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Strategic Success:
Mentoring and Army Succession Planning

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ABSTRACT

Mentoring continues to gain dominance in almost every organization as a means of ensuring success, maintaining corporate knowledge and aiding in their succession planning process. The Canadian Forces and in particular the Army, as an organization, is no different, yet there is little encouragement or direction for leaders within the CF to get involved in mentoring. Mentoring can be a strong instrument for the Army to develop and sharpen future leaders for the complex global environment that awaits them.

Mentoring provides several benefits for both the mentor and the mentee. The Army, as an organization, will also benefit from a successful mentoring relationship. The aim of this paper is to explore the potential benefits of having a more structured mentoring program within the Army and to link it to the current Army succession planning framework. It is purported that a semi-formal mentoring program, imbedded within the Army succession planning framework will enhance both the individual's career and the organizational effectiveness of the Army. Mentoring will bring all aspects of the transformational leadership philosophy together and ensure that those leaders selected in the succession planning process are provided with all the tools necessary to allow the Army to achieve its strategic mission.

CHAPTER ONE – INTRODUCTION

"The ultimate leader is not afraid to develop people to the point they surpass him or her in knowledge and ability."

Fred A. Manske, Jr.

The above quote encapsulates the lifecycle of an employee within an organization and outlines the benefit of being taught the 'ropes' of ones' profession by a more experienced person. All employees, in any organization, aspire to be the best that they possibly can and often seek out assistance, in the form of a mentor, to help them. This aspect is true in most organizations and mentoring can play a key role in ensuring people are prepared for future challenges. Mentoring is a developmental process with a distinct lifecycle. The Oxford Dictionary defines a mentor as an "experienced person [mentor] in an institution who trains and counsels new employees or students [protégés].[1] Most successful organizations in the world use a form of mentoring to make their employees more competitive and to assist with succession planning.[2]

The Canadian Forces (CF) and in particular the Army, as an organization, is no different, and leaders within the CF are encouraged to get involved in mentoring. This is evident in *Leadership in the Canadian Forces: Conceptual Foundations* published in 2005. The CF leadership doctrine defines leadership as "the process of directly or indirectly influencing others, by means of formal authority or personal attributes, to act in

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[1] *The Concise Oxford Dictionary: Tenth Edition*. New York: Oxford University Press, 2001. 890.

[2] LCol Janine Knackstedt, "Organizational Mentoring: What about protégé needs?"(Ph.D. dissertation, University of Waterloo, 2001), 5.

accordance with one's intent or a shared purpose."[3] It also suggests that leadership can be characterized as having two primary functions; leading people and leading the institution. Leading people deals primarily with developing the individual and team capabilities necessary to execute the mission, while leading the institution deals with strategic capabilities and setting conditions for operational success.[4] The CF leadership framework outlines five essential outcomes or effectiveness dimensions as shown in Figure 1.1 below.

Figure 1.1 – CF Effectiveness Framework

Source: DND, Leadership in the Canadian Forces: Conceptual Foundations, 24.

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[3] Canada, "CFP A-PA-005-000 AP-004 *Leadership in the Canadian Forces: Conceptual Foundations*," (Ottawa: DND Canada, 2005), 131.

[4] *Ibid*., 4.

There are also several responsibilities for leaders within these effectiveness dimensions and these responsibilities differ depending on whether the leader is performing the function of leading people or leading the institution. Table 1.1 below illustrates some of these responsibilities.

Table 1.1 – Leader Responsibilities[5]

Effectiveness Dimensions	Major Leadership Functions	
	Leading People	Leading the Institution
Mission Success	Clarify objectives & intent Solve problems; make timely decisions Secure & manage task resources	Establish strategic direction & goals Develop the leadership cadre
Internal Integration	Build team work & cohesion Monitor; Inspect; correct; evaluate	Develop coherent body of policy Develop advanced doctrine
Member Well Being and Commitment	**Mentor**, educate & develop subordinates Recognize & reward success	Ensure fair complaint resolution Establish recognition & reward system
External Adaptability	Anticipate the future Learn from experience	Initiate and lead change Master civil - military relations
Military Ethos	Seek and accept responsibility uphold professional norms	Establish ethical culture Maintain professional identity

Source: DND, "*Leadership in the Canadian Forces: Conceptual Foundations*," 48.

One aspect of the responsibilities of a leader, listed under the member well being and commitment dimension, is to "mentor people in apprenticeship positions and challenging assignments and support subordinate's education, professional and personal growth over their career."[6]

CF Leadership doctrine also espouses the Transformational Leadership model as the way of the future for the CF and defines it as "a pattern of leader influence intended

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[5] *Ibid*., 48. This table is a modification of Table 4-1 found in *Leadership in the Canadian Forces: Conceptual Foundations*.

[6] *Ibid*., 50.

to alter the characteristics of individuals, organizations, or societies in a fairly dramatic or substantial way so that they are somehow more complete and better equipped to deal with the challenges they face or are likely to face."[7] Leading researchers in leadership theory (Hartog & Koopman, 2002) further outline Transformational Leadership as having four dimensions:

> a. **Charisma**. Charismatic leaders excite, arouse, and inspire their subordinates.
>
> b. **Inspiration**. Capacity to act as a model for subordinates.
>
> c. **Individual Consideration**. Contribute to a subordinate achieving his/her fullest potential.
>
> d. **Intellectual Stimulation**. Provide subordinates with challenging new ideas to stimulate rethinking of old ways of doing things.[8]

They further expand the individual consideration dimension by outlining that both coaching and mentoring are considered within this dimension. Furthermore, this dimension provides continuous feedback and "links the individual's current needs to the organization's mission."[9] Peter Northouse, in his book *Leadership Theory and Practice (4th Edition)* outlines Bass's view of Transformational Leadership as having four aspects: Idealized Influence (charisma), Inspirational Motivation, Intellectual Stimulation and Individualized Consideration.[10] Again, the individual consideration factor is

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[7] *Ibid.*, 67.

[8] Deanne N. Den Hartog and Paul L Koopman, "Leadership in Organizations," in *Handbook of Industrial, Work and Organizational Psychology Volume 2*. (London: SAGE Publications, 2002), 176-77.

[9] *Ibid.*, 177.

[10] Peter G. Northouse, "*Leadership Theory and Practice 4th Edition*," (Thousand Oaks, California: Sage Publications, Inc., 2007), 181.

"representative of leaders who provide a supportive climate… act as coaches and advisors while trying to assist followers in becoming fully actualized."[11] The CF's most recent publication on Leadership, *Leadership in the Canadian Forces: Leading People* holds leaders accountable to "<u>mentor</u>, educate and develop subordinates" as one of the twelve equally weighted principles of leadership.[12] Furthermore, it outlines "developing followers' skills and confidence by providing constructive feedback, coaching and <u>mentoring</u>" as one of the twelve activities that contribute to mission success.[13] However, despite this implied emphasis on mentoring imbedded within CF leadership doctrine and Transformational Leadership, the CF's most current doctrine on leadership still does not have, nor does it outline any mentoring program or mentoring structure within the CF.[14] It also provides no formal responsibility to anyone. The "operational capability of the CF is ultimately derived from its people"[15] and given that people (leaders) are the military's most valuable resource it is important that the military not only develop this mentoring capability but invest in it accordingly.

Leadership development is the focus of the Army, but how does the Army ensure it is developing the leaders, who have been selected for advancement, to their fullest

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[11] *Ibid.,* 183.

[12] Canada, "A-AP-005-000/AP-005 *Leadership in the Canadian Forces: Leading People*." (Ottawa: DND, 2007), 11.

[13] *Ibid*., 53.

[14] During the research it was discovered that Canadian Forces Leadership Institute has published a Mentoring handbook. It became available in fall 2007. The handbook was written by Dr. Daniel Lagacé-Roy and Lieutenant-Colonel Janine Kanckstedt, Ph.D.

[15] Canada, "*Military HR Strategy 2020: Facing The People Challenges of The Future*." (Ottawa: DND, 2002), i.

potential as they move up the chain of command?[16] The Army uses the succession planning and tier model, which is outlined in Land Forces Command Order (LFCO) 11-79, to select key personnel for advancement. The process attempts to identify future successful Army leaders and then tries to ensure these individuals are given the necessary jobs in order to realize that potential. By implementing a mentoring program to complement the Army's current succession planning and tier model, the organization can potentially reap more benefits and "ensure that the most talented and committed [leaders] find their way to the top."[17] Most development is primarily self development. With the increased tempo in the Army, individuals are expected to do more professional development on their own time instead of attending formal training courses. Without adequate motivation, this development is prevented from reaching its full potential. It is essential that the Army facilitate this developmental process and mentoring can assist in achieving this goal.[18]

The aim of this paper is to explore the potential benefits of having a more structured mentoring program within the Army and to link it to the current Army succession planning framework. Although both activities (mentoring and succession planning) make a contribution to the organization, it is proposed that the synergistic and

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[16] Julie Barker, "Mentoring for the Masses," *Incentive* 181, no.7 (July 2007): 10.

[17] LCol L. Carroll, "Coaching and Mentoring in the Australian Army Senior Leader Development Program," *Australian Defence Force Journal*, no. 164 (2004): 5.

[18] Harold E. Johnson, "*Mentoring for Exceptional Performance*," (Glendale, CA: Griffin Publishing, 1997), 6.

dynamic effect of combining both of these elements will further assist in the development of more knowledgeable and capable leaders for the future.[19]

Before looking at this potential linkage, it is important to discuss the historical background on mentoring, what it is and is not. The discussion on mentoring will highlight the mentoring relationship, the roles and responsibilities of the mentor and protégé, the degrees of formalization of mentoring relationships, the different types of mentoring and a review of best practices in implementing a mentoring program. Next, the paper will discuss the current Army succession planning and tier methodology as outlined in LFCO 11-79 and where necessary use the Artillery branch as an example, primarily dealing with the Officer corps.[20] It is also prudent to look at how other military organizations view mentoring and what emphasis they place on it in their leadership doctrine. As such, current leadership doctrine and mentoring initiatives of the United States (US) Army and Australian Defence Force (ADF), as two of the CF's allies, will be examined. Given that the CF is part of the Department of National Defence (DND), the largest department within the Canadian Federal Government, this paper will also examine mentoring programs initiated within DND and other government departments. The paper will next outline why the Army needs a mentoring program, how such a program could be imbedded within the Army succession planning framework, outline some conditions for success and provide some thoughts on making it work. It is purported that a semi-formal mentoring program, imbedded within the Army succession planning framework,

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[19] *Ibid.,* 53.

[20] Both the Officer and NCO corps of the Military can benefit from mentoring. The author is not implying that one is more important than the other, simply that to deal with both is beyond the scope of this paper.

will enhance both the individual's career, organizational effectiveness and better enable

the Army to achieve its strategic mission.

