

Mentorship in The Royal Canadian Regiment
by

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Abstract

In the Canadian Armed Forces, leadership is essential for the conduct of endeavours, which sometimes involve life and death. Consequently, leadership development is important.

Mentorship is viewed as a component of leadership and its application is often seen as a long-term way of growing leaders. The Royal Canadian Regiment (RCR) is a unit of the Canadian Army and ostensibly employs mentors. This study sought to answer the question: *How might reflection and interactive dialogue on mentorship by various ranks of the Royal Canadian Regiment enhance leadership?* The study was conducted using insider action research and relied on interviews and a focus group to achieve data collection. The study adheres to the Royal Roads University Research Ethics Policy as well as the Department of National Defence's Defence Administrative Orders and Directives on research. The findings highlighted that informal mentorship was variably occurring, however, as access to mentorship was unequal, it was recommended that a formal program be initiated.

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Dedication

I would like to dedicate this work to the junior infantry soldiers and officers who ultimately must “take the trench” and in so doing bear the brunt of fighting and its reverberations – it is not an easy thing. I have walked the path before you and, as my time as a soldier closes, I hope to make your journey a bit brighter and more memorable.

I would also like to dedicate this work to my family, you inspire me and keep me going. Especially deserving of dedication are the three musketeers – Juliette, Carter, and Emméline – you remind me of how important the future is and that influencing the future starts today.

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List of Abbreviations

Abbreviation	Meaning
CA	Canadian Army
CAF	Canadian Armed Forces
CANSOFCOM	Canadian Special Operations Forces Command
DND	Department of National Defence
FG	focus group
IAR	insider action research
In Tm	inquiry team
NCO	non-commissioned officers
RCAF	Royal Canadian Airforce
RCN	Royal Canadian Navy
RCR	Royal Canadian Regiment
RRU	Royal Roads University
Sr NCOs	senior non-commissioned officers
SSRRB	Social Science Research Review Board

Chapter 1: Focus and Framing

In the world of the Canadian infanteer (i.e. an infantry soldier) combat is the pinnacle of performance that demands mastery of oneself and groups of people potentially locked in life and death endeavours in pursuit of their goals. These situations demand extraordinary leadership to bring out the best in people under extreme circumstances. Leadership, however, is not a finite event limited to “fire and forget” application. Beyond the episodic extremes of combat that require direct leadership, today’s military needs engaged leadership that is aligned with ongoing commitment and care. One way of achieving meaningful, long-term connection between individuals, groups, and institutions is to lead through mentorship. For infanteers of the Canadian Army (CA), mentorship is desirable, yet unlike combat leadership that is a focus of training, its application and achievement is variable.

This thesis project centered on a partnered approach to examine how mentorship is practiced in the Royal Canadian Regiment (RCR), the regiment under which I serve in the CA. As a long-standing member of the Canadian Armed Forces (CAF) and the RCR, my interest in the project is staked in the organization’s different approaches to leadership and variation in leader development that I have witnessed during my service. More specifically, my experience has shown that while significant effort is made to achieve effective leadership in pursuit of core roles, investment in other approaches in the spectrum of leadership is less determined. The result of this is missed opportunities to strengthen loyalty, commitment, and connectivity to the organization, which negatively impacts key human resource matters such as development and retention. I am a proponent of the values and principles of the regiment and because my remaining service time is limited, I am drawn to improving the potential of its leadership system

in pursuit of my leadership philosophy, which centers on servant leadership (Jackson & Parry, 2011, p. 121). Before delving into the specifics of leadership research, it is important, at this point, for me to contextualize the genesis of my curiosity and subsequent inquiry.

I have been in the Canadian Army for all of my adult life, both as a non-commissioned officer and as a commissioned officer. In fact, including my service as a cadet prior to joining the military, I have spent the majority of my life exposed to hierarchical concepts of leadership. As a freshly promoted captain in the RCR, I was posted away from the regiment's fighting battalions to one of the army's skills schools in the late 2000s. This was in line with the army's officer developmental model and was intended to broaden my knowledge and understanding of the system outside of the jobs specific to the infantry battalion fighting echelons.

While I was eager to take up responsibilities associated with running advanced training at a school, I was also excited to learn the regiment employed "mentors" – senior personnel – who, in my limited understanding, were meant to act as a conduit between developing soldiers and officers and those responsible for their careers. Rather than navigating uncharted career and development territory by myself, the appointed individuals, for me, offered the hope of access to sage advice, insight, and a confidant. Unfortunately, I was to learn that the individuals assigned to the roles were not, for the most part, interested in the wellbeing or development of those reporting to them, rather their interest primarily surrounded clerical matters concerning postings and desired training. That said, I deduced that the misunderstood focus was not the fault of the individuals; it was a consequence of a misleading system.

In addition to my disappointment at a lack of dedicated development support, I was also shocked by examples of poor leadership I experienced or witnessed with leaders inside and

outside of the regiment. This was true of leaders at various ranks – junior non-commissioned officers, senior non-commissioned officers, junior officers, and senior officers. It seemed that despite being an organization that prided itself on leadership, the CAF, Canadian Army, and its units were not immune to errant leadership – a reality that has recently played out over the media. That led me to wonder if there was perhaps some connection between what I perceived as missing mentorship and the occurrences of poor or unacceptable leadership. It was not to say that all leadership I experienced or witnessed was negative, there were many examples of great, positive leadership but, given my understanding of leadership development, I found the incidences of poor leadership to be perplexing. Ultimately, those problems, and ones I later experienced, stuck with me and I came to believe that increased knowledge of mentorship would pave the way for the RCR’s stakeholders to enhance current practices to the benefit of the regiment, its members, and the CAF.

