (see paragraph 7.6.1 below).
- Include a face to face meeting in the programme design. Ideally this would happen in the first two months of the programme and would include at least one of the phase 1 workshops plus time to work together on real issues and for getting to know one another and each other's context.

7.6 Programme activities

Below is a description of the activities with an assessment of what worked and recommended improvements in how they were run. This assessment is based on the observations of the Programme Convenor, and feedback from participants, programme mentors and Steering Group members. In section 8 of this report the impact of the activities is evaluated using feedback from participants and programme mentors.

7.6.1 One hour cohort weekly meetings at the same time each week

The purpose of these meetings was to:

- Build a network amongst the programme participants. The sessions included discussion in the whole group and in smaller breakout groups.
- Provide space and structure for participants to reflect on their learning from the programme content.
- Provide training in areas where there is a match between the skills and knowledge of the Programme Convenor and the needs of the participant group. On the pilot programme we worked together on making contributions to meetings, and on presentation skills.

- Plan and carry out some of the work of the group project.

The regular timeslot was also used as a space for some of the guest speaker slots.

What worked

The regular time slot helped to:
- Build relationships among the cohort.
- Keep the programme's core aim, intermediate outcomes and overarching design in focus.
- Build in space to reflect on learning and to prepare for workshops and sessions with guest speakers.

NB The weekly cohort meetings didn't take place in weeks where workshops were being run to help manage participant capacity issues.

Recommendations for improvement

- Use more of the time in these sessions focused on participants knowing more about each other as people, their context and their work.
- Plan when the weekly meetings will and won't run ahead of time so that participants have a clearer view of the programme schedule.

7.6.2 Mentoring programme

Each participant was assigned a mentor at the start of the programme. The Steering Group matched mentors and mentees. Criteria included matching participants with mentors who are not from their nation's Primary Charting Authority; where candidates and mentors were known matching areas through understanding shared interests and different approaches to maximise the potential for learning.

The evaluation of the mentoring programme below is informed by data from two questionnaires (midway and at the end of the programme), meetings and conversations with participants and mentors, email correspondence with mentors and mentees and discussions with the Steering Group (three of whom were programme mentors).

The learning of mentees and mentors from their work together is captured in section 8.

Role of the mentors

Mentors support individual members of the cohort by:
- Encouraging and empowering their personal development
- Increasing confidence in a leadership role
- Providing a broader regional and truly global perspective

Mentoring programme evaluation

Summary of findings

- Half the mentoring relationships were sustained throughout the programme. The other half didn't start work together or met once or twice during the lifetime of the programme.
- In all the relationships that were sustained mentees rated the relationship as useful (4/5) or very useful 5/5). Half of these relationships were described by the mentees in one to one conversations as transformative.
- Half the mentors had been mentors before and none of the mentees had previous experience of being mentored.
- The content of discussions included a mix of leadership topics, general work challenges and technical challenges.

What worked

- Including mentoring as a key part of the programme. There are two reasons for this:
    - The benefits to the individual mentees and mentors.
    - The engagement through the mentoring programme of senior stakeholders. This engagement strengthens their understanding of the programme's aim and outcomes, their investment in the individual mentoring relationship, and the opportunity to network with other programme mentors.
- Establishing the mentor relationships early in the programme. This enables mentees and mentors to work together throughout the programme and be supported by the Programme Convenor when requested.
- Briefing both the mentors and the mentees.
- The principle that the relationship is driven by the mentee.
- The mentors included senior women leaders in hydrography. This is important as it provides programme participants and the wider stakeholder network with role models.

Recommendations for improvement

I would not expect all mentoring relationships to work however the percentage that do work would be increased through implementing the following changes:

- Brief mentors and mentees together. This means that the messages, meeting structures and support available are heard by everyone together and at the same time.
- Offer more structure and suggestions for areas where the mentor and mentee might work together particularly at the start to help establish the relationship.
- Match early in the programme but work with mentees to support them to identify what they would like to get from a mentoring relationship ahead of the matching process.
- Have a gap in hierarchical levels but not too big a gap that it gets in the way of a productive relationship.
- Keeping mentors up to date more frequently through check-in meetings and emails about the work of the mentees on the programme.

