CANADIAN FORCES COLLEGE/COLLÈGE DES FORCES CANADIENNES
CSC 30 / CCEM 30

EXERCISE NEW HORIZONS/EXERCICE NOUVEAUX HORIZONS

MENTORSHIP
"A TOOL FOR LEADERSHIP DEVELOPMENT IN THE CANADIAN FORCES"

By /par Major C.L. Hutchins

ABSTRACT

As the Canadian Forces moves along the path of transformation, it faces significant human resource challenges. Demographic and attrition projections have identified a serious knowledge gap as senior military personnel leave the forces at a much faster rate than junior members are ready to replace them. This void creates a risk that key military knowledge and experience could be lost. HR Strategy 2020 is addressing this challenge through such initiatives as: managed recruitment and retention policies; targeted education, training and professional development programs; and the adoption of a learning institute philosophy that values human capital. What it does not address is the potential benefits a formal mentorship program could offer the CF as a complimentary leadership development tool. By sharing knowledge, experience, and opportunities across generations the military stands to gain from knowledge transfer, improved career satisfaction, stronger force cohesion, organizational growth, and enhanced leadership development. As we move towards the future, it is important that the Canadian military does not lose sight of its past.

TABLE OF CONTENTS

I'm looking for a man with the sweat on his brow and callused areas on his palms;
I'm looking for a man who cares to say you messed up, now get up, look up, and continue pressing forward;
I'm looking for a man to say son you're at a fork in the road, recognize it, respect it, but make a decision and move left or right;
I'm looking for a man who'll stand at the door of a relationship and say come to school son, I've got a wealth of knowledge to share;
I'm looking for a man who simply wants to give a little of himself to make a world of difference in me;
I'm looking for a man who has seen what I now see.[1]

The Chief of Defence Staff (CDS) Annual Report 2002-2003 – A Time for Transformation clearly articulates a transformation agenda progressing along three levels: first, the way we perceive and think; second, our management structures and decision-making processes; and third, our force structure. In this document, the CDS emphasizes that his first priority for the Canadian Forces remains its people. "People remain our foundation and our future. They are the life-blood of our institution …"[2] Yet, he also recognizes the significant challenges the Canadian Forces will face in coming years to recruit and maintain the strong personnel base required for an effective military.

As the demographic profile of Canada ages the labour market is becoming more competitive.[3] Unemployment rates are relatively low and education levels are rising. Personal career expectations and values are also changing. Increasing emphasis is being placed on the value of intangibles, such as organizational fit, balanced work life, and personal and professional

[1] Charles J. Dalcourt Jr. "Show Me the Way," *Military Review*, November-December 2002: 35.

[2] Department of National Defence, *A Time for Transformation: Annual Report of The Chief of Defence Staff 2002-2003*. (Ottawa: DND Canada).

[3] Tracey Wait, *Canadian Demographics and Social Values at a Glance: Impact on Strategic HR Planning*, DSHRC Research Note 2/02, January 2002: 18.

growth.[4] To remain competitive the Canadian Forces has adopted a strategy of positioning itself as an employer of choice, offering a superior career option for Canadians.[5] The CF has committed to nurture leadership and professional development as a life-long institute of learning.[6] Consequently, a number of initiatives have been undertaken to improve education, training, work experience, and professional development.

The work environment is also changing. Modern military operations require members to operate effectively in complex, information-rich environments, employing sound judgement and ethics.[7] Transformation requires visionary thinking.[8] Increasingly, success will require the integration of core single-service capabilities into joint and combined forces tailored to address specific situations and objectives.[9] Individuals will achieve required proficiencies through a combination of formal and informal education, training, and experience. It is easy to say, "Our people are our most important asset," but such clichés have little meaning without a significant change in the way we develop our people. Mentorship offers such a change by providing a tool to assist in bridging the knowledge gap between our leaders of today and our leaders of tomorrow. This paper will demonstrate that a formal mentorship program offers a viable,

[4] Ibid.

[5] Department of National Defence, *Military HR Strategy 2020*. (Ottawa: Assistant Deputy Minister Human Resources – Military).

[6] Ibid.

[7] Department of National Defence, *A Time for Transformation: Annual Report of The Chief of Defence Staff 2002-2003*. (Ottawa: DND Canada).

[8] Ibid.