The study is accordingly systems-oriented, aimed at the regiment as part of the greater CA system, which itself is nested in the higher CAF and Department of National Defence (DND) hierarchy. The relevance of mentorship to these systems is reflected in an increased organizational focus on strengthening the relationship between the CAF and those who serve in its ranks; a theme that transcends the institution’s multiple levels and is reflected in initiatives such as the one dubbed “*The Journey*” (Major C.A. Moule, personal communication, 2 May 2019). Finally, like the greater CAF, in order for the RCR to afford meaning and retention among its members, the organization must renew its approach to better enable long-term associations. Increased leadership through enhanced mentorship carries the promise of helping to achieve this end.

From the perspective of the RCR, mentorship flows across systems, generations, and sub-organizations. Accordingly, efforts to better understand its application can be leveraged to improve engagement throughout the regiment's interconnected networks. In this light, research to increase awareness and understanding of interaction, communication, commitment, and the potential for increased development through mentorship will benefit the various strata of the regiment. Moreover, the link between leadership, mentorship, relationships, and meaning that are resident in the RCR's engagement approach can be examined through a series of questions aimed at illuminating the potential for positive change.

The principal question is: *How might reflection and interactive dialogue on mentorship by various ranks of the Royal Canadian Regiment enhance leadership?* From this question flows a number of related sub-questions:

1. *How is mentorship currently performed in the RCR and what are its aims?*
2. *What are the mechanisms by which members of the regiment achieve access to effective leaders who act as mentors within the regiment's strata?*
3. *In what way(s) does mentorship help strengthen mentors and mentees against the challenges of engagement, retention, motivation, and connectivity to service life?*
4. *How did mentee and mentor pairs in the RCR overcome the barriers to engagement around mentorship?*

Significance of the Inquiry

The RCR prides itself on leadership at all levels and has a storied past as Canada's senior regular force infantry regiment. Like the remainder of combat arms units in the CAF, RCR soldiers and officers are trained to lead in the most difficult environments, especially in

combat (The Royal Canadian Regiment, n.d.). The regiment and its leadership have historically been successful in battle; however, leadership is not confined to the world of combat. Both the CAF and RCR leadership face challenges in recruiting, providing meaningful engagement, and retaining people (News & Canada, 2016). Meaningful work in the CAF is often the bridge between recruitment and release, and, in the contemporary human resource landscape, it provides some with motivation and a sense of purpose that is linked to well-being. Accordingly, the increased recruiting effort currently underway by the CAF in pursuit of boosted personnel levels will be for naught if qualified people leave shortly after they are trained.

Losing qualified people increases workload and training pressures while diminishing capability as well as a return on training investment. Within the RCR the senior non-commissioned officers (Sr NCOs) at the rank of sergeant and the junior officers at the rank of captain are critical to the long-term health of the regiment. These cohorts are the working ranks within the NCO and officer corps respectively and improved consideration of these service members has the potential to build on their affiliation with and therefore connection to the system. Having programs in place that support a return on investment in personnel and their well-being over the long-term helps to minimize turnover and its associated pressures (Rothausen et al., 2017). Consequently, it is important for the RCR to continuously seek improvements to the way it operates in order to adjust and stay competitive in a constantly changing world. In this light, research has shown that investment in mentorship as a component of leadership is beneficial in many ways (Allen & Eby, 2007). Refinement of the regiment's mentorship framework, therefore, has the potential to build greater individual and organizational resilience through improved engagement.

The significance of mentorship in providing meaning and connectivity is recognized in the CAF's efforts to institute programs like *The Journey* that seek to achieve life-long bonds with people from recruitment, through service, to retirement, and beyond. That effort, for example, was in response to shortfalls in service personnel and a growing disconnection between the broader CAF community and ex-service personnel who are joining military associations, like the RCR Association, in declining numbers (DND, 2017, June 7). Therefore, changes to the way relationships are enabled must be initiated to strengthen the chances of life-long connections between the RCR, those who currently serve in it, those who have served in its ranks, and those who are yet to join.

Additionally, while it is important for the Canadian military to pay current attention to connectivity among the institution and its members, it must do so in concert with the cornerstone of readiness. As the Chief of Defence Staff, General Eyre, stated, "The world is getting more dangerous every day and we need to be ready for it" (Burke, 2022). Aggression continues to surface around the world and Canada's military must be ready for its military commitments today and into the future. This implies not only flexibility but also endurance in the form of retention as a sign of resilience. Key to long-term commitment is a sense of belonging because people who feel they do not belong, do not readily identify with the organization they are in, which promotes a lack of affinity and greater turnover. Thus, not only does further investment in the RCR's approach to mentorship have the potential to benefit its comprehensive membership, it also stands to profit Canada's ongoing security needs through a strengthened system that is aligned with the core operating aspects of the CA, the CAF and DND.

Organizational Context and Systems Analysis

In order to understand the RCR's form, structure, and purpose in the interconnected military web, it is important to contextualize its adjoining greater and lesser systems. The military branch of the DND is the CAF, which is a system of systems and is comprised of parts including people, units, formations, and equipment. Its central mandate is the protection of Canada encompassing its people, government, values, and interests both domestically and abroad (DND, 2009; DND, 2013). Critical to these tasks is the ability of leaders to lead people well, especially under extreme circumstances (DND, 2005b). This is achieved through a values-based approach to leadership (DND, 2005b, p. 10) that is in line with DND's and the CAF's core values of loyalty, courage, integrity, stewardship, and, excellence (DND, 2019b).