7.6.3 Workshops

All participants reported that the programme was right to include a mix of technical and behavioural skills and knowledge training. Three core workshops were designed and delivered for the cohort: Great Conversations, The Law of the Sea and Hydrographic Governance.

- Most of the participants rated the Great Conversations workshop as highly effective and wanted the programme to include more behavioural skills training of this kind.
- The Law of the Sea was very well received by the group, in particular the group work enabled them to apply their learning and to get to know one another better.
- Learning from the Hydrographic Governance workshops included deepening understanding of the need to coordinate this work nationally and who to involve in that, and the connection between governance, technology and product development.

Recommendations for improvement

This is a leadership programme not a technical skills programme. To help position the programme, and to inspire the participants to shape the programme with the Convenor and Steering Group, I recommend at the start of the programme mapping the field of hydrographic leadership. This could include:

- Positioning the strategic context and impact of hydrography in the region and globally.
- What leadership includes – leading and influencing people (internally and externally), performance and programmes of work.
- Core leadership skills.

7.6.4 Speaker led sessions

The topics for these sessions arose out of the requests made in the one to one conversations with the Programme Convenor in April 2022. Four sessions were run and were well received:

Hilary Thompson, Executive Director Australian Hydrographic Office and member of the SWPHC HLP Steering Group ran two sessions with the group on:

- The SWPHC plan to increase their awareness of what's in the plan and how the group can contribute to the achievement of some of the objectives.
- An outline of the work of the SWPHC and IHO working groups and the opportunity to match individual participants interests to working groups. Hilary then supported participants to join appropriate working groups.

Adam Greenland, SWPHC Chair and National Hydrographer New Zealand ran a session with the group on working with the IHO to help them to:

- Know more about the work, history, purpose, structures and current priorities for the region of the IHO.
- Understand the expectations of working group and committee members – roles, procedures, behaviour and etiquette.

- Identify the skills and knowledge needed to be a member of a working group or to chair a committee.

Abri Kampfer, Director IHO and Leonel Manteigas, Assistant Director IHO ran a session with the cohort which focused on five topics identified by the group ahead of the session:

- IHO Membership.
- Working Groups.
- Attending IHO meetings from this region.
- Leadership and influencing charting authority nations.
- The focus of capacity building and bringing new talent into hydrography.

7.6.5 Group project

The group's description of their experience of defining the group project is below:

The cohort were given a brief by the SWPHC Steering Committee to run a session on a topic of our choosing at the SWPHC20 in February 2023. Initially it seemed like a difficult task, lots of ideas were discussed within the cohort. Whether to present something we had been working on in the programme? Technical vs non-technical topic? Leadership in general? Interactive or a presentation?

Quite quickly we decided that we couldn't present a technical subject given the wide range of expertise and backgrounds within the group. We also agreed that we wanted our chosen topic to be focussed on the Pacific region, and in particular the Pacific Island States.
Given the diverse range of voices from across the SW Pacific Region and our mission on the programme of developing a more diverse group of leaders, we decided to make use of these voices and share the challenges and experiences of the members of the cohort from the Pacific Islands countries.

The group designed the session including the presentation made at SWPHC20 comprising:

- Presentation to main group on the "Challenges faced by the Pacific Island Nations".
- Group work which aimed to generate responses to the challenges and proposed solutions raised during the presentation.
- Reconvene in the main group to hear feedback from the group work and share a closing statement.

What worked

- Integrating the output of the group project with the SWPHC20 meeting. This meant a wide group of stakeholders were actively engaged in the culmination of the programme and had the opportunity to be influenced by the group's work and thinking.
- The opportunity to shape the content of the group project. It doesn't need to be a blank sheet of paper but it supports the development of leadership skills that there is room for the group themselves to shape the content and process as part of delivering the project output.