CHAPTER TWO – Mentoring Framework

Mentoring Defined

The discussion on mentoring has been ongoing for several decades and has become a "world wide phenomenon that has been acknowledged as beneficial for both the mentor and mentees"[21] and their organization. The concept of mentoring, however, has been around since the time of Homer's *Odyssey*. In this poem, a character named "Mentor" was a trusted adviser of Odysseus, King of Ithaca. Prior to Odysseus departing for the siege of Troy, he left Mentor the responsibility for guiding his son in his absence. Mentor earned a reputation as being wise is this role and it is from "this relationship between the two characters where the classic understanding of the term mentorship has evolved."[22] The word mentor was introduced into the French and English language in the early eighteenth century by the French author Fénelon in his work "Les Aventures de Télémaque" in 1699.[23] Most recently mentoring has gained notoriety over the last few decades and examples of mentoring can be found in most professions, including sports (Phil Jackson mentored Michael Jordon), entertainment (Tina Turner mentored Mick Jagger)[24] and the military (General Pershing mentored General Marshall who in turn

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[21] Francis K. Kochan and Joseph T. Pascarelli, "Mentoring as Transformation: Initiating the Dialogue," in *Global Perspectives on Mentoring: Transforming Contexts, Communities and Cultures*. (Greenwich, Connecticut: Information Age Publishing, 2003), IX.

[22] G. Martin, *et al*, "The Road to Mentoring: Paved with Good Intentions." *Parameters*, US Army War College Quarterly (Autumn 2002), 118.

[23] Daniel Lagacé-Roy and LCol Janine Knackstedt, "*Mentoring Handbook*," (Ottawa: Canadian Defence Academy, 2007), 3.

[24] Lillian T. Eby, Jean E. Rhodes, and Tammy D. Allen, "Definition and Evolution of Mentoring," in *The Blackwell handbook of Mentoring: A Multiple Perspectives Approach*. (Malden, MA: Blackwell Publishing Ltd, 2007), 7.

mentored General Eisenhower who became the 34th president of the United States of America).[25]

Several researchers also use different words to describe "protégé" such as mentee, apprentice and associate. This paper will use the term mentee to describe the less experienced individual in a mentoring relationship.

Mentor and Mentee Relationship

Reviewing the voluminous amount of material on mentoring, it quickly becomes apparent that there are as many definitions about what mentoring is as there are books. In the introduction the Oxford dictionary definition was given, which is basically the same as the definition given of workplace mentoring by top researchers in mentoring (Eby, Rhodes & Allen, 2007). They defined workplace mentoring as involving a relationship "between a less experienced individual (the mentee) and a more experienced person (the mentor), where the purpose is the personal and professional growth of the mentee."[26] Furthermore, this definition is basically a summary of Kathy Kram's concept of mentoring from her book *Mentoring at Work* which defines mentoring as:

> A relationship between a young adult and an older, more experienced
> adult that helps the younger individual learn to navigate in the adult world
> and the world of work. A mentor supports, guides, and counsels the young
> adult as he or she accomplishes this important task.[27]

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[25] Colonel Gail W. Wood. *Mentoring: A useful concept for Leader Development in the Army?* (Carlisle Barracks, PA: U.S. Army War College, 1990), 46.

[26] Lillian T. Eby, Jean E. Rhodes, and Tammy D. Allen, "Definition and Evolution of Mentoring," in *The Blackwell Handbook of Mentoring…*, 16.

[27] Kathy E. Kram. *Mentoring at Work: Developmental Relationships in Organizational Life.* (Glenview, Illinois: Scott, Foresman and Company, 1985), 2.

Kram also highlighted in her seminal work on mentoring that the relationship between the mentor and mentee has its own lifecycle. She outlined the four distinct phases that a mentoring relationship would go through as Initiation, Cultivation, Separation and Redefinition. The 2007 edition of the Blackwell Handbook on Mentoring also supports this description of the mentoring relationship and points out that "Kram's model has received some support in the mentoring literature and is a well-accepted framework."[28] Given the continued support for this model it will be described in further detail below.

The initiation phase is the first phase in the mentoring relationship. It is during this phase that both the mentor and mentee get to know each other. The possibilities for the future are discussed and plans are made to turn the mentees' expectations into reality. According to Kram, this phase is approximately six to twelve months in duration.[29] The second phase is that of cultivation. During this phase the mentees' goals are pursued and modified based on the current work environment. As the complex work environment shifts so must the emphasis of the relationship to ensure continued success. This period in the relationship typically has less conflict and "the [mentee]…becomes more self-confident and optimistic about the future."[30] This phase typically lasts two to five years. The third phase in the relationship cycle is that of separation. It is during this phase where the mentor and mentee terminate the relationship and go their separate ways. This

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[28] Thomas W. Dougherty, Daniel B. Turban and Dana L. Haggard, "Naturally Occurring Mentoring Relationships Involving Workplace Employees," in *The Blackwell Handbook of Mentoring: A Multiple Perspectives Approach*. (Malden, MA: Blackwell Publishing Ltd, 2007), 143.

[29] Kram. *Mentoring at Work: Developmental Relationships…*, 51. This is also supported in Dougherty, Turban and Haggard's article in the Blackwell handbook of Mentoring (143).

[30] *Ibid*., 55. This is also supported in Dougherty, Turban and Haggard's article in the Blackwell handbook of Mentoring (144).

may occur for several reasons such as; the mentee or mentor leave the organization, the mentee has equalled or surpassed the mentor, or both simply come to the realization that it is best to end the relationship.[31] The final phase of a mentoring relationship is that of re-definition. In this phase, the mentor and mentee attempt to find new ways in which to deal with one another, for example as peers. Both will also move on to potentially develop new relationships and will use this past relationship as experience from which to build on. It is often during this stage, while the mentee is potentially seeking out another mentor, that the mentee will begin to mentor others.[32]

What is important to draw from the definition of the mentoring lifecycle is that it is a long term relationship. It focuses on the long term development of the mentee. With this in mind, and drawing from the definition provided earlier by Eby, Rhodes and Allen, mentoring is considered to mean the following within the context of this paper:

> A long term developmental relationship between a less experienced individual (the mentee) and a more experienced person (the mentor), where the primary goal is the long term professional growth of the mentee.

However, in order to make any relationship work, both participants have key roles to play in order to ensure its success.

Roles and Attributes of the Mentor and Mentee

As with any relationship in life, it takes effort from all involved in order to make it work and be effective. In mentoring, the roles played by the mentor and mentee, as

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[31] *Ibid.*, 57-59. This is also supported in Dougherty, Turban and Haggard's article in the Blackwell Handbook of Mentoring (144).

[32] LCol Janine Knackstedt, conversation with author, 4 April 2008.

well as the attributes they possess, are essential in ensuring a beneficial relationship for both them and the organization. Though not an exhaustive list, table 2.1 below outlines some key roles and attributes of the mentee.[33]

Table 2.1 – Roles and Attributes of a Mentee

Roles	Attributes
Committed to spend time with a mentor	Being an active listener
Setting a realistic and challenging goals	Being Open-minded
Committed to accepting responsibility for personal growth and self-development	Able to be introspective and willing to change
Dedicated to enhancing leadership, professional, career, and personal competencies	Able to assert self and express needs
Taking an active role for development to occur	Showing eagerness to take on new challenges
Dedicated to providing and accepting constructive feedback	Having a strong desire to learn
Committed to achieving outcomes	Having the confidence to take risks

Source: Lagacé-Roy and Knackstedt, "*Mentoring Handbook*," 12.

As outlined above for the mentee, the mentor also requires certain attributes, and needs to play certain roles, in order to make the mentoring relationship beneficial for all. The mentor will be asked to take on many roles and must also be able to communicate effectively. It is unrealistic to expect the mentor to be an expert in everything; however the mentor must be competent in the following roles and possess the attributes outlined in table 2.2.[34]

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[33] Lagacé-Roy and Knackstedt, *Mentoring Handbook…*, 12.

[34] *Ibid.*, 13.

Table 2.2 – Roles and Attributes of a Mentor

Roles	Attributes
Spending time with more junior personnel	Being an active listener to concerns and issues, while making a genuine attempt to understand the mentee
Helping the mentee set realistic goals	Respecting confidentiality
Challenging the mentee and stimulating learning	Able to share realistic perspectives, experience and wisdom
Building self-confidence	Non-judgmental
Encouraging the mentee to make the most of his/her abilities and personal style	Respecting the direction the mentee wishes to take, not imposing one's opinions, interfering or taking control
Assisting the mentee in developing self-awareness	A successful leader and "people person"
Establishing a non-judgemental and risk-free environment	Dedicated to professionalism and setting a good example
Acting as a role model	Open to new ideas and approaches

Source: Lagacé-Roy and Knackstedt, "*Mentoring Handbook*," 13.

The mentor also performs several functions throughout the mentoring relationship lifecycle with the aim of enhancing the mentee's growth and advancement within the organization.   Kram, in her book *Mentoring at Work,* summarized these functions into the two broader categories of *career functions* and *psychological functions*. Career functions are defined as those aspects of the relationship which provide the mentee the necessary skills to advance within that organization, and with the knowledge of day to day operations of the organization. Psychological functions are defined as those that "enhance a sense of competence, identity, and effectiveness in a professional role."[35] The mentor must be able to draw on the right developmental tool in order to meet the demands of the mentee in ensuring his or her successful long term development. Some of the different roles taken on by the mentor at various times are: teacher, motivator, guide,

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[35] Kram. *Mentoring at Work: Developmental Relationships…*, 22-23.

counsellor, sponsor, coach and role model. A brief description of some of these functions is provided.

  a. Teacher: To help set realistic goals, to inform about professional obligations.

  b. Motivator: To recognize strengths and areas of development, to empower.

  c. Guide: To share experience, to act as a resource person.

  d. Counselor: To listen, to assist in developing self-awareness, to encourage and support.

  e. Sponsor: To introduce the mentee to other key players in the organization.

  f. Coach: To develop strategies for leadership, to empower.

  g. Role Model: To act as a person with integrity, one who's actions and values are to be emulated.[36]

A common misconception that often occurs is thinking that mentoring and coaching are one and the same. Coaching is a key, integral part of mentoring. However, coaching alone does not imply that mentoring behaviours occur. Coaching is more focused on short term goals and helping develop or acquire specific skills.   The coaching relationship, if one develops at all, normally ends once these skills are acquired by the mentee. [37] Mentoring, as outlined in the previous section, is focused on the long term relationship and long term development of the mentee.

  Every mentoring relationship is unique and the levels to which some or all of these functions are performed will vary. However, a true mentoring relationship will encompass all these functions during its lifecycle.

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[36] Lagacé-Roy and Knackstedt, *Mentoring Handbook…*, 7.

[37] *Ibid.*, 6.

Benefits of Mentoring

The benefits of a mentoring relationship are numerous for both the mentor and the mentee. The organization also benefits from a successful mentoring relationship. The benefits reaped by all three are both objective and subjective in nature. The key outcomes for the mentor, mentee and the organization are outlined in the next few paragraphs and are in no way an exhaustive list.

