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CANADIAN FORCES COLLEGE / COLLÈGE DES FORCES CANADIENNES  
CSC 31 / CCEM 31

EXERCISE/EXERCICE NEW HORIZONS

**LEADERSHIP DEVELOPMENT**

## **ABSTRACT**

Strong and effective leadership is critical to all organizations but has increased importance in the military context. The release of *Leadership in the Canadian Forces – conceptual Foundations and Doctrine* manuals established the leadership models and principles for effective leadership in the Canadian Forces (CF). This paper will prove that the current CF leadership development program lacks the feedback mechanisms necessary to meet the challenges of the current global security environment. These shortfalls must be addressed if the CF is to fulfill its mandate. This paper will first introduce current accepted theories on leadership development. These theories will then be compared against the present CF leadership development programs to highlight shortfalls. Leadership developmental tools (i.e. 360-degree feedback and mentorship) will be introduced along with their strengths and weaknesses. A final recommendation is made to adopt additional leadership developmental programs to augment the CF system.

## **INTRODUCTION**

Strong and effective Leaders are at the heart of military professionalism. Such leaders ensure that the profession is constantly evolving to higher planes of effectiveness and performance. They set and maintain the necessary standards, and they set an example that inspires and encourages all members to reflect these standards in their day-to-day conduct. Leaders at every level contribute to professionalism through their influence on education, training and self-development, always seeking to make every aspect of military experience professionally instructive and rewarding... Above all, effective leaders exemplify the military ethos, and especially the core military values that are the essence of military professionalism.<sup>1</sup>

*Duty with Honour: The Profession of Arms in Canada*

Strong and effective leadership is critical to all organizations but has increased importance in the military context. A country's military is entrusted with the protection and security of the nation. It is given weapons of ever increasing potency to meet the tasks assigned to it. With this power comes the responsibility to act in the interest of the government and society within the bounds of the country's values and interests. These responsibilities are given to senior military leadership but are passed on from the strategic level, through the operational level to be carried out at the tactical level. To be effective strong leadership is required at all levels, without it failure is certain.

With the fall of the Berlin wall in 1989 the face of military operations changed forever. Governments around the world struggled to define the impact of this significant event. Initial reaction was to cash in on the "peace dividend" but this soon proved short-sighted as we found ourselves in a much more unstable world. Because of this instability

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<sup>1</sup> Dept. of National Defence. *Duty with honour : the profession of arms in Canada*. [Ottawa] : Published under the auspices of the Chief of the Defence Staff by the Canadian Defence Academy - Canadian Forces Leadership Institute, c2003, 55

the roles and missions of the Canadian Forces (CF) have evolved from the Cold War era and as such so have the demands placed upon the military leadership at all levels.

Leadership failures such as Somalia raised the profile of the need for change.

Gen J.M.G. Baril, as Chief of the Defence Staff (CDS), put it best in the forward to the *Canadian Officership in the 21st Century: Strategic Guidance for the Canadian Forces Officer Corps and the Officer Professional Development System*, (Feb 2001) where he described the 10 years following the end of the Cold War: “We constantly found ourselves thrown into the unknown. Complex, ambiguous and politically charged operations tested our leadership and confronted us with ethical dilemmas.”<sup>2</sup> He goes on to describe future challenges, which include, the faster rate of change in all aspect of military operations and the need to create a “career of choice” for the range of individuals required by the CF.<sup>3</sup> It is generally understood that “times of great change create an enduring need to do more leader development, more often.”<sup>4</sup>

The Minister of National Defence at the time, Arthur C. Eggleton, endorsed officer professional development reform and added that, “The Canadian Forces must reflect the values and aspirations of the pluralistic society they serve, execute government policy honourably and conduct a dauntingly wide range of operations professionally.”<sup>5</sup>

This strategic guidance was the impetus for standing up the Canadian Defence Academy

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<sup>2</sup> Canada. Dept. of National Defence. *Canadian Officership in the 21st Century (Officership 2020) : strategic guidance for the Canadian Forces officer corps and the Officer Professional Development*. Ottawa : Dept. of National Defence, 2001, iii.

<sup>3</sup> Ibid. iii, 12.

<sup>4</sup> Gordon R. Sullivan, *Hope is Not a Method: What Business Leaders Can learn From America's Army*. New York : Times Business, Random House, 1996, 213.