[9]Department of National Defence, *Military HR Strategy 2020*. (Ottawa: Assistant Deputy Minister Human Resources – Military).

complimentary solution to the knowledge gap challenge faced by the Canadian Forces by facilitating the growth and development of future leaders.

To set the context for this discussion we first need to understand the organizational health of the Canadian Forces from a human resource (HR) management perspective, specifically the knowledge gap between current and future leaders and the problem it poses for knowledge management. In reviewing potential solutions, inferences will be drawn from industry research to supplement the limited research available in the military domain. Having set the conditions for discussion, the essence of mentorship will then be presented using varying definitions and supported by examples of existing military mentorship programs. How mentorship compliments HR Strategy 2020, its benefits to the military, an

about to encounter and its implications for knowledge management.[10] Research shows that the forces will experience a "knowledge gap" as senior personnel leave the organization at a faster rate than junior personnel are ready to replace them. This high ratio of senior to junior officers can affect the Canadian Forces' ability to deploy and sustain operations with experienced personnel; the number of promotions and level of experience in rank; and the training and development costs required to address the gap.[11] The knowledge gap is expected to take up to ten years to adjust thus creating continued instability in the knowledge and experience level of leaders in the near future.[12] In addition, projections show that forty to forty-five percent of future releases will also come from the most experienced segments of the Canadian Forces.[13] This may have repercussions in several areas as personnel with over twenty years of service carry considerable knowledge and expertise that the Canadian Forces does not want to lose.

There are several ways in which the "knowledge gap" can be better managed. These include managed recruitment and retention policies; focused education, training and professional development programs; and formal mentorship programs. Based on industry research, an effective way to attract and retain employees is by offering competitive learning and development incentives. Employees are more willing to commit to a long-term career if there is a chance for personal and professional growth within the organization. "A recent worldwide study by Towers Perrin indicates that employees rank intellectual stimulation, the ability to

[10] Department of National Defence*, Assessing the Organizational Wellness of the Canadian Forces* (Ottawa: Directorate of Operational Research, 2003): 4.

[11] Ibid, 6.

[12] Ibid, 11.

[13] Ibid, 9.

master new skills, and the promise of advancement among their top expectations."[14] It is becoming imperative for an organization to provide learning tools and development opportunities for its employees. Training programs should be designed to enhance performance, support career development, as well as provide continuous learning and growth experiences. According to the research of William Glasser, a noted Chicago-based educator, we retain 10 per cent of what we read; 20 per cent of what we hear; 30 per cent of what we see; 50 per cent of what we both see and hear; 70 per cent of what we discuss; 80 per cent of what we experience; and 95 per cent of what we teach others.[15] Mentorship reinforces what is read, heard, and seen through discussion and sharing of knowledge and experience, while also encouraging a culture of shared teaching, learning, and growth. "One of the most critical types of relationships for career advancement (development) is a mentor relationship, in which a senior individual provides task coaching (teaching), emotional encouragement (advice), and sponsoring the protégé with top-level decision-makers (opportunities)."[16] A survey of Fortune 500 executives indicated that 96 percent of them saw mentoring as an important influence in their professional development.

The HR Strategy 2020 has developed managed recruiting and retention policies, and has adopted a learning institute philosophy for continuous learning. However, despite the literature and the level of success mentorship programs have achieved in industry, the Canadian military still appears reluctant to commit to a philosophy of mentorship within its organization. Current demographic projections and forecasted attrition rates within the CF, coupled with the technology driven social and organizational changes of transformation, continue to pose

[14] Susan Hooper, "Training & Development," *HR Professional Magazine*, June/July 2001.

[15] Cy Charney, "Training & Development", *HR Professional Magazine*, February/March 2003.

[16] Peter G. Northhouse*, Leadership Theory and Practice*, (California: Sage Publications Inc., 2001), 229.

significant challenges on knowledge management. Perhaps now is the time to consider formal mentorship as a viable tool to assist in overcoming this challenge.

Before accepting mentorship as a viable, complimentary solution to facilitate the growth of future leaders, one must first understand the concept of mentorship. Even with widespread interest in mentoring in the hopes that it will provide potential solutions to a myriad of problems, the concept is generally not well understood within the military. The term "mentorship" has several connotations that elicit responses from enthusiasm to cynicism, with confusion in between. For many the word "mentoring" has negative connotations, such as exclusivity, unfairness, and cronyism, that run counter to good leadership and the values of fairness and equality.[17] It appears that there is no commonly accepted definition or understanding of the term. Those service elements that have attempted to implement mentorship into their organizations have applied varying interpretations of mentorship, each with varying degrees of success. Many believe mentoring to be synonymous with "good leadership," and that the term mentorship only serves to confuse the fundamental principle of leadership in military culture. These misperceptions will be addressed later as a case for formal mentorship in the Canadian Forces is presented.