The mentee, as a relatively new, inexperienced individual stands to learn from the experience of the mentor. In gaining and learning from the mentor's knowledge, the mentee is able to learn faster, perform better and increase the likelihood of success.[38] A second benefit is that of organizational knowledge. This increased awareness of the political environment and the importance of networking will enable the mentee to make better and more informed career decisions.[39] Targeted development activities are a potential third benefit for the mentee. As skill deficiencies are highlighted throughout one's career, either by self-assessment or through annual assessments, generic career courses may not provide the necessary knowledge or skills to deal with your needs. A mentoring relationship allows these specific, individual needs of the mentee to be addressed.[40] As developmental needs for each individual differ, some other potential

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[38] Florence M. Stone, "*Coaching, Counseling and Mentoring: How to choose and Use the Right Technique to Boost Employee Performance*," (New York: NY, American Management Association Publications, 1999), 163.

[39] Aarti Ramaswami and George F. Dreher, "Benefits Associated with Workplace Mentoring Relationships," in *The Blackwell handbook of Mentoring: A Multiple Perspectives Approach*. (Malden, MA: Blackwell Publishing Ltd, 2007), 213.

[40] Margo Murray, "*Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Program*," (San Francisco, CA: Jossey-Bass Inc., 1991), 42.

benefits for the mentee are: increased self-confidence, dealing with conflict, ability to discuss ethical and/or leadership situations and career guidance.[41]

The mentor also benefits as the relationship provides a rejuvenating life experience. This leads to an increased sense of self-worth in that the mentor is given the opportunity to pass on his/her hard earned wisdom and share 'war stories.'[42] Second, the mentor can obtain important work related information from the mentee. This information helps the mentor keep in touch with the 'grass roots' level, enabling the mentor to improve his/her performance and keep it relevant to changing situations. This benefit can also be referred to as 'Reverse Mentoring.'[43] A fulfillment of one's own developmental needs is a third benefit to the mentor. Sharing experience and knowledge is a way for the mentor to leave his/her own particular legacy in the organisation.[44] A mentoring relationship allows this to occur. Some further examples of the benefits enjoyed by mentors are: contributing to someone's development, providing opportunities to inspire and encourage and enhance self-esteem.[45]

There are also several benefits for the organization to be realised through mentoring relationships in the workplace. One of the benefits is increased productivity and performance. As the reciprocal relationship between the mentee and mentor serves

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[41] Lagacé-Roy and Knackstedt, *Mentoring Handbook…*, 9.

[42] Dougherty, Turban and Haggard, "Naturally Occurring Mentoring Relationships Involving Workplace Employees," in *The Blackwell handbook of Mentoring…,* 139.

[43] Lagacé-Roy and Knackstedt, *Mentoring Handbook…*, 8. Reverse mentoring occurs when a person seeks out an expert who has less job experience than he does, but holds a wealth of information on a topic that is ever changing and growing and often has a good understanding of the pulse of the organization.

[44] Murray, "*Beyond the Myths and Magic of Mentoring…,* 54.

[45] Lagacé-Roy and Knackstedt, *Mentoring Handbook…*, 10.

to increase their performance so too does it contribute to organizational effectiveness.[46]
A second benefit is the retention of corporate knowledge. The mentors, by sharing their
experiences about what they have learned, allow the organization to continue to grow.
Without this the organization runs the risk of re-learning old lessons. Thirdly, the
organization is able to improve succession planning. Many organizations assume that
they will be able to "promote well-qualified people during times of growth, that perfect
employees will appear…and will perform up to speed in no time at all."[47] Professional
development is normally given the lowest priority during busy times and mentoring can
ensure that those selected for advancement are better prepared for the challenges they
will face. An organization may also benefit in the following areas through mentoring:
bringing new members up to speed faster and better, increased commitment to the
organization, decreased attrition and increased organizational image.[48]

Leading researchers (Day and Allen, 2004) in mentoring have also determined
that mentoring leads to increased career motivation (CM). They suggest that mentoring
can increase CM in any or all of three ways. First, it was determined that mentoring
assists in increasing the positive attitudes that the mentee has towards his/her career.
Second, mentoring provides the mentee a better and clearer understanding of the potential
rewards to be achieved if the mentee continues with his/her current career. Finally,
mentoring aids CM in that it facilitates the needs and wants of both the mentor and
mentee. One hypothesis put forward by Day and Allen, was that mentored individuals

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[46] Murray, *Beyond the Myths and Magic of Mentoring…*, 32.

[47] *Ibid.,* 36.

[48] Lagacé-Roy and Knackstedt, *Mentoring Handbook…*, 11.

will have a higher level of CM than those who have not been mentored. Their results demonstrated that indeed mentored individuals reported higher levels of CM than non-mentored individuals.[49]

Degrees of Formalization of Mentorships

There are several different types of mentoring; however the main distinguishing characteristic between them is how the relationship between the mentor and mentee is formed. In a formal mentoring program, the relationship between the mentor and mentee is established by their organization. Leading researchers in mentoring (Eby, Rhodes & Allen, 2007) take the definition of formal mentoring somewhat further. They put forward that the practice of making general distinctions between "formal and informal mentoring solely in terms of relationship initiation masks substantial and potentially important variability within formal and informal mentoring."[50] They suggest that relationship initiation and relationship structure define the "formality" of a mentoring program. *Relationship initiation* basically refers to whether or not there is a third party or entity involved in matching a mentee with a mentor. This 'matching' can basically occur in three ways. First, and at one extreme, a third party simply establishes the mentor/mentee pair with no input from either. The second way is a random matching of individuals based on one or more of their attributes or skills. This is the more common way a mentor and mentee are matched in a workplace setting (Finkelstein and Poteet, 2007). The third

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[49] Rachel Day and Tammy D. Allen. "The relationship between career motivation and self-efficacy with protégé career success." *Journal of Vocational Behaviour* Volume 64, No 1, Feb 2004.72-80.

[50] Lillian T. Eby, Jean E. Rhodes and Tammy D. Allen. "Definition and Evolution of Mentoring." in *The Blackwell Handbook of Mentoring: A Multiple Perspectives Approach*. (Malden, MA: Blackwell Publishing Ltd, 2007), 13.

method is for the organization to facilitate the meeting of a group of mentors and mentees

and allow them to self-select. Relationship structure simply refers to the level of

'contract' that exists between the mentee and mentor. The contract determines the level

of formality by outlining guidelines, length of relationship, when to meet etc.[51]

Informal mentoring is the exact opposite and is often referred to as a naturally

occurring relationship. The mentee selects the mentor based on certain traits that they

find desirable to assist them in their career development. "Relationships that develop

naturally or spontaneously without outside assistance are considered informal

mentoring."[52] A third type of mentoring structure is that of semi-formal mentoring which

is a compromise between formal and informal mentoring. Semi-formal mentoring has

the benefits of a structure yet also capitalizes on the key strengths of informal mentoring;

allowing the mentee to select his or her mentor. Lagacé-Roy and Knackstedt, in the

Mentoring Handbook, state that semi-formal mentoring "includes many of the attributes

of a formal program with the exception of matching mentors and mentees. It is more

flexible but available to all personnel as part of the organization's developmental

programs. There may be a program coordinator assigned and there may be funding." [53]

Once the type of mentoring structure is established (formal, informal, semi-

formal), there are different forms of mentoring relationships, other than the traditional

face to face, one-on-one mentoring relationship. One of these new forms of mentoring is

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[51] *Ibid*., 13-15. This information is also supported by Lisa M. Finkelstein and Mark L. Poteet in their article "Best practices in workplace Formal Mentoring Programs" in the Blackwell Handbook on Mentoring a Multiple Perspective Approach. Pg 352.

[52] *Ibid.*, 12.

[53] Lagacé-Roy and Knackstedt, *Mentoring Handbook…*, 7.

that of multiple mentoring (Scandura & Pelligrini, 2007). This simply means that the mentee will have more than one mentor at a given time. It is also referred to as network mentoring. Network mentoring is a "multiple mentoring model capturing the existence of a constellation of different mentors at one point in time rather that a sequential existence of single mentoring relations."[54]

A second form of mentoring is that of team mentoring. This type of mentoring is basically the reverse of multiple mentoring. In this case it is the mentor who has several mentees which he/she will liaise with as a group. This type of mentoring is also referred to as group mentoring (Lagacé-Roy and Knackstedt, *Mentoring Handbook*). Lagacé - Roy and Knackstedt also highlight the development of peer mentorship as a benefit of group mentoring. This results as the group shares experiences and attempt to support each other.[55] The benefits to be gained from this type of mentoring are significant given the diverse backgrounds and experience of each individual, thus increasing the learning potential of the group.

A third form of mentoring is that of e-mentoring. E-mentoring is used to describe the mentoring relationship when the primary means of communication between the mentor and mentee is through electronic mediums (email, web, chat rooms, etc.).[56] This type of mentoring has allowed the geographical boundaries of mentoring to be removed. It encourages mentoring relationships to develop despite the mentor and mentee being separated by thousands of miles.

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[54] Terri A. Scandura and Ekin K. Pelligrini. "Workplace Mentoring," in *The Blackwell Handbook of Mentoring: A Multiple Perspectives Approach*. (Malden, MA: Blackwell Publishing Ltd, 2007), 78.

[55] Lagacé-Roy and Kackstedt, *Mentoring Handbook…, 8.*

[56] Scandura and Pelligrini. "Workplace Mentoring," in *The Blackwell Handbook…,* 78.

Finally, Lagacé-Roy and Knackstedt also propose tri-mentoring and reverse mentoring as additional forms for mentoring. Tri-mentoring occurs when three individuals are involved, usually a senior person, a person in middle management and one more junior. The one 'in the middle' is both a mentor and mentee at the same time. An example of tri-mentoring, in a CF context, would be a General officer mentoring a LCol who in turn is mentoring a Captain. Reverse mentoring occurs when a more experienced person seeks out a less experienced person. An example of this would be a senior officer seeking out a junior officer or corporal to gain insight about his/her leadership and have a better understanding of the pulse of the organization.[57]

Best Practices in implementing Mentoring

Top researchers in mentoring (Finkelstein & Poteet, 2007) conducted a review of the mentoring literature and outlined a process for developing a mentoring program from inception to evaluation. They outline several steps that need to be considered in order to enable a mentoring program to be effective. The first step is that of initiation. It is at this stage that senior leaders must get involved and must be seen as supportive of the initiative. If the "upper echelons" of the organization do not practice what they preach, then the program will have no chance of succeeding. The second step is selecting the program objectives. In other words what do you want the mentoring program to achieve? In Army terms, what is the endstate? This forces the organization to identify what its needs are and leads directly into the third step, which is selecting who should participate in the program. The fourth step is identifying the guidelines or rules for participation.

