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Mentoring in the CAF: A Bridge to a Generational Rift

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By Major M.J. Hansen

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ABSTRACT

Canadian workforce demographics are shifting, and while this shift is not new, not unstudied and not surprising, the Canadian Armed Forces (CAF) has struggled to keep up. Rapidly approaching an undesirable inflection point where their traditional recruiting base is drying up and their internal culture is increasingly no longer representative of an accurate cross section of Canada, the CAF is losing the war for talent. Internal and external reports dating back twenty years evince repeated failures in both recruiting and also retaining diversity and despite multiple initiatives and approaches, the problems persist. The millennial generation is no longer the workforce of tomorrow but is the workforce of today and has, antipathetically been defined for the CAF, as Canada's most historically diverse. With increased immigration making up for a population lacking generational replenishment since 1970, the CAF's failures to recruit and retain diversity are rapidly becoming more acute.

To address such a seemingly heterogeneous problem, the CAF must look at novel approaches; given the repeated failed solutions it seems only obvious to do so. Before the solution can be offered, the problem must be defined, and while the millennial generation might particularly be annoyed with being referenced as, "the problem," perhaps conciliatorily, they also offer the solution. Owning the dubious distinction of arguably being the most researched generation to date, the needs and desires of the millennial generation are surprisingly straightforward.

Wanting unimpeded access to technology, information, feedback and unfettered access to an organisational guide while being permitted historically unparalleled work-life-balance, the millennial generation is often popularly defined as deficient and

unrealistic. Breaking down these desires and contrasting them against the context of the CAF's operational culture however yields perhaps unexpected congruity.

This Directed Research Paper will first seek to frame the CAF's recruiting and retention problem as it pertains to Canadian demographic trends before offering the unconventional solution of mentoring. Owing their roots to the earliest known written texts, "mentoring," and, "mentorship," are not new concepts, though their practical applications in business, academia and government remain relatively recent. As such, while many benefits of mentorship are often espoused and mentorship models are popularized, it is unlikely that they offer the panacea to the CAF's recruiting and retention woes.

Through a deliberate examination of the process of mentorship, and subjectively analyzing the benefits and weaknesses, the applicability and avail of such programs will be proven. A review of modern trends in business and academia measured against the approaches taken by allied militaries will demonstrate the factors common to successful mentorship programs, as they may be relatable to the CAF. With strengths, weaknesses and risks weighed, recommendations will be made for further study and implementation.

The implementation of a mentorship program in the CAF is not truly unconventional given the efforts applied to date. However, the impetus of the situation caused by the repeated failures to match Canadian demographic trends in recruiting and retention should provide focus to get this right and get this right now. Mentorship offers the CAF an avenue to escape from its current demographic path, the question is whether or not this foregone solution will be recognized and unconventional solutions resourced accordingly.

CHAPTER 1 – THE PROBLEM: RECRUITMENT AND RETENTION

The armed forces must optimize by recruiting more aggressively from under-represented cohorts, or they will have to allocate an ever-growing proportion of scarce resources to attract an ever-shrinking proportion of the potential recruit cohort

- Christian Leuprecht, *Demographics of Force Generation: Recruitment, Attrition and Retention of Citizen Soldiers.*

The past forty years has seen a considerable demographic shift in Canada with its population becoming at once both older and more ethnically diverse. This swing in demographics is a result of the historically uncommon combination of a rapidly aging population and a precipitous drop in fertility (or natural increase of births minus deaths).[1] To combat these demographic trends, Canada (along with many other Western nations) has ensured continued population growth through aggressive immigration, thereby both reducing the average age of the Canadian population and simultaneously diversifying it. The impacts to the Canadian Armed Forces (CAF) of this demographical shift in Canadian society have been considerable and have revealed previously unforecasted risks that the CAF has yet to adequately address.

Shift in Canadian Demographics

The demographic metric that is most important to employers, and specifically the CAF, is the inverse of the Demographic Dependency Ratio (DDR). As defined by Statistics Canada, the DDR is, "the percentage of the population not working,"[2] with the inverse obviously defined as the "working population."[3] According to the 2020 Statistics Canada *Annual Demographic Estimate*:

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[1] Statistics Canada, *Annual Demographic Estimates: Canada, Provinces and Territories, 2020* (Ottawa: Canada Communications Group, 2020), 10.

[2] *Ibid.*, 8.

[3] *Ibid.*, since this is the same page as the FN above it can just be Ibid

As of July 1, 2020, for every 100 people working age, Canada had 51.2 people aged 0 to 14 or 65 and older. The demographic dependency ratio (44.1) has been steadily rising since 2009.[4]

As it pertains to the CAF, an increase in the DDR reveals a reduction in the cohort that can be recruited and retained. While a trending increase in the DDR in not ideal, Canada is certainly not alone (DDR of 44.1) as the US, UK and Australia's current DDRs are 46.72, 43.25, and 46.69 respectively[5]. The aging of the population has caused a situation where, "for the first time ever, four generations of employees are working side by side in the same organisations."[6] While the older cohort of the working class is less represented in the CAF (due to the mandatory retirement age of 55, or 60 depending on the contractual employment conditions)[7], the aging demographics of Canadian society still impact the available recruiting base for the CAF and other Canadian organisations.

Within Canada, the fertility rate has been below the generational replacement threshold since 1970[8]. Canada's natural replacement rate from births in 2019-2020 reached its lowest levels since demographic accounting began capturing them in 1971-1972 year.[9] While many argue that the best way to combat increasing DDR trends is

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[4] Statistics Canada, *Annual Demographic Estimates: Canada, Provinces and Territories, 2020* (Ottawa: Canada Communications Group, 2020), 8.

[5] Trading Economics, "United States, United Kingdom, Australia – Age Dependency Ratio," last accessed 3 May 2021, https://tradingeconomics.com/united-kingdom/age-dependency-ratio-percent-of-working-age-population-wb-data.html#:~:text=Age%20dependency%20ratio%20(%25%20of%20working%2Dage%20population)%20in%20United,compiled%20from%20officially%20recognized%20sources.

[6] James Bennett, Michael Pitt and Samantha Price, "Understanding the Impact of Generational Issues in the Workplace." *Facilities* 30, no. 8 (2012): 278.

[7] Government of Canada, Public Service and Military, "Pension and Benefits for the Canadian Armed Forces," last accessed 3 May 2021, https://www.tpsgc-pwgsc.gc.ca/fac-caf/srvv/glssr-reg-eng.html.

[8] Statistics Canada, *Annual Demographic Estimates: Canada, Provinces and Territories*, *2020* (Ottawa: Canada Communications Group, 2020), 7. You can here just use a short form for the refs sine the full refs is already provided above. Something like Statistics Canada, *Annual Demographic Estimates*, 7. This would apply to all of the other occasions in the paper so I will not comment on this again.

[9] *Ibid*., 7. Note however that the COVID-19 global pandemic skewed the demographic data with 2019-2020 reporting a slight increase in the average annual deaths within Canada,

through natural replacement, this is clearly not a viable option, even after excluding the COVID-19 impacts on the demographical data.

Given the increase in aging and decrease in fertility, the only way Canada has been able to continue its population growth and manage the DDR is through aggressive immigration. The 2020 Statics Canada *Annual Demographic Estimate* explains that, "Although lower than it was in 2018/2019 (83.9%), international migratory increase still accounted for more than 80% of Canada's growth in 2019/2020 (81.9%)."[10] With this aggressive strategy, Canada has targeted working-age immigrants with the 2020 Statistics Canada *Annual Demographic Estimate* reporting that, "the proportion of the working-age population (aged 15 to 64) was considerably higher among immigrants (79.5%) … than among the total population (66.1%),"[11] and the UN Demographics Database corroborating with their estimate that 72.96% of immigrants to Canada were of the working age.[12]

With Statistics Canada estimating that, "nearly one in two Canadians could be an immigrant or the child of an immigrant by 2036,"[13] it is important to understand where these would be new Canadians are coming from. As of the 2016 Canadian Census, India, China and the Philippines were the top three countries of birth of Canadian immigrants, and the total number of new Canadians coming from these three countries was larger the next seven countries combined.[14] With the overwhelming majority of new Canadians

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[10] *Ibid.*

[11] *Ibid.*, 30.

[12] United Nations. "United Nations Demographic Statistics Database," last accessed 3 May 2021, http://data.un.org/Data.aspx?d=POP&f=tableCode%3a404.

[13] Statistics Canada, "The Daily-Study: A Look at Immigration, Ethnocultural Diversity and Languages in Canada up to 2036, 2011 to 2036," last accessed 3 May 2021, https://www150.statcan.gc.ca/n1/daily-quotidien/170125/dq170125b-eng.htm.

[14] Statistics Canada, *2016 Census Profile Data* (Ottawa: Canada Communications Group, 2016), Data Table 1.

originating from India, China and the Philippines, it can therefore be reasonably inferred that the majority of new Canadians would be considered to be of a cohort traditionally considered as an ethnic minority.

The demographic impact of an aging population spurred on by aggressive immigration has been the rapid diversification of the Canadian population and consequently, a relative reduction in the working age Caucasian cohort.[15] For CAF recruiters to meet their annual targets, it can be reasonably inferred that they will either need to invest more resources into recruiting from their (now) dwindling historic base of Caucasian-males, or they will need to become more aggressive in achieving their goals of recruiting the typically under-represented ethnic and gender cohorts.[16] Juneau et al frame the problem clearly in their opening summary in *Canadian Defence Policy in Theory and Practice:*

> The traditional recruiting pools of the [Canadian] military are shrinking…
> [and] against this changing social and demographic context, making the
> case for diversity is imperative to the long-term viability of the CAF.[17]

CAF Recruiting Process

To adequately frame the problem at hand, an understanding of the annual CAF Recruiting requirements and methods must be explored. The CAF's Military Personnel Command (MPC) is responsible for recruitment, training, compensation and benefits and,

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[15] Christian Leuprecht, "The Demographics of Force Generation: Recruitment, Attrition and Retention of Citizen Soldiers," in *Canadian Defence Policy in Theory and Practice,* ed. Thomas Juneau, Phillippe Lagasse and Srdjan Vucetic (Ottawa: University of Ottawa Press, 2020), 194.

[16] Thomas Juneau, Phillippe Lagass and Srdjan Vucetic, *Canadian Defence Policy in Theory and Practice,* (Ottawa: University of Ottawa Press, 2020), 22. To be completely accurate here you would have the names followed by "Introduction" in the book title followed by ed and names. I know this repeats the names but the introduction is actually a chapter in the book.

[17] *Ibid.*, 22.

"has functional authority on personnel-related matters and must ensure that sufficient trained personnel are available to fulfill the Canadian Armed Forces' requirements."[18] Through a deliberate process, MPC annually conducts occupation reviews on Regular Force occupations in order to define the number of new members required for each occupation as a result of loss from routine attrition.[19] The data from the annual reviews is used to inform the five-year Regular Force recruiting needs estimate which in turn informs the resources required to achieve the recruiting targets.

With the targets set, MPC then delegates the task and resources to its subordinate organisation, "the Canadian Forces Recruiting Group, [who] is responsible for attracting, processing, selecting, and enrolling all Regular Force recruits."[20] The *2016 Fall Report of the Auditor General of Canada* on the CAF's ongoing efforts in Recruitment and Retention is the most recent publicly available report on such matters and establishes that on average the CAF requires approximately 5,550 new recruits annually to offset attrition.[21]

CAF Recruiting Struggles

Despite the CAF recruiting targets being known, well communicated and well understood by the department, the *2016 OAG Report* summarizes that the CAF has failed to meet its annual recruiting targets for a number of years, and with each successive miss, the situation grows more concerning:

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[18] Office of the Auditor General of Canada, *2016 Fall Reports of the Auditor General of Canada – Report 5 – Canadian Armed Forces Recruitment and Retention – National Defence* (Ottawa: OAG, Fall 2016), Paragraph 5.4.
[19] *Ibid*., Paragraphs 5.40 and 5,41.
[20] *Ibid*., Paragraph 5.55.
[21] *Ibid*., Paragraph 5.23.

In our opinion, it is unlikely that it will be able to recruit, train, or retain sufficient personnel to meet its target of 68,000 members by the 2018–19 fiscal year. We also found that the number of Regular Force members who were trained and effective was lower than its required number, and the gap between its required number and the actual number had increased.[22]

The *2016 OAG Report* goes on to explain that systemic issues remain unresolved

with the reported continued lack of adequate resourcing being the most problematic:

Previous findings indicated ongoing, systemic recruiting challenges for the Regular Force in its efforts to counter higher rates of attrition and fill certain chronically understaffed occupations. Recruiting targets did not match the needs of the Royal Canadian Navy or the Royal Canadian Air Force, and there was no comprehensive plan to attract more applicants, particularly women, Aboriginal peoples, and visible minorities. The audits also identified issues with training recruiting staff, the quality of the tools used to assess applicants, and applicant processing, which caused many potential candidates to withdraw their applications.[23]

Failings on achieving the pure numbers required to offset retention become

further compounded when examining the demographics of the force and the

demographic-specific recruiting targets. The CAF and DND have stated the desire that by

2026 to have 35.5% of the Defence Team to be made up of those that identify as a

woman, 9.3% made up of those that identify as a visible minority, and 2.7% made up of

those that identify as an indigenous person.[24] Here too the CAF is found to be struggling

with the *2016 OAG Report* detailing:

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[22] Office of the Auditor General of Canada, *2016 Fall Reports of the Auditor General of Canada – Report 5 – Canadian Armed Forces Recruitment and Retention – National Defence* (Ottawa: OAG, Fall 2016), Paragraph 5.17.

[23] *Ibid*., Paragraph 5.6.

[24] Department of National Defence, "Departmental Plan 2019-20," last accessed 3 May 2021. https://www.canada.ca/en/department-national-defence/corporate/reports-publications/departmental-plans/departmental-plan-2019-20-index/planned-results/defence-team.html.

> We also found that although the Canadian Armed Forces had established a goal of 25 percent [target increased in 2017] for the representation of women, it did not set specific targets by occupation, nor did it have a strategy to achieve this goal.[25]

The most recent data available regarding the CAF's demographics are from 2018 which indicate 21.9% of the defence team that identify as a woman, 8.2% that identify as a visible minority and 3.0% that identify as an indigenous person.[26] When taking into consideration the rapid reduction of the CAF's traditional recruiting base of Caucasian males the struggles to recruit from both the ethnic and female cohorts become ever more concerning.

As Canadian industries seek to themselves diversify, author Christian Leuprecht aptly warns in that since, "the rate at which Canadian society is transitioning is outpacing demographic change in the composition of the CAF,"[27] and that, "recruitment for defence is in direct competition with the private sector for the same high-priced talent,"[28] that CAF recruiting struggles will seemingly become even more dire in the years to come.

Speaking to Land Forces specifically, William Johnsen frames the problem from a survival mindset in *Land Power in the Age of Joint Interdependence* stating that,

> To be successful, therefore, land forces (like all services) must recruit and retain high quality personnel, and train and mould them into cohesive teams… Without this reservoir of talent, land power cannot hope to prevail.[29]

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[25] Office of the Auditor General of Canada, *2016 Fall Reports of the Auditor General of Canada – Report 5 – Canadian Armed Forces Recruitment and Retention – National Defence* (Ottawa: OAG, Fall 2016), Paragraph 5.11.

[26] Department of National Defence, "Departmental Plan 2019-20," last accessed 2 May 2021. https://www.canada.ca/en/department-national-defence/corporate/reports-publications/departmental-plans/departmental-plan-2019-20-index/planned-results/defence-team.html.

[27] Christian Leuprecht, "The Demographics of Force Generation: Recruitment, Attrition and Retention of Citizen Soldiers" in *Canadian Defence Policy in Theory and Practice*, ed. Thomas Juneau, Phillippe Lagasse and Srdjan Vucetic (Ottawa: University of Ottawa Press, 2020), 180.

[28] *Ibid*., 187.

[29] William T. Johnsen, "Land Power in the Age of Joint Interdependence: Toward a Theory of Land Power for the Twenty-First Century," *Defence and Security Analysis* 35, no. 3 (2019): 230.

With a current recruiting system that saw the total number of departures outpace the number of enrolments for every year from the 2011-2016 span (less 2015-2016), further demographic stresses on the already failing CAF recruiting system seems unduly needed.[30]

CAF Retention Struggles

In addition to specifying the exact number of annual departures from the CAF over a five year sequence, the *2016 OAG Report* paints a bleak picture regarding retention:

> Overall, we found that the Regular Force experienced high levels of attrition in some occupations. Although it knew the causes of attrition, the Regular Force had not implemented its most recent overall retention strategy, nor had it developed specific strategies to respond to the challenges of each occupation.[31]

While retention rates in the CAF vary considerably concerning rank and occupation, systemic issues seem to have again persisted and remain unresolved following the previous *2006 May Status Report of the Auditor General of Canada* concerning Military Recruiting and Retention:

> Many of our observations were similar to issues we reported on in 2006, when we found that the number of members leaving was increasing and getting proportionally higher when compared with the number of recruits overall, particularly in certain occupations.[32]

Similar to the issues reporting regarding recruiting, the *2016 OAG Report* concludes that the CAF is well aware of the issues, has studied and fully understands the problem, but lacks the will or ability to apply adequate resources

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[30] Office of the Auditor General of Canada, *2016 Fall Reports of the Auditor General of Canada – Report 5 – Canadian Armed Forces Recruitment and Retention – National Defence* (Ottawa: OAG, Fall 2016), Paragraph 5.109.
[31] *Ibid*., Paragraph 5.102.
[32] *Ibid*., Paragraph 5.111.

to resolve the root problems. Specific to retention, the Audit revealed that though

the CAF developed a 40 project plan to influence retention following the 2006

Report, "action had been taken for some individual projects, but the strategy had

not been fully implemented,"[33] and that retention strategies were re-worked in

2009 and 2014 with results not expected until 2018.[34] Unfortunately no

immediately recent, publically accessible data exists regarding the impact of the

changes to the CAF retention strategy, but using historical precedent as a guide,

and considering the demographic shifts and struggles with recruiting, it can be

reasonably inferred (from Figure 1.1) that the CAF is running out of time to get

this right.
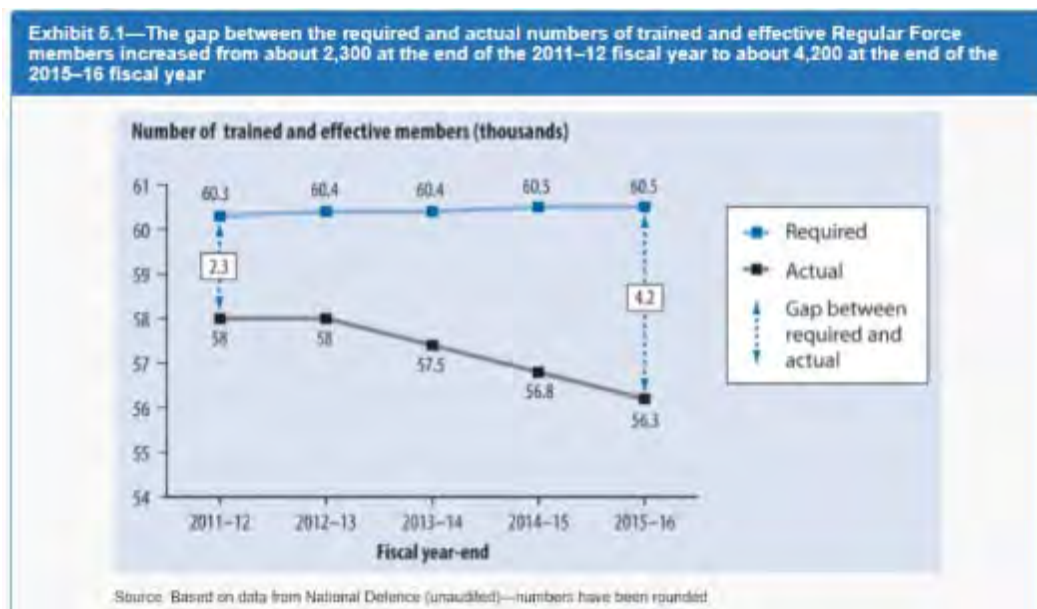
Figure 1.1: Gap Between Required and Actual CAF Regular Force Members

Source: Office of the Auditor General of Canada, *2016 Fall Reports of the Auditor General of Canada – Report 5 – Canadian Armed Forces Recruitment and Retention,* Exhibit 5.1

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[33] Office of the Auditor General of Canada, *2016 Fall Reports of the Auditor General of Canada – Report 5 – Canadian Armed Forces Recruitment and Retention – National Defence* (Ottawa: OAG, Fall 2016), Paragraph 5.113.

[34] *Ibid.*, Paragraph 5.113.

Why This Matters

The CAF's recent propensity to consistently miss the mark regarding attaining enough recruits to offset departures has begun to put the organisation's near future at considerable risk. As Leuprecht states, "sustaining the organization's functional imperative and operational effectiveness in a tight labour market is premised on a long-term personnel strategy,"[35] of which the CAF certainly has, but apparently cannot appropriately resource.

It has been established that recruiting for the CAF will continue to get harder as leaning on its traditional base to mask failures (or at least slow progress) in the ethnic and female demographics becomes increasingly untenable. The demographic shift that is underway in Canadian society shows no sign of slowing, indeed diversification is increasing, and the CAF has fallen considerably behind pace, becoming increasingly unrepresentative of Canadian society writ large.[36]

In addition to recruiting, retention is of particular cause for concern in the CAF where replacements-in-kind are not easily found when a member chooses to leave the organisation after 10-15 years of development. As the *2002 April Status Report of the Auditor General of Canada* states, "bringing people in at the bottom means that [demographic and retention] problems at the higher ranks will be difficult to fix."[37] Indeed the CAF has clearly recognized this concern in subsequent reports as evidenced to the Department's response to the conclusions levied in the *2016 OAG Report*:

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[35] Christian Leuprecht, "The Demographics of Force Generation: Recruitment, Attrition and Retention of Citizen Soldiers," in *Canadian Defence Policy in Theory and Practice,* ed. Thomas Juneau, Phillippe Lagasse and Srdjan Vucetic (Ottawa: University of Ottawa Press, 2020), 193.