<sup>5</sup> Canada. Dept. of National Defence. *Canadian Officership ...*, 1.

(CDA) on 1 April 2002. CDA is part of a CF-wide strategy to prepare its members intellectually and professionally to meet the challenges of the post-Cold War security environment.<sup>6</sup> A major component of the CDA is the Canadian Forces Leadership Institute (CFLI). The mandate of the CFI is available on their website:

The CFLI is charged with conducting lessons learned, identifying emerging concepts and updating the professional body of knowledge through preparation of the Capstone CF Leadership and Profession of Arms Manuals and, equally, serving as a conduit to academic centres and other government agencies.<sup>7</sup>

Three key documents have been published by the CFLI. In 2003 the first of the series, the capstone document, *Duty with Honour – The Profession of Arms in Canada*, was released. This document, “presents the theoretical and philosophical underpinnings of the [military] profession, shows how in practice it serves Canada and Canadian interests.”<sup>8</sup> *Duty with Honour* has been followed up with the recent release of, *Leadership in the Canadian Forces – Doctrine* and *Leadership in the Canadian Forces – Conceptual Foundations*. These two manuals lay the foundation for leadership development in the CF and will be followed up by manuals for leaders at the tactical/operational and strategic levels of operation.<sup>9</sup> The documents offer clear guidance for all CF leaders and will serve as excellent single source references.

The theories and practices detailed in the CF manuals are sound but will not in themselves facilitate the change that is required to effectively fulfill the CF’s mandate. It

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<sup>6</sup> Canadian Defence Academy, Home Page; [http://www.cda.forces.gc.ca/index/engraph/home\\_e.asp](http://www.cda.forces.gc.ca/index/engraph/home_e.asp); Internet; accessed 20 Feb 2005.

<sup>7</sup> Canadian Forces Leadership Institute, Home Page, [http://www.cda.forces.gc.ca/CFLI/engraph/home\\_e.asp](http://www.cda.forces.gc.ca/CFLI/engraph/home_e.asp); Internet; accessed: 20 Feb 2005.

<sup>8</sup> Dept. of National Defence. *Duty with honour*, 2.

<sup>9</sup> Department of National Defence. *Leadership in the Canadian Forces: Conceptual Foundations*. (Ottawa: DND Canada, 2005), vii.

is in the application of these leadership theories where the CF falls short. The transformation will not be complete until the theory is applied day to day in ongoing military operations. Unfortunately there are deficiencies in the current leadership developmental system, namely within the Canadian Forces Personnel Appraisal System (CFPAS), that impede the development of leadership skills. It is recognized that future success depends on the development of tomorrow's leaders. For this reason it is in the CF's best interest to invest heavily in future leaders because they will be at the centre of all future successes and failures.

This paper will prove that the current CF leadership development program lacks the feedback mechanisms necessary to meet the challenges of the current global security environment. These shortfalls must be addressed if the CF is to fulfill its mandate. Having established the importance of effective leadership within the CF, this paper will first introduce current accepted theories on leadership development. These theories will then be compared against the present CF leadership development programs to highlight shortfalls. Leadership developmental tools (i.e. 360-degree feedback and mentorship) will be introduced along with their strengths and weaknesses. A final recommendation will be made to adopt additional leadership developmental programs to augment the CF system.

### **Leadership Developmental Theory**

It is important to examine leadership developmental theory to determine how best to address training and developmental requirements and to determine what is in the realm

of possibility with respect to training an individual to be an effective leader. The CF defines effective leadership as, “directing, motivating, and enabling others to accomplish the mission professionally and ethically, while developing or improving capabilities that contribute to mission success.”<sup>10</sup> CF leadership doctrine defines effective leadership in terms of five major dimensions: “Mission success, internal integration, member well-being and commitment, external adaptability, and the military ethos.”<sup>11</sup>

Mission success remains the most important measure, however it does not stand-alone. The military ethos sets the standard for professional conduct while the other dimensions act as enablers for not only mission success but for ensuring a healthy and learning CF. All five dimensions of effective leadership contribute to continued and future successes.