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[57] Legacé-Roy and Kackstedt, *Mentoring Handbook…, 8.*

The research indicates that better results are likely if participation by both the mentor and mentee are voluntary. This aspect cannot be overemphasized. The fifth step is establishing the mentor/mentee pair. This step basically distinguishes whether the program is a formal or informal program. A key aspect in this step is to ensure that the "mentor not be in a direct reporting line to the mentee."[58] The sixth step is that of training for both the mentor and the mentee. It is during this step that the outcomes, goals of the program, and benefits of being part of a mentoring relationship are articulated. Also, in a formal mentoring program, the frequency of meetings between the mentor and mentee would be established and the duration of the mentoring relationship would also be outlined. The last step is the monitoring and evaluation of the program. This step is essential. If the organization has no method in place of determining how effective the program is, it has no way of knowing if it is achieving its objectives.[59]

LCol Knackstedt, a leading researcher in the field, has also outlined a set of guidelines for establishing an effective mentoring program. These guidelines are as follows: clearly defined program goals, endorsement by senior leadership, part of overall training and leadership development programs, ownership, participation on a voluntary basis, confidentiality, pairing based on preferred volunteer mentors/mentees, initially short phases, mutual commitment, no fault conclusions, not used for career decisions, mentor is not the supervisor (nor in direct chain of command), openness to different

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[58] Lisa M. Finkelstein and Mark L. Poteet. "Best Practices in Workplace Formal Mentoring Programs." in *The Blackwell handbook of Mentoring: A Multiple Perspectives Approach*. (Malden, MA: Blackwell Publishing Ltd, 2007), 353.

[59] *Ibid.*, 346-362.

forms of mentorship and continuous monitoring and evaluation of the mentoring initiative.[60]

Though there is no perfect solution to implementation, what is important to note from the two sets of guidelines outlined above, is that they both place the same emphasis on the beginning and end. At the outset of any mentoring initiative, both outline the critical requirement for the leadership of the organization to be committed and support the initiative through their actions. They emphasize the need to have an effective monitoring and evaluation mechanism in place to ensure the program is achieving the objectives established by the organization. If these two steps are not effectively implemented, it is unlikely that any mentoring program will be effective.

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[60] LCol Janine Knackstedt, "*Guidelines for the Establishment of an Effective Mentoring Program.*" (n.p., 2007), 1.

CHAPTER THREE – Other Organizational Approaches

In reviewing the literature on mentoring, within a military context, those militaries whose views on leadership are similar, were chosen. The United States (US) Army and the Australian Defence Force (ADF) were selected for this reason as well as the fact that they are two of the CF's closest allies. As the CF is part of the Federal Government, other government department's views on mentoring and some of their initiatives will also be looked at. Lastly a brief synopsis of several current CF mentoring initiatives is provided.

US Army

Field Manual 6-22 (FM 6-22), *Army Leadership: Competent, Confident, and Agile*, is the US Army's cornerstone manual on leadership and was issued in October 2006. Unlike the CF leadership doctrine, US Army leadership doctrine places a greater emphasis on what mentoring[61] is and what its benefits are for the Army. An entire chapter of the manual is devoted to 'Developing' leaders of the Army and points out that "good leaders strive to leave an organization better than they found it and expect other leaders throughout the Army to do the same."[62]

Mentorship in the US Army is defined as "the voluntary developmental relationship that exists between a person of greater experience and a person of lesser

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[61] A quick word search of the word "mentoring" in FM 6-22 produces 47 occasions where the word mentoring is used. A similar search of CF Conceptual foundations only produces one such result.

[62] United States Army. "FM 6-22 (FM22-100) *Army Leadership: Competent, Confident, and Agile.*" (Washington, DC: Headquarters Department of the Army, October 2007), 8-1. (This is pagination of US Leadership manual).

experience that is characterized by mutual trust and respect."[63] The focus of mentorship

is the relationship that goes beyond the chain of command and is characterized by the

following:

a. Mentoring takes place when the mentor provides a less experienced leader
    with advice and counsel over time to help with professional and personal
    growth.

b. The developing leader often initiates the relationship and seeks counsel
    from the mentor. The mentor takes the initiative to check on the well-
    being and development of that person.

c. Mentorship affects both personal development (maturity, interpersonal,
    and communication skills) as well as professional development (technical
    and tactical knowledge and career path knowledge).

d. Mentorship helps the Army maintain a highly competent set of leaders.

e. The strength of the mentoring relationship is based on mutual trust and
    respect. The mentored carefully consider assessment, feedback, and
    guidance: these considerations become valuable for the growth that
    occurs.[64]

The US Army anticipates that the future battlespace will be more complex, and as

a result will require the institution to develop leaders at a more rapid pace. Mentoring is

a developmental tool which can effectively accelerate development of professional

expertise. It is key in compressing the junior leader's learning curve. With the vast

amount of knowledge required to be absorbed in order to be effective in today's complex

operating environment, and the ever shrinking time with which to learn it, mentoring is

the best way to ensure future leaders' professional development.[65] Within the US Army,

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[63] *Ibid*., 8-14. (This is pagination of US Leadership manual).

[64] *Ibid.*

mentoring focuses on developing a less experienced leader for the future. This is further echoed in the US Army human resource management philosophy, which emphasises and outlines under self development that "all leaders have a responsibility to develop those junior to them to the fullest extent…leaders can facilitate development through the knowledge and feedback they provide through…<u>mentoring</u>."[66] After reviewing US Army leadership doctrine, there can be little doubt in anyone's mind that mentoring is viewed as a vital tool for the development of future leaders and is essential to the US Army's ongoing success. The US Army has also provided the framework and organizational climate to allow mentoring to grow within the Army culture. It has not only provided a framework to allow mentoring to grow but has also encouraged the individual to select his or her own mentor. Furthermore, US Army leadership doctrine emphasises that "individuals must be active participants in their developmental process. They must not wait for a mentor to choose them but have the responsibility to be proactive in their own development."[67]

Despite all the rhetoric on mentoring, has the US Army actually achieved what it wanted with respect to mentoring? LCol B.R. Washington, while a student at the US Army War College in Carlisle Barracks PA, highlighted in his 2002 paper "*Mentorship: An Army Dilemma*" that the debate about mentoring within the Army has been ongoing since 1985. He argued that there was no clear definition about mentoring and that the

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[65] Major General Lon E. Maggart and Colonel Jeanette S. James, "22, Insights: Mentoring – A critical element in Leader Development." *Military Review* 79, no.3 (May-June 1999): 1. Effective mentoring can compress 2 years into six months.

[66] United States Army. "AR 600-100 *Army Leadership: Personnel-General.*" (Washington, DC: Headquarters Department of the Army, March 2007), 5.

[67] United States Army, *FM 6-22 (FM22-100) Army Leadership…,* 8-15 (This is pagination of US Leadership manual).

process needs to be inclusive of everyone in the Army. His paper was based on the definition provided in the previous manual on leadership. These concerns have since been addressed by the current US Army leadership doctrine and were articulated above. It appears that the US Army has moved forward on mentoring and has implemented mentoring programs.

One mentoring program discovered is that of the Quartermaster Warrant Officer Mentoring Program. This formal mentoring program takes graduates of the Quartermaster Warrant Officer course and establishes a mentoring relationship with a more senior warrant officer. While on the course the students are provided a list of the all available mentors. It is then the student's responsibility to establish contact with the mentor they choose. The program also provides a guide (available online[68]) which outlines, roles, responsibilities, and benefits and was implemented in January 2002. The author is not aware at this time if any program evaluation has taken place to determine how effective the program has been or what methods are in place to make any recommended modifications. This program is typical of the mentoring programs in the US in that they are mandatory and clearly laid out.

A Second program discovered is the Marine Corps Mentoring Program (MCMP). Though the Marine Corps is not part of the US Army, it is important in that it demonstrates that the concept of mentoring is spreading amongst the American Forces. The MCMP was implemented in February 2006 by the Commandant of the Marine Corps, General M.W. Hagee. His implementation directive outlined his mission as "All

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[68] Information on this program can be found on line at
http://www.quartermaster.army.mil/oqmg/warrant_officer_proponency/Mentorship_Program/GUIDE/Table_of_Contents.htm

commanders and leaders will implement the Marine Corps Mentoring Program in order

to preserve and protect the force…and develop Marines to their full potential."[69] He also

clearly articulated that every Marine will have a mentor. Accompanying the

implementation of the program was a capacious "Marine Corps Mentoring Program

Guidebook." This manual outlines how to implement the program, what mentoring is,

how to be an effective mentor, and how to document sessions. This is an example of a

formalized mentoring program.

Australian Defence Force

The Australian Defence Force (ADF) defines leadership as "The process of

influencing others in order to gain their willing consent in the ethical pursuit of

missions."[70] This is similar to the Canadian definition, which is defined as "directly or

indirectly influencing others, by means of a formal authority or personal attributes, to act

in accordance with one's intent or a shared purpose."[71] Similar to Canadian leadership

doctrine, the ADF also places emphasis on the aspect of mentoring in preparing their

leaders for future challenges. ADF leadership doctrine directly outlines that both

"informal and formal mentoring are encouraged at all levels within the ADF."[72] This

emphasis is different than the current CF approach in that it specifically encourages the

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[69] General M.W. Hagge. "*Marine Corps Order 1500.58*." (Washington, DC: Department of the Navy Headquarters United States Marine Corps, 13 February 2006), 2.

[70] Australia. Executive Series ADDP 00.6 *Leadership in the Australian Defence Force*. Director Defence Publishing Service, March 2007. 1-5. (This is pagination of US Leadership manual).

[71] Canada. CFP A-PA 005-000 AP-003 *Leadership in the Canadian Forces: Doctrine*. (Ottawa: DND, 2005), 3.

[72] Australia. *Executive Series ADDP 00.6…*, 4-12. (This is pagination of US Leadership manual).

use of both formal mentoring and informal mentoring. This distinction allows leaders the

flexibility to form a program that meets their specific needs and further enables them to

demand resources to support it as it is clearly outlined ADF's leadership doctrine. The

organization leaves informal mentoring up to the individual, however it dictates that

"Informal mentoring…should be encouraged by groups responsible for officer and NCO

development."[73] ADF doctrine also makes an important distinction as to what level

mentoring should be focused at. Specifically it views the feedback provided in a

mentoring relationship to be more important at the strategic (senior rank) level vice the

tactical (junior rank) level.[74] The primary reason for this distinction is the perception that

as leaders move up in rank, their subordinates tend to tell him/her only what they want to

hear. The benefit of the mentoring relationship, in this scenario, is that the mentor will

provide honest, accurate feedback and advice.

ADF doctrine outlines the road map for developing future ADF leaders in that

"Leaders in the ADF are developed through a combination of career progression,

exposure to other leaders, **mentoring** (emphasis added), formal training and performance

appraisal."[75] However, despite this emphasis on mentoring, the ADF appears to have

made little progress in institutionalizing mentoring since Lieutenant Colonel (LCol)

Carroll's[76] article in 2004 '*Coaching and Mentoring in the Australian Army Senior*

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[73] Australia. *Executive Series ADDP 00.6…*, 4-12. (This is pagination of ADF Leadership manual).