First, mentorship must be defined. The word "mentor" had its origins thousands of years ago in Greek Mythology, in the tale of Odysseus. When Odysseus was away from home for many years, he encouraged and entrusted his son, Telemachus, to his friend and advisor, Mentor. When Odysseus was gone, Mentor served as guardian, teacher, and father figure to his young

[17] Gregg F. Martin, George E. Reed, Ruth B. Collins, and Cortez K. Dial, "The Road to Mentoring: Paved with Good Intentions," *U.S. Army War College*, (Autumn 2002): 118.

protégé. Today, mentors are influential people who significantly help one reach one's major life goals. They have the power to promote one's welfare, training, and/or career. In contemporary use, the term mentorship describes a wide range of relationships including coaching, teaching, advising, and evaluating. Most would agree that these relationships also exist in a leadership role. However, if we look deeper at the classic definition of mentorship it implies much more than just good leadership. "It involves a more senior or experienced person taking a substantial personal (in addition to professional) interest in a junior, less experienced person's future. The mentor is a guide, a sage, with important advice and experience that he or she voluntarily bestows upon the protégé."[18] The aim is to fully develop the potential of future leaders. The focus is on long-term development, often more suited to a senior outside the protégé's chain of command. Participation is usually voluntary, meaning that both parties must trust and respect the relationship in order to learn and grow, both personally and professionally. It is commonly believed that such a personal relationship cannot be mandated. At any time, either the mentor or protégé may cease to benefit from the relationship and choose to terminate it. Multiple mentors, with varying strengths or areas of expertise, may offer a broader opportunity for growth. Mentors may also differ in gender, race, ethnicity, rank, experience, occupation, or even industry as our future environment relies more heavily on collaborative efforts in joint, combined, and interagency operations across a broad spectrum of conflict. Flexibility in choice of mentoring relationships also allows for individual ownership in the process and adjustment to changing needs throughout one's career. Mentorship capitalizes on human investment. It is a holistic way of giving back to the organization by sharing the knowledge and wisdom one has obtained through years of experience.

Researchers and scholars agree that Kathy E. Kram provides one of the best analyses of mentoring roles and functions. Based on her analysis, a mentor performs two basic functions during a relationship: a career function and a psychosocial function. In broad terms, career functions are "those aspects of the relationship that enhance learning the ropes and preparing for advancement in the organization." Psychosocial functions are those "aspects of a relationship that enhance a sense of competence, clarity of identity, and effectiveness in a professional role."[19]

Career functions normally include such roles as coaching, exposure, protecting, challenging, and sponsoring. Coaching provides initial guidance and teaching. Exposure involves making the protégé aware of potential opportunities to perform and gain recognition. Protecting may involve sheltering a protégé from harmful situations or advising against certain employment opportunities. It may also provide an environment in which the protégé can take risk without fear of failure. In challenging, the mentor seeks to stretch the capabilities of the protégé allowing him or her to realize their full potential. Finally, sponsoring may involve outwardly promoting a protégé such as recommending him or her for key appointments based on individual effort and achievement. "Where mentors play an influential role is in helping their protégés help themselves to succeed, not in causing success."[20]

Psychological functions normally include such roles as role modeling, acceptance and confirmation, counselling, and friendship. In role-modeling the mentor serves as an example to

---

[18] Ibid.

[19] Robert A. Harney Jr., "Development of a Formal Army Officer Mentorship Model for the Twenty-First Century," U.S. Army War College, (November 2000): 51.

[20] Barbara G. Fast, "Mentorship: A Personal and Force Multiplier," Military Intelligence Professional Bulletin, Vol. 22, Issue 3 (Jul-Sep96): 34.

the protégé, someone to be followed. Acceptance and confirmation is where the two-way respect emerges and both mentor and protégé learn from one another. Counselling is an expression of concern in guiding the personal and professional development of the protégé. Finally, friendship may develop and allows the relationship to grow and endure over time.