Recommendations for improvement

- Identify a group project topic earlier on in the programme and integrate the project work into the six month programme.
- Some of those who didn't attend SWPHC20 had made a significant contribution to the content of the presentation and weren't invited and / or able to attend the meeting itself and are disconnected from the programme's conclusion. The Programme Convenor needs to do more to ensure that this group is connected to the feedback and output from the group project.
- Create more opportunities to work together on real issues affecting the region earlier in the programme. More hands-on and more collaboration is a theme from participant feedback about the programme. Several participants reported they enjoyed the group work on the Law of the Sea training and would have welcomed more of this kind of working together.

8. Evaluation of the outputs – the results of the inputs and activities

This section summarises the data from the end of programme evaluation (questionnaire and one to one conversations) and from the mentor programme midpoint evaluation. The questions asked are attached as appendix 3. Thirteen of sixteen participants answered the end of evaluation questionnaire and eleven of sixteen participated in an end of programme one to one conversation with the Programme Convenor.

8.1 Summary of findings

8.1.1 The extent to which the programme met its objectives.

85% of the participants who completed the questionnaire rated the programme as fully or mostly meeting its objectives (4/5 or 5/5) and 15% as partially.

Themes from comments supporting the ratings with the most responses at the top:

- It has built relationships and a network at a technical level in the region.
- Increased understanding of a number of topics and perspectives underpinning hydrographic leadership.
- Given participants a greater voice in the region.

8.1.2 The extent to which the programme met participant aims.

62% of participants who completed the questionnaire rated the programme as meeting their personal objectives (5/5), 15% rated the programme 4/5 in meeting their objectives and 23% 3/5.

Themes from comments supporting the ratings with the most responses at the top:

- Increased confidence in leading my team / in my work setting / being in a leadership role.

- I know more about how to develop hydrographic services in my country.
- I know more about the region and have built relationships with people and organisations across the region.
- I expected it to be more hands-on, more practical and more focused on what we can do at the national level.

8.1.3 Programme relevance

62% of participants who completed the questionnaire rated the programme as relevant to my work and to future leadership roles (5/5) and 38% rated the programme 4/5 in terms of relevance.

8.1.4 Learning

Themes from responses to the question *what you have learnt on the HLP* with the most responses at the top:

- Understand what makes a good leader. Leadership involves many things including building relationships, dealing with people, being confident, understanding own and other's context, good governance and data management etc. Leadership takes place at various levels in work environment.
- Building relationships and networking are very important. They allow for greater understanding of one's needs, understanding other's context and having the right conversations.
- Voicing and knowing when to share thoughts, comments and ideas. As a leader you are not going to be silent.
- Know more about how the IHO, and the sub-committees and working groups that fall within the IHO structure, work.
- Hydrographic governance and its relationships to leadership responsibilities and UNCLOS.
- Law of the Sea and its importance and impact.
- The bigger picture and the hydrographic eco-system.
- SWPHC objectives.
- Problem solving.
- There needs to better coordination in the region.
- Know more about the region. Understand that other countries (including PCA nations) have challenges and issues.
- Challenged some of my assumptions.
- Self-reflection.
- The importance of managing and using data for the development and safety of navigation and how to do this more effectively.
- I'm not a hydrographer and I learned a lot about hydrography.

8.1.5 Application and impact of learning

Twelve of the thirteen participants who answered the questionnaire said they have been able to apply their learning from the programme at work. One participant was not able to. Two reasons are cited for not being able to apply learning: 1. having limited scope in their

role (which is technical and non-managerial) to apply the learning and 2. the working environment and government.

Comments supporting the ratings about the impact of applying their learning are below with the most responses at the top:

Increased confidence

- I was able to chair our weekly Head of Division meetings and have the ability to listen to different directors' reports and provide them with support to improve their reporting requirements.
- I'm able to participate more confidently at a higher level.
- I'm more confident in decision making.
- Gained confidence through the programme in my speech and in presentations.
- I've learned a few strategies/methods which have given me more confidence to voice my opinion.
- Learning more about my personal key skills and how to apply them as helped me to participate more in group discussions and meetings and be more effective in those roles. I have noticed this improvement in my day to day job and in meetings and discussions at working groups which are outside my organisation.
- I have learnt how to use my key skills more effectively to participate more in group discussions and formal meetings.
- I've adopted the reflective model and am encouraging those around me to do more of this.