Under the CAF, the CA is responsible for the conduct of the spectrum of land operations from domestic operations to high-intensity combat (Canadian Army, 1999; DND, 2008). In addition to values alignment with the CAF, the CA has the combat arms, which includes the infantry, artillery, armoured, and engineer trades that are traditionally responsible to conduct combat operations. These units are structured around an affiliation mechanism known as the regimental system that acts as a fabric of functional cohesion (Ridler et al., 2021). The RCR, achieves internal governance through the regimental system (The Royal Canadian Regiment, 2017) and leadership is instrumental to its functioning (DND, 2005a; The RCR, 2017). In addition to the governance of the in-service regimental framework, the RCR Association, while external to the CAF, is governed by rules and regulations that are similar and parallels those of the substantive organization (RCR Association, 2018). To understand the RCR and its connectivity to greater organizations and its sub-components, it is worthwhile to consider scale.

The CAF's networked systems descend in size and complexity against increasing detail at the strategic, operational, and tactical levels. Strategically, the CAF is authorized a total of 71,500 regular force personnel distributed between the CA, the Royal Canadian Navy (RCN), the Royal Canadian Airforce (RCAF), and Canadian Special Operations Forces Command (CANSOFCOM) (DND, 2013). Additionally, the forces maintain a reserve component, which numbers approximately 30,000. For the CA, the bulk of its 22,500 regular force and 21,500 reserve force personnel are focused on the conduct of land operations (Canadian Army, 1999). While this does not preclude army personnel from being employed in support of the other elements, army-centric undertakings normally focus work through functional groups known as brigades (DND, 2017c).

The CA has a vision, mission, and role that centers on working with allies, other governmental departments, and agencies to achieve its mission of producing "combat effective, multi-purpose land forces to meet Canada's defence objectives" (Canadian Army, 1999). Army brigades are distributed across Canada with each containing approximately 4,800 personnel (DND, 2017c, p. 36). The RCR, and its sibling regular army infantry regiments, form a major part of the brigades that are headquartered in Petawawa, Edmonton, and Valcartier respectively. Each regiment is further divided into sub-component elements, which are called battalions (Canadian Army, 1999).

The RCR is comprised of three regular force and one reserve battalion. Of the three regular components, the first battalion (1 RCR) and the third battalion (3 RCR) each number approximately 550 personnel and are stationed in Petawawa, Ontario. The second battalion (2 RCR) numbers approximately the same number but is located in Gagetown, New Brunswick

while the fourth reserve battalion (4 RCR) is located in London, Ontario (Canadian Army, 1999; The RCR, n.d.). Added to these entities is the RCR Association, whose membership is comprised of former members of the regiment who are affiliated with branches across the country (Major-General retired, J. Cox, personal communication, 3 May 2019). While total battalion strengths may be somewhat asymmetric, each battalion is comprised of further sub-units called companies, that number approximately 120 soldiers and officers (DND, 2008). Thus, while not altogether homogeneous, these sub-components achieve organizational flexibility through standardized approaches rooted in army and regimental ethos and culture (DND, 2009; RCR, 2017).

Although CAF values are purposefully aligned with greater departmental and Canadian values; RCR values and culture support system ethos and are moulded through training, socialization, experience, and influence (DND, 2009, p. 32; RCR, 2017, pp. 30-32). These foundational activities are exerted by leaders at all strata across the organization. In this light, value conformity is developed rather than recruited. This is reflected in CAF recruiting efforts, which are historically focused on types of appealing jobs rather than character fit with service values (Careers | Canadian Armed Forces. (n.d.)). Once recruited, the effort to shape archetypes is systems-oriented starting with CAF-level training before army and regimental training shape identity (DND, 2009). Interspersed in this process is the influence of leaders through varied formal and informal leadership practices (DND, 2005a). Ultimately, training recruits represents a significant investment of time, resources, and capital aimed at integrating people into overlapping systems. While this works to produce soldiers, sailors, aviators, and special operators that are capable in their jobs, today's approaches are being modified to focus on long-

term care of personnel to increase affiliation and retention return on investment (DND, 2017a, p.20).

Though recruiting will help meet the human resource challenges of growing CAF numbers as envisioned in the Defence Policy (DND, 2017c), simply bringing people into the organization is not enough. Budding programs and initiatives like *The Journey*, are being established at the strategic level (Major C.A. Moule, personal communication, 2 May 2019) and linked to policy to affect enduring connectivity, affiliation, and retention. This increased care traces its roots to the conflicts of the Balkans and Afghanistan where Canadian soldiers were deployed in challenging situations. Although these missions were not solely combat-focused, both were significantly dangerous and complex. As operational casualties related to each mission surfaced in the media, the well-being of members of the CAF became increasingly scrutinized. In fact, a rise in instances of suicides as a result of service, was a catalyst that energized CAF initiatives aimed at improving care of service members and veterans (Bogart, 2017).

As instances of negative stigma mounted, efforts to better support CAF members and veterans increased. For example, cases of homelessness among the veteran population were a troubling spectre for the Canadian public that had re-established meaningful interest in the Forces since its abatement started in the 1960s (Canada, Veterans Affairs, 2019; Sheldon et al., 2016). Additionally, with above average incidents of suicide or attempted suicide amongst serving and retired members, there is currently an emphasis on programs such as the Joint Suicide Prevention Strategy (Government of Canada, n.d.) aimed at helping currently serving and retired members. The program formalizes a joint effort by the CAF and Veterans Affairs Canada to synchronize their efforts to “make a major difference in reducing suicide risk for the

benefit of all CAF members, veterans, and their families” (Government of Canada, n.d.). In addition to the impact on service members, families often suffer as unintended victims of the negative outcomes of service life. The recognition of the importance of family and its balance is echoed in additional efforts to articulate how their synchronization can affect overall experience. The CAF’s effort to clarify the issue of balance is reflected in publications like *The Homefront* (Dursun et al., 2018). This publication highlights the links between a service member’s family and the member’s readiness to complete tasks such as operational deployments (DND, 2018). Still, despite programs aimed at taking better care of people, recruiting and retention remain a challenge in the CAF and, by extension, the RCR as well (Bremner & Budgell, 2017). As with other parts of the CAF, the strain produced by unbalance causes increased stress, which negatively impacts well-being as dissatisfied members of the regiment release to find alternative work, further aggravating the issue of organizational capability sustenance.