[74] *Ibid*.

[75] *Ibid.*, 6-1. (This is pagination of ADF Leadership manual)

[76] LCol Carroll holds three masters degrees in Defence Studies, Human Resources and Education (Training and Development).

Leader Development Program' in the Australian Defence Force Journal. The author's aim was to examine the potential of coaching and mentoring in better preparing senior leadership for the next century. LCol Carroll points out that at the time of writing his article there were no formal mentoring programs and that the amount of informal mentoring occurring was difficult to both qualify and quantify.[77] Furthermore he articulates that mentoring is "virtually unknown within Australian Army doctrine…no direct reference in various command and leadership manuals…and is mentioned only in passing within the most newly published doctrine."[78] The most recent Australian leadership doctrine (ADDP 00.6), issued in March 2007, still does not define mentoring. It devotes only two paragraphs towards this topic out of a 150 page manual. Despite this slow implementation, the ADF still places more emphasis on mentoring within its leadership doctrine than does the CF in its leadership doctrine. The Australian students (two) on the 2007/2008 Joint Command and Staff Program (JCSP 34), and the one Australian Directing Staff, all indicated that they have had and still have a mentor, and are currently mentoring someone.

Canadian Federal Public Service

The Federal public service conducted a review in 2003 to assess the status of mentoring programs within its departments. The aim of the review was to determine the best practices within all the departments in order to develop better mentoring within the

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[77] LCol L. Carroll, "Coaching and Mentoring in The Australian Army Senior Leader Development Program." *Australian Defence Force Journal*, no. 164 (2004): 14.

[78] *Ibid*., 14-15.

public service. The result of this review was the publication, in 2004, of "*Mentoring Programs in the Federal Public Service: Status and Best Practices*." The research was conducted in twenty departments and determined that seventeen of these departments had active mentoring programs in place at various stages. The programs reviewed were designed to achieve several goals through mentoring. These goals included: transferring organizational culture to new employees, career development, enabling learning of important skills, succession planning, enhancing recruitment, preservation of corporate memory and retention.[79]

The public service has only recently realized the benefits of mentoring in assisting with their human resource management. On March 23, 2003, a mentoring forum was held in Ottawa in an attempt to create the following:

   a.   Build a federal government network for mentoring (forming alliances and partnerships within departments and sharing resources).

   b.   Share best practices, strategic planning and lessons learned (including attracting more mentors and ensuring quality of services).

   c.   Discuss what the federal public vision could be for mentoring.[80]

The public service has grasped the importance of mentoring. They are viewing mentoring as "a timely initiative, especially considering the need to preserve corporate memory as senior members of the workforce leave. It can also be a cornerstone…to revitalize the public service."[81] This 2003 needs assessment recommended that a

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[79] Canada. CP54-1/2004 *Mentoring Programs in the Federal Public Service: Status and Best Practices*." (Ottawa, 2004), ii.

[80] *Ibid*., 31.

[81] *Ibid*., 1.

mentoring program be implemented within government departments, including DND. However, before implementing a mentoring program it was decided that a pilot project would be conducted to evaluate different mentoring program techniques and to confirm that employees were still interested. This pilot project was conducted from December 2005 to December 2007 and concluded that "a permanent mentoring program in DND was feasible and would be a positive contribution to organizational goals as well as employee development and satisfaction."[82]

This successful pilot program has resulted in DND making the Director General Learning and Professional Development (DGLPD) responsible to develop a "permanent Mentoring Program open to all its indeterminate civilian employees."[83] DGLPD has embraced this challenge and committed resources towards a mentoring program as part of its 2008/2009 business plan. Furthermore, in March 2008 DGLPD issued initial guidance to its department, in a draft document titled "*A Mentoring Program: Statement of Work.*" This guidance explains the rational behind developing a mentoring program, a description of the project and its scope and milestones to be achieved. DGLPD anticipates that the official launch of this program will take place on 15 September 2008.

The program will offer both face to face and distance mentoring; however, the focus will be on distance mentoring. The mentee will play a large role in selecting a mentor though the selection process will be done via web-based medium. The training for both the mentor and mentee will also be done in a similar fashion. Once the mentee and mentor have completed training and provided all necessary information, a match will

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[82] Director General Learning and Professional Development, "*A Mentoring Program: Statement of Work (DRAFT).*" Ottawa: DGLPD, March, 2008), 5.

[83] *Ibid*., 5.

be made and the mentoring relationship will begin. A program coordinator will also be established, as part of this program in order to help facilitate the relationship and provide assistance when required. DGLPD has realized that in today's "completive labour market, the constant turn-over of employees, the massive retirement of baby-boomers, that such a program is seen as a retention strategy as well as a ***succession planning strategy*** (emphasis added) to ensure the transfer of corporate knowledge."[84]

Another civilian mentoring program, within DND, can be found in the Defence Research and Development Canada (DRDC) department. The 2007 DRDC mentoring program began in April 2007. Mentor and mentee pairs are established both within and outside (50%) of the geographical area (Ottawa). In January 2008 DRDC published a six month report on the overall health of this program. The report determined that overall both the mentees and mentors are finding the program worthwhile and extremely rewarding.[85] As the civilian departments within DND realize the importance of mentoring, what is the CF doing with respect to mentoring?

Current CF Mentoring Initiatives

At the time of writing, there were no "formal" mentoring programs within the CF, however several mentoring initiatives within the CF and the Army in particular. Discussions with the students and staff of JCSP 34 revealed anecdotal evidence of mentoring initiatives (primarily within the Air Force and Navy), however, none appear to have survived due to lack of support from the chain of command. Mentoring initiatives

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[84] *Ibid*.

[85] Defence Research and Development Canada. "*DRDC 2007 Mentoring Program Report on Findings of 6-Month Satisfaction Survey.*" January, 2008, 1-8.

were sporadic and there was no centralized control. An email survey,[86] conducted with the one hundred Canadian students on JCSP 34, supports this conclusion. Seventy-two students responded to the question "Are you aware of any mentoring program within the CF?" And out of that fifty-eight (eighty-one percent) responded no and fourteen (twenty percent) responded yes. The ones who responded yes indicated that it was simply a unit level initiative that basically did not survive contact.

Evidence was also found of a pilot mentoring project for 2007/2008, which has been recently started at the Royal Military College (RMC). This program is comprised of 134 participants (67 mentoring pairs) and has third year cadets mentoring first year cadets. The goal of the mentoring initiative is to "nourish an atmosphere of pride and professionalism at RMC." The pairing of the mentor and mentee was done according to the needs of both mentees and menotors (eg. may have been based on academic program, military occupation, gender or even language). The program also encourages the mentor and mentee to make time in which to discuss aspects of military training once a week. After this first year is complete, the intent is that the same participants will continue within the program. This will now mean that fourth year cadets will be mentoring second year cadets and a new group of third and first year cadets will begin again.[87] A series of questionnaires and surveys have and will be completed by the participants throughout the project. The aim of this research is to determine the effectiveness of "RMC's mentoring initiative, its strengths and weaknesses, with a view to eventually developing best

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[86] An email survey was conducted 5 February 2008 of all students on the 2007/2008 Joint Command and Staff Course (JCSP 34) at Canadian Forces College, Toronto. 100 Canadian and 22 International students where asked 3 questions. 82 Students responded (74 Canadian and 8 International).

[87] LCol Janine Knackstedt. "*Mentoring Initiative Royal Military College of Canada*." (Kingston, ON: RMC, 2007), 1-2.

practices for mentoring programs in a military academic environment."[88] The results of

this research will be of great importance to the CF, as RMC is the grass roots level for the

officer corps. Building a solid foundation of trust, confidence and proficiency in

mentoring, at the early stages of an officer's career, will go a long way to ensuring

success.

Another mentoring initiative is currently taking place at Canadian Forces Base

Wainwright. The Combat Manoeuvre Training Centre (CMTC) has the responsibility to

train Battle Groups (BG)[89] prior to their deployment on overseas operations. As part of

this mandate from the Land Force Doctrine and Training System (LFDTS), key positions

within the deploying BG are assigned a mentor. LFDTS states that the role "of the

mentor is to provide current and relevant operational experience to deploying command

personnel. The mentor is not intended to replicate the functionality of an observer

controller and their participation will be limited to a short engagement of five to seven

days."[90] In this case the word 'mentoring' is actually being used incorrectly. The

function actually being performed here is that of coaching. Coaching is an important and

integral aspect of mentoring; however it is more focused on short term goals. In most

cases, the long term relationship is never developed. This is still an important initiative

that is trying to change the military culture and ensure the transfer of knowledge and

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[88] LCol Janine Knackstedt. "*Research Proposal.*" (n.p., 2007), 2.

[89] Current Canadian Battle groups are approximately 1200 soldiers in strength and are normally based around the command structure of either an Infantry Battalion or Armored Regiment. The Battle group will also consist of the various combat support elements (Artillery Battery, Tank Squadron) and logistical support elements (Supply, maintenance, medical, etc). The overall size of the BG may increase or decrease depending on the tasks they are given and theatre of operation they are sent to.

[90] Maj Newton, email conversation with author, 5 February 2008.

lessons learned. It is not certain whether CMTC is mentoring in the pure sense of the

word (as per this paper's definition), however, it encompasses a number of coaching

dimensions.

A third mentoring initiative is one that is being conducted by the Non-

Commissioned Member Professional Development Centre (NCMPDC). NCMPDC has

developed a mentoring initiative, which is applied to the CPO1/CWO Qualification

course (CQ). As an academic course, it is designed to "prepare candidates for the move

from CPO2/MWO to CPO1/CWO at the tactical and operational level and to start

preparing them for possible future employment in senior or key positions at the strategic

level."[91] In other words, this course is preparing them to move from the domain of

leading people to leading the institution, which was outlined in the introduction (Table

1.1) of this paper. NCMPDC has also produced a guide for mentors outlining what the

mentor roles, responsibilities and terms of reference are for the course. The key role of

the mentor is to pass on knowledge. This is clearly articulated in the guide, which states:

> You have been selected to be a mentor on the CQ course because you have
> experience at the tactical/operational and strategic level and have acquired
> vast knowledge that should be passed on to the next generations.[92]

It is important to note that this initiative is a formal mentoring program where the

mentors are selected and provided to each syndicate for the duration of the course. It is

acknowledged by NCMPDC that the term "mentorship, as used in an academic

environment…is slightly different than the standard usage. Ordinarily a mentoring

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[91] NCMPDC CQ Course – Guide for Mentors., "*CPO1/CWO Qualification Course.*" (22 November 2002), 5.