For as long as leadership has been studied, theorists have asked themselves, are leaders born or created? There is no reference in any of the CF leadership training manuals to “born leaders”. The concept of a born leader is reserved for those who take a trait perspective to leadership. They believe certain characteristics, such as height or language ability, make an individual better suited for leadership roles.<sup>12</sup> The more commonly accepted belief is that leadership is a process that is observable and as such is something that can be learned.<sup>13</sup>

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<sup>10</sup> Department of National Defence. *Leadership in the Canadian Forces: Doctrine*. (Ottawa: DND Canada, 2005), 5.

<sup>11</sup> *Ibid.* 3.

<sup>12</sup> Peter Guy Northouse, *Leadership : theory and practice*. (Thousand Oaks, Calif. : Sage Publications, 2001), 4.

<sup>13</sup> *Ibid.* 4.



Gen Maxwell D. Taylor, (US Chairman of the Joint Chiefs of Staff, 1962-1964)

provided his perspective during a lecture titled, *Military Leadership: What is it? Can it be taught?*

I would rally to the view which General Sherman expressed on this subject: "I have read of men born as generals peculiarly endowed by nature but have never seen one." As he had obviously known able generals on both sides of the Civil War, one must conclude that he believed that they had learned or had somehow acquired their gifts through means other than heredity.<sup>14</sup>

If we accept that leadership can be learned the question remains; how best is it taught and what are the measures of success?

Canada's Officer Professional Development System (OPDS) supports the mission of the officer corps by developing the abilities of all officers to excel. The OPDS is based on four development pillars, education, training, experience and self development, that together, guide the officer through a series of instruction, schooling and on-the-job experiences necessary to develop leader skills and competencies over the course of a professional life.<sup>15</sup>

Cy Charney in his article titled, *Who is Responsible for Training Success?*, quotes research that indicates that the method by which we learn has a relationship to the amount of information we retain.<sup>16</sup> The spectrum ranges from 10% of what we read to 80% of what we experience and 95% of what we teach someone else.<sup>17</sup> It is reasonable to surmise that if these numbers apply to a leadership development program then the emphasis must be given to practical training methods that allow the individual to

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<sup>14</sup> Gen Maxwell D. Taylor, *Military Leadership: What is it? Can it be Taught?* From Distinguished Lecture Series, (National Defence University, Washington, D.C., Spring 1977), 423.

<sup>15</sup> Stuart A. Beare, "Operational leadership: experience in officer professional development: pillar in peril" (Toronto: Canadian Forces College, Advanced Military Studies Course Paper, 2000), 1.

<sup>16</sup> Cy Charney, Who is responsible for training success? *HRProfessional*, Feb/Mar2003, Vol. 20 Issue 1, 16

<sup>17</sup> *ibid.* 16.

experience leadership challenges first hand. It is key that mechanisms are in place to capture the developmental aspects (i.e. lessons learned).

In a paper written for the CFLI, Jennifer P. Crawford uses the Centre for Creative Leadership's (CCL) leadership development model to illustrate that not all experiences are developmental. Crawford states that, "Developmental experiences are characterized by the elements of assessment, challenge, and support."<sup>18</sup> Assessment is necessary in order to reflect on performance. In Crawford's view a proper assessment, "triggers an acknowledgment of the need to change as well as the desire to change."<sup>19</sup> This desire to change typically comes from the second characteristic of a developmental experience - challenge. Something must go wrong in order to motivate change. If the individual is never outside their comfort zone then there is no stimulus to change. A developmental experience will be above the leader's current capabilities or in an environment that causes unfamiliar stress or confusion.

The final characteristic in the CCL model is support. The support can range from an opportunity to discuss the experience with someone, time to reflect, the opportunity to repeat the experience in a similar situation, or simply a supportive environment that reacts positively to those who take the time to resolve lessons learned.<sup>20</sup> An effective leadership developmental program must capture all three elements of this model. Anything less would be unproductive and inefficient.

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<sup>18</sup> J.P. Crawford, *Leadership development and constructivism*. CFLI Discussion Paper. (Kingston, ON: Canadian Forces Leadership Institute, 2003), 33.

<sup>19</sup> *ibid.* 34.

<sup>20</sup> *Ibid.* 35.

The merits on which the leadership experience is assessed cannot be limited to the success or failure of the mission or task but must encompass all five major dimensions of effective leadership as detailed in CF doctrine. There are pitfalls when relying solely on the quantifiable aspects of leadership such as mission success to evaluate leaders.