Retention in the CAF is often linked to satisfaction or dissatisfaction and is an area of interest for its stewards (Major C.A. Moule, personal communication, 2 May 2019). According to Bremner and Budgell (2017), the relevance of retention to leadership is that it is linked to meaningfulness and fulfilment. In order to affect this sphere, Military Personnel Command (MPC) – the strategic human resources component of the Forces – has re-focused its efforts in reforming a number of approaches to areas of concern including recruiting, employment, health and wellness, support to military families, culture, diversity, transition in and out of the Forces, and lasting affiliation (Major C.A. Moule, personal communication, 2 May 2019). In sum, these key areas are meant to focus efforts toward retention of the CAF’s most valuable asset – it’s people (DND, 2017a). To that end, initiatives like *The Journey* reflect CAF efforts to better

connect people with the institution, emphasized by its definition as, “A QUEST for CONTINUOUS IMPROVEMENT in the way we care for members of the CAF and their families. It is...underpinned by a sense of compassion and responsibility. It...recognizes that people are at the core of everything the CAF does” (Major C.A. Moule, personal communication, 2 May 2019).

The link between CAF efforts to look after its members and its ability to achieve its overarching mission is inclusive of multiple levels and networks that must mesh with a systems approach. At the lower-systems end, the RCR must find ways that realize goals in practical, meaningful ways that address lines of effort for care that are congruent with higher-level ambitions associated with enterprises like *The Journey*. Related to achieving positive change, a culture of leadership supported by mentorship has the promise to positively impact family support (personal and regimental), employment, wellness, retention, and enduring affiliation through a greater investment in meaningful engagement. Thus, if mentorship results in increased care for member well-being, reinforces ties between members of the RCR, their families, and the institution, and strengthens service to Canada, as valued in Regimental Standing Orders (RCR, 2017, p. 34), then research that aims to realise its positive potential is merited.

Overview of the Thesis

The thesis is organized into five chapters that seek to introduce the question to be answered, the literature that surrounds the topic of interest, the methodology, methods, and data collection procedure, as well as the conclusions, recommendations, and implications of the study. In greater detail, Chapter 1 lays the context by defining that leadership within the RCR is not strictly or routinely confined to leadership under combat. The chapter introduces the central

question of how dialogue on mentorship within the RCR can improve leadership. Chapter 2 introduces relevant literature by way of a literature review. It is intended to present the reader with some of the key academic and professional discourse on the related topics. Chapter 3 acquaints the reader with the methodology type used to conduct the research. Additionally, it highlights data collection methods, a description of the participant base as well as how the study was conducted and any ethical considerations. Chapter 4 focuses on the findings, which resulted from the data as well as the conclusions which flowed from the findings. Finally, Chapter 5 makes recommendations related to the study findings and conclusions, which in turn are examined against organizational implications of implementing the recommendations or not. However, before moving into the compelling data and testimony of participants, it is prudent to review the applicable literature in order that the reader have a clearer understanding of attendant concepts.

Chapter 2: Literature Review

Mentorship, like many words can mean different things to different people depending on perspective, understanding, and experience. Even within a single organization, varied culture can lead to heterogeneous thought on the phenomenon. Consequently, to understand the significance of mentorship, it is imperative to first review definitions of the term, and, having a common understanding, we can then focus on how mentorship relates to the greater idea of leadership. Finally, by understanding the relationship between the two concepts, we can then look at the importance of mentorship in relation to the benefits it offers. With an understanding of what mentorship means, how it relates to leadership and why it is important, we can begin to turn our attention to the function mentorship currently serves in the Royal Canadian Regiment (RCR). In particular, it will be worthwhile to examine any synergies between its use in the regiment and the CAF's efforts toward long-term welfare of personnel. However, before we examine those broader contexts, let us delve into the foundations of mentorship.

Definitions

Mentorship has its origins in mythology and is commonly attributed to the story of Odysseus who left his son, Telemachus, to the care of Mentor (Allen et al., 2004; Murray, 2001). Not only did Mentor care for Odysseus' family affairs, he also ensured that Telemachus was raised in a familial, parental manner where guidance, advice, wisdom, and the benefit of life experience were afforded (Murray, 2001). Thus, there are several functions that may be similar or overlap but are often seen as different. Haggard, Dougherty, Turban, and Wilbanks (2011) assert that there are various definitions of mentorship and, according to the authors, there are over 40 different meanings in use (p. 280). Although a paternalistic view may focus on age

differences, more traditional definitions tend to focus on experience and seniority traits. As Ghosh (2014) summarized, “Traditionally, mentoring has been defined as an interpersonal relationship where senior and more experienced organizational members provide support to junior or lesser experienced organizational members” (p. 367).

Haggard et al. (2011) contend that the challenge is to ensure a definition of mentorship is not “so vague as to leave room for considerable interpretation” (p. 287). On the contrary, “using a more explicit and specific definition will likely result in fewer self-identified protégés as the restrictions on...characteristics...are increased” (p. 287). Haggard et al. (2011) further summarize some of the definitions that have been used in research (p. 285). Therefore, there are variations in what is meant by mentoring, mentorship, and the boundaries that define their relationships and functions. However, regardless of a broad or more narrow definition, it is important to note that many researchers including Ghosh (2014), Haggard et al. (2011) and Ensher and Murphy (2011), among others rely on Kram’s (1985) career and psychosocial support functions as a baseline to assess mentorship work being done. For example, Haggard et al. (2011) posited that “researchers see career functions as more consistent with workplace mentoring relationships than psychosocial functions” (pp. 288-289).