[36] *Ibid*., 187.

[37] Office of the Auditor General of Canada, *2002 April Status Report of the Auditor General of Canada – Chapter 2 – National Defence – Recruitment of Military Personnel* (Ottawa: OAG, Fall 2016), Paragraph 5.85.

The Canadian Armed Forces will develop a Canadian Armed Forces retention strategy in the 2017–18 fiscal year that will ensure that retaining qualified, competent, and motivated members in uniform is a fundamental aspect of how the Canadian Armed Forces manages its people. While the focus will continue to be the overall personnel requirements using the Annual Military Occupational Requirements process and the Strategic Intake Plan, the Canadian Armed Forces will manage occupational health by implementing tailored retention strategies as required.[38]

While the refinement of plans and policies with a view to improving recruitment and retention seems promising, historical precedent would suggest that this is easier said than done. The concerns regarding integration of recruiting and retention mentioned in the *2002 OAG Report* may appear to have been wholly resolved but many, such as these conclusions, remain unanswered and ring forebodingly:

…it [DND] will have to address longer-term issues of human resource management, especially as it develops initiatives in response to current work on quality of life and conditions of services, matching military requirements and changing demographics…[39]

And,

The demographics of the Canadian [Armed] Forces dictate that knowledgeable and skilled people will be leaving, and there is a shortage of personnel behind them to fill vacancies.[40]

By 2006, the *2006 OAG Report* described that while DND made some progress in responding to previous recommendations, there remained a recruiting gap of up to 2,400 qualified personnel and that the Department was unable to make any significant improvements regarding the recruitment of ethnic minorities or women since the 2002

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[38] Office of the Auditor General of Canada, *2016 Fall Reports of the Auditor General of Canada – Report 5 – Canadian Armed Forces Recruitment and Retention – National Defence* (Ottawa: OAG, Fall 2016), Paragraph 5.115. Note that the CAF has yet to publish an update to the Annual Military Occupational Requirements process or the Strategic Intake Plan.

[39] Office of the Auditor General of Canada, *2002 April Status Report of the Auditor General of Canada – Chapter 2 – National Defence – Recruitment of Military Personnel* (Ottawa: OAG, Fall 2016), Paragraph 5.82.

[40] *Ibid*., Paragraph 5.85.

Report.[41] The *2006 OAG Report* concludes that although the Department has improved its understanding of why its recruiting is falling short and its retention numbers continue to worry, proclamations from the Department regarding the need for additional analysis infer continued problems in recruiting and retention for the near future.[42]

The *2016 OAG Report* appears to concede that addressing the recruiting and retention problem in the CAF will not happen overnight and that a multi-layered approach is required and that, quite bluntly, "the Regular Force must examine its methods of attracting and recruiting candidates, and training and retaining members."[43] The time would appear to be ripe for the examination of novel approaches to these problems, as defined, and a focused method would seemingly align with the *2016 OAG Report's* final recommendation urging a tailored approach.[44]

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[41] Office of the Auditor General of Canada, *2006 May Status Report of the Auditor General of Canada – Chapter 2 – National Defence – Military Recruiting and Retention* (Ottawa: OAG, Fall 2016), Paragraphs 2.73 and 2.74.
[42] *Ibid*., Paragraph 2.77.
[43] Office of the Auditor General of Canada, *2016 Fall Reports of the Auditor General of Canada – Report 5 – Canadian Armed Forces Recruitment and Retention – National Defence* (Ottawa: OAG, Fall 2016), Paragraph 5.118.
[44] *Ibid*., Paragraph 5.118.

CHAPTER 2 – DESIRES OF THE MILLENNIAL GENERATION

Millennials want to amass the skills, knowledge, and credentials that will assist them in fulfilling both their personal and societal goals. Corporate, non-profit, and governmental entities seek driven, innovative, committed employees who will help them fulfill their organizational missions. To the extent that these two objectives are consistent with each other, there is enormous opportunity

- Andrea Hershatter and Molly Epstein, *Millennials and the World of Work: An Organization and Management Perspective*

Overview

Having examined the recruiting and retention struggles of the CAF, this Chapter will focus on refining the CAF's human resources management aperture to a single cohort: the millennial generation. To do so, this cohort will be defined and arguments will be made for why this specific generation should be targeted as the fulcrum on which the CAF should pivot its human resources management. The desires of the millennial generation will be explored through a literature review of millennial-specific studies and it will become clear which desires may be easily met by the CAF and which ones will either require a tremendous resource lift, or, as a result of the cost-benefit analysis, should be mitigated and bypassed. This exploration will ultimately demonstrate that while, "managing, directing and motivating Millennials is a challenge, [it is] an opportunity, and a learnable skill."[45] It will be evident that there is tremendous payoff for the CAF should it get managing millennials right, and tremendous risk should the current recruiting and retention issues of this cohort continue.

The Millennial Generation Defined

Deliberately using the Wikipedia.org definition of Millennials yields the following:

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[45] Andrea Hershatter and Molly Epstein, "Millennials and the World of Work: An Organization and Management Perspective," *Journal of Business and Psychology* 25, no. 2 (June 2010): 212.

Millennials, also known as Generation Y (or simply Gen Y), are the demographic cohort following Generation X and preceding Generation Z. Researchers and popular media use the early 1980s as starting birth years and the mid-1990s to early 2000s as ending birth years, with 1981 to 1996 being a widely accepted defining range for the generation.[46]

While it may be perhaps tongue-in-cheek to use an open-source, online dictionary to introduce the definition of the millennial generation, it is perhaps a fitting analogue to set the tone. The millennial generation is one that is fully comfortable with technology and seeks to use this comfort to, "bring a full integration of work and life."[47] Having been born in roughly the same year as the estimation of the birth of the internet; 1982, by the time the earliest millennials entered high school in 1997 there were already over a million sites on the World Wide Web.[48]

It is therefore not difficult to understand why the stereotypical image of the millennial is one of a young-person immediately comfortable with any technology, and more so even, demanding the use of technology in every aspect of life. This stereotype is not without merit as the millennials literally, "grew up alongside,"[49] the development of the cell phone and social media and coincidental or not, when MySpace was launched in 2003 and Facebook in 2004, the first group of the millennial generation was graduating college.[50]

The millennials have used their technological prowess to considerable advantage. While previous generations were handicapped by a requirement to physically, and often painstakingly, dig for information and knowledge, millennials merely require a Wi-Fi

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[46] Wikipedia, "Millennials," last accessed 3 May 2021, https://en.wikipedia.org/wiki/Millennials.
[47] James Bennett, Michael Pitt and Samantha Price, "Understanding the Impact of Generational Issues in the Workplace." *Facilities* 30, no. 8 (2012): 280.
[48] Andrea Hershatter and Molly Epstein, "Millennials and the World of Work: An Organization and Management Perspective," Journal of Business and Psychology 25, no. 2 (June 2010): 212.
[49] *Ibid*., 212.
[50] *Ibid*., 212.

connection and access to a decent search engine to unlock the entirety of written human knowledge.[51] Through this access, millennials have learned to scan volumes of data, information and presentations to find the specific piece they need. [52] Indeed, their ability to navigate a variety of technologies, at speed, is stunning and ever-improving.

Not all of this ready access to information has proven to be advantageous however. As Andrea Hershatter and Molly Epstein put it in, *Millennials and the World of Work*, "their [millennials'] relationship with technology has changed the way they know the world." The millennial tendency to expect access to all available information and also a seemingly contradictory expectation for a quick answer has been validated in multiple studies. Most poignantly, a 2012 study of a "global, high-tech design and manufacturing company located in the greater Boston, Massachusetts area,"[53] revealed that;

> [Amongst Millennials] there was an expectation that the reference information [for professional learning] be of high-quality and easy to get to, either in a logical place or via direction from a SME [subject matter expert], mentor, or manager."[54]

The study further yielded substantiation of stereotypical millennial impatience (brought on by constant access to endless information) in identifying;

> In some cases [during professional learning], participants dismissed the use of reference materials and instead immediately contacted a mentor or SME. Such individuals were viewed as essential learning support because SMEs and mentors fostered the overall professional development of the participants and often generated answers faster than traditional resources."[55]

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[51] James S. Hernandez, Kenneth G. Poole Jr, and Thomas E. Grys, "Mentoring Millennials for Future Leadership," *Physician Leadership Journal* 5, no. 3 (May/June 2018): 41.
[52] Andrea Hershatter and Molly Epstein, "Millennials and the World of Work: An Organization and Management Perspective," *Journal of Business and Psychology* 25, no. 2 (June 2010): 213.
[53] Kevin S. Thompson, "Organizational Learning Support Preferences for Millennials," *Adult Education and Human Resource Development* 28, no. 4 (Fall 2016): 17.
[54] *Ibid*., 21.
[55] *Ibid*., 21.

Demonstrably capable of integrating technology to their advantage, millennials suffer equally from over-access leading to a loss of direction. To mitigate these weaknesses, millennials often turn to, "extended social networks and obtain immediate feedback."[56] Given the demographics of the millennial age cohort, their personal, social and professional networks are tremendously diverse when compared to previous generations; a fact millennials use to great effect when seeking solutions to complex problems.[57]

Delving further into the diversity of this generation, a 2016 Royal Bank of Canada (RBC) study on the economics of the millennial generation claims that, "Millennials are the most ethnically diverse generation Canada has ever seen."[58] This claim can be anecdotally validated by using the demographic shift explained in Chapter 1, where the combination of an aging population with an aggressive immigration strategy of primarily working class migrants would lead to a general diversification of the Canadian working class, of which, the millennial cohort is the largest component.

While very difficult to find recent specific data on ethnicity by age group in Canada due to issues surrounding the 2016 Census questions[59], using the Statistics Canada 2012 projections for ethnic diversity by age in 2031, Figure 2.1 shows it could be

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[56] Andrea Hershatter and Molly Epstein, "Millennials and the World of Work: An Organization and Management Perspective," *Journal of Business and Psychology* 25, no. 2 (June 2010): 213.
[57] Kevin S. Thompson, "Organizational Learning Support Preferences for Millennials," *Adult Education and Human Resource Development* 28, no. 4 (Fall 2016): 23.
[58] Laura Cooper, "Millennials," *Royal Bank of Canada Economic Update*, (October 2016): 4. http://www.rbc.com/economics/economic-reports/pdf/other-reports/Millennials-October%202016.pdf.
[59] Statistics Canada, *2016 Census Profile Data* (Ottawa: Canada Communications Group, 2016). While the 2016 Canadian Census brought back the long-form questionnaire, it was only distributed to 25% of households which thereby necessitated considerable extrapolation across data sets to derive the census analytic products offered by Statistics Canada.

more concretely extrapolated that by 2031, approximately 35% of the millennial

generation will identify as an ethnic minority.[60]

Chart 13.1
Visible minority population projections, by age group

%

40

35

30

25

20

15

10

5

0

All ages   0 to 14   15 to 44   45 to 64   65 and older

■ 2006   ☐ 2031

Note: The medium-growth projection scenario combines medium fertility, life expectancy, immigration, immigration observed from 2001 to 2006 and medium internal migration.
Source: Statistics Canada, Catalogue no. 91-551-X.

Statistics Canada · www.statcan.gc.ca   181

Figure 2.1: Canadian Visible Minority Population Projections

Source: Canada Year Book 2012, *Ethnic Diversity and Immigration*, Chart 13.1

A stereotype of the millennial generation that has seemingly been proved wrong is

that of their fierce independence and entrepreneurial spirit leading to disloyalty to and

distrust in institutions. Indeed, while many millennials may wish to, "buck trends," or

establish a, "start-up," a growing body of proof demonstrates that millennials respect

establishments, organisations and governments and hold a great deal of trust in

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[60] Statistics Canada, *Canada Year Book 2012 - Ethnic Diversity and Immigration,* (Canada Communications Group, 2012), 11-402-X.

established institutions.[61] Millennials place great importance on the reputation of a

prospective employer with many expressing explicit desire to work for institutions with

good national or international credibility.[62] The independent inclinations exhibited by

many millennials has been proven to equally manifest itself when working in

organisations small or large, leading to a deduction that perhaps the stereotypical desire

for independence is not total, but a desire to be given the space to operate at their own

pace. Hershatter and Epstein posit:

> Millennials are confident, independent, individualistic, self reliant and
> entrepreneurial and at the same time socially active, collaborative, team
> orientated and used to having structure in their lives as a result of the type
> of parenting they have received. This manifests itself in a desire for clear
> directions and managerial support in what to do but at the same time a
> desire for freedom and flexibility to complete the task in their own way, at
> their own pace.[63]

And conclude that:

> Millennials naturally align themselves with the kind of objectives outlined
> in strategic plans: they are optimistic about the future of their companies,
> they value teamwork and community, they want to engage with customers,
> and they care about corporate missions and objectives.[64]

While some stereotypes about the millennial generation appear to be patently true,

and others appear more nuanced, what must be understood from the presentation of this

non-exhaustive definition is that this age cohort is exceedingly complex. Millennials

grew up in a world where they had unparalleled, unqualified, unlimited and constant

access to the entirety of human knowledge, while having consequently navigated their

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[61] James Bennett, Michael Pitt and Samantha Price, "Understanding the Impact of Generational Issues in the Workplace." *Facilities* 30, no. 8 (2012): 282.

[62] Price Waterhouse Coopers, "Millennials at Work: Reshaping the Workplace," *2011 Global Workplace Survey*, (October 2011), 4. https://www.pwc.com/co/es/publicaciones/assets/millennials-at-work.pdf.

[63] James Bennett, Michael Pitt and Samantha Price, "Understanding the Impact of Generational Issues in the Workplace." *Facilities* 30, no. 8 (2012): 283.

[64] Andrea Hershatter and Molly Epstein, "Millennials and the World of Work: An Organization and Management Perspective," *Journal of Business and Psychology* 25, no. 2 (June 2010): 217.

childhood and early adulthood as, arguably, the most ethnically diverse cohort in

Canadian history. Technically savvy, quick learning and able to comfortably navigate a

myriad of cultures, this combination of factors presents tremendous potential for any

organisation that can successfully unlock it. Studying the advantages of millennials

having grown up working in groups, using their diverse networks and leveraging all

available technologies led Hershatter and Epstein to conclude that:

> The members of this generation have a great deal to bring to the
> organizations within which they operate. Their comfort with technology
> enables them to not only access information and resources creatively and
> easily, but also to think and function in a world that, to them, has always
> been without boundaries. Although they admittedly present their fair share
> of management challenges, they are, as a rule, people and organization-
> oriented rather than alienated, thus easing the process of engaging and
> acculturating them.[65]

Why Target the Millennial Generation

Demographics studies have shown that the millennial generation will make up the

majority (over 50%) of the workforce by 2025.[66] As established previously, age

demographic concerns are particularly acute for the CAF given the mandatory retirement

age of 55 or 60 (dependent on the contractual employment conditions)[67] and indeed,

within the CAF, the 2019 Canadian Armed Forces Health Survey shows that

approximately 60% of the CAF would qualify as, "a millennial," (according to the

Wikipedia defined age cohort).[68] Chart 1from the Survey (Figure 2.2 below) provides a

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[65] Andrea Hershatter and Molly Epstein, "Millennials and the World of Work: An Organization and Management Perspective," *Journal of Business and Psychology* 25, no. 2 (June 2010): 220.

[66] James S. Hernandez, Kenneth G. Poole Jr, and Thomas E. Grys, "Mentoring Millennials for Future Leadership," *Physician Leadership Journal* 5, no. 3 (May/June 2018): 41.

[67] Government of Canada, Public Service and Military, "Pension and Benefits for the Canadian Armed Forces," last accessed 3 May 2021, https://www.tpsgc-pwgsc.gc.ca/fac-caf/srvv/glssr-reg-eng.html.

[68] Statistics Canada, *Canadian Armed Forces Health Survey, 2019* (Canada Communications Group, 2019), Chart 1.

graphical representation of the age cohorts clearly demonstrating that those that would qualify as millennials make up the majority cohort (those aged 23 to 38 in Figure 2.2).
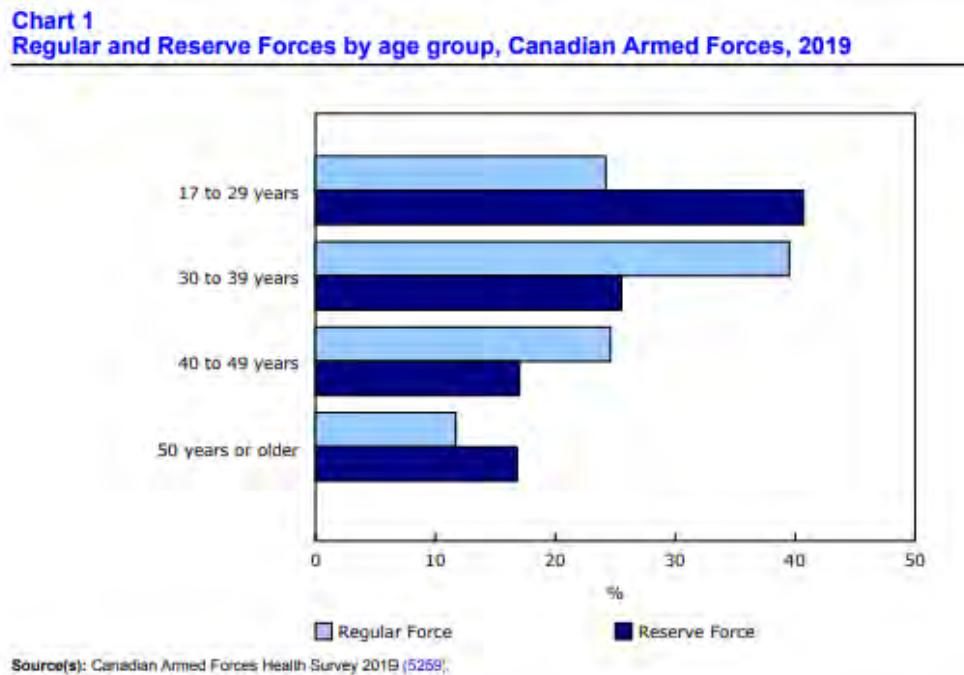
Chart 1
Regular and Reserve Forces by age group, Canadian Armed Forces, 2019

[Bar chart showing Regular Force and Reserve Force percentages by age group:
- 17 to 29 years
- 30 to 39 years
- 40 to 49 years
- 50 years or older
X-axis: % from 0 to 50]

Legend: □ Regular Force ■ Reserve Force

Source(s): Canadian Armed Forces Health Survey 2019 (5269).

Figure 2.2: CAF Demographics

Source: Statistics Canada, *Canadian Armed Forces Health Survey 2019,* Chart 1

As the millennial generation ages, CAF recruits will be drawn more from the generation following it, Generation Z. Generation Z is defined by some as those born after 2001, though the recency of this generation has caused much debate and there currently exists no consensus other than that it comprises those born in the late 1990s to the early 2010s.[69] As there is relatively little academic study available on Generation Z (compared to the millennial generation), and that this cohort would be in the 24 and younger age group, the study of the millennial generation will bear more tangible results while also focusing on the majority cohort of the CAF.

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[69] Cambridge Dictionary, "Generation Z," last accessed 3 May 2021, https://dictionary.cambridge.org/dictionary/english/generation-z.

This paper will not explore the detailed machinations for how to appropriately allocate human resources according to demographics, however, it should be obvious that the relative size of the millennial cohort in the CAF would demand at least representative resourcing.

As there is not publicly available collated data breaking down the CAF's age or ethnic demographics by rank, it is necessary to continue with the assumption that few without a minimum of 15 years in the CAF would be elevated to the middle management levels and therefore few middle managers have less than 15 years in the CAF. Another necessary assumption that cannot be validated with publically available information is that an overwhelming majority of CAF members enroll not later than age 25. Therefore moving forward with these assumptions, using the birth range of 1981-1996, as of 2021 the oldest millennial in the CAF would be 40 years old and the youngest would be 25. With 25-30% of the CAF between the ages of 40 and 60, it could be derived from a purely demographical perspective that the millennial cohort would be considered to be in the low-middle to upper seniority, and low-middle to upper management.[70]

Using these demographic assumptions and deductions it becomes clear that within Canadian society, and particularly within the CAF, while not only the largest age cohort the millennial generation is quickly assuming levels of seniority and, assumedly, authority. As millennials progress and the previous generations depart, the effective transfer of knowledge across generations becomes increasingly important. As James Bennett et al urge in *Understanding the Impact of Generational Issues in the Workplace*;

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[70] Statistics Canada, *Canadian Armed Forces Health Survey, 2019* (Canada Communications Group, 2019), Chart 1.