Colonel Peter Varljen of the US Army writes:

[When] mission accomplishment is rewarded as the sole criteria of good leadership. Leadership training and supervisor reinforcement is limited and inadequate. Therefore leaders are not fully developed. Comprehensive leadership is not practiced. Instead the primary focus is on getting the job done, often at the expense of people and the organization. Subordinates become disillusioned, which precipitates a leadership crisis.<sup>21</sup>

The qualitative aspects of leadership manifest themselves in the positive morale of subordinates. Poor moral results in a general destabilization of the organization and causes retention, productivity and discipline problems. The qualitative aspects of effective leadership are linked to long-term growth and productivity and are critical to any organization's continued success. It is these aspects of leadership that make it difficult to fully evaluate the impact of success or failure of leadership development. It is easy to determine that leadership plays a role in all that we do but it is difficult to assign a value that can be used to do a cost benefit analysis of leadership development initiatives.

For a leadership development program to be successful it cannot be seen as expensive nor can it detract from ongoing operations. David Day, a professor at Pennsylvania State University supports the adage that an effective program allows the

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<sup>21</sup> Colonel Peter J Varljen, "Leadership: More Than Mission Accomplishment." *Military Review*, (March - April 2003): 72.

leader to learn while at work rather than in a classroom environment.<sup>22</sup> The program should be continuous particularly in a dynamic environment such as the CF.

### **Current CF Leadership Development**

The recent release of the CF leadership manuals demonstrated the CF's strong commitment to leadership development. The leadership doctrine and concepts laid out in these manuals will be incorporated in both NCM and Officer Professional Development programs. The CF professional leadership training institutes are responsible for the academic leadership program. Because the ongoing leadership development that takes place outside of the academic environment will represent the bulk of the practical leadership training, this paper will focus on leadership development outside of the academic context. The current CDS, General Hillier, has directed that the "reading and understanding of the doctrine contained in *Leadership in the Canadian Forces* is mandatory for all members of the CF."<sup>23</sup> It is critical that the leadership concepts not only be understood at all levels but be put into practice. It must become the standard to which all leaders are measured.

The CF Personnel Appraisal System (CFPAS) is the mechanism through which leadership expectations and accomplishments are captured throughout a member's career. The objective of the CFPAS is, "to develop CF members through constructive feedback and to accurately assess the level of performance and potential demonstrated for career

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<sup>22</sup> David V Day, "Leadership Development: A Review in Context," *Leadership Quarterly*, Vol 11 Issue 4, (Winter 2000): 3.

<sup>23</sup> Department of National Defence. *Leadership in the Canadian Forces: Conceptual Foundations*. (Ottawa: DND Canada, 2005), i.

administrative purposes.”<sup>24</sup> The CFPAS has two components, the Personnel Evaluation Report (PER) and the Personnel Development Review (PDR). The program was developed to address shortfalls in the previous Personnel Evaluation Report (PER) system. The old PER system lacked any formal constructive feedback mechanism. Constructive feedback was omitted from the old PER because of the career implications it would have at merit and promotion boards.<sup>25</sup> Units were assigned a quota that restricted the number of outstanding performers that could be nominated from their organization irrespective of the actual performance of their personnel.

With the implementation of the CFPAS in April 1998 high score controls were removed from the PER. Performance would now be assessed without comparison to peer performance. The professional attributes portion of the PER was replaced with an assessment of the individual’s potential to perform tasks at the next rank level.<sup>26</sup> In theory, the individual would receive a more accurate assessment of their performance and not be ranked sequentially with their peers. Word pictures were provided for each Performance Assessment Factor (AF) at each rank level, “to provide a standard frame-of-reference for consistent application of Performance AFs throughout the CF.”<sup>27</sup>

Statistics indicate that this approach has been unsuccessful at eliminating inflation. In 1999, the first year CFPAS was utilized, 20% of the officers were considered still developing and 2% were assessed as not recommended for promotion.

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<sup>24</sup> Canada. Canadian Armed Forces, *CFPAS 2003: CFPAS Form Filler help; and CFPAS handbook*. (Ottawa: Canadian Armed Forces, 2003). 17.

<sup>25</sup> Ibid. 17.

<sup>26</sup> Ibid. 18.

<sup>27</sup> Ibid. 58.