Those functions are further refined through what Haggard et al. (2011) refer to as specificity or sub-sets of the two. On the one hand, *career functions* are associated with “sponsorship, exposure and visibility, and challenging assignments” (p. 288). On the other hand, *psychosocial functions* include “counseling, friendship, acceptance, and [values] confirmation as subsets” (p. 288). Similarly, Allen, Eby, Poteet, Lentz, and Lima (2004), assert that in a mentorship dyad, a protégé’s rise in an organization is dependent on “sponsorship, exposure and

visibility, coaching, protection, and challenging assignments. [All] due to the senior person's position, experience, and organizational influence," which aids the junior person's career by helping them to gain exposure, navigate organizational life, and achieve promotion (p. 128).

The focus on career versus psychosocial aspects of mentorship is notably in line with the RCR's current mentorship programme, which is primarily concerned with the careers of the regiment's members without much attention to the psychosocial function and its associated benefits (The Royal Canadian Regiment, n.d.). In this vein, Haggard et al. (2011) note that just because a mentor is present, does not mean that the mentorship functions are occurring (p. 284). Still, within the context of a mentoring relationship, while function is relevant, form is also important. Haggard et al. (2011) identify three key attributes that are helpful in distinguishing mentorship from other developmental relationships such as coaching, teaching, counselling, and advising (p. 292). According to the authors, the attributes of "*reciprocity, developmental benefits, and regular/consistent interaction* over some period of time" are key distinguishing features of mentorship (p. 292). These characteristics delineate diversification within the construct by clarifying that mentoring can be varied. For example, mentorship can be achieved in a formal or informal setting (Haggard et al, 2011) or as Murray (2001) noted it can be enabled through planning or can occur by happenstance. Accordingly, these characteristics underly varying mentorship types as well.

Eby, Allen, Evans, Ng, and DuBois (2008), for example, define three types of mentorship: youth, academic, and workplace (p. 255). While youth and academic mentorship are focused on the improvement of social functioning, academic performance, and student retention, workplace mentoring increases personal and career development networks (Eby et al., 2008, p.

257; Kram & Ragins, 2008). In the case of the CAF, mentorship is considered a sub-component of leadership and therefore is workplace-centric, aiming to affect personal and professional development in an organizational context (DND, 2005b). Aside from its various defining aspects, mentorship is frequently used interchangeably with advising, coaching, and counselling (McWilliams & Beam, 2013).

While these terms are complimentary, it is important to note that mentorship is an umbrella term that incorporates aspects of each (Lagacé-Roy & Knackstedt, 2007). In terms of Haggard et al.'s (2011) attributes, mentorship is commonly associated with formal or informal relationships that are often lasting (Chao, 1997; Ensher & Murphy, 2011). Conversely, advising is normally associated with giving a recommendation ("Advising | Definition of Advising by Merriam-Webster," n.d.), which is generally episodic. Similarly, while advising can link existing skills and interests, coaching is frequently associated with skill or performance improvement. Additionally, counselling is often linked to wellness, growth, and career development (McWilliams & Beam, 2013). Taken individually, even though these functions may seem synonymous with mentorship aims, their lack of socialization is a key difference (McWilliams & Beam, 2013). Furthermore, mentorship relationships are characteristically meaningful, enduring, and often benefit both individuals and organizations while advising, coaching, and counselling usually give discontinuous guidance that is primarily focused on individuals receiving the attention (Marcdante & Simpson, 2018, p. 228).

For the purpose of this research, mentorship, as a sub-component of leadership, can be described as a one-to-one relationship (formal or informal) that involves a reciprocal social exchange between a protégé (a less experienced person) and a more experienced mentor, who is

typically senior. It is an enduring relationship that can be enacted through various means (in person or via media) and aims to produce developmental benefits linked to the protégé's career and well-being. It supports a learning partnership that affects both parties where ongoing and consistent interaction distinguishes it from irregular personnel management. Correspondingly, because mentorship is often associated with long-term development of individuals for organizational benefit, it can be linked to long-term leadership development.

Leadership

As the RCR is part of greater systems, it is worthwhile to note that Canadian military leadership is values-based and geared toward development of leaders (DND, 2005a). Interestingly, while the development of leaders in the organization is a leadership consideration, mentorship is sparingly mentioned in foundational development material. This is surprising since mentorship is common in leadership programs (Solansky, 2010) and from an organizational perspective, leadership is key to success across ongoing and future CAF activities. In fact, leadership and its promotion are so fundamentally important to the institution that it is embedded in doctrine, which defines how leadership is strategically achieved in the service. Underlying the CAF's strategic aims is the requirement of leaders at various levels to lead people or the institution, but not in ways that are exclusive of each other (DND, 2005a, p. 4). Leading people and therefore the institution require, among other things, an understanding of their desires, motivators, and satisfiers and the counters to these. Consequently, not only is leadership relevant to immediate, short-term activities; it also applies to the long-term involvement and development of people (DND, 2009).

An expectation of leaders in the long-term is that they will steward the institution by looking after resources such as people (DND, 2009). Part of that responsibility revolves around taking care of individuals, their families, and their developmental growth towards increased skill, experience, and expertise. Not only are these designs important for maintaining routine effectiveness, they are also vital to the long-term health of the Forces. The interplay between leadership and long-term stewardship is not limited to the military. In fact, there is recognition in many sectors that the horizon health of organizations is linked to the stewardship of leadership. For example, Collins (2001) in his study of performance variability in companies, speculated that a key part of successful business practice was instituting programmed development of future leaders. The author noted a positive correlation between long-term leadership development and aspects of organizational health, such as retention (Collins, 2001).

Similarly, leadership-centric literature supports the benefits of long-term leadership development for the common health of individuals and their organizations. For example, Kouzes and Posner (2012) affirm that a values-based approach to leadership is essential for a culture of inclusivity and a feeling of belonging among employees. Promoting leadership culture that is characteristic of this does not occur by happenstance, rather it must be planned and imbued in an organization's cultural outlook (Kouzes & Posner, 2012).