> As a crucial generational transition takes place, it must be managed consciously and willingly to avoid a "war of talents". Offices must understand the variety of generational dynamics and the challenge is to design a workspace which enables communication and knowledge transfer – in both directions[71]

As more and more millennials occupy positions of authority, for organisation as steeped in culture, tradition and heritage as the CAF it will become essential that they are inculcated appropriately and knowledge transfer between generations is possible. For complex organisations where skills sets and leadership positions take decades to acquire, organisations can ill afford to ignore the critical importance of the transfer of knowledge. Hershatter and Epstein offer:

> The members of this generation have a great deal to bring to the organizations within which they operate. Their comfort with technology enables them to not only access information and resources creatively and easily, but also to think and function in a world that, to them, has always been without boundaries. Although they admittedly present their fair share of management challenges, they are, as a rule, people and organization-oriented rather than alienated, thus easing the process of engaging and acculturating them.[72]

Focusing more on pure talent management and recruiting, the Price Water House Coopers (PWC) *2011 Global Workplace Survey* makes the case of the value of millennials more succinctly, "irrespective of the long-term aims and ambitions of an individual company, the ability to attract and retain millennial talent will be a vital step to achieving it."[73]

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[71] James Bennett, Michael Pitt and Samantha Price, "Understanding the Impact of Generational Issues in the Workplace." *Facilities* 30, no. 8 (2012): 282.

[72] Andrea Hershatter and Molly Epstein, "Millennials and the World of Work: An Organization and Management Perspective," *Journal of Business and Psychology* 25, no. 2 (June 2010): 220.

[73] Price Waterhouse Coopers, "Millennials at Work: Reshaping the Workplace," *2011 Global Workplace Survey*, (October 2011), 3. https://www.pwc.com/co/es/publicaciones/assets/millennials-at-work.pdf.

Desires of the Millennial Generation

With this age cohort defined, and the case made for organisations to apply adequate resources to directly target their recruitment and retention, the question turns to how and where to apply these resources. Bennett et al put the question facing today's organisations as:

> How will organisations attract and retain high performance Millennials; the new generation of employees currently entering the workplace with expectations, values, workstyles vastly different than those that went before them?[74]

To answer this question, a review of the literature surrounding the desires of the millennial generation must be undertaken and analysed.

As stated in the definition of the millennial generation, this age cohort is comfortable with technology, expectant of unfettered access to information and seeks, "resources that provide answers to questions that fill knowledge gaps in a timely and efficient manner."[75] The privilege of growing up in, "the information age," has left millennials impatient in their search for a quick answer often resulting in a lack of discipline to find, "more nuanced one, and by failing to diligently follow a path of inquiry, they miss perspectives that would enable them to evaluate the analysis of others."[76] This desire for speed surpasses their desire for unbiased fact and when challenged, millennials often just, "survey a sample population of their closest friends,"[77] which they consider more than enough to eliminate prejudice.

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[74] James Bennett, Michael Pitt and Samantha Price, "Understanding the Impact of Generational Issues in the Workplace." *Facilities* 30, no. 8 (2012): 280.

[75] Kevin S. Thompson, "Organizational Learning Support Preferences for Millennials," *Adult Education and Human Resource Development* 28, no. 4 (Fall 2016): 21.

[76] Andrea Hershatter and Molly Epstein, "Millennials and the World of Work: An Organization and Management Perspective," *Journal of Business and Psychology* 25, no. 2 (June 2010): 213.

[77] *Ibid.*, 213.

This behaviour consistently generates issues within established organisations, but when millennials are paired with senior individuals to help guide and curate their search for information, the results have tended to be overwhelmingly positive. The 2012 study of a "global, high-tech design and manufacturing company located in the greater Boston, Massachusetts area,"[78] revealed that,

> Millennials believe that having just the right amount of information minimizes overall training time and helps them learn and accomplish new work and as such, meet their professional goals.[79]

The curation of this information by Subject Matter Experts (SMEs) filled this need while also generating respect for and loyalty in the organisation.[80]

In addition to ready access to technology and information, the millennial generation demands a work-life balance not often congruent with the expectations of the older generations. Though the millennial generation did not live through any civil-right movement of note, their perception on, "work–life balance comes from both personal observation and societal shifts toward more focus on families."[81] The second-order effect of the women's rights movements and the boomer generation seeing the most dual-income homes ever recorded is that the majority of the millennial generation spent considerable time in child-care outside of their homes.[82] While causation is difficult to determine, and the literature does not provide concrete peer-reviewed studies on this point, it would appear that the work-life balance foisted upon the millennials by their parents is something they care deeply about avoiding, and they may be the first

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[78] Kevin S. Thompson, "Organizational Learning Support Preferences for Millennials," *Adult Education and Human Resource Development* 28, no. 4 (Fall 2016): 17.
[79] *Ibid*., 23.
[80] *Ibid*., 21.
[81] Andrea Hershatter and Molly Epstein, "Millennials and the World of Work: An Organization and Management Perspective," *Journal of Business and Psychology* 25, no. 2 (June 2010): 219.
[82] *Ibid*., 219.

generation to, "have the confidence and conviction to demand it from their employers."[83] Indeed the 2011 PWC Study goes as far as stating that for millennials, "development and work/life balance are more important than financial reward."[84]

As previously established, millennials have proven to work well in conventional organisations and institutions and appear to be, "inclined to operate within existing structures."[85] Within these organisations however, multiple studies have shown that millennials require a greater degree of feedback on their performance (positive or negative) than the previous generation(s).[86] Feedback is something millennials have enjoyed throughout their childhood and without it, they can become unsure as to whether or not they are following the correct path.[87] Unsurprisingly therefore, one of the most common wants for new-hire millennials is a formal feedback mechanism, and one of the most common reasons millennials state they have sought out new employment is for the lack of it.[88]

Without risking delving further into detail, a non-exhaustive list of the primary desires of this age cohort may be simply categorized into:

1. Need for technology,

2. Need for unfettered access to information,

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[83] Andrea Hershatter and Molly Epstein, "Millennials and the World of Work: An Organization and Management Perspective," *Journal of Business and Psychology* 25, no. 2 (June 2010): 219.

[84] Price Waterhouse Coopers, "Millennials at Work: Reshaping the Workplace," *2011 Global Workplace Survey*, (October 2011), 16. https://www.pwc.com/co/es/publicaciones/assets/millennials-at-work.pdf.

[85] Andrea Hershatter and Molly Epstein, "Millennials and the World of Work: An Organization and Management Perspective," *Journal of Business and Psychology* 25, no. 2 (June 2010): 221.

[86] James Bennett, Michael Pitt and Samantha Price, "Understanding the Impact of Generational Issues in the Workplace." *Facilities* 30, no. 8 (2012): 283.

[87] Price Waterhouse Coopers, "Millennials at Work: Reshaping the Workplace," *2011 Global Workplace Survey*, (October 2011), 16. https://www.pwc.com/co/es/publicaciones/assets/millennials-at-work.pdf.

[88] James S. Hernandez, Kenneth G. Poole Jr, and Thomas E. Grys, "Mentoring Millennials for Future Leadership," *Physician Leadership Journal* 5, no. 3 (May/June 2018): 41.

3. Need for curator or guide to help navigate organisational information,

4. Need for work-life balance, and

5. Need for formal feedback.

While the fulfillment of theses desires may seem outrageous to senior managers of previous generations, the fact remains that these desires have remained remarkably consistent across this age cohort, across time. Organisations that can bend to fill these needs will earn the trust and loyalty of the millennial generation, will attract the best of the available talent pool and will reap the reward of continued growth so often critical to the future of the organisation.[89] Organisations that fail to recognize these needs will undoubtedly fall behind, risk failure, and will not likely survive the transfer of generations.

Matching Millennial Desires and CAF Operational Requirements

Given the desires of the millennial generation as stated, how might organisations such as the CAF adjust to meet them? To determine which desires could be met, exploring them each, in order, and contrasting them against the CAF's operational requirements and employment policies is warranted. What will be shown is that multiple times, over multiple decades, as the CAF tries to adjust structure, it (largely) fails. Instead of relying on structural change therefore, it will be shown that a more novel approach could meet most, if not all of the stated needs of the Canadian working class' largest and most diverse age cohort.

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[89] Price Waterhouse Coopers, "Millennials at Work: Reshaping the Workplace," *2011 Global Workplace Survey*, (October 2011), 3. https://www.pwc.com/co/es/publicaciones/assets/millennials-at-work.pdf.

The Millennial Need for Technology

Undoubtedly the millennial generation demands the integration of technology in every facet of their working environment. While the infrastructure and hardware requirements for the CAF to, "engage, fight and win across the full spectrum of operations,"[90] in the modern security environment would be a compelling subject, this paper does not have the scope to investigate this issue beyond the surface layer. To understand the expectations of the millennial generation regarding access to technology, it should be sufficient to say that they will demand adequate information technology to keep pace with modern trends, and when operationally feasible, to be able to work from home.[91] "Millennials expect the technologies that empower their personal lives to also drive communication and innovation in the workplace,"[92] and while no survey of the exact technological demands of millennials employed in the CAF is required, it could be assumed that the provision of a modern laptop and modern cellular device to all that may need it would fulfill this demand. In this regard, the CAF appears to be well situated.

Millennial demands such as the, "offering a choice of smartphones as an employee benefit,"[93] have already been satisfied since the 2018 CAF/DND policy of offering a variety of smartphone options to qualifying service members.[94] Further, the COVID-19 pandemic which forced nation-wide lockdowns commencing in March of 2020 (and continuing in many provinces and countries at the time of writing), forced the

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[90] Department of National Defence. A-PP-106-000/AF-001, *Advancing With Purpose: The Canadian Army Modernization Strategy* (Ottawa: DND Canada, 2020), 15.
[91] Price Waterhouse Coopers, "Millennials at Work: Reshaping the Workplace," *2011 Global Workplace Survey*, (October 2011), 4. https://www.pwc.com/co/es/publicaciones/assets/millennials-at-work.pdf.
[92] *Ibid*., 9.
[93] *Ibid*., 9.
[94] CBC News, Dean Beeby, "Rush order for 31,000 smartphones signals return of 'March Madness' budget rush," last accessed 3 May 2021, https://www.cbc.ca/news/politics/march-madness-fiscal-smartphones-1.4634779.

CAF to issue a record number of laptops in order to respond to the various stay-at-home orders while maintaining the capability to lead current and future operations. The CAF's response to the stay-at-home order was a massive push of information technology assets into the hands of its members in order to enable working remotely and securely, from home.

As it stands, in the spring of 2021, DND/CAF continues to work mostly remotely and have developed tremendous initiatives such as the, "Defence Team COVID-19 - Working remotely," website which collates tools, tips and information for DND/CAF employees, assisting them from working from home. While it is unlikely that the current CAF work-from-home operational laydown will continue beyond the pandemic, it is likely that many of the lessons learned and best practices will be incorporated, and processes adjusted, in a manner that would seemingly be ideal to meet the millennial demands of a work-life balance. While not entirely allowing employees, "to work at a time and place convenient to them,"[95] it would appear that the CAF will likely achieve as good a balance as can be expected while meeting operational demands of the profession.

The Millennial Need for Unfettered Access to Information

It appears unlikely, that without a change of policy, practice or procedure, due to both operational security requirement and the purely technical nature of the profession, that the CAF will be able to meet the demands of the millennial generation for efficient access to all available information.

Every military force in history can be assumed to have managed information to some degree by ensuring those that possess it, require it, and those that do not require it,

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[95] Andrea Hershatter and Molly Epstein, "Millennials and the World of Work: An Organization and Management Perspective," *Journal of Business and Psychology* 25, no. 2 (June 2010): 219.

do not possess it. This, "need to know," methodology for control of information is often termed as, "information compartmentalization," the origins of which author and historian Alex Roland chases back to the 7th Century Byzantine Empire's attempts to conceal the composition and use of a weapon known as, Greek Fire.[96]

Information compartmentalization, while of ultimate necessity for military operations, is not something that will fit nicely with the millennial world view. Having been taught from a young age to, "think and function in a world that, to them, has always been without boundaries,"[97] working in an organisation that by almost compulsion compartmentalizes information is likely to have a cooling effect on millennial workplace satisfaction. The 2012 study of a "global, high-tech design and manufacturing company located in the greater Boston, Massachusetts area,"[98] revealed that, "[Amongst Millennials] there was an expectation that the reference information [for professional learning] be of high-quality and easy to get to."[99] While only a small percentage of military information could be considered to be related to professional learning, the fact that CAF doctrine is not releasable to open-source networks is a good example of how fundamental millennial desires may be incongruent with the current CAF culture, but how with small tweaks (such as making all doctrine available on the Defence Wide Area Network), could seemingly achieve a desirable level of compromise.

Further complicating access to information demands of the millennial generation is the sheer volume of technical information available and required for professional

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[96] Alex Roland, "Secrecy, Technology and War: Greek Fire and the Defense of Byzantium, 678-1204)," *Technology and Culture*, 33, no. 4 (October 1992): 656.
[97] Andrea Hershatter and Molly Epstein, "Millennials and the World of Work: An Organization and Management Perspective," *Journal of Business and Psychology* 25, no. 2 (June 2010): 220.
[98] Kevin S. Thompson, "Organizational Learning Support Preferences for Millennials," *Adult Education and Human Resource Development* 28, no. 4 (Fall 2016): 17.
[99] *Ibid*., 21.

soldiers. Using CAF Leadership Doctrine as an example, for CAF Officers, the open-

source CAF professional development website explains that junior officers are expected

to familiarize themselves with a minimum of:

- *Officership 2020.* The strategic guidance for reshaping the Officer Corps to meet the anticipated challenges of the future. It is the next step in achieving the professional development objectives outlined in Strategy 2020 for the Officer Corps. The CFPDS was designed to develop an ethical, highly intelligent and proactive Officer Corps
- *Canadian Military Doctrine.* The CAF capstone doctrine publication and is published under the authority of the Chief of the Defence Staff (CDS). This manual specifies the roles and missions assigned to the CAF; provides the fundamentals of warfare and guidance for command, control and organization of the CAF; describes authorized command relationships and the authorities that military commanders can use; and formulates guidelines for operational activities embodied in CAF strategic policy. Also provided is the doctrinal basis for interdepartmental and interagency coordination. The guidance contained in Canadian Military Doctrine serves as the foundation upon which the CFPDS is designed.
- *Duty with Honour.* A cornerstone document within the CFPDS. It provides an understanding and vision of the Canadian military profession and establishes the intellectual and doctrinal basis for all personnel and professional development policies in the CAF
- *Leadership in Canadian Forces - Conceptual Foundations.* [Which] provides a broad conceptual understanding of military leadership and a systems overview of the requirements of leadership in the CAF. It also represents the primary source for the development of leader training and education programmes in all CAF Centres of Excellence for professional development.
- *Leadership in Canadian Forces - Leading People.* [Which draws] from Leadership Doctrine and Conceptual Foundation's doctrinal and theoretical foundation to provide CAF military professionals with the practical guidance to effectively lead people. This manual is used extensively in all professional development centres across the CAF. The CFPDS provides Officers/NCMs a graduated leadership development within the first four DPs.[100]

The sheer volume of these 549 pages of required baseline readings on leadership

theory and doctrine would surely give pause to even the most ardent and determined

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[100] Department of National Defence, "Canadian Armed Forces Professional Development Framework," last accessed 3 May 2021, https://www.canada.ca/en/department-national-defence/services/benefits-military/education-training/professional-development/framework.html.

student. For millennials that are used to, "resources that provide answers to questions that fill knowledge gaps in a timely and efficient manner,"[101] they would likely see this as information overload and likely feel a sense of being lost without knowing where to start.

Both information compartmentalization and overload are constants in the modern military experience, and without a change to policy, practice or procedure these issues are likely to be contributing factors in continued struggles with CAF's recruitment and retention of millennials.

Millennial Need for Curator or Guide

The millennial generation's desire for a SME, Mentor, Curator or Guide is attributed to the value of such individuals in assisting the millennial find answers to questions more quickly, thereby assisting the millennial in their professional (and sometimes personal) development.[102] Here too the CAF seemingly struggles and the specific mentorship programs the CAF have attempted, and their lessons learned will be studied in Chapter 6.

Summarily however, the current CAF does not have a formally approved mentorship doctrine nor model that is widely taught or followed. Junior members are inculcated into the CAF through a combination of formal training courses, professional military education and on the job training at the various ships, units, regiments, wings and squadrons.[103] This pedagogy for developing professional military members runs distinctly counter to the millennial desire for, "mentors to be interested in them from

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[101] Kevin S. Thompson, "Organizational Learning Support Preferences for Millennials," *Adult Education and Human Resource Development* 28, no. 4 (Fall 2016): 21.

[102] *Ibid*., 21.

[103] Department of National Defence, "Canadian Armed Forces Professional Development Framework," last accessed 3 May 2021, https://www.canada.ca/en/department-national-defence/services/benefits-military/education-training/professional-development/framework.html.

learning, work and career perspectives,"[104] and as a result, is likely responsible for

millennials departing the CAF to, "look for new jobs if mentorship isn't available for

career advancement.[105]

How the CAF may appropriately adapt to fill the millennial need for a SME,

Mentor, Curator or Guide will be specifically addressed in Chapter 7.

Millennial Need for Work-Life Balance

"The value that Millennials place on work–life balance,"[106] appears to be deep-

rooted and unflinching. Indeed the 2011 PWC Survey asserts, "Millennials are attracted

to employers who can offer more than merely good pay,"[107] and while the CAF offers a

total benefits package that is nearly unrivalled in the Canadian workplace, the personal

tempo demanded can at times be untenable. The *2016 OAG Report* on the CAF's ongoing

efforts in Recruitment and Retention highlighted that time awaiting training, geographic

instability and time away from home due to training and operations are key aspects

influencing retention.[108]

As discussed in Chapter 1, it does not appear that the CAF is capable of moving

quickly to resolve this issue, with the *2016 OAG Report* indicating that despite assurances

from DND/CAF in the *2006 OAG Report* they, "found that the Canadian Armed Forces

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[104] Kevin S. Thompson, "Organizational Learning Support Preferences for Millennials," *Adult Education and Human Resource Development* 28, no. 4 (Fall 2016): 23.

[105] James S. Hernandez, Kenneth G. Poole Jr, and Thomas E. Grys, "Mentoring Millennials for Future Leadership," *Physician Leadership Journal* 5, no. 3 (May/June 2018): 41.

[106] Andrea Hershatter and Molly Epstein, "Millennials and the World of Work: An Organization and Management Perspective," *Journal of Business and Psychology* 25, no. 2 (June 2010): 219.

[107] Price Waterhouse Coopers, "Millennials at Work: Reshaping the Workplace," *2011 Global Workplace Survey*, (October 2011), 10. https://www.pwc.com/co/es/publicaciones/assets/millennials-at-work.pdf

[108] Office of the Auditor General of Canada, *2016 Fall Reports of the Auditor General of Canada – Report 5 – Canadian Armed Forces Recruitment and Retention – National Defence* (Ottawa: OAG, Fall 2016), Paragraph 5.113.

had neither implemented nor revised its retention strategy for the Regular Force."[109]

While the response from DND/CAF to the *2016 OAG Report* stated that a CAF retention

strategy would be published no later than the 2017-2018 fiscal year, initiatives such as,

"Operation JOURNEY," and "the PATH," have, as of yet, failed to deliver tangible

results.[110]

      What millennials in the CAF may be observing as a high tempo, or an overly

demanding work environment, could possibly be attributed to a lack of a bigger picture

understanding leading to an absence of predictability. Operational tempo in the CAF is

nothing if not cyclical, with few units remaining on high degrees of readiness for lengthy

periods of time. From the Royal Canadian Navy's participation in international high

readiness exercises[111], to training for the Canadian Army's multi-year, "Road to High

Readiness," and, "Managed Readiness Plan,"[112] to the Royal Canadian Air Force's

rotational commitments to NORAD[113] high readiness elements, all of the tasks outlined

in the CAF's, "Ready Forces," are by very nature limited in duration, and rotational.[114]

      Perhaps then, the burn-out that causes many millennial CAF members to leave is

not a purely high tempo, but is instead a sense of frustration from bumping from exercise

to operation to exercise without fully understanding the larger requirement. The desire of

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[109] Office of the Auditor General of Canada, *2016 Fall Reports of the Auditor General of Canada – Report 5 – Canadian Armed Forces Recruitment and Retention – National Defence* (Ottawa: OAG, Fall 2016), Paragraph 5.113.

[110] *Ibid*., Paragraph 5.115.

[111] Canada. Canadian Armed Forces, "National Joint and Combined Exercises," last accessed 3 May 2021 2021. https://www.canada.ca/en/department-national-defence/services/operations/exercises.html.

[112] Canadian Army, "Support to Operations via the Road to High Readiness," last accessed 3 May 2021. http://www.army-armee.forces.gc.ca/en/western/road-to-high-readiness.page.

[113] Canadian Armed Forces, "North American Aerospace Defence Command (NORAD)," last accessed 3 May 2021, https://www.canada.ca/en/department-national-defence/services/operations/allies-partners/norad.html.

[114] Department of National Defence, "Ready Forces," last accessed 3 May 2021. https://www.canada.ca/en/department-national-defence/corporate/reports-publications/departmental-plans/departmental-plan-2019-20-index/planned-results/ready-forces.html.

the millennial generation to understand the, "why," and the greater organisational goals

has been previously demonstrated, but in an organisation as complex as the CAF, without

a guide to assist in the organisational understanding, it would not be surprising to find

millennial members struggling to find their, "why."

It is not evident however that even if provided a guide to assist in deeper

organisational understanding, that the millennial generation would immediately become

less disillusioned. Indeed, Hershatter and Epstein point out that even those millennials

with a somewhat clear understanding of the big-picture remain, "prone to wanting to

choose the specific tasks in which they will engage and the conditions under which they

will engage in them," causing further organisational frustration.[115]

It is becoming therefore apparent that there appears to be no panacea to match the

millennial need for a work-life-balance with the reality of the CAF operating

environment, despite this being a prime dissatisfier. Examples from the 2002, 2006 and

2016 Auditor General Reports on CAF Recruiting and Retention all point to similar, and

yet unresolved issues surrounding what could amount to work-life-balance. Any solution

offered later in this paper will therefore need to be carefully scrutinized in this regard.