After only five PER cycles 3% of officers were assessed as developing and well under 1% were denied a promotion recommendation.<sup>28</sup> It is unreasonable to assume that after only five years the demographics of the officer corps could shift so dramatically. It is more reasonable to deduce it is because the immediate promotion recommendation is tied to the Performance Factors (PF) (i.e. if 4 or more potential PFs are rated as outstanding the member will automatically receive an immediate recommendation for promotion.)<sup>29</sup> The statistics indicate that potential scores are being inflated. Inflated potential scores mean that realistic and constructive feedback is being sacrificed in order to avoid harming an individual at the merit-board, as was the case with the previous PER system. It also indicates that the CF's primary mechanism to modify an individual's behaviour is not being used effectively.

There is an axiom that states, "That which gets measured gets done. That which gets done gets rewarded. That which gets rewarded gets repeated."<sup>30</sup> Without accurately linking leadership potential to merit listing and subsequent promotion there is no incentive for those individuals lacking effective leadership skills to change. The recently published *Leadership in the Canadian Forces* manuals provide the doctrine and conceptual foundations and provide a benchmark to make an objective assessment on an individual's leadership effectiveness. To date the CFPAS PER word pictures have been

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<sup>28</sup> Department of National Defence, *Air Force 2004-2005 Career Manager Briefing to Canadian Forces College*, (Ottawa: DGMC, 24 February 2005), slide 47.

<sup>29</sup> DMCARM 2-3, *CFPAS Lessons Learned and Way Ahead*, Message (DGMC 001 251400Z Jan 2005).

<sup>30</sup> Judy Collins, Bookcoaching, Quote of the Month Nov. 2003, available from <http://www.bookcoaching.com/eMags/november2003.shtml>; Internet; accessed 10 March 2005. Note: Michelle Cudas is the founder of Positive Potentials, a business enterprise coaching, consulting and training practice.

the only standard by which an individual's leadership was measured against and it did not provide the fidelity to accurately measure leadership effectiveness.

The PDR portion of the CFPAS was implemented to replace the quarterly and divisional reports that were used by a number of Commands.<sup>31</sup> It captures the member's critical tasks, their expected results, an initial action plan, accomplishments, career goals and provides feedback on their strengths, areas for development and an ongoing action plan.<sup>32</sup> When properly used, the PDR is an excellent mechanism to provide constructive feedback in advance of a PER. The member is provided with an opportunity to openly discuss their performance with their immediate supervisor.

The PDR is a powerful performance-monitoring tool but suffers from a number of critical shortfalls with respect to leadership development. The entire process is an exchange between the subordinate and their immediate supervisor. This limits the perspective used to analyze the individual's performance. Interaction with peers and subordinates are not always observable from a supervisor's viewpoint and subordinates may be reluctant to bypass the chain of command if there are problems. The PDR does not provide timely feedback due to the 3-month reporting period. If the PDR is the only leadership developmental mechanism then training opportunities will be lost if the PDR is not synchronized with key leadership developmental experiences. Finally, due to posting cycles, the pairing of the supervisor and subordinate may be no longer than two years in duration. Considering the requirement for a degree of familiarity, the productive

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<sup>31</sup> Canada. Canadian Armed Forces, *CFPAS 2003: CFPAS Form Filler help; and CFPAS handbook*. (Ottawa: Canadian Armed Forces, 2003). 19.

<sup>32</sup> Ibid. 28-30.

developmental period is likely to be much less than two years. This situation is not conducive to the consistent long-term development of leadership skills.

The US Army has a very similar problem as noted by Colonel Varljen in his article in *Military Review*; “as long as the boss’s evaluation is the only one that counts, it is doubtful that organizational effectiveness or leader development will ever receive their appropriate share of emphasis, time or resources.”<sup>33</sup> He goes on to recommend augmentation of the evaluation program with tools such as a 360-degree leadership assessment tool.<sup>34</sup>

### **Leadership Developmental Tools**

Given the above shortfalls of the CFPAS as a leadership developmental tool, it is evident that it must be augmented to ensure that CF leaders are given every opportunity to meet the expectations of the Government and Canadian people as detailed in the *Leadership in the CF – Conceptual Foundations Manual*.<sup>35</sup> The qualities of a complimentary leadership developmental system are: it provides feedback outside of the subordinate/superior relationship, it involves input from peers and subordinate, it supports the CF conceptual leadership foundations and doctrine, it provides unique leadership developmental opportunities not already embodied in CFPAS, it does not have

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<sup>33</sup> Colonel Peter J Varljen, “Leadership: More Than Mission Accomplishment.” *Military Review*, (March - April 2003): 74.