From the perspective of leading people, the CAF identifies 12 principles of leadership (DND, 2005b). Many of these tenets are reflected in practices that are associated with effective mentorship relationships. For example, Eller, Lev, and Feurer (2014), identify eight key components of mentorship (pp. 817-818). These correspond to several CAF leadership principles (DND, 2005b, p. 32). For example, "lead by example" is consistent with role-modelling (DND,

2005a; DND 2005b). Similarly, open communication mirrors “keep subordinates informed” (DND, 2005b, p. 32). Additionally, development of subordinates is explicitly stated as “Mentor, educate and develop subordinates” (DND, 2005b, p. 32). While CAF doctrine contains limited definitions of mentorship beyond the institutional level, there are a number of mentorship research constructs from customary to more contemporary that provide a range of context.

Ensher and Murphy (2011) identify peer, step-ahead, and traditional mentoring as three additional types of mentorships. Traditional mentorship can be thought of as a dyad relationship that is characteristically formed in a workplace between a junior, less experienced person and a senior, more powerful person (p. 255). Peer and step-ahead mentorship relationships, on the other hand, are less common but still prevalent. As Ensher and Murphy (2011) note, “A peer mentor is typically at the same organizational level or holds equivalent professional status to their protégé” (p. 255). A step-ahead mentor is an individual “who is one level above the protégé” (Ensher & Murphy, 2011). Anecdotally, the step-ahead definition fits well with informal mentorship relationships that commonly occur in the CAF, CA, and the RCR.

Although most mentorship within the RCR and CA occurs informally, once personnel are promoted to the rank of chief warrant officer or colonel and beyond, their leadership development becomes more institutionally focused (DND, 2007). The link to the importance of mentorship to a system is reflected in Haggard et al.’s (2011) assertion that research points to the benefits of development networks for mentorship beyond the individual level (p. 296). Regarding the RCR, incorporation of mentorship in a networked, systems approach stands to benefit individuals and the organization as a potential transformational vehicle. Like mentorship, leadership has many definitions.

The CAF's definition of leadership hinges on influencing people (DND, 2005b, p. 3). Conversely, Roupnel, Rinfret, and Grenier (2019) view leadership "as a capacity serving to transform ways of seeing, thinking, and acting so that the group may adapt to the various challenges confronting it" (pp. 127-128). Additionally, the authors assert that "leadership may also be considered as a process of reciprocal social influence in which various actors actively interact with one another for the purpose of accomplishing a collective objective" (p. 128). Finally, in agreement with the tenets of CAF doctrine, Roupnel et al. (2019) reaffirm that "leadership is not merely an individual phenomenon but is, instead, a complex phenomenon" involving both individuals and their organizations (p. 130).

Mentorship Benefits

Leadership and mentorship in the workplace are seen as long-term occurrences related to employee well-being. Notwithstanding the psychosocial function of mentorship, the career function of mentorship is relatable to leadership, in part because of the focus on the health of the organization. The importance of intertwining both leadership and mentorship can be found in contemporary literature. For example, Hawkins and Fontenot (2010), highlight the requirement for developing future healthcare leaders through mentorship programs. The authors note variations in mentorship style with some mentors having a style oriented toward a stress-centric approach, while others are more nurturing (p. 32).

Regardless of potential negative outcomes that may be associated with it, mentorship is generally observed as having benefits for both mentors and protégés (Eby et al., 2008; Eby et al., 2010; Ghosh & Reio, 2013). See Appendix A for a comparative table. In referring to several studies, Haggard et al. (2011) note that mentoring has benefits associated with increased pay, job

satisfaction, and promotion outcomes for those being mentored (p. 281). Ghosh and Reio (2013) support this position by adding “sponsorship, coaching, visibility, protection, and challenging work assignments” to the benefits list (p. 107). While this may be true, it is important to note that Murray (2001), among others like Eby, Allen, Evans, Ng, and DuBois (2008), assert that not all people have the opportunity to benefit from mentorship. Unless mentorship is facilitated – that is formal or planned versus informal or happenstance – there are individuals who will miss out on its benefits (Murray, 2001).

While the majority of mentoring definitions focus on the career function of mentorship, the psychosocial function is alternatively important, although not as frequently referenced in commonly used classifications of mentorship (Haggard et al., 2011). Additionally, in the psychosocial function, persons in a mentorship relationship may have an increased “sense of competence, identity, and effectiveness in a professional role (Kram, 1985, p. 32) in addition to receiving confirmation, counseling, and friendship” (Eller et al., 2014). Alternatively, research evidence indicates that while mentorship has positive outcomes, the outcomes can also be negative (Eby et al., 2010).

Moreover, benefits (and negatives) of mentorship apply to both mentors and mentees. Ghosh and Reio (2013), note job satisfaction, organizational commitment, turnover intent, job performance, and career success as subjective benefits noted by mentors (p. 106). In the case of mentors, Kram (as cited in Ghosh and Reio, 2013, p. 107) posited that these are people with higher levels of experience and understanding who are dedicated to supporting the career progression of more junior protégés. According to Ghosh and Reio (2013), career benefits for mentors are both objective and subjective; the former including compensation and promotion

(Mishra et al., 2016). Moreover, the authors confirm that subjective results such as increased job and career satisfaction, organizational commitment, [decreased] turnover intent, and better job performance ratings are benefits reported by mentors. Clearly, if mentorship is better defined for the RCR and is linked to leadership benefits for mentors, protégés, and the regiment, then inquiry into how it is performed should be pursued.