Knowledge and skills to participate in regional and international meetings and increased understanding of the IHO

- I'm able to participate more in IHO working groups and understand how to contribute more.
- I share information and engage more with my colleagues about the IHO guidelines, as awareness is important.

Deeper understanding of the role of hydrography

- Made me appreciate better the importance of my role as a hydrographer.
- It's given me a more holistic view of what I do. It has helped me Identify the challenges we all face and the value of hydrography on a global scale.

Networking

- Started building my network within my organisations and outside.

8.1.6 Learning from the mentor programme

Twelve of sixteen mentors and eleven of sixteen mentees answered the mentor programme questionnaire run in July 2022. This section also includes participants' end of programme reflections on their learning from the mentor programme plus reflections from mentors made at or around the end of programme celebration event held in January 2023.

Themes from questions about learning from the mentoring programme are below with those with the most responses at the top:

Programme participants – mentees

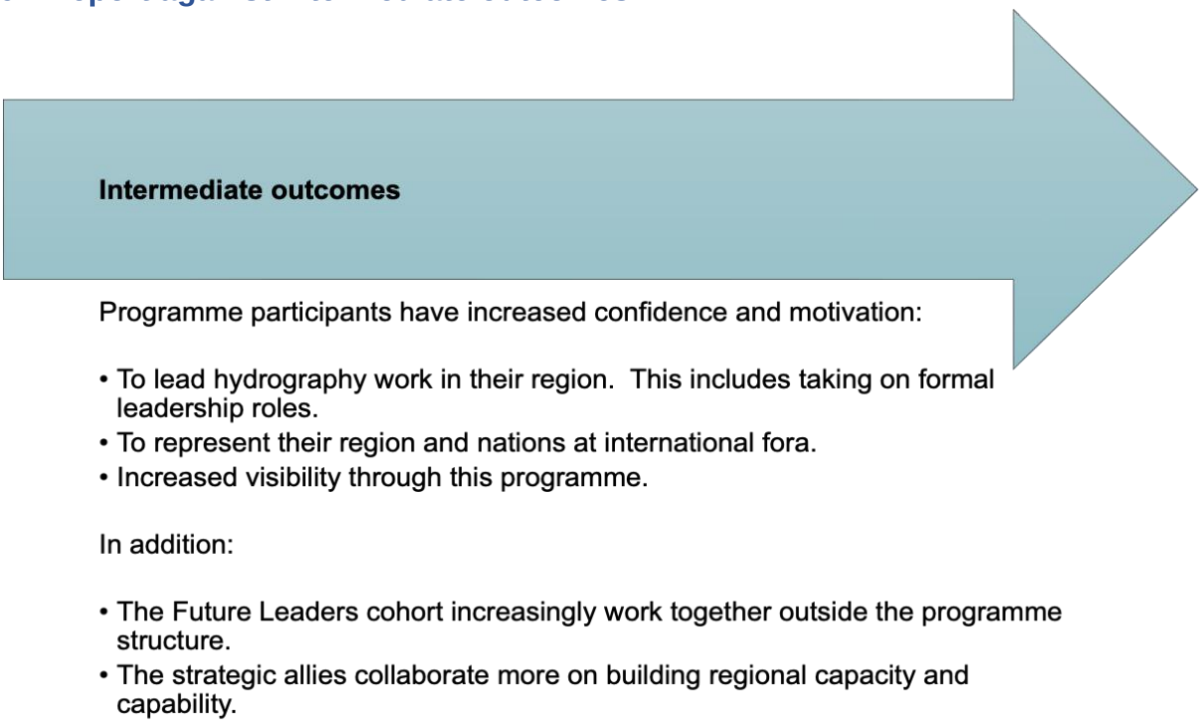
- Great to have someone more senior and influential to act as a sounding board.
- Expanded my network and introduced me to other people in hydrography.
- Guidance and tips on leadership and managing the challenges I face.
- Guidance on good leadership that helps in the current role and is development for the future. For example, guidance on empowering those around me more effectively.
- I got a new perspective on leadership and hydrography through the mentor programme. Learned about their context.
- Contributed to increased confidence in decision making.
- Technical input for example on managing data.
- Practical problem solving advice.
- Assisting me – I can share anything.
- Helped me take up the opportunity of leading a professional network.