Having reviewed what mentorship is, we will now consider what mentorship is not. Mentorship is not to be confused with leadership or supervision. Although many of the roles and techniques may be similar, they serve different purposes. Leadership involves a performance-oriented influence role while mentoring primarily involves a career-oriented development role.[21] Supervision and leadership are normally restricted to superior-subordinate or leader-led relationships with explicit responsibilities focused on immediate task accomplishment and short-term goals. Reporting relationships often vary with job assignments making longer-term commitments less manageable. On the other hand, mentorship is not restricted to a superior-subordinate or leader-led relationship. It is focussed on the long-term professional and personal development needs of the individual and the organization. Mentoring remains an integral part of leadership only in that all leaders should perform mentoring functions as part of their professional service. This ensures that the knowledge and experience acquired by one generation of leadership is adequately passed on to the next generation of future leaders to assist in their professional development.

Despite the distinction between mentorship and leadership, the Canadian military still appears reluctant to commit to the classic mentoring concept. Perhaps this is due to competing definitions, unclear expectations, and/or perceived inequities associated with mentoring in the

---

[21]LCol Janine Knackstedt, "Literature Review on Mentoring in an Organizational Context," Unpublished, (October 2003): 2.

military. The U.S. Army and Navy Personnel Command provide two distinct examples of mentorship currently used in a military environment. The U.S. Army appears to mix leadership and mentorship without a clear distinction in purpose, while the Navy has attempted to create a mentoring culture within its organization that is more aligned with the classic definition of mentorship. Both recognize the value of past wisdom to the development of future leaders.

U.S. Army doctrine FM 22-100, *Army Leadership*, defines mentorship as: "The proactive development of each subordinate through observing, assessing, coaching, teaching, developmental counselling, and evaluating that results in people being treated with fairness and equal opportunity;" and, "an inclusive process for everyone under a leader's charge."[22] This definition implies a superior–subordinate relationship, a one-to-many mentoring arrangement, and an inclusive process in which all members are equally mentored. It also incorporates many normal leadership responsibilities. U.S. Army doctrine also applies mentorship differently at the tactical, operational and strategic level of command. At the tactical level, mentorship is categorized under "improving actions" as part of leadership. At the operational level the focus is on improving people and organizations. It is not until the strategic level that the aim of mentoring becomes not only to pass on knowledge but also to grow wisdom in those they mentor by focussing on self-development in preparation for the highest levels of command i.e. mentorship is it's classic sense. "A fundamental goal of strategic leaders is to leave the Army better than they found it, which implies on ongoing trade-off between today and tomorrow."[23] Mentorship facilitates this trade-off by providing a bridge from the past to the future. "As retired

---

[22] United States Army, FM 22-100 *Military Leadership* (Washington, DC: Department of the Army, 1999): 11.

[23] Gregg F. Martin, George E. Reed, Ruth B. Collins, and Cortez K. Dial, "The Road to Mentoring: Paved with Good Intentions," *U.S. Army War College*, (Autumn 2002): 120.

NATO commander General Wesley K. Clark points out in Waging Modern War, there is no lateral entry in our leader development process. The quality of those who lead tomorrow reflects the leader development process of today."[24]

U.S. Navy Personnel Command (NAVPERSCOM) presents a different interpretation in its attempt to create a mentoring culture that comes very close to the classic essence of mentorship. Their goal is to provide professional relationships that foster free communication between protégés and their mentors concerning their careers, performance, duties and mission.[25] A mentoring culture allows participants to benefit directly from the life experience of others through the development of trusted professional and personal relationships. They have developed a brief Mentorship Handbook that outlines key positions, responsibilities, and processes. Its simple guidelines ensure a common base of understanding yet allow sufficient flexibility to cater to individual needs. Although one of its goals is to ensure that every Sailor has a mentor that meets their professional and personal needs and initial selection is assigned, both parties have the option of requesting a different arrangement if the relationship is not productive. Length of assignments varies with purpose and could change with goal achievement, tour completion, or end of career. It will vary dependent upon the needs of the individuals and the value of the relationship.

As seen from the examples, mentorship is not a magic formula for a successful career nor is there any secret recipe for developing a successful mentorship program; rather, mentorship is

---

[24] Captain G. Joseph Kopser, "Mentoring in the Military: Not Everybody Gets It," *Military Review*, November-December 2002: 44.