Evidently, as we have seen in this chapter, there can be considerable variation between what is meant by both leadership and mentorship. There is a wide range of literature that covers each phenomenon and the mention of both in CAF doctrine, outlines their importance to the organization and system. While the terms are often considered independent of each other, their functions are interwoven and complimentary. Having differentiated both terms and their relationship, we move on to Chapter 3, which unwraps the study process by explaining methodology, data collection methods, participant selection, conduct, data analysis, and application. At this point it is important to remember that methodology refers to the way in which people acquire knowledge (Hesse-Biber, 2017).

Chapter 3: Methodology

Inquiry Methodology

Returning briefly to my experience on my first posting away from the battalions, I could not help but wonder about my experience, if others had experienced the same thing, and if there was an understanding – if not awareness – of the missed opportunities to reinforce meaningful development. In what can only be described as a nagging idea that is in line with the RCR's slogan to "Never pass a fault," I committed to help bring about positive change through action research, aimed at conversations around mentorship in relation to leadership. In this light, it was important to be involved in problem solving rather than addressing concerns as a removed observer. This supported the principle of involvement in action research as promoted by Kurt Lewin, a pioneer of the phenomenon (Greenwood & Levin, 2011). I endeavoured to follow this lead and leverage my knowledge of the system of which I am familiar.

Moreover, while action research aims to fix a problem, it does so through the co-creation of knowledge. The perspective aligns with the ontological and epistemological approaches to knowledge. In particular, Hesse-Biber (2017) define ontologies as philosophical belief systems about the nature of social realities and how they are constructed. On the other hand, the authors describe epistemologies in terms of focusing on who, between the researcher and participants, can be a knowledge builder. In this light, the positivist epistemological position sees the researcher as an authority figure who is privileged as objectively value-neutral (Hesse-Biber, 2017, p. 6). In this light, my desire was not only to build knowledge through my research but also to co-create knowledge rather than merely singular belief with members of the regiment – those participating as data collection volunteers. Together, our co-created knowledge, as a

second outcome of action research would add to the body of science surrounding mentorship paradigms (Coghlan & Brannick, 2007, p. 48).

The Canadian Armed Forces and its components are complex systems that are not only entrusted with the security of Canadian interests, they are traditional organizations that are steeped in cohesion around hierarchy, tradition, and devotion to service over self (Department of National Defence, 2009). As a consequence of traditionalism, the CAF maintains a cultural identity, which, from an outsider perspective, can be difficult to define, understand, navigate, and change. This means that needed transformation, even when it is positive, can be difficult to affect and sustain. As Coghlan and Shani (2015) appraised, institutions that “rely on traditional change models and principles” are often not able to respond to the need for change (p. 47). Part of the difficulty in defining problems or inefficiencies and their corresponding solutions within hierarchical organizations is that their systems are complex and often closed (Bolman & Deal, 2017). Consequently, researchers habitually lack in-depth knowledge of systems functions, the accultured experience of an organization’s members, and resultant credibility that is key to engendering trust among the membership. This makes open dialogue difficult between researchers and the organization and reduces the chance of long-term change (Coghlan & Brannick, 2014).

As a result, I followed the insider action research (IAR) methodology, which Coghlan and Brannick (2014) endorse to shape positive change. The authors assert that IAR is enacted when members of an organization, who want to remain in the organization and affect positive change, carry out research. The action-oriented methodology “offers a unique perspective on systems, precisely because it is [conducted] from the inside. The insights generated

by...researchers...allow the organization to continuously learn and change” (Coghlan & Shani, 2015, p. 48). Additionally, IAR is considered beneficial because it allows researchers access to parts of the organization from which incomplete members – those who temporarily join organizations – are normally excluded (Herr & Anderson, 2005, p. 41). Moreover, Herr and Anderson (2005) noted that collaboration between insider researchers and other insiders as co-collaborators is beneficial on several levels despite challenges like power-over situations.

Consequently, as the RCR is an acculturated organization, where membership affords credibility, trust, and understanding of power dynamics and politics, my inquiry via IAR is fitting. As Herr and Anderson (2005) note, the work of inside researchers working with organization insiders has the benefits of collaboration, community learning, and transformation (p. 37). An added benefit of IAR is that it affords the three voices of inquiry that are characteristic and encouraged in action-oriented research (Beckhard & Harris, 2009). Aside from the researcher’s first voice that centers on self-reflection, learning, and inquiry, the second voice focuses on the subject of the research (Coghlan & Brannick, 2014). In this case, the second voice is that of the Royal Canadian Regiment and its members. Despite being a traditional organization, the regiment is also committed to the well-being of CAF institutions. Through strategic leadership, the regimental stewards are open to organizational learning and improvement at all rank levels in pursuit of positive change. This dovetails with the third-person voice, which extends “practice to a wider system, such as other [or superior CAF] organizations or to influence policymaking and implementation” (Coghlan and Shani, 2015, p. 50). While I followed IAR as a methodology, the methods I chose to collect data differed but also reinforced each other.

First, while I aimed to interview members of the regiment across the four battalions according to three rank groupings, I only received volunteers from the regular force battalions. The interviews garnered themes related to participant understanding of leadership and mentorship, and, after reflection, what both constructs meant to them. From this perspective, data collection was an opportunity for participants to express their candid experiences, particularly through storytelling. The second method used was a focus group, which afforded collaborative voice to the mixed-rank group in addition to validating themes that arose from the interviews. I received rich data from both methods, since participants were seasoned leaders. I also felt that my experience as a leader in the various rank groupings would help support participant trust as a buffer against potential power-over situations. Together the two collection methods were sequenced to help with data collection analysis.