Millennial Need for Feedback

The millennial desire for constant feedback to assure them that they are both on

the right track, and also progressing appropriately would seem easily met by a

hierarchical, training and operations focused organisation such as the CAF.[116] Moreover,

multiple studies, such as those conducted by Bennett et al, have confirmed that

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[115] Andrea Hershatter and Molly Epstein, "Millennials and the World of Work: An Organization and Management Perspective," *Journal of Business and Psychology* 25, no. 2 (June 2010): 217.
[116] *Ibid*., 218.

millennials that received constructive and regular feedback performed better, worked more effectively, were more willing to see their organisation in a positive light and were generally more satisfied with their employment.[117]

While the CAF's Personnel Appraisal System (CFPAS) is one tool, "designed to allow managers to complete a performance appraisal for their members,"[118] there exist a myriad of other formal measures for CAF members to receive and CAF leaders to administer feedback. Honours and Awards, Citations, Commander's Coins and formal Letters of Thanks are some of the formal positive feedback measures available to CAF managers and the, "Defence Administration Orders and Directives 5019-4 – Remedial Measures,"[119] offers but a few of the more negative formal feedback mechanisms.

A common, binding, thread of all of the previously mentioned feedback mechanisms is that they could each fairly be described as slow and onerous. By way of brief example, (then) Major Shain Ronalds of Joint Command and Staff College Serial 45 illustrates many such examples of delay, inefficiency and massive staff gateways in defence of his thesis of how the current CAF personnel appraisal, "systems remain flawed… [and] will not satisfy the needs of the CAF or the stated purpose of the assessment system."[120]

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[117] James Bennett, Michael Pitt and Samantha Price, "Understanding the Impact of Generational Issues in the Workplace." *Facilities* 30, no. 8 (2012): 283.

[118] Department of National Defence, "Canadian Forces Personnel Appraisal System," last accessed 3 May 2021, http://www.cmp-cpm.forces.gc.ca/cfpas-sepfc/en/index.asp

[119] Department of National Defence, "DAOD 5019-4, Remedial Measures," last accessed 3 May 2021, https://www.canada.ca/en/department-national-defence/corporate/policies-standards/defence-administrative-orders-directives/5000-series/5019/5019-4-remedial-measures.html.

[120] Shain Ronalds, "Performance Evaluations: Are They a Useful Tool in the Canadian Armed Forces," (Joint Command and Staff College Solo Flight Paper, Canadian Forces College, 2019), 3.

As all of Ronalds' concerns remain present in the CAF two years later, and with initiatives such as the, "Leadership Development Framework,"[121] approach to personnel evaluations yet to yield tangible results, it can be assumed that any modifications to the formal CAF feedback systems will take considerable time and effort to implement. As such, and in keeping more attune with the stereotypical millennial generation need for near immediate results, it would seem the best manner to meet the desire for feedback would be through the exploration of unconventional mechanisms.

While many CAF elements and sub-cultures have developed behaviours and routines for managers to provide informal feedback to subordinates, the very informal nature of this approach lends itself to ineffectiveness, inefficiency and risk. Left open to interpretation, informal coaching, mentoring and feedback risks not being accepted and worse, risks landing as untoward badgering. As Jones and Wallace explain in *Another Bad Day at the Training Ground*, "coaching is a tough job… goals are inherently challenging… and intended outcomes can never be a foregone conclusion."[122] Jones and Wallace go further explaining that:

> In general, coaches demonstrably achieve some limited objectives. But when one considers the ambitious and potentially contradictory nature of long- and short-term goals established by employers, executives and sponsors or by the coaches themselves, it seems inevitable that the coaching experience will be characterised by many tensions and perceived failures. Indeed, the goal of outright 'success', however so defined, is logically unobtainable for most, if not all, coaches.[123]

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[121] Shain Ronalds, "Performance Evaluations: Are They a Useful Tool in the Canadian Armed Forces," (Joint Command and Staff College Solo Flight Paper, Canadian Forces College, 2019), 3.

[122] Robyn L Jones and Mike Wallace, "Another Bad Day at the Training Ground: Coping with Ambiguity in the Coaching Context," *Sport, Education and Society*, no. 10 (March 2005): 119.

[123] *Ibid*., 120.

With millennials preferring to learn by doing instead of being explicitly told what to do, with current formal feedback systems seemingly not achieving results, and with informal methods not guaranteed to achieve results, the balance of providing feedback with this generation is difficult.

The 2011 PWC Survey states plainly that, "one of the strongest millennial traits is that they welcome and expect detailed, regular feedback and praise for a job well done,"[124] and neither the CAF formal recognition system, nor an informal system seem up to the task. In providing feedback to the millennial generation, a more personal, acute and constant approach is likely to have a greater effect and hereto, like with the need for access to information, need for a guide and possibility with the need for work-life balance, a formal mentoring program could be applied.

Summary

While there exist many, mostly negative, stereotypes about the millennial generation, the fact of the matter is that they are here, the values and desires of their cohort do not seem to be changing to any significant degree and as aptly put by Hershatter and Epstein,

> Millennials may or may not be the next great generation, but they are certainly the next work force, and with effective management, they absolutely have the potential to be a great one.[125]

The desires and needs of the millennial generation are many, but they are consistent, well researched and may be easily presented. Should the CAF be able to find a way to provide millennial employees with technology, access to information, guides in

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[124] Price Waterhouse Coopers, "Millennials at Work: Reshaping the Workplace," *2011 Global Workplace Survey*, (October 2011), 16. https://www.pwc.com/co/es/publicaciones/assets/millennials-at-work.pdf.
[125] Andrea Hershatter and Molly Epstein, "Millennials and the World of Work: An Organization and Management Perspective," *Journal of Business and Psychology* 25, no. 2 (June 2010): 220.

their professional journey, an understanding of a work-life balance in an operational context and routine and constructive performance feedback, then many of the systemic recruiting and retention issues could seemingly relent. Though millennials are aging past the typical recruiting age target for the CAF, retention of personnel remains problematic and retention of the largest age cohort would seemingly be a prudent focus.

There exists however no simple path to the inflection point where millennial demands are met by the CAF employment environment; indeed if there was, it would have been illustrated in the first Auditor General Report on CAF Recruiting and Retention. That said, a tie that unites the conclusions from the examination of millennial desires contrasted against CAF capabilities to meet them is that of the need for a guide or mentor. Indeed the term, "mentor," recurs throughout both CAF leadership doctrine and countless studies on millennial wants. While the potential of a formal or informal mentorship has been proven, it is not evident how this might be applied in the CAF and how it might done in a way so as to avoid previously failures of similar initiatives. To better develop potential solutions to this complex problem, a deeper understanding of mentorship must be explored.

CHAPTER 3 – MENTORSHIP DEFINED

Mentoring is a highly complex, dynamic, and interpersonal relationship that requires, at the very least, time, interest, and commitment of mentors and mentees and strong support from educational or organizational leaders responsible for overseeing the program

- Lisa C. Ehrich, Brian Hansford and Lee Tennent,
Formal Mentoring Programs in Education and Other Professions

Mentorship Defined

There exist many definitions of the term, "mentorship," and most focus on the

intensely personal relationship between those involved and also often on the

exceptionality of such a relationship. Georgia Chao's definition in *Formal Mentoring:*

Lessons Learned from Past Practice leans more on the former with:

> Traditionally, mentors are experienced professionals who are personally involved in the career development of a junior professional, or mentee. Mentoring differs from other developmental relationships, such as those with teachers or supervisors, in terms of its intensity and involvement.[126]

Whereas author Genie Gabel-Dunk makes assertations towards the latter in her

historical break-down of the evolution of mentoring in *The Road to Ithaca: A Mentee's*

and Mentor's Journey:

> It should be pointed out that the mentee/mentor relationship could be described as being exclusive, undemocratic and exclusionary as not everyone has the opportunity to be involved in such a partnership, which facilitates the sharing of information, attitudes, insights, life experiences and professional philosophy.[127]

Regardless of the specific approach to, or bend on the definition, the

commonalities that can be gleaned, and therefore agreed upon are that the process of

mentoring is intensely personal, is focused primarily on the development of the Protégé

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[126] Georgia T. Chao, "Formal Mentoring: Lessons Learned from Past Practice," *Professional Psychology: Research and Practice* 40, no. 3 (June 2009): 314.
[127] Genie Gabel-Dunk, "The Road to Ithaca: A Mentee's and Mentor's Journey," *Teacher Development* Vol 8, (2004): 279.

or Mentee and that it would be unwise to take a mentoring role lightly. The nuance

required of the definition foreshadows a requirement, or at least an invitation, to further

break-down what it is to be a mentor, what it is to be a protégé and how this process

differs from similar terms and techniques such as, "coaching," and, "counselling."

      This Chapter will provide an investigation of the terms and aspects of

mentorship before offering the most commonly accepted stages, or phases of the

mentoring relationships. This careful understanding will form the foundation from

which the benefits of a mentorship program can be weighed against the burdens which

will thereby provide the basis for examining the modern mentorship models with a

view of how they may be applied to the CAF.

A Brief History of the Theory of Mentorship

      Beverly Irby and Jennifer Boswell provide a fulsome historical account of the

etymology of the terms, "mentor," and, "mentorship," in the *Historical Print Context of*

the Term, "Mentoring," where they trace the first use of the term, "mentor," to the

ancient Greek author Homer in his semi-historical account, *the Odyssey.*[128] In this

account, King Odysseus of Ithaca, hires a man named, "Mentor," (actually the goddess

Athena in disguise) with whom he trusts the education and development of his son,

Telemachus, while he is called away to fight in the Trojan War.[129] Genie Gabel-Dunk

also analyzes Homer's, "Mentor," and describes his role as:

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[128] Beverly J. Irby, and Jennifer Boswell, "Historical Print Context of the Term, "Mentoring,"" *Mentoring and Tutoring: Partnership in Learning* 24, no. 1 (2016): 1.

[129] Genie Gabel-Dunk, "The Road to Ithaca: A Mentee's and Mentor's Journey," *Teacher Development* Vol 8, (2004): 278.

Mentor, embodying a blend of both the masculine and feminine principles, human and superhuman qualities, thus served as Telemachus' teacher, role model, counsellor, facilitator, supportive protector and guide, roles that we often associate with mentors.[130]

There is some debate as to the attribution of the term, "mentor," and process of, "mentoring," to the Greeks however, with Gabel-Dunk, amongst others, attributing the first recorded example of the mentorship process to, "mentoring relationships in the Hebrew Bible between Moses and Joshua, as well as Elijah and Elisha."[131] Attribution aside, the practice of mentoring can be traced to the earliest writings on human behaviour though the process, focus and outputs have remarkably undergone little significant revision since.

Athena's (Mentor's) stated task in *the Odyssey* of formally preparing Telemachus with, "the proper education and awareness fitting for the future king of Ithaca,"[132] is not unlike what American Author Ann Murry is describing in the first known use of the word, "mentoring," in English print in her 1778 instructional novel: *Mentoria: The Young Ladies Instructor*.[133] Both Homer and Murry describe a process whereby an experienced mentor, but notably not the mother or father, is formally charged with the responsibility of developing and grooming a protégé for a future task of high importance.

Between Homer and Murry, a plethora of mentorship techniques have permeated across the ages, though none maybe as well known, and equally at home in either age is that of the custom of, "Godparents." Although this attribution is also debated, it is largely

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[130] Genie Gabel-Dunk, "The Road to Ithaca: A Mentee's and Mentor's Journey," *Teacher Development* Vol 8, (2004): 278.

[131] *Ibid*., 278.

[132] *Ibid*., 281.

[133] Beverly J. Irby, and Jennifer Boswell, "Historical Print Context of the Term, "Mentoring,"" *Mentoring and Tutoring: Partnership in Learning* 24, no. 1 (2016): 1.

agreed that the term and role of, "Godparents," were seconded by the Christian religion from the Byzantine Jew process of assigning a, "Sandak." Initially the Sandak's responsibilities were limited to either holding the child during circumcision and/or holding the child during baptism.[134] Diverging from the Jewish Sandak, the process of godparenting quickly grew to include the responsibility of the godparent for the entirety of the child's spiritual upbringing, education and development.[135]

In short order, the importance weighed by the charge of mentoring a child's entire religious development took a social-profit turn whereby biological parents sought to use their privilege of assigning godparents as a manner for social elevation.[136] Not unlike the process in the Spartan Greek Agoge, biological parents sought to gain patronage of a socially higher relative or close friend, and in turn the elites that could claim the most diverse and powerful godchildren also stood to benefit.[137] Though the process of patronage for godchildren was largely abandoned by the Catholic Church in the early 17th century, and a reorientation to blood-relatives for religious mentoring occurred, the benefits of godparenting-style mentoring process were likely equally known to Ann Murry as they were to Homer's Odysseus.

From 1778 to the early 20th century, the in-print discussion of, "mentoring," and, "mentorship," focused on childhood and spiritual development. The earliest starts of

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[134] Hillel I. Newman, "Sandak and Godparent in Midrash and Medieval Practice," *The Jewish Quarterly Review,* 97, no. 1 (Winter 2007): 2.

[135] Guido Alfani, Vicenti Gourdon and Agnese Vitali, "Social Customs and Demographic Change: The Case of Godparenthood in Catholic Europe," *Journal for the Scientific Study of Religion*, 51, no. 3 (September 20212): 483.

[136] Hillel I. Newman, "Sandak and Godparent in Midrash and Medieval Practice," *The Jewish Quarterly Review,* 97, no. 1 (Winter 2007): 11.

[137] Guido Alfani, Vicenti Gourdon and Agnese Vitali, "Social Customs and Demographic Change: The Case of Godparenthood in Catholic Europe," *Journal for the Scientific Study of Religion*, 51, no. 3 (September 20212): 489.

adult mentoring achieved little following or success with the most attributable first attempt being the periodical, *the Mentor*, published in 1913 by, "a group of men who were called together and named The Mentor Association by William David Moffat."[138] But as Irby and Boswell state, "much of the actualization of mentoring did not appear until the twentieth century in America, and when it did, as noted, it was targeted to youth."[139]

Irby and Boswell claim that it took until 1973 for an academic paper, article or book with the word, "mentor," in the title to be published and for this, attribution is be awarded to authors Bradley and Adamson for their book, *About Empire State College Mentors*.[140] From 1973 onward, "mentoring," slowly entered the common academic parlance, but truly took off with the 1978 publications of *The Seasons of a Man's Life* by Daniel J. Levinson et al and *Everyone Who Makes It Has a Mentor* in the Harvard Business Review by authors F.J. Lunding, G.E. Clements, and D.S. Perkins.

The hype around mentors and mentorship in business led Gerard Roche to publish in 1979 an article in the Harvard Business Review titled *Much Ado About Mentors* where he summarizes the history of mentorship and makes the case that despite, "the importance of the mentor relationship for a young person's development [having] been documented,"[141] that, "in the business world, however, the importance and existence of mentors have been largely unheralded."[142] Unsurprisingly articles such as Roche's added fuel to the flame of mentorship's popularity in mainstream academia and even popular

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[138] Beverly J. Irby, and Jennifer Boswell, "Historical Print Context of the Term, "Mentoring,"" *Mentoring and Tutoring: Partnership in Learning* 24, no. 1 (2016): 1.
[139] *Ibid.*, 1.
[140] *Ibid.*, 1.
[141] Gerard R. Roche, "Much Ado About Mentors," *Harvard Business Review* 57, no. 1 (February 1979): 14.
[142] *Ibid.*, 14.

culture. Ibry and Boswell go so far in attesting that, "the year, 1980, [was the] the turning point in the proliferation of mentoring research and commentary in professional journals."[143]

As the corporations, academics, and notably health care and education professions, took note of the development of mentorship methods and doctrines, government departments paid little heed. Despite the slow start, the apparent benefits of formalized mentorship programs could only be ignored for so long and the last twenty years has seen a slow implementation of formal mentoring across many western nation governments and government departments.[144] Having largely avoided paying the price of false starts and failed techniques by either ignoring formal mentorship applications or only applying small-scale, niche approaches, government organisations such as the CAF are seemingly well situated to profit from the millennia of refinement of the mentorship process coupled with over forty years of academic study and trials.

The Mentor

From the definitions provided in the Ancient Hebrew Texts, to Homer's *Odysseus* to modern, "how-to," guides on Mentorship, the term, "mentor," has held a largely consistent meaning across time. The Cambridge English definition seems to be the most fitting as it incorporates the expected, status, role, intent, duration and possible arena for the mentor in defining the term as, "a person who gives a younger or less experienced person help and advice over a period of time, especially at work or school."[145]

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[143] Beverly J. Irby, and Jennifer Boswell, "Historical Print Context of the Term, "Mentoring,"" *Mentoring and Tutoring: Partnership in Learning* 24, no. 1 (2016): 2.

[144] Lisa C. Ehrich, Brian Hansford and Lee Tennent, "Formal Mentoring Programs in Education and Other Professions: A Review of the Literature," *Educational Administration Quarterly* 40, no. 4 (2004): 519.

[145] Cambridge Dictionary, "Mentor," last accessed 3 May 2021, https://dictionary.cambridge.org/dictionary/english/mentor.

As seen in this definition, the term, "mentor," is primarily concerned with the deliberate (albeit not necessarily formal) passage of information from a more experienced individual, usually an adult, to a younger person. The implication of an age difference between the mentor and the protégé is important to note as it further implies that for a mentor to be suitable, he or she should be expected to have amassed what Gabel-Dunk describes as, "wisdom and life experiences,"[146] that are sufficiently important and valuable to pass along. While there are descriptions of peer-mentoring in academia and case-studies in business, the preponderance of data suggests that this is not well-suited for early development or learning and is instead best used in academic, or similar situations, whereby groups of professionals seek to improve their breadth (not depth) of understanding.[147] For the majority of situations and applications therefore, it can be assumed that the term, "mentor," implies a considerable age and experience gap between the mentor and protégé.

The expected role of the mentor is contained in many definitions of the word itself or is at least implied. Homer's, "Mentor," was the personification of the role of, "teacher, role model, counsellor, facilitator, supportive protector and guide,"[148] while Chao's description adds the element of friendship to her description of the role: "a mentor provides psychosocial support to a mentee through counseling, acceptance, and friendship."[149] Friendship, or at least the requirement of a mentor to demonstrate personal

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[146] Genie Gabel-Dunk, "The Road to Ithaca: A Mentee's and Mentor's Journey," *Teacher Development,* Vol. 8, (2004): 281.

[147] Chantal Kuhn and Zafira Castano, "Boosting the Career Development of Postdocs With a Peer-to-Peer Mentor Circles Program," *Nature Biotechnology*, Vol. 34, no. 7 (July 2016); 781.

[148] Genie Gabel-Dunk, "The Road to Ithaca: A Mentee's and Mentor's Journey," *Teacher Development* Vol 8, (2004): 278.

[149] Georgia T. Chao, "Formal Mentoring: Lessons Learned from Past Practice," *Professional Psychology: Research and Practice* 40, no. 3 (June 2009): 315.

interest in the development and personal well-being of the protégé appears as a

reoccurring theme in the modern literature with Roche introducing the concept as more of

a teasing and provoking question; "At any stage of your career, have you had a

relationship with a person who took a personal interest in your career and who guided or

sponsored you?"[150] Although not absent in the historical texts, the modern association of

the role of, "mentor," conjures images more leaning towards professional friendship than

professional tutor.

Intent of the mentor and duration of the relationship are important aspects of the

term and its definition, as it is here that the term, "mentor," separates itself from the

terms, coach, counsellor, teacher, tutor or guide. Regarding intent, the term "mentor,"

implies a formal or informal relationship where the protégé is developed, personally and

professionally, and implies that the relationship will include and encompass aspects of

coaching, counselling, teaching, tutoring and guiding.[151] Duration of the relationship

equally sets the expectations of a mentor apart from other terms. Whereas coaches,

counsellors, teachers, tutors and guides are defined almost equally by their short term

relationships with their target audience as their role in facilitator of information, the term,

"mentor," has always, and consistently throughout the histories, implied a long term

relationship. Homer's, "Mentor," stayed with Telemachus over a nearly twenty year span,

and modern academic trends suggest that the most successful mentoring relationships last

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[150] Gerard R. Roche, "Much Ado About Mentors," *Harvard Business Review* 57, no. 1 (February 1979): 15.
[151] Lisa C. Ehrich, Brian Hansford and Lee Tennent, "Formal Mentoring Programs in Education and Other Professions: A Review of the Literature," *Educational Administration Quarterly* 40, no. 4 (2004): 519.

decades.[152] The long association of the term, "mentor," with a prolonged and sustained relationship has seemingly baked itself into the very definition of the term.

Finally, the venue, or arena for mentorship can be implied in the definition of the term, "mentor." As equally odd as it would seem to consider a modern customer and service provider relationship to be akin to that of a mentor and protégé would it be to consider a modern carpenter and apprentice to be anything but that kind of relationship. The recurring theme in the journalistic definitions of the term, "mentor," as it pertains to environment of the relationship is that of a professional setting. The "professional" portion of the setting seems to revolve more around the intensity of the relationship than the specific industry as there exist multiple examples of writings on mentors in sports, the trades, government, health care and business. The central tenant regarding the venue for mentorship appears to be that the "mentor" must be in a position to be able to act as a coach, counsellor, teacher, tutor and guide, and be in a position to facilitate the protégé's development, if not ascension in the given field.[153]

Validating, but slightly diverging from the Cambridge definition of the term, "mentor" is that of the Collins Dictionary where the term is defined as "A person's mentor is someone who gives them help and advice over a period of time, especially help and advice related to their job."[154] Like Cambridge, Collins chooses to focus the definition on the expected status, role, intent and duration and end with a recommended venue or arena. What can be implied from these definitions and is therefore clear, is that a

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[152] Georgia T. Chao, "Formal Mentoring: Lessons Learned from Past Practice," *Professional Psychology: Research and Practice* 40, no. 3 (June 2009): 315.