[25] United States Navy, NAVPERSCOMINST 1500.1 *Navy Personnel Command Mentoring – Mentorship Handbook – Draft.* Undated.

an attitude that if embraced by military culture could help bridge the wisdom of today's leaders with the versatility of mind required of tomorrow's leaders.

Now having a clear understanding of what mentorship is, we will consider how mentorship fits with the Corporate HR Strategy of the CF. One of the goals in HR Strategy 2020 is for the Canadian Forces to become an institute of learning. By definition, learning organizations create, acquire, and transfer knowledge while continuously transforming to reflect new knowledge and insight.[26] They promote learning; particularly learning from past experience, embrace diversity, and share information and knowledge across borders. They embrace a style of leadership that promotes and enables multidirectional, open communication, risk-taking, growth, and experimentation while recognizing performance, achievement and learning.[27] Mentorship is a key behaviour associated with a learning organization as it serves to guide less experienced members through their development and to open new opportunities and possibilities.

Having seen how mentorship facilitates knowledge transfer within a learning institute environment, it is easy to imagine the benefits mentorship could offer the CF. Several decades of experience with mentorship, both in industry and the U.S. military, has shown that benefits must accrue to the organization, the mentor, and the protégé in order for the mentoring initiative to be effective. Studies show that mentors have reported an increased sense of self-worth by

[26] Sharon Varette, "Pride and Recognition in the Learning Organization," (February 2001). Article on-line; available from http://leadership.gc.ca/static/pride_recognition/reading_room_organization_e.sht; Internet; accessed 17 March 2004.

[27] Ibid.

contributing to organizational growth. They have an opportunity to influence the future by sharing their knowledge with the next generation of leaders. At the same time they feel stimulated, challenged, and motivated to remain current in their field. "Our legacy is not what we do today, but what we teach those who follow us, those who will lead our forces into the future."[28] Protégés report greater career satisfaction, self-confidence, sense of accomplishment, and sense of organizational socialization. This results in higher levels of job skills, professional knowledge, and productivity. Mentoring relationships should never be a one-way street. What a protégé gets out of a relationship depends on what he/she puts into it. The organization benefits from coordinated mentoring initiatives through the transfer of corporate intellectual capital from one generation of leaders to the next. Enhancing the development of future leaders improves long-range human resource development planning. This in turn will help stabilize the personnel base by attracting the right recruits, retaining the best soldiers, and preparing our next generation of leaders for the challenges of the future.

Tomorrow's wars and operations other than war will require leaders versatile in mind and will.[29] Recognizing the value of the past while maintaining the clarity of mind to improvise a creative solution to a different problem, at a different point in time, is how future leaders need to be conditioned to think.[30] Classic mentorship facilitates bridging the knowledge and wisdom achieved from past success and failure, with a new creative approach to leadership. Mentorship allows future leadership to build upon the collective knowledge and wisdom of the previous generation, learn from their mistakes, and enables them to adapt quickly to the changing

[28] Gordon R. Sullivan, "Leadership, Versatility and All That Jazz," *Military Review*, Vol. 77, Issue 1, (Jan/Feb97): 56.

[29] Ibid, 53.

[30] Ibid.

environment they will certainly face. The mix of traditional wisdom and new ideas create new approaches to existing and future challenges. As, "Innovation is predicated on the ability to integrate new information with existing knowledge to create something new."[31]

Despite the benefits of organizational growth, career satisfaction, sense of accomplishment (morale), increased productivity, force cohesion, and the transfer of intellectual capital from one generation to the next in developing future leaders; there still remains substantial barriers to the implementation of formal mentorship programs in the military. First, there is resistance to organizational change of any nature. In addition, formal mentorship challenges several military traditions and values of which the most significant inhibitors are: the lack of a clear, common understanding of the concept of mentorship (formal vs. informal); the exclusive nature of classic mentorship in an environment that values fair and equitable treatment for all; and the role of sponsorship in a merit-based reward system. Each of these limitations will be addressed separately, offering viable options to overcome these challenges.

Informal mentoring has been going on in the military for centuries. Generals George C. Marshall, Douglas MacArthur, Dwight D. Eisenhower, and George S. Patton, Jr. spent their entire military careers preparing for high command through study and through working as junior officers for the most outstanding mentors John J. Pershing, Fox Connor, and Arthur MacArthur.[32] Yet the concept of mentorship is still not fully understood; often being confused

---

[31] Dr. James D. McKeen and Heather A. Smith, "Knowledge Transfer: Can KM Make it Happen?" Queen's Centre for Knowledge-Based Enterprises, Queen's University, Kingston, Ontario. (May 2003): 12.