[92] *Ibid.*, 3.

relationship is…over a long period of time. Here, the mentor will act as a group mentor and the …period is short."[93] This concept is scheduled to be implemented in September 2008. It will be interesting to track the success of this program over the next few years to determine how many relationships established on the course, develop into traditional mentoring relationships after each course is completed. Though it is refreshing to see this mentoring initiative, it should be focused earlier in ones career so as to maximize the benefits of mentoring.

The last mentoring initiative to be discussed is the Command Mentoring Program in the Naval Reserve. This formal mentoring program was launched in October 2003 with twelve mentees and four mentors and was initiated by Captain (Navy) Cotter with the assistance of LCol Knackstedt. The program commences with potential mentees within the Naval Reserve (Class A or B) being invited to submit their names for the program in late spring of each year. In order to apply the mentee must have met several prerequisites. First the individual must have a minimum of two weeks sea time over the previous eighteen month period. Second, the individual must have had control for "alongsides and departures" that must be supported in a letter signed by the Commanding Officer. Lastly the candidate must be in a position to be promoted to the next rank level within a two year period of being selected. The final selection of suitable mentees is conducted in the October timeframe after they are assessed in a simulator. The mentors for the program are present during this evaluation so that they can witness their potential mentees in a simulated at-sea environment. If a candidate is unsuccessful during the simulation phase, they are debriefed on the areas that require improvement and are

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[93] *Ibid.*, 6.

invited to re-apply for the program the following year. For those candidates that are

successful they are matched up with a mentor who will guide their development over the

next two to three year period. The mentors as well must have certain criteria in order to

be part of the program. All mentors are well respected, post command officers with

strong interpersonal skills. The mentors are also only eligible to remain in the program

for a two or three year period in order to provide the experience to other members of the

force and try to grow the mentoring pool within the Naval Reserve.[94]

This program is still ongoing and by all reports is currently meeting the needs of

the Naval Reserve. There was no indication at the time of writing as to whether the

Naval Reserve had any intent to expand the current program or to facilitate mentoring on

a broader scale within the trade. The programs discussed above are not meant to be a

complete list of all the mentoring initiatives that may be prevalent in the Army or CF, but

simply those that the author was able to identify. The author has also discovered that

since the publishing of the "Mentoring Handbook," one of its authors (LCol Knackstedt)

has received several inquires, from various military occupations (e.g., Legal Officers,

Health Services Officers, Construction Engineering Officers, CWO's on the NCMPD

course, Tactical Helicopter Pilots and Aerospace Telecommunications Information

System Technicians), about how to instil a mentoring culture within their group of

military occupation. A promising sign, provided momentum can be maintained.

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[94] Cdr M.A. Hopper, email conversation with author, 25 February 2008. The above information is a summary of the email sent by Cdr Hopper outlining the basics of the program. Cdr Hopper's current position within the Naval Reserve is that of OIC Command Development.

CHAPTER FOUR – Army Succession Planning

Background

The Army realized that it needed a better way of ensuring that it was developing the right people for future senior leadership positions. As a result, it engaged its senior leaders with a view to developing a transparent, succession planning process that enabled better management and development of the leadership talent in the Army. The result was a succession planning philosophy, which is dedicated "to place the most appropriate person, in the right position…address gaps between the current competencies and future needs, enable better organizational capability and improve the retention of highly skilled leaders."[95] This concept was published in 2003 as Land Force Command Order (LFCO) 11-79 Army Succession Planning (ASP).

ASP is to focus on both the individual and the institution, with the intent of achieving the following:

    a.   Enable the commander to influence over the short and long term the development of people, and to enable the success of the institution.

    b.   Select individuals for key appointments for the short-term success of the Army (tactical leadership of the institution), and to develop key individual competencies such as those needed by Commanding Officers (CO) and Regimental Sergeant Major (RSM) (personal development).

    c.   Assess long term potential with a view to successful long-term strategic leadership of the institution.[96]

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[95] Department of National Defence. "*LFCO 11-79 Army Succession Planning.*" (Ottawa: DND, 2007), 2.

[96] *Ibid.,* 3.

The ASP process is intended as a management tool for development and also to ensure that a pool of leaders is available for the myriad of appointments within the Army. As a result, the ASP process has three important objectives. In other words, it needs to produce three outcomes or products for the Army to use. The first is the development of a long term succession plan (LTSP). The intent of this document is to project a leader's potential to reach a given senior level (referred to as tier level which is explained in the next section) over the next five to ten years. The second outcome is the production of a short term succession plan (STSP) document. The intent of this document is to map out the individual's next three years. This document will also highlight a primary and alternate person for key leadership positions. For example the Artillery branch will identify a primary and alternate for each gun battery command position and will inform the individual whether they are the primary or alternate. This gives the Army the flexibility to deal with uncertainty if someone becomes unavailable for unforecasted reasons. The last outcome is the synchronization of an individual's employment and professional development such that they are given the chance to achieve their potential. For example, if an individual is identified to become a commanding officer in the next five to ten years as part of LTSP, they would require a certain language profile and specific/specialized training in order to be eligible. LTSP is designed to ensure that this training is provided in a timely manner so as to not impede their career progression. [97]

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[97] *Ibid.*, 5.

Tier Level

The Army uses a long term multi-tier system in an attempt to link an individual's potential to a command and/or strategic/key position composed of six tiers. The top four tiers are of primary interest to the Army, whereas the bottom two tiers are left up to the purview of the individual branches within the Army. The definitions of the various tiers are as follows:

a. **Tier 1** – Senior strategic leadership appointment at the command and CF level beyond the rank of Brigadier General (B Gen) and for senior Chief Warrant Officer (CWO).

b. **Tier 2** – Strategic leadership appointments at the rank of BGen and senior CWO.

c. **Tier 3** – Operational leadership appointments at the rank of Colonel and senior CWO.

d. **Tier 4** – Tactical leadership appointments at the rank of LCol and CWO (unit, school, and area support level).

e. **Tier 5** – Sub-unit command level (company/squadron/battery).

f. **Tier 6** – Sub-Sub unit command (Platoon/troop).[98]

The ASP board convenes annually so it is possible that at an individual's tier level can change each year as well. This change can be either up or down. An individual's tier level does not normally change upon promotion as he/she is most likely tiered beyond that level.

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[98] *Ibid.*, 7.

Process

ASP attempts to ensure the development of individuals in both leading people and leading the institution domains. In trying to achieve this goal, the Army has identified several advisors who are to ensure the proper succession planning and development of members within their trade. For example, the Director of Artillery (D Arty) is responsible for the coordination of succession planning within the Artillery branch for both the Field and Air Defence Artillery trades. The Director of Infantry is responsible for the infantry, and so on. What is important to note is that the role of "Director" is primarily a secondary duty assigned to a Colonel within that trade. In other words, the position of Director is not an official position within the CF. Again, using the Artillery branch as the example, D Arty has a full time Colonel position within the CF, as well as the secondary duty of ensuring succession planning within the branch. So taken by their numerous primary responsibilities it is unlikely that they can provide the full attention required to ensure the success of the succession planning process.

The creation of both the LTSP and STSP enable the Director Military Career (D Mil C) staff to better coordinate an individual's career. The ASP process is also supposed to be transparent and allow for the personal involvement in one's career. The branch advisors are to inform their members of the results of the ASP board by letter each year. In this letter, the advisor will outline what tier level the individual is assessed at, potential future employment, and recommendations for professional development. With respect to professional development, the recommendations are limited to formal programs that exist primarily within the Military, that could include: second language

training, post graduate studies, technical courses and various developmental period (DP) courses that may be required.

The stages of a soldier's career are divided up into what the Canadian Forces Professional Development Program call developmental periods (DP). A DP "is a timeframe in a career during which an individual is trained, employed and given the opportunity to develop specific occupational or professional skills and knowledge."[99] Furthermore, as an individual progresses from one DP to the next, it is normal that his/her authority, competency and accountability also increase. The amount of DPs also differs between officers and NCMs. An officer currently has four DPs whereas an NCM has five. The DPs normally overlap more that one rank for both the officer and NCM. For example, an officer would complete DP 1 training from the rank of Officer Cadet to Lieutenant, DP 2 training as a Captain, DP 3 training from the rank of Major to Lieutenant-Colonel and DP 4 training from the ranks of Colonel to General officer. Completion of all professional development training allocated to a specific DP is a prerequisite for promotion to the next rank and DP level.[100] Mentoring may occur at each DP level.

The Army succession planning process is a living document and needs to be reviewed annually and validated by both the individual and the organization. Communication between the institution and individual is critical, and only through trust and transparency can the process succeed in identifying those with the potential to lead

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[99] Director General Personnel Generation Policy. "DAOD 5031-8 Canadian Forces Professional Development." April 30, 2004: 5; available from http://www.admfincs.forces.gc.ca/admfincs/subjects/daod5031/8-e.asp; accessed 24 March 2007.

[100] *Ibid.,* 6-10.

the CF in the future. LFCO 11-79 talks about 'developing' individuals as a key component of succession planning, yet provides little assistance in identifying how to achieve one's goals. Simply stating 'get a masters degree' and 'improve your second language ability' provide little to ensure an individual is prepared for the next challenge in his or her career. Imparting him or her with the experience and wisdom of those whose footsteps they are following is the critical missing piece in ensuring the Army's future leaders are prepared for the chaotic environment they will work in. Mentoring will provide this key element of professional development. In particular, by linking semi-formal mentoring with the Army's succession planning philosophy, as outlined in LFCO 11-79, this gap in professional development will be eliminated, thus better positioning the Army for success in the future.

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CHAPTER FIVE – Making Mentoring Work

"Look after our people, invest in them and give them confidence in the future"

HR 2020

Why the Army needs Mentoring

The current process of Army Succession Planning and leadership development does not fulfill the above mandate from HR 2020. It falls short of ensuring that Army leaders have all the skills necessary to handle future challenges. Outlining prerequisites or hurdles that need to be cleared in order to achieve the next rank is not investing in "them" properly nor giving them confidence in the future. It appears that the current status of the CF and Army is in turmoil with respect to its ability to retain its members. One only needs to look at the most recent statistics on attrition for the CF to arrive at this conclusion. During this recent fiscal year (1 April 2007-31 March 2008) 74% of all members who left the CF did so voluntarily. This figure has increased by more than twenty percent over the last four years and is predicted to continue rising. Also, total attrition, as a percentage of the entire CF has risen to 8.1 percent for fiscal year 2007/2008. This figure has risen from a value of 6.5 percent four years ago and represents a significant amount of corporate knowledge that is being lost each year.[101] The CF has no explanation as to why more and more people are voluntarily deciding to leave. One possible hypothesis is that soldiers are no longer satisfied and motivated to stay.