<sup>34</sup> Ibid. 74.

<sup>35</sup> Department of National Defence. *Leadership in the Canadian Forces: Conceptual Foundations*. (Ottawa: DND Canada, 2005), i.



a negative effect on unit cohesion or productivity, it must deliver constructive/unbiased feedback to the individual, it must be manageable and not cost prohibitive.

David Day, a professor at Pennsylvania State University conducted a review of “the most popular and promising practices used to develop leaders and leadership in the context of ongoing work in an organization.”<sup>36</sup> The practices included in his report are, active learning, job assignments, mentoring, executive coaching, and 360-degree feedback.<sup>37</sup> Active learning is defined as, “a continuous process of learning and reflection, supported by colleagues, with a corresponding emphasis on getting things done.”<sup>38</sup> This process embodies the CCL leadership developmental model discussed earlier and closely parallels the supporting conditions necessary for the CF leadership philosophy to thrive, described in the CF leadership doctrine manual.<sup>39</sup>

The practice of developing leadership by assigning specific jobs is at the foundation of CF leadership development. The posting cycle facilitates broadening of an individual’s perspective as they gain experience and knowledge. CF operational units cycle new members through a series of positions over the span of their three to four year posting as a leadership development mechanism. Because active learning and job assignments are both currently embedded in the CF system they cannot be considered as new leadership developmental tools and as such will not be further discussed.

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<sup>36</sup> David V Day, “Leadership Development: A Review in Context,” *Leadership Quarterly*, Vol 11 Issue 4, (Winter 2000): 4.

<sup>37</sup> *ibid.*, 4-11.

<sup>38</sup> *ibid.*, 11.

<sup>39</sup> Department of National Defence. *Leadership in the Canadian Forces: Doctrine*. (Ottawa: DND Canada, 2005), 11.

A mentorship program provides a junior leader with a confidant and advisor (mentor) who, through formal or informal interaction, can provide a broader/higher level perspective on the organization and offer advice, knowledge and skill relevant to their leadership development. The Oxford dictionary defines a mentor as, “an experienced person in an organization or institution who trains and advises new employees or students.”<sup>40</sup> Typically the mentor is from within the organization but outside of the protégé’s normal chain of command.<sup>41</sup> David Day reports from his research that, “in a survey of over 350 companies involved in leadership development, those efforts reported as most successful included mentoring programs.”<sup>42</sup>

A mentorship program appears straightforward but requires careful implementation to create a healthy learning environment. The US Army experience with mentorship programs warns that it is critical to conduct service wide training prior to implementing the program.<sup>43</sup> Without a common understanding of the mentorship program or its guidelines for implementation, support for the program suffered.

Lieutenant General Walter F. Ulmer, Jr. (USA, Ret.) cautions that buy-in from the senior leadership may be a challenge:

Mentoring and coaching have long been in the Army lexicon, but their routine use is a localized phenomenon, highly dependent on the interests and skills of unit leaders. There is no meaningful institutional motivation

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<sup>40</sup> Catherine Soanes, ed, *Pocket Oxford English Dictionary, Ninth Edition*, (Oxford: University Press, 2001), 563.

<sup>41</sup> David V Day, “Leadership Development: A Review in Context,” *Leadership Quarterly*, Vol 11 Issue 4, (Winter 2000): 7.

<sup>42</sup> *Ibid.*, 7.

<sup>43</sup> Nate Hunsinger, “Mentorship: Growing Company Grade Officers,” *Military review*, September 1, 2004, 79.

for being a good coach, yet that skill is highly prized by subordinates at every level.<sup>44</sup>

It is evident that the protégé has the most to gain from the mentor relationship but without willing and knowledgeable mentors the program will fail. For this reason it would be necessary to determine the mentorship capacity of the CF. Implementation of a formal mentorship program would only be possible if there was sufficient capacity to provide all officers with an equal opportunity to participate. Barring a CF wide implementation of a formal mentorship program a volunteer or pilot project would be effective to build support and understanding of mentorship, which could lead to a phased implementation of a full program.