[32] Edgar F. Puryear Jr., *Nineteen Stars: A Study in Military Character and Leadership* (Novato, California: Presidio Press Inc., 1997), 2.

with normal leadership responsibilities for developing subordinates, being seen as corporate favouritism (brownnosing, bootlicking, schmoozing or playing politics to get ahead), or even cloning the current leadership and thus maintaining status quo vice embracing transformation. These are only myths that can be quelled with structured, documented, and effectively communicated mentorship programs that are fully understood and transparent to all military members. First the military must decide if it wishes to embrace mentorship as a tool or as part of its culture. Its intentions must be clearly stated, supported, and understood by all. A common lexicon needs to be established so that a shared understanding of the concept can be communicated without further misperception and confusion. Minimal guidelines should be established to set the conditions for success i.e. key positions, responsibilities, expectations/purpose, desired results, and evaluation. The process should remain flexible, transparent, and simple, minimizing additional administrative outputs required by participants. The focus of mentorship should remain on long-term career-development (growing future leaders), allowing leadership to remain focused on shorter-term task or mission achievement. The purpose of mentorship and leadership must remain distinct.

Another reason for the negative connotations associated with military mentorship may result from the exclusive nature of classic mentoring in the business community and with the informal mentoring that has occurred in the military in the past. Mentoring is typically a voluntary process based on developing a professional and personal relationship between a superior and junior member. Access to potential mentors and the personal nature of the selection process have resulted in mentoring being associated with only those seen to have the greatest potential or the most influence. This conflicts with a military culture that values fair and

equitable treatment for all members. Formal mentorship would make mentoring accessible to all personnel, either mandated or optional. There are a number of ways HR practitioners could facilitate the matching process through personnel databases, virtual networks, and on-line communications. Ideally, mentoring relationships should arise through an informal, mutual selection, regardless of who initiates the association. Provided the process is fair, equitable, and transparent it should not be seen as exclusive. Unfortunately not all leaders will make good mentors putting greater strain on finding those who are. Mentors may come from within the unit, branch or formation, from outside, or even external to the organization itself. Expanding the pool of potential mentors to include veterans, DND civilian officials, and non-military professionals broadens the opportunities and ensures a more robust pool of mentors. Multiple mentors from diverse settings offer greater growth potential, keeping in mind that each relationship requires effort both on the part of the protégé and the mentor. The matching of mentor and protégé based on purpose is critical to success.

Sponsorship, although not new to the military, is another barrier to mentorship. "Within the context of mentoring, sponsorship involves a mentor applying their positive influence over a protégé's career for the purpose of obtaining a desirable assignment, school, or position."[33] Notionally, sponsorship serves to benefit the protégé. However, its abuse can result in control and misuse of power favouritism, rivalry, and questionable ethical behaviour. The unspoken "Godfather" watching over his/her protégé and influencing his/her career is the type of mentorship that perpetuates negative connotations for those who are seen as less fortunate. Most are aware of its existence in military tradition but are not willing to document it as a sanctioned

[33] Robert A. Harney Jr., "Development of a Formal Army Officer Mentorship Model for the Twenty-First Century," U.S. Army War College, (November 2000): 9-10.

practice. Sponsorship, as a role of mentoring, must be defined within an acceptable military context, which allows for guidance and advice in career-development but does not allow for direct involvement in job placement. Mentorship outside of the command chain is one way to mitigate this effect. Also an institutionalized mentorship program would add transparency to this process making it more open, fair, and equitable to all who wish to compete. By legitimizing the sponsorship role in mentorship, a new level of accountability is added to the process.

Having assessed the values and barriers to mentorship, it is important to draw a distinction between the informal mentoring process that is an integral part of military culture and the recommended formal or facilitated approach to mentorship. Mr. Rene D. Petrin, President of Management Mentors Inc. consulting firm, describes informal mentoring as "a non-structured process performed primarily by managers (supervisors) toward protégés" and formal mentoring as "an agreed upon structure based on established goals and measured outcomes."[34]

Informal mentorship programs usually involve unspecified goals with undetermined outcomes. They tend to be exclusive in nature in that the mentor and protégé enter into a mutual arrangement based on fulfillment of evolving needs and/or perceived competencies, and the organization benefits indirectly from the relationship. These informal mentoring characteristics can have a negative impact on morale within an organization and can contribute to negative perceptions of mentoring such a favouritism and nepotism.