Mentors

- Broadens my experience through knowing more about another region. Gain insight into the organisation where my mentee works, and the challenges faced.
- Allowed me to reflect on my own leadership.
- How to give advice and how to challenge.
- How to measure progress in skills development.
- It is difficult when mentor and mentee are at very different levels.
- Building rapport remotely is hard.
- Realise that some are striving to be a technical subject matter expert before seeing a leadership path.

Several mentors confirmed (unprompted) that they would like to be a mentor on a future programme. This group includes mentors who had successful relationships on the pilot programme and those which didn't work out on this occasion. One mentor reported that they'd been inspired by the programme to complete a professional development programme in coaching / mentoring skills.

9. Report against intermediate outcomes



The intermediate outcomes are hard to measure so close to the end of the programme. The table in section 9.1 includes proxy measures and progress indicators that begin to determine the extent of progress towards achieving these outcomes.

They cannot be achieved through one initiative. They can be achieved through taking action over time in a number of places within the wider system (in this case within the region). These activities need to be connected to one another and to the outcome and be actively led at a strategic level.

Factors that have contributed to progress towards HLP's intermediate outcomes include:

- The positioning of the SWP Hydrographic Leaders Programme in the SWPHC Workplan 2022 / 2023.

  SWPHC Goal 1
  To Increase SWP influence at IHO and other international / intergovernmental bodies (to understand the contribution that the SWPHC makes).

  Target
  - Increased participation in SWPHC and IHO activities in a leadership role (including the SWPHC working groups)
  - The SW Pacific HC benefits from the diversity of the region
  - SW Pacific can represent the region (in its totality) effectively at international levels.

- The design and running of SWPHC20 which created more space for discussion and for more voices to be heard.
- The climate created through securing two seats at IHO Council held currently by Fiji and New Zealand.

9.1 Proxy measures and progress indicators.

Indicator	Progress as at February 2023
Participants have increased their knowledge in technical areas and in behavioural skills	Learning in these areas is reported in output findings in section 8.1.4 and 8.1.5.
Numbers of cohort members on SWPHC and IHO working groups	The end of programme participant questionnaire asked if participants are members of SWPHC or IHO working groups. Of the twelve participants who answered seven are members of working groups and five are not.
Numbers of cohort members in formal leadership roles in the SWP	This is an important programme outcome measure. Several pilot programme participants are in national leadership roles.
Increase in number of contributions made by cohort members to regional meetings during meetings and before and after meetings (planning and follow-up).	There was positive feedback from senior stakeholders at SWPHC20 about the quality of presentations and other contributions made by SWPHC HLP cohort members at the meeting. Several programme participants commented that they felt more confident in contributing to the meeting as a direct result of their work on the HLP.
The HLP cohort works together outside the formal programme structure.	This is happening with active networking among some smaller groups of participants within the cohort. Of the thirteen participants who responded to the end of programme questionnaire twelve reported that they intend to keep in touch and keep working with other participants.
Positive influence (increased collaboration and more strategic) on how strategic allies build regional capacity and capability.	SWPHC20 supported the Capacity Building Coordinator's proposal to establish Capacity Building (CB) Strategy Working Group. The aim of this group is to develop and conduct a baseline capability audit and build a future CB plan to systematically address regional needs. There was a qualitative difference in the assessment of current learning needs for leadership development by participants in the one to one conversations conducted at the end of the programme from those captured at the start of the programme. These have been shared with the SWPHC Capacity Building Coordinator.