Mentoring programs have been discussed in a number of CF leadership development staff papers at the Canadian Forces College (CFC) and at the CFLI. Major Hitchins came to the following conclusion in his CFC paper, *Mentorship: a Tool for Leadership Development in the Canadian Forces*:

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.<sup>45</sup>

The developmental effects of a mentorship program would compliment the current CF leadership developmental process. There is no duplication of the CFPAS feedback relationship and because a mentor/protégé pairing can be maintained for an

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<sup>44</sup> Walter F Ulmer Jr. "Military leadership into the 21st century: Another "bridge too far?"” *Parameters*, Carlisle Barracks, Vol.28, Iss.1: Spring 1998, 12.

<sup>45</sup> Major C. L. Hutchins, "Mentorship: a Tool for Leadership Development in the Canadian Forces," (Toronto: Canadian Forces College Command and Staff Course New Horizons Paper, 2004), 23.

extended period the relationship has time to mature. According to research, mentoring “is a cost-effective way for delivering outcomes and achieving organizational growth.”<sup>46</sup>

Executive coaching bears some similarities to a mentorship program but is described as, “practical, goal focused forms of one–on-one learning and behavioural change.”<sup>47</sup> A consultant is hired to address a specific issue with a single individual via a series of meeting or discussions. Numbers available from David Day’s 2000 article indicate that the consultation costs ranges from “\$1,500 per day to \$100,000 for a multi-year program for a single executive.”<sup>48</sup> The costs are prohibitive to a wide application of this approach and therefore it would not meet the CF leadership development requirements.

360-degree feedback is also known as multi-rater or multi-source feedback.<sup>49</sup> Questionnaires are used to gather anonymous feedback from an individual’s supervisors (immediate and higher), peers and subordinates. Electronic databases are used to collate and compare the feedback. By examining input from all co-workers, leadership performance can be more accurately assessed. Data is compared to a self-assessment, offering the individual insight into any misconceptions of his/he k f r D a

Key to the successes of all 360-degree evaluations is the accuracy and truthfulness of the feedback. There must be no fear of retribution or expectation of reward for providing data that does not reflect the true working relationship. To guarantee the report is unbiased “information collected from peers and subordinates should be anonymous,”<sup>50</sup> To facilitate the anonymity of those contributing feedback, at least 3 participants from each group are necessary.<sup>51</sup> “All participants in the program must receive training on the program, leadership model, assessment/feedback process and how to provide ratings.”<sup>52</sup> An in-depth analysis of the 360-degree report is necessary to properly interpret the data and guide the follow-up training program. Action plans must be created after consultation with a coach trained in CF leadership doctrine.

360-degree feedback provides a more complete assessment of an individual’s performance than the CFPAS and significantly raises their level of self-awareness. An honest and complete evaluation of leadership facilitates the creation of a tailored leadership development program to address any shortfalls. Leadership weaknesses will be addressed using the feedback from all coworkers. Issues that may not have otherwise been addressed have a conduit through which they may be resolved. This program is an investment in personnel. By making them more aware of the root causes of inefficiencies

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<sup>50</sup> P.A. Hausdorf, & L Zugec, *Designing Effective Leader Assessment/Feedback Systems: Integrating Organizational Culture, Stages of Change, and Goal Setting*. Kingston, ON: Canadian Forces Leadership Institute, (2003), 35.

<sup>51</sup> *Ibid.*, 35.

<sup>52</sup> *Ibid.*, 35.

or miscommunications, problems can be addressed. Any mechanism that causes frustration can result in individuals quitting the organization.<sup>53</sup>

CFC administers a 360-degree feedback program as part of Command and Staff Course (CSC). Although insightful for the students of CSC, the CF should not limit the application of this program to those who have proven themselves suitable for senior command and staff positions. Individuals less established in their profession would benefit more from the constructive feedback of this program.

Mentorship and 360-degree feedback would both address the shortfalls of the CF leadership development program. Each program has unique characteristics that would assist developing leaders to better meet the expectations laid out in the CF Leadership doctrine. 360-degree-feedback will improve an individual's self-awareness while a mentorship program will provide guidance from a senior advisor, wise in the ways of the organization. For this reason it is recommended that the CF adopt both programs in order to augment the CFPAS PDR leadership developmental. For the CF to prosper and grow, strong leadership must be nurtured. It is in the interest of any professional to evolve. Strong leadership is the enabler.