Formal mentoring relationships permit access to all who qualify and the organization typically matches the mentor with the protégé. It is normally designed to compliment other

programs with clearly delineated roles and responsibilities. It is a two-way commitment oriented towards set tasks and goals, including enrichment opportunities such a knowledge transfer. The characteristics of formal mentoring provide a direct benefit to the organization. Formal mentorship is not a quick fix to a problem nor does it guarantee career advancement. Mentors assist junior members in fulfilling their potential through a combination of professional and personal growth. Through knowledge transfer, future leaders learn from the experiences of their predecessors enhancing their leadership development.

Whether the mentoring relationship evolves informally or within a more formal structure, it is a valuable tool for professional/leadership growth. The Mentoring Institute does not believe that an organization can develop an informal mentoring program. To do so would require the application of formal features such as structure. They also noted that most mentoring programs fail as a result of insufficient structure. Successful mentoring programs require senior leadership commitment, realistic expectations, integration into the overall scheme of career and leadership development, structure, careful matching of mentors with protégés, training, and development as a means to monitor program effectiveness.[35] The Canadian Force's current HR challenges, coupled with the changing requirements of transformation, provide today's impetus for change. If the Canadian Forces truly want to become a learning institute, putting its people first, formal mentorship offers a viable option to support organizational growth and leadership development. Any formal mentoring structure must conform to desired military culture, values and doctrine. It is critical that the knowledge and wisdom inherent in our senior leaders be transferred to the next generation and permeated throughout the organization. This will serve to strengthen our military

[34] Robert A. Harney Jr., "Development of a Formal Army Officer Mentorship Model for the Twenty-First Century," U.S. Army War College, (November 2000): 9-11.

culture and unite the leaders of today and tomorrow. One of the easiest ways to achieve this is through formal mentorship, optimizing the organizational investment in human capital.

In conclusion, as the Canadian Forces embarks on a journey of transformation, it is essential that it understand the human resource challenges it will face in recruiting, developing, and retaining good people. Research shows that the forces will experience a "knowledge gap" as senior personnel leave the organization at a faster rate than junior personnel are ready to replace them. HR Strategy 2020 places people as the top priority, within an organization focussed on life-long learning and professional leadership development. A learning organization by definition creates, acquires and transfers knowledge, while continuously transforming to reflect new knowledge and insight. Mentorship is a key behaviour associated with a learning organization as it serves to guide less experienced members through their development and to open new opportunities and possibilities. Innovation is predicated on the ability to integrate new information with existing knowledge to create something new. Formalized (facilitated) mentorship provides the bridge to transfer knowledge and wisdom from the past to the innovative leadership of the future. Although mentorship and leadership share many common characteristics, the classic definition of mentorship focuses on long-term career development, often suited to a senior outside the protégé's chain of command while leadership is focused on short-term goal or mission accomplishment within a superior-subordinate relationship. Informal mentoring has occurred in the military for centuries. It is deeply rooted in its tradition and values. Barriers caused my misperceptions of purpose, exclusivity, and sponsorship breed

[35] Robert A. Harney Jr., "Development of a Formal Army Officer Mentorship Model for the Twenty-First Century," U.S. Army War College, (November 2000): 53.

negative connotations of favouritism and elitism. This erodes group cohesion and wears upon the very fibre of military culture. There is a reluctance to legitimize existing informal practices in doctrine as it may be seen as unfair or inequitable. Institutionalizing a formal mentoring program as suggested, will require a significant culture shift. Transformation is already causing the military to redefine itself to meet future security challenges. The time for change is now. Formal mentoring is structured to provide a direct benefit to the organization, historically grounded yet future oriented. The call to develop leaders who are comfortable with change and adept in anticipating future requirements is essential to maintaining the momentum of transformation. Mentorship provides a critical link between generations of leaders, continuing to build cohesion and strengthening our military culture. Formal mentorship clearly offers a viable, complimentary solution to the leadership challenges faced by the CF today by facilitating the growth of future leaders through knowledge transfer. "The right kind of mentoring can produce a real legacy – competent, capable leaders for tomorrow."[36]

[36] Colonel Jack D. Kem, "Mentoring: Building a Legacy," *Military Review*, (May-June 2003): 64.