[153] Genie Gabel-Dunk, "The Road to Ithaca: A Mentee's and Mentor's Journey," *Teacher Development* Vol 8, (2004): 287.

[154] Collins Dictionary, "Mentor," last accessed 3 May 2021, https://www.collinsdictionary.com/dictionary/english/mentor.

"mentor" is defined as someone with experience worthy of passing along, is equally a role-model, coach, counsellor, teacher, tutor and friend, has the personal and professional interest of the protégé at heart, and is someone that is willing to dedicate a considerable amount of effort to developing this relationship over time.

The Protégé

Unlike that of the image of a mentor, the definition of the protégé is somewhat straightforward as evidenced by the Cambridge English Dictionary definition: "a young person who is helped and taught by an older and usually famous person."[155] While the merit to requiring a mentor with "fame" may be disputed, the construct of the definition of a "protégé" containing the balance or contrast between a younger person and older most certainly stands the test of time.

Its origins often attributed to Latin, the term "protégé" is often claimed to be "derived from the Latin word, *protegere*, meaning to protect.[156] Hereto the need for protection implies an age gap between mentor and protégé but also gives an inference of a difference in status whereby the protégé does not possess the means to protect themselves. The protectionary portion of the Latin translation applies to the Western mentorship historical models from "Mentor" himself to that of modern godparents.

Where the protectionary definition falls short however, lies in the modern professional mentorship relationships mentioned previously and it remains uncertain how the idea of protection may apply to a or affect a modern governmental department mentorship program.

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[155] Cambridge Dictionary, "Protégé," last accessed 3 May 2021, https://dictionary.cambridge.org/dictionary/english/protege.
[156] Georgia T. Chao, "Formal Mentoring: Lessons Learned from Past Practice," *Professional Psychology: Research and Practice* 40, no. 3 (June 2009): 315.

Terminology may play an important factor in designing a mentorship program that elicits the most buy-in from both protégé and mentor as Chao makes note, "eschewing the term protégé, most formal [modern] mentoring programs adopt the more neutral term mentee to describe the recipient of mentoring."[157] The protectionary translation and even use of the term, "Protégé,", could be seen to go so far as to imply helplessness and these connotations may be a reason that Roche notes that, "after about age 40 men rarely have mentors because they have outgrown the readiness to be the protégé of any older person.[158]

While it's clear that the term "protégé" can stimulate connotations of a young person in need of protection, what remains clear is that the term encapsulates a description of a young person at least in need of teaching. "Pupil" and "student" don't carry the same connotations as "protégé" and when contrasted, what stands out is the apparent special, deep and lengthy relationship a protégé would have with a mentor.

Translating *protegere*, layering on the addition of an older and more experienced mentor, and contrasting the term against similar terms rounds the definition of, "protégé," to that which is found in the Collins Dictionary, "The protégé of an older and more experienced person is a young person who is helped and guided by them over a period of time."[159] While it might be disputable the degree to which a "protégé" should be protected, is deserving of protection, or even is referred to as a protégé, by accepted

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[157] Georgia T. Chao, "Formal Mentoring: Lessons Learned from Past Practice," *Professional Psychology: Research and Practice* 40, no. 3 (June 2009): 315.

[158] Gerard R. Roche, "Much Ado About Mentors," *Harvard Business Review* 57, no. 1 (February 1979): 20.

[159] Collins Dictionary, "Protégé," last accessed 3 May 2021, https://www.collinsdictionary.com/dictionary/english/protege.

definition a, "protégé," is a charge of an older and more experienced individual that has

accepted, the often decades-long task, of guiding their personal and professional journey.

Formal Mentoring

When looking to find solutions to the complex problem of meeting millennial

desires while balancing the operational needs of the CAF, the natural inclination may

tend to bias programs of formal mentoring before considering more nebulous concepts

such as informal or reverse mentoring. To understand this inclination, it is important to

understand the perceived benefits from organisational and personal points of view and

then break down the fundamental component parts of successful formal mentoring

programs. Understanding why formal mentoring programs are so highly sought after will

allow for contrasting them against other mentoring approaches while teasing out the

strengths and weakness of the systems. As the propensity of thought may lean towards

formal mentorship accruing more benefit than informal or even reverse mentoring, it is

with this that the analysis begins.

Chao's explanation of the urge organisations, industries and professions have to

formal mentoring is because it allows them to:

> … replicate mentoring benefits by designing programs to formalize the
> developmental process. Rather than leaving mentoring to happenstance,
> formal programs have given organizations control over who is mentored,
> when they are mentored, and even how they are mentored.[160]

Additional controls organisations tend to add to formal programs are resources,

time, and access, thereby allowing management to assess success or failure and increase

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[160] Georgia T. Chao, "Formal Mentoring: Lessons Learned from Past Practice," *Professional Psychology: Research and Practice* 40, no. 3 (June 2009): 314.

or divert efforts accordingly.[161] This ability to control often leads to the allusion of guaranteed success if the program is managed effectively; a truism often proven to be false when applied in real-world settings. Despite the positive outcomes sought, Authors Tammy Allen et al note in *Mentorship Behaviors and Mentorship Quality Associated With Formal Mentoring Programs* that results from empirical studies on the efficacy of formal mentorship programs, "generally indicate that formal mentoring is better than no mentoring but not as effective as informal mentoring."[162]

Allen et al ultimately conclude that due to sample size and the voluntary nature of their research, it warrants further investigation to determine the definitive casual effects of failed formal mentorship programs. [163] Despite this ongoing debate, an understanding of the strengths and limitations of formal programs can at least be achieved through an examination of the most common component parts. Here, it is realized that most formal mentorship programs share common approaches to intensity, visibility, focus and duration.[164]

With formal mentoring programs most often adopting the process of designating mentor-protégé pairs, it stands to reason that the intensity of the relationship will (at least initially) be more muted than a naturally occurring pairing.[165] Indeed often the most important step in determining the duration of the mentorship relationship is the initial pairing and any lack of interest or intensity (perceived or otherwise) will almost always

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[161] Georgia T. Chao, "Formal Mentoring: Lessons Learned from Past Practice," *Professional Psychology: Research and Practice* 40, no. 3 (June 2009): 315.

[162] Tammy D. Allen, Lillian T. Eby and Elizabeth Lentz, "Mentorship Behaviors and Mentorship Quality Associated With Formal Mentorship Programs: Closing the Gap Between Research and Practice," *Journal of Applied Psychology*, 91, no. 3 (2006): 567.

[163] *Ibid.*, 577.

[164] *Ibid.*, 567.

[165] Georgia T. Chao, "Formal Mentoring: Lessons Learned from Past Practice," *Professional Psychology: Research and Practice* 40, no. 3 (June 2009): 315.

cause the relationship to fail.[166] While it will be examined in the Mentoring Stages how intensity tends to wane as the mentoring relationship develops over time, it appears that for formal mentoring programs, if at any time the partners do not perceive a match, the relationship will fail.[167]

Visibility is another factor in which formal mentoring differs considerably from other forms. The official nature and status of formal mentoring within the organisation automatically give it attention levels often directly attributable to the resources applied, especially if the process is deemed to be failing or struggling.[168] Financial or otherwise, the investment by management in formal mentorship programs will yield corresponding visibility and attention.

Intuitively, "formal programs are bounded by the organization [and] the focus is on employee development, not personal development.[169] As mentors and protégés are recruited into formal programs with the expressed intent of the development of the protégé, it is unsurprising that the focus of formal programs tends to be on demonstrable outcomes relating to the professional success of the protégé. Despite this focus on focus, authors Baugh and Fagenson-Eland's conclude that their research points to mentors in formal programs providing more personal and psychosocial support than professional

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[166] Tammy D. Allen, Lillian T. Eby and Elizabeth Lentz, "Mentorship Behaviors and Mentorship Quality Associated With Formal Mentorship Programs: Closing the Gap Between Research and Practice," *Journal of Applied Psychology*, 91, no. 3 (2006): 575.

[167] Georgia T. Chao, "Formal Mentoring: Lessons Learned from Past Practice," *Professional Psychology: Research and Practice* 40, no. 3 (June 2009): 318.

[168] Lisa C. Ehrich, Brian Hansford and Lee Tennent, "Formal Mentoring Programs in Education and Other Professions: A Review of the Literature," *Educational Administration Quarterly* 40, no. 4 (2004): 521.

[169] Georgia T. Chao, "Formal Mentoring: Lessons Learned from Past Practice," *Professional Psychology: Research and Practice* 40, no. 3 (June 2009): 315.

development support.[170] Indeed, even in formal programs, the very personal nature of the mentoring relationship appears difficult to avoid.

Unlike the former three components of formal mentoring, the duration of formal programs leaves few deductions or inferences. Chao aptly summarizes the key considerations of the duration of formal mentorship programs by stating:

> Formal programs have official start and end dates, like many organizational programs, to communicate when program responsibilities begin and end. Specific dates help with recruiting of mentors for these temporary assignments, and the termination of mentorships allows an organization to reassign mentors with new mentees.[171]

The duration of formal mentorship programs is often wantonly short, especially in academic venues where student protégés move on following the conclusion of their formal studies. Even in professional settings, the need for continued development, if not upward movement of the protégé, limits the duration for which they can be formally mentored.

While there exist many different formal mentoring models, some of which will be explored later, most formal programs contain similarities in their intensity, visibility, focus and duration. Even with proper matching, formal programs lack the intensity enjoyed by organic matching and formal programs bear the brunt of high organisational visibility and the pressure to perform due to the requisite allocation of resources. Though the stated focus of most formal programs is the professional development of the protégé, the personal nature of mentorship will often dictate at least a modicum of psychosocial

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[170] Gayle S. Baugh and Ellen A. Fagenson-Eland, "Boundaryless Mentoring: An Exploratory Study of the Functions Provided by Internal Versus External Organizational Mentors," *Journal of Applied Psychology* 35, no. 5 (May 2005): 939.

[171] Georgia T. Chao, "Formal Mentoring: Lessons Learned from Past Practice," *Professional Psychology: Research and Practice* 40, no. 3 (June 2009): 315.

support. By nature of their formality, these programs tend to be shorter lived than other mentorship methods and typically cease when professional development opportunities no longer exist. Though academic studies regarding the failures of formal programs have yet to yield demonstrable proof of the common root causes, a component breakdown of the formal mentoring process has begun to reveal the systems' strengths and weakness.

Informal Mentoring

As Allen and Eby describe in *The Blackwell Handbook of Mentoring*, natural mentoring relationships, such as would be defined as informal mentoring, "have received relatively scant attention in the developmental literature to date."[172] While Allen and Eby are describing mentorship specific to childhood education and psychosocial development, equally few studies exist on informal mentoring in any discipline to the point that Allen and Eby claim, "no single agreed-upon definition of a natural [informal] mentor exists in the empirical literature."[173] As such, it might be easiest to define the process of, "informal mentoring," by directly contrasting it to the component parts of, "formal mentoring," explored so far. The components of intensity, visibility, focus and duration will again be explored as greater understanding of the informal mentoring process and its strengths and weaknesses is sought.

Regarding intensity, and alluded to in the discussion on formal mentoring, Chao explains:

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[172] Tammy D. Allen and Lillian T. Eby, *The Blackwell Handbook of Mentoring: A Multiple Perspectives Approach* (Malden, MA: Oxford: Blackwell Publishing, 2007), 100.
[173] *Ibid.*, 100.

The intensity of informal mentoring is generally viewed as much greater than the intensity of formal mentoring because both parties are intrinsically motivated in the relationship and because the scope of the relationship is unbounded.[174]

When the mentor and protégé undergo a process of natural grouping where they bond due to mutual desire offer genuine commitment, the relationship tends to be considerably more intense than those found in formal mentorship programs.[175]

Regarding visibility, Chao is equally direct in stating that, "informal mentoring often can be less visible than formal relationships because the mentoring relationship is often not recognized or articulated."[176] Because there is no formal assignment of roles, terms such as, "mentor," and, "protégé," are often not used, further obfuscating the nature of the relationship.[177] Shrouding matters further is that the focus of natural, or informal mentoring tends to be on the psychosocial development of the protégé and therefore mentors tend to come from areas outside of the protégé's immediate sphere, or at least drift into different spheres as the relationship progresses.[178]

Focus for the informal mentoring relationships tend to be varied and evolve over time. As stated, initially, most informal mentoring relationships focus on the personal and emotional development of the protégé and may start out with a coach, teacher or other adult concerned with, or interested in the development of a youth.[179] Conversely in a business or professional context, the focus may

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[174] Georgia T. Chao, "Formal Mentoring: Lessons Learned from Past Practice," *Professional Psychology: Research and Practice* 40, no. 3 (June 2009): 315.

[175] *Ibid*., 319.

[176] *Ibid*., 315.

[177] *Ibid*., 315.

[178] Gerard R. Roche, "Much Ado About Mentors," *Harvard Business Review* 57, no. 1 (February 1979): 20.

[179] Tammy D. Allen and Lillian T. Eby, *The Blackwell Handbook of Mentoring: A Multiple Perspectives Approach* (Malden, MA: Oxford: Blackwell Publishing, 2007), 102.

initially surround the protégé's performance, but undoubtedly as the relationship

develops, will often quickly shift to psychosocial support and even friendship.[180]

In direct contrast to the rote time-bound relationships found in formal

mentoring, "informal mentoring is unconstrained in length, frequency, or content

of meetings."[181] Informal mentoring often lasts decades with Allen and Eby

stating that particularly relationships starting in youth, "may be characterized

largely by gradual and lengthy growth and maintenance."[182] With the protégé not

likely to vacate the mentor's sphere of influence or surpass their knowledge or

position due to promotion or graduation, informal mentorship is not bound by

anything other than the desires of those involved.

Poorly defined, broadly focused, and often obscured from view, informal

mentoring is often regarded as not useful for organisations focused on

performance and efficiency. While studies have been published with results that

indicate informal mentoring has shown to increase engagement, reduce loneliness

and improve the confidence of protégés, these benefits remain largely intangible

performance management metrics.[183] Further, the length of time required to

devote to informal mentorship relationships and their predilection for intensity

might raise many red flags from organisational and personnel management

perspectives. It is for these reasons that, while informal mentoring surely occurs

within organisations such as the CAF, formally encouraging processes such as

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[180] Kathy Kram. "Phases of the Mentor Relationship," *Academy of Management Journal* 26, no. 4 (December 1983): 614.
[181] Georgia T. Chao, "Formal Mentoring: Lessons Learned from Past Practice," *Professional Psychology: Research and Practice* 40, no. 3 (June 2009): 315.
[182] Tammy D. Allen and Lillian T. Eby, *The Blackwell Handbook of Mentoring: A Multiple Perspectives Approach* (Malden, MA: Oxford: Blackwell Publishing, 2007), 102.
[183] *Ibid.*, 103.

this should be carefully considered to ensure a correct balance is struck and identified risks are mitigated.

Commonly Accepted Stages of Mentoring

When it comes to the process of mentoring, two of the most commonly accepted models are Kathy Kram's, "Stages of an Adult Career,"[184] offered in her 1983 publication, *Phases of a Mentor Relationship* and Thomas Keller's, "Stages and Development of Mentoring Relationships,"[185] offered in the 2005 publication, *The Handbook of Youth Mentoring*. Keller builds on Kram's work and both models are designed to apply to a broad range of mentorship relationships, including formal and informal mentoring.[186] Taking a, "staged," and, "phased," approach to the development of the relationship across time, the Kram model describes four phases, while Keller expands to five.

While both models have applicability in this context, the Keller model was targeted specifically towards youth development and the Kram model built around data from, "18 relationships, of different phases in a northeastern US public utility company of 15,000 employees."[187] As such, the Kram model fits best against a large-scale governmental organisation such as the CAF and will therefore be used in the analysis going forward.

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[184] Kathy Kram. "Phases of the Mentor Relationship," *Academy of Management Journal* 26, no. 4 (December 1983): 608.

[185] Thomas E. Keller, "The Stages and Development of Mentoring Relationships," in *The Handbook of Youth Mentoring* (Thousand Oaks, CA: Sage, 2005), 82.

[186] Tammy D. Allen and Lillian T. Eby, *The Blackwell Handbook of Mentoring: A Multiple Perspectives Approach* (Malden, MA: Oxford: Blackwell Publishing, 2007), 102.

[187] Kathy Kram. "Phases of the Mentor Relationship," *Academy of Management Journal* 26, no. 4 (December 1983): 614.

To understand Kram's model, the "stages" of a person's life and career must be first understood as she describes. Building on the momentum of the aforementioned 1978 Daniel J. Levinson et al publication, Kram describes a First, Second and Final stage of an adult career whereby a young employee travels a relatively predictable behavioural path.[188] In the First Stage, the young adult finds themselves predominately focused with developing their identity within the organisation, understanding their role within it and forming relationships.[189] It is here that the employee is most primed to enter into a mentoring relationship as they are beginning to formulate their goals and dreams within the organisation.[190]

Kram's second Stage sees the, "experienced adult at midlife and/or midcareer,"[191] where they are, "likely to be in a period of reassessment and reappraisal during which time past accomplishments are reviewed."[192] During this period, the employee is rationalizing their achievements against their Stage 1 dreams, looking to rebalance their priorities, and if they, "find themselves with no further advancement or growth opportunities, this time of life can be particularly troublesome.[193] As the employee re-evaluates their place within the organisation and is often at their mid-life point, this may be the first time they consider entering into a mentor role. Though not necessarily ceasing to be a protégé to another senior adult, "through enabling others, the mid-life individual satisfies important generative needs,"[194] and, "has the opportunity to review and

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[188] Kathy Kram. "Phases of the Mentor Relationship," *Academy of Management Journal* 26, no. 4 (December 1983): 609.
[189] *Ibid.*, 609.
[190] *Ibid.*, 609.
[191] *Ibid.*, 609.
[192] *Ibid.*, 609.
[193] *Ibid.*, 609.
[194] *Ibid.*, 609.

reappraise the past by participating in a younger adult's attempts to face the challenges of early adulthood."[195] But while the recency of the experience of a mid-career employee will privilege them with tremendous credibility and insight, so to will it bring them dangerously close to the new protégé and creates risk of the relationship turning sour or rivalrous.[196]

Kram's third Stage and final stage is where the employee transits to senior management, leadership and/or adopts a position of high importance before retirement or transition out of the industry.[197] Here it is likely the employee will cease to be a protégé as, "about age 40, those who are destined for the highest ranks are achieving positions of power themselves, and the need of a career sponsor fades."[198] The employee will likely also be seeking to cease mentoring and terminate any relationships enabling them and their protégé(s) to, "separate and to move into new relationships that are appropriate to their current developmental needs."[199] This final stage can be fraught with emotion and risk and while Kram concludes that most mentorship relations that end at this stage end, "with considerable ambivalence and anger, with both gratitude and resentment,"[200] Roche and others counter that in professional and business settings, mentor relationships more often than not come to an amicable end:

> Mentor relationships in the business world seem to develop into lengthy friendships. Almost half of all respondents who have had a mentor report that they still have a relationship with all of their mentors, and a quarter report they still have a relationship with some.[201]

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[195] Kathy Kram. "Phases of the Mentor Relationship," *Academy of Management Journal* 26, no. 4 (December 1983): 609.

[196] *Ibid*., 609.

[197] *Ibid*., 610.

[198] Gerard R. Roche, "Much Ado About Mentors," *Harvard Business Review* 57, no. 1 (February 1979): 20.

[199] Kathy Kram. "Phases of the Mentor Relationship," *Academy of Management Journal* 26, no. 4 (December 1983): 610.

[200] *Ibid*., 609.

[201] Gerard R. Roche, "Much Ado About Mentors," *Harvard Business Review* 57, no. 1 (February 1979): 24.