9.2 Report against longer term goal of empowering women in hydrography

The HLP's theory of change includes as one of its longer term outcomes:

In line with the Joint Canada-IHO Project *Empowering Women in Hydrography* goals more women participate equitably in the field of hydrography and to assume more leadership roles within the hydrographic community.

There were two women participants on HLP and five of the programme mentors were women. In the region there is an active *Women in Hydrography in the SWP network* and the programme is in a strong position to compliment the work of the network and other regional and international initiatives focused on increasing diversity amongst hydrographic leaders.

I recommend that future programmes actively recruit women participants and mentors.

10. Recommendations for SWPHC to support the achievement of the intermediate outcomes

The following recommendation are actions which build on what has been achieved so far in relation to the intermediate outcomes and the SWPHC workplan goals.

- Implement the recommendations from the group project about networking, capacity and capability building.
- Monitor the engagement of programme participants with working groups and follow-up to find out more about their experience and what helps support their engagement over time.
- Continue to design regional meetings so that they encourage a more diverse group of voices to be heard and be influential in thinking and action taken at a regional level.
- Invest in a talent management strategy.
- Continue to measure progress and report against the proxy measures and indicators.
- Support individuals and countries to ask for help amongst Pacific Island nations and from PCAs.
- Recognise in how you work together how challenging it is to work in a technical field if you are not native English speaker.

Thérèse Turner

Programme Convenor, SWPHC Hydrographic Leaders Programme
March 2023

Appendix 1
South-West Pacific Island Nations Future Leaders Programme theory of change

Inputs	Activities	Outputs	Intermediate outcomes	Long term outcomes
Resources (time, money) • UKHO and FCDO. • Programme Steering Group • Members of the South West Pacific RHC. • Internal technical expertise. • Participants' time, commitment and their prior learning. • Participants' sponsors. • External leadership development expertise. • Programme management and administration expertise. • Access to online platform, and internet connectivity and bandwidth.	Activities to build commitment from the target audience, sponsors and strategic allies. Programme and relationship management (strategic and operational). Design and delivery of an application process. Design and delivery of a leadership programme comprising behavioural and technical skills and knowledge delivered through: • Monthly workshops. • Interactive sessions with guest speakers from stakeholder nations. • Mentoring programme. • Action learning groups. Design and delivery of programme monitoring / learning, evaluation and reporting.	Programme is shaped with: • Programme participants to tailor content and process. • Strategic allies to build a shared commitment. • Leadership pipeline in the region. Programme participants have increased: • Technical competence including knowledge of the Law of the Sea and international regulation. • Understanding of the perspectives of key stakeholders from industry, defence and the political lens on hydrography. • Skills and knowledge in influencing and managing stakeholders, presenting, negotiating and policy making. • Programme reports. • Learning from the pilot programme. • Communication plan and narrative.	Programme participants have increased confidence and motivation: • To lead hydrography work in their region. This includes taking on formal leadership roles. • To represent their region and nations at international fora. • Increased visibility through this programme. In addition: • The Future Leaders cohort increasingly work together outside the programme structure. • The strategic allies collaborate more on building regional capacity and capability.	In line with the International Hydrographic Organisation's (IHO) strategic goals and the UN's Shared Guiding Principles for Geospatial Information Management: • Greater conformity with international standards and obligations. • Increased quality, coverage and safety of navigational charts and publications leading to: ✓ improved maritime efficiency, safety and security; ✓ the protection of natural resources; ✓ safeguarding of maritime trade ✓ wider access to and use of hydrographic data to enable and inform sustainable marine economic growth. In line with the Joint Canada-IHO Project *Empowering Women in Hydrography* goals more women participate equitably in the field of hydrography and to assume more leadership roles within the hydrographic community.