BIBLIOGRAPHY

Canada, Department of National Defence. B-GL-300-003/FP-000 *Land Force Command.* Ottawa: DND Canada, 1996.

Canada. Department of National Defence. *People in Defence Beyond 2000*. Ottawa: DND Canada.

Canada. Department of National Defence. *Military HR Strategy 2020 – Facing the People Challenges of the Future.* Ottawa: DND Canada.

Canada. Department of National Defence. *A Time for Transformation: Annual Report of The Chief of Defence Staff 2002-2003*. Ottawa: DND Canada.

Canada. Department of National Defence. Directorate of Operational Research (Corporate) Research Note 2003/07. *Assessing the Organizational Wellness of the Canadian Forces*: Presentation to the 2003 CDS Issues Seminar. Ottawa: DND Canada, September 2003.

Charney, Cy. "Training & Development," *HR Professional Magazine*, February/March 2003.

Dalcourt, Major Charles J. Jr. "Mentoring: Establishing a Legacy, Shaping the Future." *Military Review* (November-December 2002): 35-39.

Fast, Barbara G. "Mentorship: A Personal and Force Multiplier." *Military Intelligence Professional Bulletin*, Vol. 22, Issue 3. (July-September 1996): 33- 37.

Harney, Robert A. Jr. "Development of a Formal Army Officer Mentorship Model for the Twenty-First Century." *U.S. Army War College*, (2000): 110.

Heslin, Peter. "Sources Of Career Success," *HR Professional Magazine*, January 3, 2003.

Hooper, Susan. "Training & Development," *HR Professional Magazine*, June/July 2001.

Kem, Colonel Jack D. "Mentoring: Building a Legacy." *Military Review* (May-June 2003): 62-64.

Knackstedt, Lieutenant-Colonel Janine."Literature Review on Mentoring in an Organizational Context." Unpublished.

Kopser, Captain G. Joseph. "Mentoring in the Military: Not Everybody Gets It." *Military Review* (November-December 2002): 40-44.

Maggart, Major General Lon E. and Colonel Jeanette S. James. "Mentoring – A Critical Element in Leader Development." *Military Review* (May-June 1999): 86-87.

Martin, Gregg F., George E. Reed, Ruth B. Collins, and Cortez K. Dial. "The Road to Mentoring: Paved with Good Intentions." *U.S. Army War College*, (Autumn 2002): 115-127.

McKeen, Dr. James D. and Heather A. Smith, "Knowledge Transfer: Can KM Make it Happen?" Queen's Centre for Knowledge-Based Enterprises, Queen's University, Kingston, Ontario. (May 2003).

Northouse, Peter G. *Leadership Theory and Practice*, California: Sage Publications Inc., 2001.

Puryear, Edgar F. Jr. *Nineteen Stars: A Study in Military Character and Leadership,* Novato, California: Presidio Press Inc., 1997.

Steinberg, Alma G. and Diane M. Foley. "Mentoring in the Army: From Buzzword to Practice." *Military Psychology*, Vol. 11, Issue 4 (1999): 365-375.

Sullivan, Gordon R. "Leadership, versatility and all that Jazz." *Military Review*, Vol. 77, Issue 1 (January-February 1997) 52-60.

United States Army, FM 22-100 *Military Leadership.* Washington, DC: Department of the Army, 1999.

United States Navy. Navy Personnel Command. NAVPERSON Instruction 1500.1 "Navy Personnel Command Mentoring – Mentorship Handbook." Draft.

Varette, Sharon. "Pride and Recognition in the Learning Organization," (February 2001). Article on-line; available from http://leadership.gc.ca/static/pride_recognition/reading_room_organization_e.sht; Internet; accessed 17 March 2004.

Wait, Tracey. "Canadian Demographics and Social Values at a Glance: Impact on Strategic HR Planning," DSHRC Research Note 2/02, January 2002.

Washington, Lieutenant Colonel Bette R. "Mentorship: An Army Dilemma." *U.S. Army War College*, (2002): 46.

Wild, Bill. "Understanding Mentoring: Implications for the Canadian Forces." *The Canadian Forces Leadership Institute*, (May 2002): 44.

.