To place Kram's Stages in a CAF perspective, it is important to quickly introduce

and provide an overview of the CAF's professional development process and

Developmental Periods. Depicted by Figure 3.1, the CAF definition of a Developmental

Period (DP) as:

> …a timeframe in a career during which an individual is trained, educated, employed and given the opportunity to develop specific occupational or professional skills and knowledge. DPs are distinguished by a progressive increase in the levels of accountability, responsibility, authority, competency, military leadership ability and the knowledge of operations and war.[202]
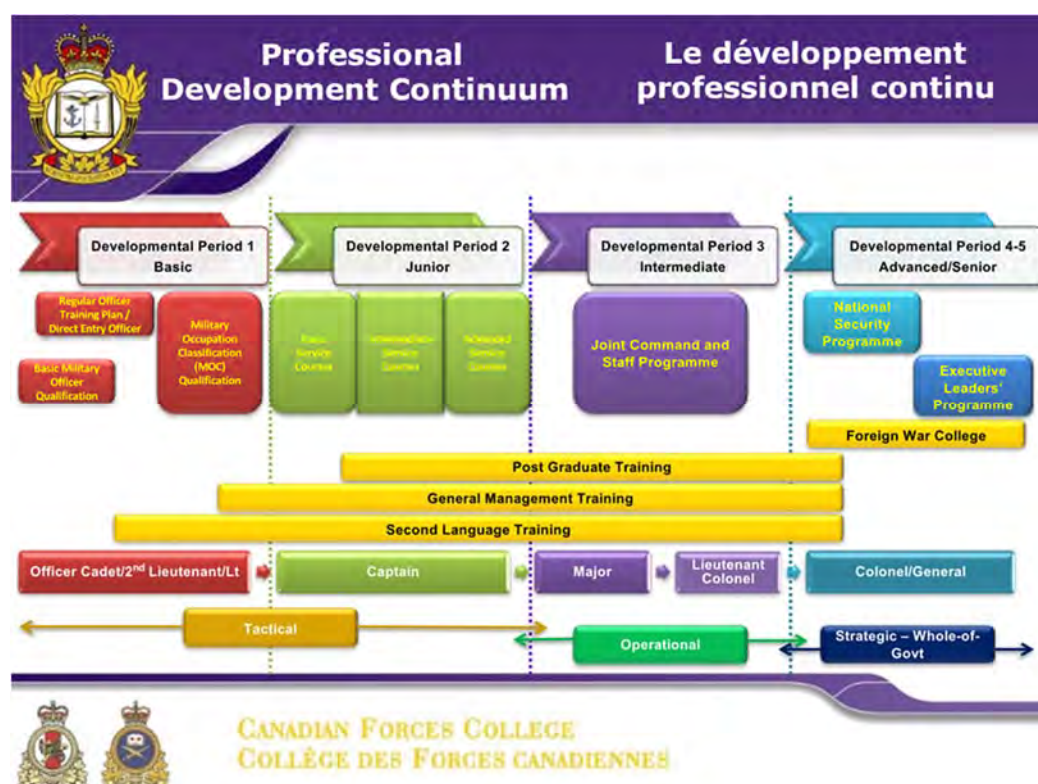
**Figure 3.1: CAF Professional Development Continuum
and Developmental Periods**

Source: Department of National Defence. Canadian Forces College. *Canadian
Forces Professional Development System (CFPDS).*

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[202] Department of National Defence, "Canadian Armed Forces Professional Development Framework," last accessed 3 May 2021. https://www.canada.ca/en/department-national-defence/services/benefits-military/education-training/professional-development/framework/non-commissioned-members.html.

DP 1 is the period of recruitment and initial training including basic operational training.[203] Commissioned and non-commissioned members reach their Occupational Functional Point at the end of DP 1, whereby they are considered proficient to begin working, unsupervised, in their chosen trade or occupation. DP 1 would align with Kram's Stage 1 of an adult career whereby employees in this stage are becoming inculcated into the organisation, understanding their place within it, and developing their dreams and goals. From a CAF perspective, DP 1 would therefore be the target stage for the introduction of a mentoring relationship.

DP 2 is the period where CAF members begin advancement based on potential as well as performance and begin to be selected for additional responsibilities and higher ranks within the organisation.[204] It would seem DP 2 would align with the very early portions of Kram's Stage 2, mid-career employee and would extend to DP 3 whereby CAF members are selected for higher appointments and receive additional responsibilities at middle to senior levels within the organisation.[205]

DP 4 and 5 are reserved for the most senior individuals that have demonstrated the greatest amount of potential for advancement in the CAF.[206] With a rare few selected to these DP-levels it would seem they aptly fit with Kram's final stage, though the challenges of ending mentorship relationships associated with the end of career stage would be equally pertinent to CAF members that retire at DP 2 or 3.

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[203] Department of National Defence, "Canadian Armed Forces Professional Development Framework," last accessed 3 May 2021. https://www.canada.ca/en/department-national-defence/services/benefits-military/education-training/professional-development/framework/non-commissioned-members.html.
[204] *Ibid*.
[205] *Ibid*.
[206] *Ibid*.

Framed in the perspective of Kram's Stages of Adult Life, her mentorship model is built on and roughly aligns with, "four predictable, yet not entirely distinct, phases."[207] The phases are: initiation, cultivation, separation and redefinition and while there is considerable variation as to the length of time individuals spend in each phase, the average, from Kram's research, was five years.[208]

The Initiation Phase generally corresponds with Kram's first Stage and is defined as the period of time where a young employee enters into an organisation, and a mentor is found.[209] Also corresponding with CAF DP 1, in this phase the emotion is often the most intense for young protégé and mentor and interactions between the two reach a balance of initiative with both the protégé reaching out and the mentor providing feedback.[210] The protégé is, "viewed as someone who can provide technical assistance and who can benefit substantially from the senior manager's [mentor's] advice and counsel."[211]

The Cultivation Phase corresponds with transition point of Kram's first and second Stages and as the mentoring relationship, "continues to unfold, each individual discovers the real value of relation to the other."[212] Those in the Cultivation Phase would usually be those considered in the early CAF DP 2 period, and it is here that the benefits of the mentoring relationship are most acute. "The range of career functions and psychosocial functions characterizing a mentor relationship peaks during this phase,"[213] with career benefits generally emerging first. The directed development, "coaching,

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[207] Kathy Kram. "Phases of the Mentor Relationship," *Academy of Management Journal* 26, no. 4 (December 1983): 614.
[208] *Ibid.*, 614.
[209] *Ibid.*, 614.
[210] *Ibid.*, 615.
[211] *Ibid.*, 615.
[212] *Ibid.*, 615.
[213] *Ibid.*, 615.

exposure-and-visibility, protection, and/or sponsorship,"[214] enjoyed by the protégé

distinguishes them from their peers at a critical period where the organisation is looking

to promote and retain mid-career talent,

From a social perspective, the Cultivation Phase often sees the emotional

relationship deepen as the mentor receives, "substantial satisfaction in knowing that he

had positively influenced a younger individual's development,"[215] and the protégé

recognizes how the mentorship received has directly, "contributed to his growing sense

of competence and enabled him to navigate more effectively in his immediate

organizational world."[216] The mutual respect developed in the Initiation Phase is

deepened by the reciprocal success and the relationship often beings to evolve into

personal counselling and friendship.[217]

As the value of the mentor's advice becomes less clear and the success of the

protégé becomes less directly attributable to the mentor, the mentoring relationship enters

into the Separation Phase. "Separation [often] occurs both structurally and

psychologically,"[218] with the protégé moving on in the organisation and also concurrently

entering another Stage of life. Separation often occurs at the late Second Stage, or mid-

career and would be equivalent to the CAF DP 3 period. The protégé is outgrowing the

mentor, is either achieving their organisational goals or is not, and may begin to see flaws

(attributable or not) in the mentor's advice.[219]

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[214] Kathy Kram. "Phases of the Mentor Relationship," *Academy of Management Journal* 26, no. 4 (December 1983): 615.
[215] *Ibid.*, 616.
[216] *Ibid.*, 616.
[217] *Ibid.*, 616.
[218] *Ibid.*, 616.
[219] *Ibid.*, 616.

"Anxiety, feelings of self-dependence, loss and pride define this stage,"[220] but if structural separation is timely, warranted and unpressured, then it can stimulate psychological separation and set the protégé on a path to test their independence without need for further support.[221] If structural separation, however occurs prematurely, both the protégé and mentor can be left feeling tremendous anxiety and unpreparedness. If left too late and psychological separation is permitted to occur before structural separation, both the protégé and mentor are, "likely to resent the other as the relationship becomes unresponsive to the individual's changing needs and concerns."[222] Organisations considering building formal mentorship programs or encouraging informal mentorship would do well to understand that a smooth Separation is essential to ensure the successes of Initiation and Cultivation Phases are not eroded.

While not all mentorship relationships evolve to the Redefinition Phase, all who are fortunate to work long enough will enter to the Kram's Final Stage where Redefinition most commonly occurs. Distinguished by the evolution to a mature friendship, the Redefinition Phase sees the mentor taking pride in the protégé's accomplishments while the protégé, "operating independently of the senior manager, now enters the relationship on more equal footing."[223] The maturation of the protégé allows them to look back on the relationship with appreciation instead of distain and therefore, "is now content to continue the relationship for the friendship it provides.[224] While the aura of all-knowingness of the mentor has largely been removed, the protégé often

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[220] Kathy Kram. "Phases of the Mentor Relationship," *Academy of Management Journal* 26, no. 4 (December 1983): 618.
[221] *Ibid*., 618.
[222] *Ibid*., 618.
[223] *Ibid*., 620.
[224] *Ibid*., 620.

matures enough to feel a debt of gratitude while the mentor sees the accomplishments of the protégé as, "proof of the effectiveness in [and importance of] passing on important values, knowledge and skills."[225] The Redefinition Phase would seemingly apply to CAF members fortunate enough to achieve DP 4 and 5, though as mentioned previously, members in any DP could conceivably reach this Phase.

Kram's Stages of an Adult Life/Career and Phases of Mentorship seemingly align well with the CAF Developmental Periods and Professional Development framework. While there exist many mentorship models, that described by Kram seemingly fit best with large-scale governmental and public service departments. Regarding the CAF in particular, and mentioned previously, recruits often join the organisation in early-adulthood with the goal of remaining until mid to late life. As such, applications of mentorship models that acquiesce to the multi-decade journey experienced by most CAF members would seemingly be most beneficial going forward.

Summary

The multi-faceted image conjured for the term, "mentor," suggests both the importance and complexity of mentoring relationships. Mentors are more to protégés than just coaches, counsellors, teachers, tutors or guides; they all at once, and none exclusively. The application of mentorship techniques across the duration of recorded history lends credence to its impact in developing youth and young adults of any trade and profession. While initially centered on religious development, over the past 40 years, mentorship has exploded into business, academics and government with a corresponding multitude of opinion and analysis offered in the professional spectrum. Amidst the

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[225] Kathy Kram. "Phases of the Mentor Relationship," *Academy of Management Journal* 26, no. 4 (December 1983): 620.

milieu, Kram's Stages of an Adult Life/Career and Phases of Mentorship seemingly apply best to complex organisations like the CAF where new members enter in early life and have the intent to remain until mid to late life. As ostensibly personal bonds are developed in both formal and informal mentoring, there exist obvious and yet uncertain risks for organisations looking to formally implement or even just encourage mentorship programs. As such, like for any major decision, before considering implementation models it is important to first understand the benefits, then analyze the risks and available mitigation measures. For risk-adverse organisations such as government, the advantages will presumably need to out-weigh the un-mitigatable risk to a great extent.

CHAPTER 4 – BENEFITS OF MENTORSHIP

In today's escalating "war for talent", mentoring can greatly assist an organisation by supporting career-development initiatives, helping to communicate values and behaviours, enhancing staff recruitment and retention, providing employees with a sense of belonging, providing opportunities to expand networks, employee empowerment, boost job satisfaction and facilitate knowledge transfer.

- James Bennett, Michael Pitt and Samantha Price,
Understanding the Impact of Generational Issues in the Workplace

Introduction

With a constant war raging for the best young talent, organisations and industries are invariably developing new tools to give them a real or perceived edge. With the CAF's recruiting and retention struggles and the change in Canadian demographics having been previously introduced, detailed and substantiated, it is clear that the CAF could use every advantage it can get.

While any change to policy, process or procedure will cost time, resources or both, this Chapter will aim to make the case for why investing in mentorship would have tremendous payoff for the CAF. While authors Lisa Ehrich, Brian Hansford and Lee Tennent state in their 2004 article *Formal Mentoring Programs in Education and Other Professions,* that their, "precursory investigation of the literature revealed that there tends to be a general acceptance that mentoring yields benefits for mentees and mentors,"[226] there are a tremendous number of other organisational benefits that must be explored. This Chapter will provide an understanding of the benefits of mentorship programs while introducing some of the drawbacks which will be discussed in Chapter 5.

Establishing an understanding of the value of mentorship programs will set the conditions to enable an analysis of risks and mitigation measures which will inform the

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[226] Lisa C. Ehrich, Brian Hansford and Lee Tennent, "Formal Mentoring Programs in Education and Other Professions: A Review of the Literature," *Educational Administration Quarterly* 40, no. 4 (2004): 520.

final recommendations. The benefits of having an edge in the war for talent are many and some are not immediately obvious. While mentorship programs are unlikely to be a panacea to the CAF's recruiting and retention woes, the possible upsides of mentoring are significant and should not be ignored.

Benefits to the Protégé

Intrinsically, the mentorship relationship is thought to most benefit the protégé, and while mentorship does provide benefits to the mentor, it is the protégé that stands the most to gain. Studies regarding benefits to the protégé converge on three recurring themes: psychosocial development, career advancement and general job satisfaction and happiness.

From a psychosocial standpoint, the role-modelling that occurs in the early Phases of the mentorship relationship provides the protégé with immediate and substantial benefits. By seeing themselves in their mentor, the protégé quickly learns the organisational norms, values and accepted ways of doing business and is often quickly rewarded for their quick adaptation in contrast to their peers.[227] These early successes breed self-confidence in the protégé and dramatically increases their support for their organisation and their mentor. As Kram puts it:

> Through psychosocial functions including role modeling, acceptance-and-confirmation, counselling, and friendship, a young manager is supported in developing a sense of competence, confidence, and effectiveness in the managerial role.[228]

The psychological and social confidence gained by the protégé in turn position them well to succeed professionally when comparted to their peers, especially in the

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[227] Kathy Kram. "Phases of the Mentor Relationship," *Academy of Management Journal* 26, no. 4 (December 1983): 616.
[228] *Ibid*., 614.

Initiation and Cultivation Phases. Through, "sponsorship, coaching, protection, exposure-and-visibility, and challenging work assignments,"[229] the mentor ensures the protégé meets organisational gateways in these early phases and this, "combination of career and psychosocial support often puts the mentee on a fast track to career success."[230]

By gaining confidence and achieving early success, it is unsurprising that protégés with positive mentoring experiences, "were likely to be more satisfied with their jobs, more committed to the organization, and less likely to express intentions to leave."[231] With a clear path laid out before them by their mentor, Roche notes that protégés, "who have had a mentor are happier with their career progress and derive somewhat greater pleasure from their work,"[232] and Chao confirms, "mentored individuals are generally more satisfied and committed to their professions than nonmentored individuals."[233]

Mentoring offers protégés, "opportunities to develop competencies, skills, and knowledge and to improve performance,"[234] while guiding them on a path to success that they are likely to gratefully attribute to the mentor and the organisation. Roche summarizes the benefits of protégés by stating that they, "earn more money at a younger age, are better educated, are more likely to follow a career plan, and, in turn, sponsor more protégés."[235]

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[229] Kathy Kram. "Phases of the Mentor Relationship," *Academy of Management Journal* 26, no. 4 (December 1983): 614.

[230] Georgia T. Chao, "Formal Mentoring: Lessons Learned from Past Practice," *Professional Psychology: Research and Practice* 40, no. 3 (June 2009): 315.

[231] *Ibid.*, 316.

[232] Gerard R. Roche, "Much Ado About Mentors," *Harvard Business Review* 57, no. 1 (February 1979): 15.

[233] Georgia T. Chao, "Formal Mentoring: Lessons Learned from Past Practice," *Professional Psychology: Research and Practice* 40, no. 3 (June 2009): 314.

[234] Lisa C. Ehrich, Brian Hansford and Lee Tennent, "Formal Mentoring Programs in Education and Other Professions: A Review of the Literature," *Educational Administration Quarterly* 40, no. 4 (2004): 531.

[235] Gerard R. Roche, "Much Ado About Mentors," *Harvard Business Review* 57, no. 1 (February 1979): 15.

Benefits to the Mentor

Not as intrinsic or obvious as the benefits for the protégé, the benefits the mentor accrues tend to be in the area of psychosocial development. Mentors derive personal satisfaction from passing along knowledge and traditions they believe in and benefit from the respect and recognition they receive from their protégés.[236] The gratification from providing advice that is perceived to be valuable, and seeing a protégé develop as a result, provides mentors with increased self-confidence, and can lead to a rejuvenation of the mentor in a mid-career position.[237] Kram summarizes the psychological benefits for the mentor by stating:

> Through enabling others, the midlife individual satisfies important generative needs and also has the opportunity to review and reappraise the past by participating in a younger adult's attempts to face the challenges of early adulthood.[238]

Increasingly often, mentors have found an opportunity to learn and develop as well, with many recent authors taking note of the potential for protégés to act as a generational bridge, from which the mentor can stay attuned to emerging trends in technologies and culture.[239] Hernandez et al note, "many companies are adopting "reverse mentorship" strategies to better incorporate millennial ideals and practices into their firms while simultaneously developing future leaders."[240] While this, "reverse mentoring," requires a tremendously open and patient protégé and mentor, it is a

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[236] Georgia T. Chao, "Formal Mentoring: Lessons Learned from Past Practice," *Professional Psychology: Research and Practice* 40, no. 3 (June 2009): 314.

[237] Lisa C. Ehrich, Brian Hansford and Lee Tennent, "Formal Mentoring Programs in Education and Other Professions: A Review of the Literature," *Educational Administration Quarterly* 40, no. 4 (2004): 520.

[238] Kathy Kram. "Phases of the Mentor Relationship," *Academy of Management Journal* 26, no. 4 (December 1983): 609.

[239] James S. Hernandez, Kenneth G. Poole Jr, and Thomas E. Grys, "Mentoring Millennials for Future Leadership," *Physician Leadership Journal* 5, no. 3 (May/June 2018): 43.

[240] *Ibid.*, 43.

technique that demonstrates considerable potential, particularly when considering options for keeping pace with rapid changes to technology and nuanced changes to culture.

While less evident than the benefits to the protégé, there exists tremendous potential for the mentor to benefit from the relationship. It is less likely that the mentor will benefit equally from the relationship, though the intense gratification of passingly along one's knowledge and giving advice that is respected gives mid-career employees a unique opportunity to recharge their focus and express themselves through the next generation of employees.[241] Additionally, mentors that set the conditions to listen, obtain feedback and learn from their protégés stand to benefit by keeping up with the trends in culture and technology and thereby remaining relevant in their organisational fields. In an environment where retaining CAF mid-career members is of particular concern, these benefits could be advantageous in turning the tide.

Benefits to an Organisation

As Hernandez et all summarize, there are many benefits to an organisation implementing a mentorship program including, "increased productivity, improved recruitment efforts, motivation of senior staff, and enhancement of services offered by the organization."[242] Transfer of specialized trade knowledge, improved retention and currency with technological and cultural trends round out the most commonly studied benefits, each of which should yield considerable attention from an organisation's management.

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[241] Kathy Kram. "Phases of the Mentor Relationship," *Academy of Management Journal* 26, no. 4 (December 1983): 617.

[242] Lisa C. Ehrich, Brian Hansford and Lee Tennent, "Formal Mentoring Programs in Education and Other Professions: A Review of the Literature," *Educational Administration Quarterly* 40, no. 4 (2004): 520.

As alluded to in Chapter 1, the change in Canadian demographics is leading to a "war for talent" and mentorship programs provide organisations a marked advantage. As Bennet et al state, "mentoring can greatly assist an organisation by supporting career-development initiatives, helping to communicate values and behaviours, [and] enhancing staff recruitment."[243] Organisations that demonstrate they can meet the millennial desires for unfettered access for information by providing a mentor or guide that will also provide feedback will dramatically improve their odds of success of recruiting and retaining millennials through Kram's Initiation Phase.

As managers interact with younger millennials and older millennials begin to enter their mid-career stage, retention becomes an important issue, and particularly so for highly skilled trades that take considerable resources to train members through the Initiation Phase. Here too mentorship programs benefit the organisation as Hernandez et al note:

> Mentorship builds better leadership skills and can develop a deep loyalty. This investment pays off for the organization by avoiding the potential gaps in staffing when millennials otherwise could feel unconnected in their workplace and leave a job. It also pays off by reaping the benefits of well-trained, dedicated employees who operate within an increasingly productive team, because members of the team share a common vision and a trust in leadership.[244]

Even should mid-career employees be retained, the transfer of knowledge from one generation to another can prove to be difficult. In an era where cultural advancement can seem unclear to older generations and technological advancements can seem impossible to keep pace with, Bennet et al offer:

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[243] James Bennett, Michael Pitt and Samantha Price, "Understanding the Impact of Generational Issues in the Workplace." *Facilities* 30, no. 8 (2012): 283.

[244] James S. Hernandez, Kenneth G. Poole Jr, and Thomas E. Grys, "Mentoring Millennials for Future Leadership," *Physician Leadership Journal* 5, no. 3 (May/June 2018): 44.

> To have travelled from typewriter to the I-Phone, via PCs, internet, email mobiles and Blackberries in little more than 20 years merely underlines the speed at which technology has and continues to change the workplace. Older generations must embrace technology and harness it. In order to achieve this, they require support from the younger generations.[245]

As also benefiting the mentor, "reverse mentoring," benefits the organisation when it can set the conditions for the younger employees to be comfortable enough to be in a position to affect the organisation's learning and adaptation. As Bennet et al and others conclude, one of the best modes to do so is to have a mentorship program in place.[246]

Mentorship programs benefit organisations by giving them a competitive advantage in recruiting talent and quickly inculcating new employees into the culture. Retention is improved as employees, and in particular millennials that feel valued, and can receive and give feedback, tend to be the most loyal. Mentorship confers the ability to ensure the passage of specialized information while concurrently allowing the senior managers and mentors to stay abreast of developing trends. The Ehrich et al study on the benefits yield:

> In contrast to the education studies reviewed in this article, almost twice as many business studies (30.5%) cited one or more positive outcome [of mentorship programs] for the organization. The most frequently cited benefit, reported in 13.9% of studies, was improved productivity or contribution or profit by employees. Other outcomes from the business studies included retention of talented employees (11.9%), promotion of loyalty (6.6%), and improvement in workplace or communications or relations (4%). [247]

While the percentage improvements in Erich et al study, and others like it, may seem to be small, when considering the increasing competitiveness of the labour market,

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[245] James Bennett, Michael Pitt and Samantha Price, "Understanding the Impact of Generational Issues in the Workplace." *Facilities* 30, no. 8 (2012): 282.

[246] *Ibid.*, 283.