Mentoring, as outlined earlier, leads to an increase in career motivation and may help slow down the rate of attrition. It also has the benefit of retaining corporate

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[101] BGen L.J. Colwell. "*February 2008 PARRA Report Summary*." (Ottawa: DND, 2008), 1-2.

knowledge. These trends need to be halted if the Army is going to be successful in achieving its goals. "Success does not just happen by chance. Success requires a well executed strategy. Mentoring facilitates that Strategy." [102]

In today's fast paced environment, leaders need every advantage they can get to ensure success. Critical to this success is learning from those who are currently filling the senior positions within the Army. By doing this, the Army will ensure that the knowledge of one generation is passed to the next. This enables the Army to avoid re-learning old lessons. The effectiveness of the Army is based on visionary thinking and the transfer of knowledge and wisdom from one generation to the next. Mentoring is the bridge that connects each generation and ensures the Army continues to move forward.

The longer the Army waits to implement a more structured mentoring program, the more knowledge and wisdom the Army loses as people retire without passing on what they have learned. Supporting the premise, that the Army probably has a limited, ineffective informal mentoring structure, is the informal survey conducted with the students of the JCSP 34 course. This survey attempted to gauge the perception of mentoring within the Army and CF in general. Senior officers on the course were asked the following two questions with respect to mentoring: "Have you had a mentor during your military career?" and "Are you a mentor for anyone?" The results of this brief survey lend some credibility to the perception, that mentoring only occurs on an ad hoc basis within the current Army culture. Of those that responded 62 % replied that they have not had a mentor during their career. This is important as the students on the JCSP 34 course represent the future leadership of the Army and CF. The Army specific results

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[102] Johnson, *Mentoring for Exceptional Performance…*, 13.

were slightly higher. There are currently 41 Army officers on the course of which 32 responded to the survey. Seventy-five percent (24 out of 32) of those that responded stated they have not had a mentor.

The Canadian Forces College (CFC) boasts that each course is made up of officers who are in the top 25 % of the CF's merit list within a given year. One could therefore logically conclude that the future leaders of the CF are not obtaining all the knowledge available to them to prepare them for the future; information and knowledge, that they would likely receive if they were being mentored by the current senior leadership of the CF. What was also abundantly clear in the results of the survey, was that this trend of not being involved in a mentoring relationship will continue unless the Army takes immediate action. Sixty-six percent of the Army students, who responded to the survey, replied that they are not currently mentoring anyone. This information indicates that something more than informal mentoring is needed within the Army. This trend is similar to the evidence found in the business sector as well. In 2006 1,400 chief financial officers were asked if they had a mentor either formally or informally at any time in their career. Fifty-eight percent responded that they had never had a mentor.[103]

While the survey conducted internally at CFC was somewhat informal, further evidence supports these views. One such example is a 2004 (JCSP 30) paper on the need to have a better mentoring initiative within the human resource field of the CF.[104] Four years have passed and the CF is still no further ahead as supported by the fact 81% of the

[103] Jacqueline Durrett, "Mentors in Short Supply." *Training,* Vol 43, no 7 (2006). 14.

[104] LCdr White, "Mentoring as a mainstay for the Canadian Forces" (Toronto: Canadian Forces College Joint Command and Staff Program Masters of Defence Studies Paper, 2004).

current JCSP 34 course are not aware of any mentoring initiatives within the CF. Also, those senior leaders who feel that mentoring is not required within the Army need only consider the following. If given the chance to change your past would you still walk the path you took alone? Or would you choose a mentor to assist you? This thought is best summarized in the following quote:

> Learning through the experiences of others does two things. It fills you with experience you probably would not have gained for a long time, and it provides an advantage to you when standing at the same fork in the road in that you have already learned the consequences of one decision…if a mentee ties together a mentors thoughts, experiences, and talents and applies them to his walk, he has twice the wisdom.[105]

The Army's future lies in creating a mentoring culture.

Link with Army Succession Planning (ASP)

Implementing a mentoring program and linking it to the Army's current succession planning methodology, will create the best synergistic effect for the Army. This combination will ensure future leaders are well positioned to lead in the complex environment that awaits them.   The Army needs to make every effort to avoid developing another independent policy or program, which takes away more of the leader's time. The mentoring program needs to avoid becoming simply another process, which everyone must follow providing little value added. A mentoring program must assist the Army in achieving it strategic mission.

A structure for assessing and identifying future leaders, with the perceived best potential, already exists and is imbedded in ASP. Annually, every branch of the Army

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[105] Charles J Dalcourt Jr. "Mentoring establishing a legacy, shaping the future," *Military Review* 82, no. 6 (November/December 2002): 35-40; http://www.proquest.com; Internet; accessed 26 February 2006.

meets with their respective director and every trained soldier is discussed to determine their long term potential within that specific occupation. The outcome of this meeting is that every officer and NCM within the Army is given a tier letter. In the Artillery branch, for example, the Director of Artillery would send out a letter to all those officers who were tiered at level three and higher. The Commanding Officer of a unit has the responsibility of sending out the letters to all those who are tiered at level four and below. The reason for the split is that tier three and higher level jobs are no longer branch specific whereas tier four and below still deal primarily within an individuals specific military occupation.

This letter is a typical form letter, which provides the individual with information on what formal training he/she would need to complete in order to stay competitive. It also provides details on what other professional development is required such as university education and language training. To start educating everyone on the benefits of mentoring, all that is needed is a section in LFCO 11-79, which outlines what mentoring is, what the benefits are for the mentor, mentee and the organization, and how it assists in professional development. Second, providing a few sentences about the importance of being mentored and being a mentor, in each letter that is sent out, would be simple for ASP to achieve. This would generate discussion when soldiers review their tiering letters with their supervisors. This would be similar to what the US Army outlines in their leadership doctrine about the importance of mentoring and the responsibility for the individual to seek out a mentor. Furthermore, having this information on each individuals tiering letter would also generate discussion across the Army, as soldiers try to find mentors to fit their needs.

A mentoring program could be easily facilitated by the ASP board while they are determining everyone's tier within the Army. Once an individual's tier is determined, the question should be asked "Does this soldier have a mentor?" The answer to this question is simply added to the end of the master spreadsheet, which displays everyone's information (rank, name, degree, language profile, etc). By asking this question and tracking the information, ASP can ensure that future leaders are benefiting from the experience of the current senior leadership and that corporate knowledge is being passed on. Furthermore, having this data will enable the Army to assess the success of the program over time. The challenge for the Army is to determine what type of mentoring program to initiate and how to ensure its success.

Why Semi-Formal Mentoring

A Semi-Formal mentoring program will provide the best opportunity for success within the Army. It combines the strengths of both formal and informal mentoring by giving importance to the program through structure, yet still allows the individual to select whom they wish to have as a mentor. The current level of informal mentoring is not acceptable and in referring to an old Army cliché, 'hope is not a method,' the Army can no longer afford to continue down its current path and "hope" that informal mentoring will meet the developmental needs of its future leaders. The ad hoc way that informal mentoring relationships are created will never allow the Army, to accrue all the benefits that mentoring can provide to an organization. The Army needs to take control and immediately implement a semi-formal mentoring structure.

In the chaotic environment that today's soldiers operate within, the last thing a soldier needs is another administrative process, which is what a traditional formal mentoring program would be. A formal mentoring program structure would also demand excessive resources and administrative support, which given today's operational tempo is unlikely to occur. The mentor and mentee relationship would also be assigned by the organization in a classical formal mentoring program, likely completely ignoring mentee needs. Creating relationships this way is more likely to lead to greater diversity between the mentor and mentee. Also, establishing a dyadic relationship this way can potentially lead to poor results and animosity towards mentoring in general.

A Semi-Formal mentoring program will enable the mentee to select their mentor, thus reducing the likelihood of a dysfunctional relationship. Also, by having a structure which is supported by the chain of command, the Army can reduce the perception of mentoring as simply sponsorship or patronage. This perspective sees mentoring "as a process which (unfairly) confers privileges upon selected individuals through their association with someone in a position of power within the organization."[106] Army culture often refers to this as 'riding the coat tails' of a superior officer. The actual creation of a semi-formal mentoring program can be achieved through the simple modification of the existing guidelines on succession planning, thus avoiding the costs of implementing a separate mentoring initiative. Critical to the success of this semi-formal mentoring program will be educating the Army and trying to develop a mentoring culture.

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[106] Debra Smith, "*Mentoring in the Australian Defence Organisation: Issues of Definition and Design*." (Canberra, AT: Centre for Defence Command Leadership and Management Studies, March, 2003), 8.

to its mission statement." From a CF point of view, this would require an increased emphasis on mentoring in HR 2020 and in CF leadership doctrine. For the Army, this message can be dovetailed with the existing LFCO 11-79 structure. For the CF, this could simply be to modify the current message from HR 2020 to say "*Look after our people, **mentor them** and give them confidence in the future.*" This education process needs to start now and continue into the future. When the CF issues new leadership doctrine, mentoring needs to be included as it was in the new leadership doctrine that was recently published by the US and Australian Armies.

To ensure long term success of mentoring, the Army needs to embrace it and make it part of its culture. Mission success is a critical and a key element of successful and effective leadership. It is considered the outcome of primary importance for the CF as outlined in its leadership doctrine. Mentoring holds this same importance with respect to professional development and, as such, needs to become the aspect of primary importance in leadership development. In other words, without mentoring, it is unlikely that the transformational leadership model, espoused by the CF, will be effective. A 'wagon wheel' analogy will be used to illustrate this point further. If one considers the four dimensions of transformational leadership (Idealized Influence, Inspirational motivation, Individual Consideration and Intellectual Stimulation) to be the outside (rim) of the wheel, then mentoring is the hub. The various functions that a mentor performs would then make up the spokes of the wheel, which connect mentoring to transformational leadership. Without mentoring (hub of the wheel) or the functions a mentor performs (spokes) the wheel can not function effectively. Figure 5.1 below illustrates this model.
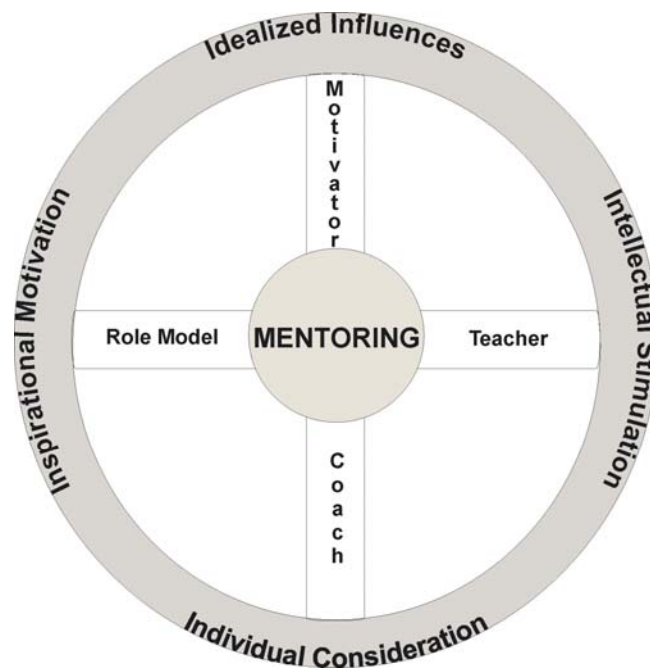
Figure 5.1 – Linking Mentoring to Transformational Leadership

It is also important to note the mentoring functions shown above (spokes) are also elements of effectiveness within each of the dimensions of transformational leadership (ex. Role model is a key element of inspirational motivation).