Appendix 2
Call for Nominations

CALL FOR NOMINATIONS
Hydrographic Leaders Programme

The Hydrographic Leaders Programme is a new initiative being launched by the South West Pacific Hydrographic Commission (SWPHC). The programme will support a diverse group of approximately 15 individuals with targeted training in technical and 'soft' skills, mentoring and opportunities to engage internationally. Members, Associate Members and Observers of the SWPHC are invited to submit nominations for suitable individuals no later than 12 January 2022.

The programme aims to:

- Support development of a leadership pipeline and increase awareness of the hydrographic activity and interests of the region.
- Build and encourage an active and self-sustaining network of leaders in hydrography in the region.
- Contribute directly to the region's alignment with the IHO Strategic Plan 2021 – 2026, the UN's Shared Guiding Principles for Geospatial Information Management, and the Joint Canada-IHO Project Empowering Women in Hydrography.

This is a new initiative which we hope will be of benefit to the region. The first iteration of the programme will be a pilot project overseen by a Steering Group, which reports to the Chair of the SWPHC. It is being delivered by means of contributions from SWP Member States and additional funding from the UK.

The programme will be delivered online and in 'bite size' chunks to enable participation alongside busy "day jobs." Specific dates will be arranged in consultation with the programme participants. The programme offers:

- **Regular online workshops**, covering:
  - technical areas such as Law of the Sea, Hydrographic Governance, S-100
  - skills and behaviours, such as managing stakeholders, negotiation skills, personal impact and influencing
- **Interactive sessions with guest speakers** – from defence, industry, regulators and Government
- **One-to-one mentoring**
- **Action learning groups**

Nomination Procedure and Eligibility

We are keen to invite nominations for candidates who reflect different perspectives, contexts, life and work experience and technical expertise. Members, Associate Members and Observers of the SWPHC are invited to submit nominations for suitable candidates no later than 12 January 2022. For each candidate, nominators should provide a justification for their nomination and must provide:

- **Candidate name and contact details**
- **Candidate CV**
- **Evidence of proficiency in written and spoken English**
- **Candidate statement**

The candidate statement should be no longer than 500 words. It should include a statement of leadership and collaborative experience and a personal statement indicating where their participation in this programme aligns with their overall learning and development journey.

Nominations should be sent by e-mail to SWPHC@linz.govt.nz and will be considered by the programme Steering Group.

Important Dates

- An online Q&A for those interested in the programme will be held on **17 December 2021**
- Nominations must be received no later than **12 January 2022.**
- Selection decisions will be communicated w/c **17 January 2022.**

Appendix 3
Questions asked in the end of programme evaluation questionnaire.

1. The leadership programme met its objectives – please enter a rating on a scale of 1 – 5 where one is not at all and 5 is fully. Please add comments below.
2. The leadership programme is relevant to my work and to future leadership roles – please enter a rating on a scale of 1 – 5 where one is not at all and 5 is fully. Please add comments below.
3. The leadership programme met my personal objectives – please rate your response on a scale of 1 – 5 where one is not at all and 5 is fully. Please add comments below.
4. What have you learned on the Hydrographic Leaders Programme?
5. Have you been able to apply your learning from the programme at work?
6. If you answered yes to Q5 what difference has applying the learning made?
7. If you answered no to Q5 what is getting in the way of you applying your learning?
8. Are you still meeting with your mentor?
9. If you answered yes to question 8 on a scale of 1 – 5 where 1 is not useful and 5 is very useful how useful is this relationship to you?
10. Are you a member of a Regional Hydrographic Commission or IHO working group?
11. What worked on the programme?
12. What are your personal highlights from the programme?
13. What would you add to the programme?
14. What would you remove from the programme?
15. What would improve the programme?
16. What are your personal lowlights from the programme?
17. Do you intend to keep in touch and keep working with the other participants on the programme?
18. Would you recommend the programme to friends and colleagues?
19. Please record here any other comments about your learning and experience on the SWPHC HLP.
20. If you had a magic wand what 3 wishes / requests would you ask of the SWP Regional Hydrographic Commission / international hydrographic community?