Strong leadership is critical within all organizations. Gen Bennie Davis, Commander in Chief, US Strategic Air Command, (1984) stated, "we need complete dedication and efficiency from all our people to make the most of limited resources –

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<sup>53</sup> David V Day, "Leadership Development: A Review in Context," *Leadership Quarterly*, Vol 11 Issue 4, (Winter 2000): 4.

dedication and efficiency that can only be achieved through effective leadership.”<sup>54</sup> It is reasonable to conclude that the importance of strong leadership is inversely proportional to the availability of resources. Given the resource limitations of the CF, leadership is very critical to our success.

The challenge will be to implement changes or additional initiatives in a system that is believed by many to be adequately meeting the needs of the CF. There is no incentive for a senior leader to change a system that worked for them. After all, most of them rose to the top without the benefit of solid counselling.<sup>55</sup> To successfully effect the cultural change necessary to improve CF leadership development there must be support from the highest levels of leadership. Peter Hausdorf, Ph.D and Lynda Zugec, M.A. proposed in their CFLI contracted research report, *Designing Effective Leader Assessment/Feedback Systems* that:

Organizations that want to create cultural change need to have this change led by the top leaders and then cascade down through the organization. As leaders “buy in” to the new way of doing things then they will reinforce those things with their direct reports and so on. Moreover, leaders who do not “buy-in” will leave and be replaced by new leaders who fit with the culture. Over time (and this can take some time for a large organization) the culture will change.<sup>56</sup>

To be effective as a leadership development tool these initiatives must remain separate from the PER system.<sup>57</sup> Critical feedback is a tool of leadership development.

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<sup>54</sup> General Bennie L. Davis, *Leadership*. Aerospace Speech, Available online: <http://www.au.af.mil/au/awc/awcgate/au-24/davis.pdf>. Internet; accessed 10 March 2005.

<sup>55</sup> MGen John C. Faith, “Leadership in the 21<sup>st</sup> Century: Is it Time to Change the System?” *Army* (December 2000): 12-13.

<sup>56</sup> P.A. Hausdorf, & L Zugec, *Designing Effective Leader Assessment/Feedback Systems: Integrating Organizational Culture, Stages of Change, and Goal Setting*. Kingston, ON: Canadian Forces Leadership Institute, (2003), 28.

<sup>57</sup> *Ibid.*, 34.

Individuals must be provided a supportive environment within which to learn from mistakes and advance their leadership skills.

### **Conclusion**

The publication of *Leadership in the Canadian Forces, Doctrine and Conceptual Foundations* manuals signalled the CF's commitment to address the leadership issues associated with meeting the post Cold War security challenges. By examining leadership developmental theories it becomes evident that changes must be made in the current CF leadership developmental environment. Developing leaders must be immersed in a learning environment that capitalized on any and all developmental experiences. The elements of assessment, challenge and support must be fostered to capitalize on learning opportunities. Leaders must be provided unbiased feedback and given an opportunity to address weaknesses.

It was shown that the CF relies heavily on the CFPAS to provide feedback to develop leaders. Despite significant improvements in the program the limited scope of feedback, the inflation factor, the potential for shortened observations periods and the fixed reporting periods all reduce the effectiveness of the system's leadership developmental capacity.

An examination of five recognized leadership developmental practices revealed that mentoring and 360-degree feedback provide the leadership training opportunities missing from the CFPAS program. A mentorship program would provide a confidant to



the developing leader who would offer a senior leadership perspective and the benefit of experience and advice. The 360-degree feedback is required to give the complete perspective on a leader's strengths and areas requiring development. Empowered with enhanced self-awareness a focused leadership developmental plan can be developed.

We are obliged as leaders to develop those that follow; we must ensure all opportunities are given to our subordinates to see that they meet their maximum potential. It is good for the CF, which will be better manned to meet future challenges. It is good for the individual, who through improved job satisfaction will serve longer in the CF.

This paper has established a need to do more to develop leadership in the CF and that there are tools available to address this need. We have examined the advantages and disadvantages of these tools to determine what best fits the needs of the CF. In conclusion, additional feedback mechanisms such as 360-degree and mentorship must be added to our officer development program.

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