Once the Army embraces mentoring it will then be able to create (faster) the desired mentoring culture. This mentoring culture is further reinforced when leaders engage in tri-mentoring relationships. A tri-mentoring relationship implies that one is both being mentored and a mentor to someone else. This link will ensure that the knowledge from the top is reaching all levels of the chain of command. In other words, communication flows effectively vertically (tri-mentoring) and horizontally (peer mentoring).

Making mentoring Work

Leading researchers in the field have studied several mentoring programs and have developed a series of best practices that are required to increase the chances of a successful program. As previously outlined, Finkelstein and Poteet established several steps for a formal mentoring program. By slightly modifying how the mentoring relationship is developed, these steps can be used to assist in implementing a semi-formal mentoring program for the Army. One recommendation on how to achieve this, using the Artillery branch as the example, is provided in the next pages.

The first aspect of implementing any program is to identify what the objectives/goals for the program are and what results are expected. For the Army, the aim of a mentoring initiative may be to improve the career development of future leaders, by providing them knowledge and wisdom, which enables them to function at the General officer rank level. For the Artillery branch, these objectives would be more specific in nature and likely occupation specific. Two key positions in an Artillery officer's career are those of Battery Commander and Commanding Officer of a unit. A person commands a battery at the rank of major, which is approximately composed of a hundred and ten military members. A person commanding a unit would be at the rank of LCol and would command approximately four hundred and fifty military members. Preparing future leaders for these two positions would be key objectives for any mentoring initiative in the Artillery.

Mentees would also need mentors with experience in these two positions in order to better prepare them for similar future challenges. The mentors in this case would be moving into higher level positions, which are not dependent on having expertise in the

Artillery branch. They (LCol and above) would be looking at senior leaders (Colonel and above) as their mentors. This would form the tri-mentoring culture discussed earlier. Thus a tri-mentoring relationship in the Artillery branch, for example, could be composed of a General Officer in Ottawa, mentoring the Commanding Officer of the 2nd Regiment Royal Canadian Horse Artillery who in turn is mentoring a Captain in 20th Field Regiment (reserve unit). In Army language, these three levels are equivalent to the tactical, operational and strategic level of war. Where operational art is the link between the three, mentoring is the link between the three in a professional development context.

The next step in a mentoring program is to determine who gets to participate. There is no panacea for determining who gets mentored within an organization. Most programs are focused at either "new hires, anyone in the organization, high-potential employees, and those in professional and managerial ranks."[108] Furthermore, Finkelstein and Poteet conclude that generally "organizations target a wide range of populations, such that it is difficult to conclude there is one 'best practice.'"[109] However, in order to overcome the traditional biases of a military organization, the mentoring program needs to be available to everyone. By linking mentoring to ASP, everyone within the Army would receive the same information, thereby avoiding the perceived "sponsorship" issues associated with only selecting certain individuals.

The most difficult challenge in finding participants will be creating a pool of mentors.   The key to solving this issue is to tap into all aspects of the Canadian

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[108]Finkelstein and Poteet, "Best Practices in Workplace Formal Mentoring Programs." in *The Blackwell Handbook of Mentoring…,* 349.

[109] *Ibid*.

Forces, which include the reserves and those who are retired. For the Artillery branch, the career manager can easily provide a list of people who have both battery command and unit command experience as a start state.

The third step will be to develop a set of guidelines or rules which both the mentor and mentee abide by. The most important one is that both the mentor and mentee are participating on a voluntary basis. Just as with the voluntary participation of the mentee, so too must it be with the mentor. Mentors who are forced to participate "may harbour feelings or resentment at having their time and energy infringed upon, thus reducing their efforts and dedication."[110] It is generally accepted that those who participate of their own free will be more committed to ensuring the relationship will be a productive one. The guidelines also need to make clear that the mentoring relationship is not part of the direct chain of command. This point can not be emphasized enough as the mentee needs to be confident that he/she can make comments and develop ideas without fear of repercussions, thus being able to trust his/her mentor. It also needs to be clearly articulated that information between the mentor and mentee is confidential and not to be used in the individual's annual assessments. In the Artillery branch, the career manager can play an important role in reminding everyone about the guidelines of any mentoring initiative. The career manager visits each unit on an annual basis to brief on changes in the Artillery branch and to conduct individual interviews with each officer and NCM.

The next step is the establishment of the mentoring relationship per se. As outlined earlier, one of the benefits of a semi-formal program is that it leaves the development of the mentoring relationship up to the mentor and mentee. In the Artillery

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[110] *Ibid.*, 351.

branch, however, the Commanding Officer of the unit and the Director of Artillery should take on an important role. Both may act as a facilitator in order to assist the mentee in selecting a mentor that is right for him or her. For junior leaders, it is likely that the commanding officer will know and possibly will have worked with all of the available mentors. The same would be true for the Director of Artillery in assisting Majors and LCols in trying to find a suitable mentor. At this level higher level, however, there is nothing preventing someone from having a mentor from a different element of the CF. In other words, for example, it is feasible to have an Air Force general mentor an Army LCol. This would be an example of cross-functional mentoring and has many unique advantages.

Some would argue that this step, establishing the mentoring relationship, will be the biggest hurdle to overcome, given the geographical dispersion of the Army across Canada. That is why the commanding officer and director need to play a key role is assisting mentees in making contact with potential mentors. Once initial contact is made, the further development of the mentoring relationship can be facilitated by technology. As previously outlined, E-Mentoring is also becoming more commonplace in today's fast paced environment. Also, given the rate in which most people move around the Army, it is likely that an individual would have met the person he/she chooses as a mentor at least once.

The fifth step is that of training for both the mentor and mentee. Some of the areas identified for training in the mentoring literature are: defining mentoring, roles and responsibilities of the mentor and mentee, expectations, discussing mutual limitations of the program, issues of perceived favouritism, lack of time, communications skills and

program objectives.[111] From an Artillery perspective, this information can be provided as web-based training. Every Artillery unit has its own website and can easily create a section devoted to mentoring. Furthermore, the career manager, as part of his/her annual brief to each unit, can discuss mentoring and the benefits it brings. The career manager can also take feedback back to the centre so that changes can be made.

The last step is to develop an evaluation and monitoring system. This step serves several purposes, such as: identifying troubled relationships, effectiveness of matching system if there is one, assessing whether program and individual objectives are being met, cost effectiveness, level of support being provided by OPI, recognition for volunteer mentors and collecting ideas for improvement. It also provides a measure of success for the organization, mentor and mentee to determine if they have met their short and long term goals. For the Artillery branch this would simply be using the existing succession planning model as part of ASP. Each year the Artillery council meets to discuss the succession planning of leaders within the branch. When Artillery council reviews each file, they will be able to determine from those who have successfully moved up to more senior positions, who had a mentor and who did not. They will also be able to determine from year to year whether or not the number of people who have a mentor is increasing or decreasing. The Artillery could also implement other forms of evaluation techniques such as surveys, questionnaires or 360 degree assessments to enable leaders to gain insight about themselves and function more effectively in more challenging assignments. These methods would require additional resources and would need to be studied further.

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[111] *Ibid.*, 357.

CHAPTER SIX - CONCLUSION

> It is the Commander-as-trainer who attempts to prepare his people for missions they might embark on tomorrow morning. As mentor, however, the Commander looks more towards the horizon to the mentees potential in years to come.[112]

The Army needs to commit to developing its mentoring skills. As the Army continues to place greater emphasis on leadership during this current phase of transformation, it cannot lose sight of the importance mentoring can play in professional development. Mentoring is a key instrument that the Army can use to develop and hone future leader's capabilities and skills thus making them better prepared to lead in the complex global environment that awaits them. Mentoring brings significant benefits to all those involved in the mentoring relationship, including the organization. The mentee gains knowledge and wisdom about the organization (knowledge transfer), learns faster, has increased self-confidence, increased career motivation and becomes a better leader. The mentor stands to gain a rejuvenating life experience by passing on what he/she knows (legacy), knowledge transfer, contributes to someone else's professional development and has the chance to inspire and encourage the growth of the mentee. The Army stands to gain the most by embracing mentoring and making it a part of its culture. The Army will ensure the retention of its corporate knowledge, which allows it to increase its credibility as a learning organization. Productivity will increase as both the mentor and mentee become more effective and enthusiastic. Most importantly, mentoring will improve succession planning by enabling future leaders to gain the knowledge and wisdom of the current Army senior leadership, thus better preparing them

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[112] Roger H. Nye. "*The Challenge of Command.*" (Wayne, NJ: Avery Publishing Group Inc, 1986), 152.

for future challenges. This, coupled with vision and strategic thinking will enable the Army to move beyond simply learning the old ways.

The US and Australian armies both place greater emphasis on mentoring, as an element of professional development, in their leadership doctrine than does the CF. The CF and the Army need to adopt this approach and establish mentoring as the essential element of professional development. The CF also needs to imbed mentoring within the overall CF leadership philosophy. It needs to emphasize the importance mentoring plays as a 'combat enabler' for the CF's transformational leadership philosophy. Mentoring needs to be the 'hub' of the transformational leadership 'wheel.' It also needs to identify who is responsible for ensuring the success of a mentoring program and make every effort to engage everyone in mentoring at the earliest possible stage in their career. The mentoring initiative at RMC provides an excellent example of how to achieve this goal. Once this is achieved, the Army and CF can move beyond the limited, ad hoc attempts at mentoring that have been attempted to date and establish a true mentoring culture.

DGLPD has moved ahead and will implement a formal mentoring program for the civilian employees within its department. It will also ensure access to this program is available to those military members who have supervisor functions within its department. This will enable military members to also experience mentoring in another context. DRDC has also implemented a mentoring initiative. These departments have realized the importance of mentoring and are moving forward to ensure the benefits of mentoring enable their succession planning process. The Naval Reserve has witnessed significant success for the development of their senior officers to succeed on the Naval board exams, as a result of their mentoring initiative.

Implementing a semi-formal mentoring structure in the Army can be achieved by linking it with the current Army succession planning model. This will provide an official structure for mentoring and minimize the impact on an already over-worked Army. Placing emphasis on mentoring in the Army and CF leadership doctrine will put both on par with our allies and demonstrate our dedication to ensuring our leaders are the best they can be. By instilling this mentoring philosophy early in a soldier's career, everyone involved in the mentoring relationships reaps the maximum benefits.

The future of the Army will depend on its leaders. The time for action is now so as to ensure these people are imparted will all the knowledge and wisdom possible, and become more self-confident and motivated to face the complex global challenges of the future. By creating a mentoring culture the Army will ensure those leaders, selected through succession planning, continue to achieve the Army's strategic mission.

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