[247] Lisa C. Ehrich, Brian Hansford and Lee Tennent, "Formal Mentoring Programs in Education and Other Professions: A Review of the Literature," *Educational Administration Quarterly* 40, no. 4 (2004): 530.

any advantage is beneficial. For organisations such as the CAF, it would seem evident how these advantages might be used in combatting the recruiting and retention challenges detailed in Chapter 1.

Summary

The benefits of mentorship are wide reaching and occur across Kram's Stages of Adult Life. Intrinsically, it may appear that mentorship programs most benefit the protégé by providing them with confidence, supports and an "inside-track" for development and promotion. Upon further analysis however, it is evident that mentors benefit as well, and it may be arguable whether or not it is the organisation that stands the most to gain. Benefiting from improved recruiting, more effective and satisfied employees, improved retention, assured passage of specialist knowledge and an opportunity to keep up to speed with cultural and technological advances, organisations are indeed offered many benefits.

What's more is that many of the benefits offered by mentorship programs appear to be well aligned with the analysis of millennial desires. Good mentorship programs could potentially provide the protégé with unfettered access to information, guides and feedback during the Initiation Phase and develop the organisational understanding required to achieve a preferred work-life-balance in the Cultivation Phase. Loyalty to the organisation would be developed in both protégé and mentor, regardless of progress along Kram's Phases though especially in relationships that developed to the Redefinition phase.

With the demographic challenges in recruiting and retention plaguing the CAF, mentoring and mentorship programs may not prove to be a perfect cure, but the benefits are seemingly incontestable.

CHAPTER 5 – ISSUES WITH MENTORSHIP

Although the majority of reviewed studies revealed that mentoring does provide a range of positive outcomes for mentors, mentees, and the organization, it is not, however, without its dark side. In some cases, poor mentoring can be worse than no mentoring at all. Our belief is that the potential problems of mentoring are not insurmountable. With careful and sensitive planning and skillful leadership, most problems can be minimized.

- Lisa Ehrich, Brian Hansford and Lee Tennent, *Formal Mentoring Programs in Education and Other Professions: A Review of the Literature*

Overview

The swift implementation of a mentorship program cannot be considered to be a cure-all to remedy all of an organisation's woes. The intensely personal nature of mentorship has been explored and can result in significant problems for an organisation even in a well-run, formal mentorship program. Compatibility of the protégé and mentor on a variety of levels is absolutely necessary for a mentoring relationship to be successful evolving from the Initiation Phase to Redefinition. This can be exceedingly difficult to achieve in large and complex organisations. Finally, any organisational initiative is going to cost time, resources and planning effort. Consequently, mentorship programs can seem relatively expensive.

Any organisation looking to mentoring as a potential solution should not overweigh the benefits before developing a fulsome understanding of the potential weaknesses. The issues with mentorship will be examined in this Chapter and their potential mitigation measures will be alluded to when not outright explained.

Issues with Relationships

The deeply personal aspect of mentorship demands a toll on both protégé and mentor. In the Initiation Phase, in both formal and informal mentoring situations, a great deal of anxiety can be experienced due to the newness of the relationship, the uncertainty

of the outcome and the mutual desire to be accepted and respected.[248] In direct contrast to the high expectations of this Phase, in Initiation, the protégé and mentor are each putting themselves at risk of rejection, and the consequences of a failed match or prematurely ended mentorship relationship are large.

Matching at Initiation has other challenges, especially in regards to desire and ideology. If there is even a perception of a lack of desire from mentor or protégé at initiation, real or not, the mentor relationship is likely to fail.[249] Even when both parties are eager to match, for a relationship to endure, a strong ideological paring is required as Ehrich et al indicate:

> As was discussed previously, the dimensions of personality and professional ideology are also critical in the matching process of mentors and mentee within all three professions—medicine, education, and business.[250]

Matching and remaining paired through Initiation to Cultivation requires commitment and oftentimes, to those outside the relationship, this commitment can be seen jealously as exclusionary. While uncommon, though especially when the protégé is seen to be successful compared to their peers, the intimacy of the mentor relationship can invite resent within an organisation.[251] Here it would seem formal mentoring programs provide the distinct advantage over informal mentoring by taking an inclusionary approach whereby all employee are permitted to participate though caution should be taken to still permit organic matches vice forced relationships for the reasons discussed.

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[248] Lisa C. Ehrich, Brian Hansford and Lee Tennent, "Formal Mentoring Programs in Education and Other Professions: A Review of the Literature," *Educational Administration Quarterly* 40, no. 4 (2004): 525.
[249] Georgia T. Chao, "Formal Mentoring: Lessons Learned from Past Practice," *Professional Psychology: Research and Practice* 40, no. 3 (June 2009): 319.
[250] Lisa C. Ehrich, Brian Hansford and Lee Tennent, "Formal Mentoring Programs in Education and Other Professions: A Review of the Literature," *Educational Administration Quarterly* 40, no. 4 (2004): 533.
[251] *Ibid.*, 531.

On a personal-level, mentoring relationships that evolve to the mid-career Stage of the protégé and the corresponding Separation Phase run the greatest risk of negative consequence. While premature relationship endings in Initiation and Cultivation remain problematic, as previously noted, the Separation Phase can be complex and difficult. As Kram notes particular care must be applied in this Phase as:

> Under certain conditions, a mentor relationship can become destructive for one or both individuals. For example, a young manager may feel undermined and held back by his or her mentor, or a senior mentor may feel threatened by his or her protégé's continued success and opportunity for advancement. Either is likely to occur when a senior adult enters a difficult midlife transition and/or a young adult encounters organizational barriers to advancement.[252]

More so than a coaching or counselling relationship, the association the protégé and mentor share is deeply personal and as such, is fraught with emotion and risk. As the protégé and mentor move through the Stages of Adult Life and the mentoring progresses through the Phases of the mentorship, at each discrete juncture the risks must be evaluated and mitigated.

Issues with Gender and Race

Individual representation of mentors through the eyes of the protégé is vital for any mentoring program to be successful. If the proposed mentor, or mentor pool, is homogeneous in ethnicity, gender and experience, it has been proven that it will predominately attract members of the same ethnicity, gender and professional interest.[253] In organisations that struggle with diversity such as the CAF, women and ethnic

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[252] Kathy Kram. "Phases of the Mentor Relationship," *Academy of Management Journal* 26, no. 4 (December 1983): 622.

[253] Lisa C. Ehrich, Brian Hansford and Lee Tennent, "Formal Mentoring Programs in Education and Other Professions: A Review of the Literature," *Educational Administration Quarterly* 40, no. 4 (2004): 533.

minorities start a step behind, as succinctly explained by Brad Johnson and David Smith

Athena Rising;

> The plain truth is that women [and by extension ethnic minorities] face far
> more hurdles than men when it comes to securing mentors, and even when
> they do, they are more likely to be disappointed with the quality of
> mentoring they receive.[254]

Johnson and Smith (and others) go on to offer ways in which mentors can strive

to reach fundamentally dissimilar protégés, but the hard truth is as Ehrich et al state:

> Professional or personal incompatibility or incompatibility based on other
> factors such as race or gender was also seen by both mentors and mentees
> as impediments to the success of the relationship.[255]

> Protégés will seek out mentors that they can see themselves in; mentors that

reflect their values and their experience.[256] Ethnic and gender minorities seeking mentors

in largely homogeneous organisations such as the CAF are thereby likely to be

discouraged from the onset and making matters worse, those individuals that could be

natural mentors of ethnic and gender minorities are left likely feeling over-pressured or

even tokenized.

With the millennial generation being the most ethnically diverse Canadian

generation seen to date, and the CAF's chronic issues with recruiting and retaining

diversity as covered in Chapter 1, mentoring diversity will not come naturally or easily to

the CAF. Handbooks such as those offered by Johnson and Smith may be a vital bridge to

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[254] Brad W. Johnson, and David G. Smith, *Athena Rising: How and Why Men Should Mentor Women* (La Vergne: Harvard Business Review Press, 2019), 13. Other entries include: Hernandez, Paul R., Mica Estrada, Anna Woodcock and P. Wesley Schultz. "Protégé Perceptions of High Mentorship Quality Depend on Shared Values More Than on Demographic Match." *Journal of Experimental Education* 85, no. 3 (November 2016): 450-468 and Ensher, Ellen and Susan E. Murphy. "Effects of Race, Gender, Perceived Similarity, and Contact on Mentor Relationships." *Journal of Vocational Behavior* 50, no. 3 (May 1997): 460-481.
[255] Lisa C. Ehrich, Brian Hansford and Lee Tennent, "Formal Mentoring Programs in Education and Other Professions: A Review of the Literature," *Educational Administration Quarterly* 40, no. 4 (2004): 531.
[256] Ibid., 533.

survive the gap, but the solution to mentoring diverse protégés remains ensuring a diverse pool of mentors exists.

Resources, Time and Planning

Proper implementation of a mentorship program, as with any organisational initiative, will require resources. The intensely personal mentorship relationship demands considerable resources to ensure correct matching and to enable protégé and mentor sufficient time to develop along Kram's identified Phases. Done poorly, Ehrich et al note that, "the two most frequently cited [negative] outcomes were (a) lack of time and (b) professional expertise and/or personality mismatch."[257]

Lack of time can be equally attributed to time in preparation of the mentorship program and available time the selected mentor has to give to the protégé. Regardless of formal or informal mentorship program, the planning lift required of organisations to develop a pool of diverse, qualified and (most importantly), interested mentors is no small feat.[258] Undeniably, and more so maybe than even coaches and counsellors, mentors require some degree of formal training regarding the development of youth and young-adults.[259] Indeed the third most commonly cited concern from mentors in the business review conducted by Ehrich et al was, "little training or little knowledge about the goals of the [mentoring] program."[260] Organisations hoping to initiate a successful formal or informal mentorship program must therefore by inference, allocate sufficient resources to develop training but also sufficient time to allow mentors to participate.

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[257] Lisa C. Ehrich, Brian Hansford and Lee Tennent, "Formal Mentoring Programs in Education and Other Professions: A Review of the Literature," *Educational Administration Quarterly* 40, no. 4 (2004): 525.
[258] Ibid., 531.
[259] Georgia T. Chao, "Formal Mentoring: Lessons Learned from Past Practice," *Professional Psychology: Research and Practice* 40, no. 3 (June 2009): 315.
[260] Lisa C. Ehrich, Brian Hansford and Lee Tennent, "Formal Mentoring Programs in Education and Other Professions: A Review of the Literature," *Educational Administration Quarterly* 40, no. 4 (2004): 530.

Assuming training time has been allocated and mentors have completed it, Ehrich et al note, "for some mentors, mentoring was a burden or workload issue that often went unnoticed by others."[261] It has been suggested that to successfully advance across Kram's Phases, the mentoring relationship must last years, and more commonly decades. For professionals this commitment is no small thing and unsurprisingly Ehrich et al note:

> A lack of time was the most commonly noted problem by mentors in the business studies (6%). It was also identified as a problematic outcome of mentoring in the medical studies."[262]

While there remain benefits the mentor can accrue from the relationship, they remain largely intangible, especially when compared to the direct costs. While largely unstudied in the academic literature, financially incentivizing mentorship is an area beginning to be explored, particularly in the medical fields and in the development of students.[263] Though incentivized or not, as discussed throughout the conversation on mentorship, the best mentors tend to be those with the most diverse background and based on the principle of scarcity, the most qualified mentors are also likely to be the rarest.

To produce the, "best," pool of available mentors, organisations will have to invest resources to recruit the most diverse mentors possible, allocate time and resources to train them, and then compensate or otherwise incentivize mentors to take on the task. Formal or even informal mentoring programs represent a heavy resource lift for an

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[261] Lisa C. Ehrich, Brian Hansford and Lee Tennent, "Formal Mentoring Programs in Education and Other Professions: A Review of the Literature," *Educational Administration Quarterly* 40, no. 4 (2004): 531.
[262] *Ibid*., 525.
[263] Marlon Johnson, "An Examination of the Efficacy of Paying Mentors for At-Risk Students," (Dissertation Manuscript, NorthCentral University, 2018), 75.

organisation to implement successfully and as such, should be given careful consideration.

Summary

Owing to the unavoidably intensely personal nature of the relationships between protégé and mentor, organisationally sanctioned mentoring program come with a degree of risk. To appropriately mitigate the risks, organisations must be prepared to dedicate not insignificant time and resources to recruit an appropriate mentor pool, to train the mentors, to allow for matching, and to set the conditions to allow for the mentoring relationship to evolve across Kram's Phases over (likely) decades.

Failure wears many faces when it comes to failed mentorship relationships and when modern programs are reviewed in the following Chapter, it should be done through the lens of how an organisation like the CAF might blend the successes of the examples and strive to mitigate the most common factors of failure.

CHAPTER 6 – MODERN MENTORSHIP PROGRAMS – A REVIEW

The sheer volume of literature on mentoring across a variety of disciplines is an indication of the high profile it has been afforded in recent years
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- Lisa C. Ehrich, Brian Hansford and Lee Tennent, *Formal Mentoring Programs in Education and Other Professions: A Review of the Literature*

Modern Mentorship Trends Overview

As explained in Chapter 3, mentoring and mentorship is not new, but the 1978 publications by Daniel J. Levinson et al and F.J. Lunding, G.E. Clements, and D.S. Perkins lit a fire for mentorship in the business community. In the ensuring 43 years, as academia, business, and finally government, began experimenting with formal and informal mentorship programs, models began to take shape around methods that were deemed successful. With Kram and then Keller's mentorship models widely accepted by most professions, focus turned to adapting them to the particular climate and it is here is where most current academic articles and studies focus.

Assuming the CAF should seek to implement a mentorship program to help resolve its diversity and recruiting and retention problems, this Chapter will examine the current trends across academia, business and government with a view of offering insights into which type of program might best meet the CAF's needs. Mentoring is not new, and the attention to its practical application in the workplace shows no sign of fading. By reviewing the applicable literature and gleaning lessons, the CAF stands to benefit from decades of experimentation with little cost, and in turn may uncover a (at least partial) solution to its demographic and personnel woes.

Modern Trends: Women and Ethnic Minorities

From the 1970s onward, as more women and ethnically diverse people entered the

workforce, more began being written about their inculcation into their respective

organisations, trades, or professions. While little exists prior to 1970 regarding mentoring

women specifically in the workplace, unsurprisingly and perhaps riding the wave of

mentorship popularity, writings on mentoring women in the workplace took off in the

1980s. Current contributions such as the aforementioned *Athena Rising* builds

deliberately on the themes of the 2013 publication of *The Athena Doctrine* by John

Gerzema and Michael D'Antonio and offers that while it is largely inevitable that women

will match the number of men in most workplaces, at this time in western cultures,

women remain at a stark disadvantage.[264]

It has been noted since as early as 1979 by Roche, that due to their minority status

in the workplace and thus their inherent difficulty in developing networks, women tend to

require more mentors or sponsors than their male counterparts to achieve an equivalent

level of success.[265] Johnson and Smith's assertions in their 2019 publication demonstrate

that the issue remains unresolved and problematic:

> The lack of connection with men-potential sponsors and career
> champions-in their networks, coupled with their lower status at work,
> often creates more disadvantages for the everyday Athena.[266]

Recent academic offerings such as *Athena Rising*, *What Works for Women at

Work*, and *No Credit Where Credit Is Due: Attributional Rationalization of Women's*

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[264] Brad W. Johnson, and David G. Smith, *Athena Rising: How and Why Men Should Mentor Women* (La Vergne: Harvard Business Review Press, 2019), 10.

[265] Gerard R. Roche, "Much Ado About Mentors," *Harvard Business Review* 57, no. 1 (February 1979): 24.

[266] Brad W. Johnson, and David G. Smith, *Athena Rising: How and Why Men Should Mentor Women* (La Vergne: Harvard Business Review Press, 2019), 10.

Success in Male-Female Teams (amongst others), all speak to the basic principle that

modern workplaces must attune themselves to this cultural shift and do what is required

to, at the very least, not make the workplace hostile to women employees. Any

organisation looking to implement an initiative as personally affecting as a formal or

informal mentorship program would do well to heed the advice of these most recent

academic additions to the narrative.

As detailed in Chapter 1, the ethnic demographic shift in Canada (and many

western nations) kicked off in earnest in the 1970s when the Canadian population's

fertility rate fell below the generational replacement threshold for the first time.[267]

Despite the ongoing diversification of the Canadian workplace, and the passing of the

federal Employment Equity Act in 1986, it was not until the mid-1990s that organisations

paid specific attention to diversification.[268] Taking note of the demographic shift towards

ethnic diversity, Canadian companies have recently doubled down on recruiting and

retaining ethnic minorities with, perhaps unsurprisingly, the major telecommunications

companies such as Telus and Rogers leading the way.[269]

Facing similar problems as women in the workforce, ethnic minorities are yet to

see themselves proportionally represented in the upper echelons of leadership, or even in

the organisational workforce writ large.[270] To assist with this uneasy transition to a more

diverse workforce many organisations are looking to implement formal and informal

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[267] Statistics Canada, *Annual Demographic Estimates: Canada, Provinces and Territories, 2020* (Ottawa: Canada Communications Group, 2020), 7.

[268] Vanmala Hiranandani, "Diversity in the Canadian Workplace: Towards an Antiracism Approach," in *Urban Studies Research,* volume 2012 (September 2012): 2.

[269] *Ibid.*, 3.

[270] The Conference Board of Canada, "The Voices of Visible Minorities: Speaking Out on Breaking Down Barriers," *Performance and Potential 2003-2004,* (September 2004): 3.

mentorship programs.[271] Capitalizing on the benefits accrued by the protégé of,

acceptance, guidance and even protection, current additions to the academic literature

stress the great potential of mentoring programs for recruiting and then retaining ethnic

minorities.[272]

It should be noted that the previously established protégé and gender matching

outside of gender or ethnicity can be problematic. Specifically, Ehrich et al warn that

their study revealed "the race or gender issues tended to arise as a consequence of

matching female mentees with male mentors as well as Black mentees with White

mentors.[273] In organisations struggling with diversity such as the CAF, the

implementation of a mentorship program will undoubtedly require mentors of different

ethnicity, background and gender than their assigned or naturally selected protégés. In

this instance, forewarned is forearmed and perhaps additional training and preparation

can overcome the "gender and race misunderstandings [that] were frequently the source

of incompatibility between mentors and mentees."[274]

Mentorship Models in Civilian Industry

As previously mentioned, academia, business and industry were quick to jump on

the mentorship movement to the point where formal and informal mentorship programs

now permeate most workplaces.[275] With this variety of applications so too has developed

a variety of trends, with some notably enduring longer than others. The common trait in

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[271] The Conference Board of Canada, "The Voices of Visible Minorities: Speaking Out on Breaking Down Barriers," *Performance and Potential 2003-2004*, (September 2004): 3.

[272] Georgia T. Chao, "Formal Mentoring: Lessons Learned from Past Practice," *Professional Psychology: Research and Practice* 40, no. 3 (June 2009): 314.

[273] Lisa C. Ehrich, Brian Hansford and Lee Tennent, "Formal Mentoring Programs in Education and Other Professions: A Review of the Literature," *Educational Administration Quarterly* 40, no. 4 (2004): 530.

[274] *Ibid*., 533.

[275] Georgia T. Chao, "Formal Mentoring: Lessons Learned from Past Practice," *Professional Psychology: Research and Practice* 40, no. 3 (June 2009): 314.

recent trends that have been found to be successful is somewhat obviously that they are programs that centre on the emotional as well at the developmental success of the protégé.[276]

The concept of, "Group Mentoring," is an example of a trend with endurance demonstrated in the academic, technological, and interestingly, in the youth-at-risk fields. This concept seeks to pair peers, or near-peers, and focuses on the psychosocial inculcation and sharing of ideas of employees in the late-Initiation and early-Cultivation Stage.[277] Group Mentoring is often applied in a manner where it is formally encouraged and supported by the organisation, but is led and executed by the employee-base in an informal setting and process which has arguably reduced the cost when compared to similar-size purely formal programs.[278] Group Mentoring can meet the millennial desires of access to information, access to curators and guides and provision of timely feedback, but might also have the propensity to devolve into group hangouts yielding little tangible benefit or development.[279]

"Anonymous Mentoring," is another concept that has caught on in the technological fields of late. Fostered around the idea that would-be protégés have electronic access to an anonymous mentor either inside or outside their organisation, Hernandez et al note that this method remains popular with the millennial demographic.[280] This format of mentoring largely removes the personal aspect yielding

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[276] Georgia T. Chao, "Formal Mentoring: Lessons Learned from Past Practice," *Professional Psychology: Research and Practice* 40, no. 3 (June 2009): 315

[277] James S. Hernandez, Kenneth G. Poole Jr, and Thomas E. Grys, "Mentoring Millennials for Future Leadership," *Physician Leadership Journal* 5, no. 3 (May/June 2018): 43.

[278] *Ibid.*, 43.

[279] Rose Oliveira, "Group Mentoring in Practice, " *Journal of New Librarianship*, no. 3 (2018): 377

[280] James S. Hernandez, Kenneth G. Poole Jr, and Thomas E. Grys, "Mentoring Millennials for Future Leadership," *Physician Leadership Journal* 5, no. 3 (May/June 2018): 43.

the benefits of not risking personal attachments, disagreements and disappointments, while suffering the disadvantages of lacking the intensity and personal gratification felt by in-person mentorship.

Playing to the millennial desires of use of technology for instant access to information and feedback, the most commonly applied anonymous mentorship programs last only between 6 and 18 months.[281] Organisations with high positional turnover (as experienced in the CAF annual posting cycle) and risk aversion would seemingly be good fits for programs such as this, and while it may seem counterintuitive to consider a program trending in emergent technology industries for the CAF, anonymous mentoring should be considered.

While there have been many tweaks to the mentorship program design laid out by Kram in 1983, few that have not focused on both the psychosocial and professional development of the protégé have survived. The current trends in industry of Group and Anonymous mentoring both seem to tend towards a less personal, or at least less intense form of mentorship and while this may seem to be a detriment to the psychosocial aspect, in the minds of the millennial it is not. With the majority of millennial communication conducted already online, it would make sense that this would be an area of comfort and would be therefore logical that mentorship forms that lend themselves best to this manner of communication would find a high degree of success in attracting millennials.

As executive-level leadership is becoming ever-complex in the modern business environment and competition for highly skilled executives becomes more fierce, many organisations and industries are investigating the utility of introducing formal or informal

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[281] Clarke Murphy, "What Makes a Successful CEO?" *Accountancy SA*, no. 11 (2018): 28.

executive mentorship programs.[282] Research in this area remains limited, and is perhaps a

result of the scarcity of subjects or the relative inclination, as previously explored, for

mid-career and later employees to resist being labelled as a protégé.[283] What research that

has been conducted however is promising with Authors such as James Moore and

Zhongming Wang providing evidence that executive-level mentorship can create

increased passion, and thereby commitment and retention of executives.[284] With

executive-level leadership in the CAF undergoing a period of turbulence and difficulty,

perhaps investment in mentoring at the executive level could offer solutions.[285]

  While not all mentorship trends have staying power, those that do seem to contain

the common factor of a focus on both the personal and professional development of the

protégé. Should the CAF look to institute a formal or informal mentorship program, it

would do well to reflect on the lessons learned by academia, business and government

programs of the past and also look to incorporate best practices from current trends. Most

applicable of these trends would seem to be group, anonymous and executive mentoring,

and there appear to be direct benefits to be had regarding recruitment and retention of the

talent the CAF needs.

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[282] Young-joo Lee and Jiwon Suh, "Managerial Development Programs fro Executive Directors and Accountability Practices in Nonprofit Organizations," *Review of Public Personnel Administration*, no. 38 (2018): 431.

[283] Gerard R. Roche, "Much Ado About Mentors," *Harvard Business Review* 57, no. 1 (February 1979): 20.

[284] James Hatch Moore and Zhongming Wang, "Passion in Executive Mentoring Influences Organizational Innovativeness," *Social Behavior and Personality*, no. 46 (2018): 228.

[285] Murray Brewster, "The Military's Sexual Misconduct Crisis is Turning into a National Security Problem, say Experts," CBC News, 1 April 2021. https://www.cbc.ca/news/politics/military-sexual-misconduct-1.5971495.

Mentorship Models in Allied Militaries

Keen to the benefits offered by mentorship programs, many Western militaries have incorporated formal, informal programs or in some cases a combination of both. While initially focusing on development and retention of talent, the United States Military (US Mil) Services have recently shifted to developing formal mentorship programs that ensure women and ethnic minorities receive the same access to high-quality mentors as their Caucasian-male peers.[286] Amongst the US Mil Services, the United States Marine Corps (USMC) model explained in its *Mentoring Guide,* is the most blunt and straightforward, but also best describes the blend of informal and formal programs

Amongst the remainder of the five-eye allied nations, the next most developed mentorship program is the Royal Australian Air Force's (RAAF). Tying effective, modern leadership directly to mentorship, the RAAF model is predicated on the, "Air Force's Adaptive Culture,"[287] whereby mentorship is a central tenant to their definition of transformational leadership.

Other well-development mentorship packages exist across the five-eyes including the *US Army Mentorship Handbook* (2005)*,* the *US Navy Mentoring Program* (2007), the *US Airforce Mentor Handbook* (2018) *UK Women in Defence Mentoring Programme* (2020) to name a few of note. While these programs may be well suited and applicable for their nations and services, the USMC and RAAF models are the most

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[286] Military Leadership Diversity Commission, *Mentoring Programs Across the Services,* (Arlington, VA: MLDC Press, 2010), 1.
[287] Royal Australian Air Force, *Air Force Mentoring Handbook,* (Canberra: Australian Air Force, 2015), 9.

straightforwardly applicable to the CAF and therefore of provide an opportunity to view
how and which mentorship techniques might be most useful for a CAF program.

Clearly laying out the roles, responsibilities and benefits to both the mentor and
(in this case) mentee, the *USMC Guide* codifies these roles outside of the direct chain of
command by providing the supervisors of the mentor and mentee specific and distinct
responsibilities.[288] Describing one process for both formal and informal mentoring, the
USMC Guide focuses on the building of mutual trust and stresses that the process will
take time and may not yield immediate results.[289] The model offers checklists, tips and
guides for selecting a mentor and mentee (Kram Phase 1: Initiation), offers performance
management tools and behavioral expectations for the relationship as it develops, (Kram
Phase 2: Cultivation) and even offers tips to amicably end the mentor relationship (Kram
Phase 3: Separation).[290]

By offering one model for both formal and informal mentoring, the USMC model
acknowledges the need for both and sets the conditions appropriately. By acknowledging
the personal nature of mentorship, the USMC model seeks to avoid the pitfalls of poor
starts, failed relationships and acrimonious endings and provides both ground rules and
tips and techniques for mentors and mentees. By not formally assigning the task of
mentor or role of mentee, but by describing both as distinct from the chain of command,
the USMC model does well to set the conditions for a naturally selecting approach.
Equally applicable to DP1-equivalent members receiving formal matching as to DP 4 or

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[288] United States Marine Corps, *HQMC Mentoring Guide* (Virginia: Director Marine Corps Staff, 2006), 6.
[289] *Ibid*., 11.
[290] *Ibid*., 16.

5-equivalent members seeking executive advice, the USMC model has many merits and is seemingly fitting of modern trends.

Going a few steps further by formally ensconcing mentorship into leadership doctrine the *RAAF Handbook* states that, "mentorship is a leadership behaviour."[291] The *RAAF Handbook* seeks to use mentorship as the key to unlocking the often complex theory of transformational leadership and further takes a protégé-centric approach stating, "It is not so much as what you can gain from the exchange, but the capacity you create for excellence in others by sharing of your time, experience and wisdom."[292]

As with the *USMC Guide*, the *RAAF Handbook* makes the case for mentorship, explaining the benefits to both mentor and mentee and laying out their specific roles and responsibilities.[293] Also in keeping with the *USMC Guide*, the *RAAF Handbook* explains one process for formal and informal mentoring though does not give specific examples of each and uses a four-step description of the Mentoring Process: "Initiation, Engaging, Sustaining and Closing."[294] In keeping with the protégé/mentee focus of their model, the *RAAF Handbook's* tips and techniques more apply to the junior protégé or junior mentor and may be overly rudimentary for DP 4 and 5-equivalent members, though no constraints are formally given based on DP-level.

The RAAF model provides a good example of an organisation that believes so deeply in the benefits of mentorship that it is deliberately woven into all aspects of its leadership and development programs. This level of dedication implies the associated

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[291] Royal Australian Air Force, *Air Force Mentoring Handbook,* (Canberra: Australian Air Force, 2015), 10.
[292] *Ibid*., 10.
[293] *Ibid*., 14.
[294] *Ibid*., 18.

resourcing and attention and would all but ensure the success of the organisation's mentorship programs. Proven contrarily, if an organisation could not deliver on what it considers to be a keystone leadership function, then it would be an organisation in trouble indeed.

With allied militaries seeking to collect on the benefits of mentorship by instituting programs of their own, the CAF stands to learn from their experiences. The USMC and RAAF approach of assigning one-model for both formal and informal programs, making the case for mentorship to their audience, assigning roles and responsibilities and providing tips and techniques for mentors and protégés along a pre-described path mitigates many of the risks described in Chapter 5 while setting the conditions for success of the program. While neither model deliberately seeks out the use of emergent technologies nor discusses their suitability with trending mentorship techniques, both models could seemingly be brought online and enable success (after minor developments) with group, anonymous and executive mentorship.

Summary

Having not yet, successfully and formally adopted a mentorship program the CAF is well positioned to absorb the lessons learned from programs attempted in academia, business, government and allied militaries. Should the CAF seek to implement a mentorship program it would do well to develop a program that suits the unique needs of the very women, ethnic minorities and of course millennials that it is seeking to recruit and retain. While the CAF will initially be unable to provide mentors of adequate proportional ethnic and gender representation, it the programs are well developed, this initial weakness can be overcome.

Staying in tune with emergent trends will be vital to the success of any mentorship program and as such, group, anonymous and executive mentoring applications must be considered. If focused on both the emotional and professional development of the protégé, modern techniques could be well integrated to the CAF and could match current programs in allied militaries. The benefit of the application of a single model for both formal and informal mentoring, at all developmental periods is debatable and bears further consideration. The final Chapter will seek to consolidate these lessons into a recommended mentorship model that will help to resolve the CAF's recruiting and retention concerns by maximizing the benefits of mentorship while mitigating the risks.

**CHAPTER 7 – CONCLUSION AND RECOMMENDATIONS:
MENTORSHIP IN THE CAF: A NEW APPROACH**

*In the CF, mentoring has always been an important characteristic of leadership. Senior
officers and senior non–commissioned members often adopt an informal mentoring role
by encouraging and challenging less-experienced members in their professional
development. Mentoring is also beneficial for the CF as an institution because it has an
impact on job satisfaction, effectiveness, productivity and retention.*

> \- Colonel Bernd Horn, Director Canadian Forces Leadership Institute
> *Canadian Forces Mentoring Handbook*

Overview

While the CAF does not currently teach a formal or informal mentoring program,
it has not been blind to the benefits of mentorship and has attempted to implement
programs many times and at many levels. Despite considerable research, resources and
support, each effort to date has failed to endure and failed to make a lasting impression
on the CAF developmental system. This Chapter will explore the previous efforts of the
CAF to implement a mentorship program, re-iterate the importance of re-invigorating
efforts immediately and use lessons learned from the literature review to make
recommendations for how the CAF might appropriately apply a mentorship program that
could in turn, greatly improve its recruiting and retention issues.

Why Mentoring Meets the Demographic Need

The CAF's ongoing, systemic and unresolved issues with recruiting and retention
have been discussed in Chapter 1. Exacerbating the concerns, the ongoing and
unstoppable shift in Canadian demographics will further erode the CAF's traditional
recruiting base while simultaneously creating an environment unwelcome to the desired
employees. While internal and external audits of the CAF have noted this concern,
resolution appears to be stubbornly out of reach.

As stated by Hershatter and Epstein, while, "Millennials may or may not be the next great generation, but they are certainly the next work force,"[295] and therefore represent the very talent pool the CAF seeks to recruit and retain. The attitudes and desires of this generation are perhaps the most researched of any to date and while the inclinations of, "the most ethnically diverse generation Canada has ever seen,"[296] may seem complex, the research bares out that they are resoundingly not. The millennial workforce demands access to technology, unfettered access to information, regular access to an organisational curator or guide, work-life-balance and constant feedback. Many of these desires the CAF is already well-suited to meet, but for most the employment atmosphere of CAF leaves millennials wanting. As millennials become the largest represented age group within the CAF workforce, there exists no perfect solution to align the CAF's operational climate with their studied desires, and therefore unconventional solutions must be examined.

While there exist examples of mentorship in the earliest known texts, it has only been in the last 40 years that mentorship has been studied academically for the purposes of practical application in the workplace. Many models have been developed for the stages of the mentorship relationship, though none are applicable to the CAF's Developmental Periods as that offered by Kathy Kram in her 1983 publication. Explaining the attitudes, desires and processes of mentor and protégé as they progress from Initiation to the Redefinition Phase, Kram's model offers direct linkages to the CAF's DP 1 through 5 with immediate applicability.

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[295] Andrea Hershatter and Molly Epstein, "Millennials and the World of Work: An Organization and Management Perspective," *Journal of Business and Psychology* 25, no. 2 (June 2010): 220.
[296] Laura Cooper, "Millennials," *Royal Bank of Canada Economic Update*, (October 2016): 4. http://www.rbc.com/economics/economic-reports/pdf/other-reports/Millennials-October%202016.pdf.

Benefits of mentorship programs became widely known, and therefore further studied, with the release 1978 of *Everyone Who Makes it Has a Mentor* by authors Eliza Collins and Patricia Scott and the applicability of increased employee performance, loyalty and happiness combined with the benefits of increased satisfaction and currency offered to the mentor has not been lost on employers since. The appropriateness of a mentorship program to the CAF's identified problems is most obvious when the benefits of mentorship are contrasted against the desires of millennials as mentorship provides the feedback, counselling and guidance so highly sought after and cultivates the loyalty so highly regarded in the operational environment of the CAF.

With tremendous upside, formally recognized mentorship offers considerable drawbacks which must be addressed. The intensely and unavoidably personal nature of the mentoring relationships offers obvious concerns for human resource management and appropriate mitigation demands significant resourcing and commitment and maturity by those involved in the relationship. Should mentorship be considered a solution, appropriate flexibility, patience and acceptance and mitigation of risk must be baked into its development and implementation.

With multiple examples of mentorship programs from business, academia, government and even modern militaries to choose from, the CAF is well-positioned to develop a program that works correctly, the first time. With such a seemingly tremendous advantage, it is surprising therefore that the CAF has not been successful in implementing neither a formal nor informal mentorship program. The common success factor of business, academia and allied military mentorship programs has been that of a focus on

both the emotional and professional development of the protégé, and it is through this lens that the CAF's failed mentorship programs should be reviewed.

CAF Failures to Implement Mentorship Programs

The 2005 publication of *Leadership in the Canadian Forces – Conceptual Foundations* contains the word, "mentor," and it's derivatives (mentoring, mentored) only seven times.[297] Listed as a "Major Leadership Function,"[298] under the dimension of Member Well-being & Success, *Conceptual Foundations* fails to provide a definition of the term or discuss, "mentoring," or, "mentorship," in more than a parenthetical manner.

Figure 7.1: Responsibilities of CF Leaders as articulated in *Conceptual Foundations*

Source: Department of National Defence, *A-PA-005-000/AP-004,*
Leadership in the Canadian Forces: Conceptual Foundations, Table 4-1.

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[297] Department of National Defence, A-PA-005-000/AP-004, *Leadership in the Canadian Forces: Conceptual Foundations* (Ottawa: DND Canada, 2005), 48, 49, 50, 55, 56, 74, 79
[298] *Ibid.,* 48.

It is not until the 2007 publication of *Leadership in the Canadian Forces:*

Leading the Institution that a CAF publication defines the term, "mentor."[299] While the

first six mentions of the term relate to the duty of leaders to be mentors to their

subordinates, it is not until the page 136 of the text and page 2 of the glossary that

Conceptual Foundations defines the term, "mentor." The first definition of the term is

descriptive and primarily focuses on executive-level mentoring:

> *Mentoring.* One of the most underutilized components in the arsenal for
> institutional leaders to address effective executive development, outside
> the structured group-learning format, is an institutional mentoring process.
> Through mentoring, the wisdom and experience of institutional leaders is
> passed to others, facilitating personal and professional growth for those
> being mentored.[300]

The arrival of this definition coincides with the *Conceptual Foundations* Chapter

dedicated to "Ensuring the Effective Succession of Institutional Leadership,"[301] and does

well to make the case for the benefits that could be accrued by an effective program.

While the *Conceptual Foundations* Glossary definition of, "mentoring," is broader and

contains a brief description of mentor and mentee, it fails to provide a guideline, setting

or model for the mentoring process.

> Mentoring. A supportive learning relationship, based upon mutual
> commitment, trust and respect, between an individual "mentor" who
> shares his or her knowledge, experience and insights with a less-
> experienced person, a "mentee," who is willing and ready to benefit from
> this exchange.[302]

Likely seizing on this apparent gap, Dr. Daniel Lagacé-Roy and LCol Janine

Knackstead published the *Canadian Forces Mentoring Handbook* in 2007 with the

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[299] Department of National Defence, A-PA-005-000/AP-006, *Leadership in the Canadian Forces: Leading the Institution* (Ottawa: DND Canada, 2007), 136.
[300] *Ibid.*, 136.
[301] *Ibid.*, 136.
[302] *Ibid.*, 155.

expressed intent to, "assist those interested in mentoring to understand the fundamental principles associated with effective mentoring relationships,"[303] and, "Its main objective is to raise awareness on the subject of mentoring as an integral part of leadership."[304]As at the time of their writing there existed no formal direction in the CAF on the mentoring process, other than the casual use of the term and its derivatives in *Conceptual Foundations* and *Leading the Institution*, Lagacé-Roy and Knackstead clarify the concepts and provide a foundation for a discussion on mentorship in the CAF.[305]

Compared to the contemporary versions of the *USMC Guide* and *RAAF Handbook,* the Lagacé-Roy and Knackstead *Mentoring Handbook* is rather long, offering a background on the history of mentoring and a detailed breakdown on the forms of mentorship before getting into the roles and responsibilities of the mentor and mentee. The *Mentoring Handbook*, in itself and as described by Lagacé-Roy and Knackstead, offers a complete guide for members of the CAF of any rank, offering both plain descriptions of the process and its benefits while also linking mentorship to the effective succession of institutional-leaders described in *Leading the Institution*.[306] But despite the *Mentoring Handbook*'s careful crafting and powerful messages, its lessons and models remain largely unapplied in the greater CAF and the *Handbook* exists distinctly outside of formal doctrine.

The 2014 Solo Flight Paper from (then) LCdr J.S.F Turcotte explains that, "the Canadian Military has been slow to implement formal mentorship programs,"[307] which

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[303] Department of National Defence, *Mentoring Handbook* (Ottawa: DND Canada, 2007), 2.
[304] *Ibid*., 2.
[305] *Ibid*., 3.
[306] *Ibid*., 2.
[307] J.S.F. Turcotte "Using Mentoring to Strengthen the Development of Naval Logistics Officers" (Joint Command and Staff Program Course Paper, Canadian Forces College, 2014), 2.

(then) Major Alison Lucas largely reiterates in 2019 Directed Research Paper by offering perhaps that the single model described in the *Mentoring Handbook* is not enough and that, "the CAF could greatly benefit from individual mentor guides that would serve the Canadian Army, Royal Canadian Navy, and Royal Canadian Air Force specifically."[308] While there exists no study that is both specific enough to investigate failed mentorship efforts in the CAF that is also broad enough to encapsulate all such efforts to date, it should be noted that successive generations of leaders have remarked on and agreed to the need for mentoring in the CAF, and the subsequent failure to provide it.

Recommendations

The time is urgent but also ripe for the CAF to investigate and implement novel approaches for its patent (and worsening) recruiting and retention problem. The implementation of a formal or informal mentorship program could be one such approach, and the benefits of similar programs, in similar organisations seem to align well with meeting the desires of the talent pool the CAF so desperately needs to attract. The question remains however, with noted examples of failure in implementation such a program dating back to at least 2007, how so could the CAF actually implement a program that works?

The easy answer in this situation would be to offer that this question demands further study. The second-order, and truthfully even the first-order effects of the wide scale implantation of a program as complex as mentoring on an organisation as large as the CAF are not obvious nor could the purported benefits be guaranteed. This accepted, what is clear from the study of mentorship, its benefits and weaknesses and its

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[308] Alison Lucas, "A Case for Mentorship: Developing a Practical Guide for the Aspiring Mentor" (Joint Command and Staff Program Course Paper, Canadian Forces College, 2019), 77.

application across multiple industries, is that not only are mentorship programs well-suited to offer a solution the problem at hand, but also that success is found in programs that focus on obtaining a balance of both the personal and professional development of the protégé.

It is clear that the implementation of a formal or informal mentorship program could assist the CAF in resolving its long beleaguered and deteriorating recruiting and retention problems. While the Lagacé-Roy and Knackstead 2007 *Canadian Forces Mentoring Handbook*, provides a tremendous blueprint, it is need of updating and resourcing. In the 14 years since its release, the CAF and its demographics have changed and the need for mentoring has become more acute. An updated *Mentoring Handbook* is long overdue and in keeping with (then) LCdr Turcotte and (then) Maj Alison Lucas' suggestions, a one-size-fits-all approach cannot be again expected to succeed.

Mentoring programs offer a way out of the human resource management hole the CAF has dug for itself, but any mentoring program considered must be focused on both the professional and personal development of the protégé and the modern trends that permeate business and like-industry. To do so appropriately, the mentorship program must consider Kram's Phases of the mentoring relationship as they apply to the CAF's professional development program and Developmental Periods. It would stand to reason therefore that a multiple, or at least blended, model solution be investigated whereby mentorship programs being considered are developed with a view to being either distinct to developmental period or are at least created adaptable to fit the need of the relationship at various times.

Indeed such solutions require further study. The process for how a newly enlisted Private or Second-Lieutenant could receive consistent mentoring until such a time as they achieve their terminal rank or retire is neither simple nor obvious. However, the CAF is losing the war for talent as millennials look elsewhere for employment, and despite appreciable attempts and academic attention, mentoring in the CAF has failed to land. As Canadian demographics change, the time is running out for the CAF to get this right, though there remains hope.

While much maligned in the popular media, the millennial generation are perfectly attuned to be receptive to these efforts and,

> naturally align themselves with the kind of objectives outlined in strategic plans: they are optimistic about the future of their companies, they value teamwork and community, they want to engage with customers, and they care about corporate missions and objectives.[309]

It is precisely this care, devotion, loyalty and drive that mentorship programs can foster and foment. If the CAF can crack the code on developing a protégé-focused and adaptable mentorship program that mitigates the risks and balances the operational demands against the inherent desires of this generation, it will have provided an unconventional solution to the seemingly impossible recruiting and retention problem indeed.

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[309] Andrea Hershatter and Molly Epstein, "Millennials and the World of Work: An Organization and Management Perspective," *Journal of Business and Psychology* 25, no. 2 (June 2010): 217.

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