Data Collection Methods

Data collection in IAR has both pros and cons pertaining to familiarity inherent in the methodology. For instance, because I am a member of the RCR, I anticipated that participants in each method would likely be more open to my inquiry. Yet, as Coghlan and Brannick (2014) point out, due to power-over factors, they may have been reluctant to be frank in community settings like focus groups. I believed it important to gain trust through each of the first, second, and third-person voices of IAR inquiry (Coghlan & Brannick, 2014). Accordingly, I achieved this by focusing on awareness, reflection, and learning that is responsive to interlevel dynamics (Coghlan & Brannick, 2014). More succinctly, as Coghlan and Brannick (2014) assert, “observation and inquiry into *how* the systemic relationship between [individuals, groups and the organization] operates is critical to the complex nature of organizational problem solving and

issue resolution” (p. 90). Thus, data gathering incorporated individual and group qualitative methods (Saldana & Omasta, 2017, pp. 159-162). The methods built on each other, starting with interviews followed by a focus group whose results were projected to highlight emergent themes and reinforce interview discussions (Driscoll et al., 2007).

Interviews. The initial method used for data collection on RCR mentorship was the interview. It should be noted that the CAF routinely uses surveys to achieve quantitative data, however, Saldana and Omasta (2017) contend that while surveys may be considered a type of interview, a semi-structured interview is more comprehensive. Semi-structured interviews, like the ones used for RCR data collection, for example, helped frame inquiry questions such as, “*What is your understanding of mentorship and how is it practiced in the RCR?*” The authors further assert that this type of interview is useful because it allows the interviewee greater latitude to express experiences or “oral histories.” Accordingly, this method was important for RCR participant expression because it allowed them a chance to expand on topics, they considered important.

From a research perspective, the interviews exposed themes and added personal accounts that helped contextualize the data. Unlike unstructured interviews, which Saldana and Omasta (2017) acknowledge can be used to gain rapport, semi-structured interviews can be most efficient. For this inquiry, because my insider affiliation afforded me and the inquiry team a baseline level of connection with RCR participants, semi-structured interviews were most sensible to help guide dialogue related to leadership and mentorship. Finally, Herr and Anderson (2005) emphasize that participant and organizational learning is key to second voice action-

oriented research. Thus, data collection was used as a means to affect contemplation, reflection, and conversation on mentorship by various levels of the RCR.

Focus Group. With interviews functioning to set baseline experiences of the intended ranks, the next step was to use a focus group (FG) to explore group themes and their congruency with individual, qualitative experiences of mentorship. Some researchers use FGs to confirm survey question design (Barbour, 2007b), however, in the case of this inquiry, because the FG emphasis was on dialogue, it was intended to offer participants deeper contemplation and observable interaction. While the FG was conducted virtually, participant interaction was meaningful and not meant to solve problems. As Barbour (2007a) states, “many groups do not develop...consensus...[rather] it is the interchange between participants that is the valuable data for the researcher...not the outcome of the discussion” (p. 31). Similarly, Kitzinger (1995) notes that FGs are centered on group interaction where knowledge and experiences are exchanged via interaction *between* participants. Conversely, Coghlan and Brannick (2014) caution that FGs normally involve consultation without responsibility. That is, the participants gather and submit their views namelessly before returning to their pre-meeting identities without further engagement (Coghlan & Brannick, 2014). This cannot be the case in IAR, where intervention, continuous engagement, and change are anticipated. The authors therefore assert that the term “consultation groups” is more apt (p. 91). Acocella (2011) concurs that directing attention on interaction among participants is key and asserts that otherwise, moderators risk the FG becoming a group interview. In the case of this study, the term focus group was retained and dialogue between participants flowed naturally and provided rich data that was compared against the data recorded from interviews.

Participants

Study participants were varied yet homogeneous in their membership to the regiment and its parts. Each of the intended methods, starting with interviews, drew from a cross-section of leaders from the ranks of sergeant and warrant officer, which represented the senior non-commissioned officers (Sr NCOs) grouping in addition to the ranks of captains to lieutenant-colonel that represented officers. Interviews were the first data collection method applied against these groupings.

Interviews were conducted in accordance with rank-centric groupings for approximately one hour for each of six total interviewees. This was within the acceptable sample size because as Beitin (2012) noted, sample sizes normally range between 4-25 interviewees per study. The authors go on to note that while there is variance in the amount of people and resources required for each study, the number and identity of participants to be interviewed should be guided by the aim of the research (Beitin, 2012, p. 252). Furthermore, as participants were seasoned leaders, I anticipated that data would highlight the actual mentorship experiences of participants versus what theoretically occurs in the RCR. It should be noted that the overall potential participant pool numbered approximately 200 total soldiers from across the intended rank levels. Following the interviews, which were conducted individually, the FG was convened to corroborate interview data and to raise further dialogue about mentorship in the regiment.

I initially intended to conduct two FGs per location (two each in London and Petawawa) for a total of four based on senior NCO and officer leadership groups. However, due to COVID restrictions, this was reduced to a single FG, which took the anticipated time of two groups and was nonetheless rich in data. Due to COVID and administrative participation limitations, such as

scheduling, the FG was mainly comprised of members of the regiment. That said, there was non-RCR representation in the group and the ranks were purposefully mixed in an attempt to achieve broad dialogue and deeper organizational learning. In this regard, Acocella, (2011) notes that FGs work better when they are homogeneous and yet contain an element of heterogeneity. Accordingly, the FG was rank-attentive while being observant of sample-sizing.

Regarding FG size, Liamputtong (2011) notes that sample size is commonly held to a number between 6-12 participants. This affords a spectrum of dialogue while avoiding limitations with over-complexity and time required for analysis. An additional limitation of sampling using a smaller group was the challenge of gaining the requisite number of persons who fit the intended sampling criteria while keeping the size relevant. For example, the FG was intended to include a gender demographic as a sample consideration because of the demographic's importance to the CAF (DND, 2017b). However, the number of females in the RCR is very limited and none volunteered to be study participants.

Achieving gender representation was difficult not only because of the limited number of women currently serving in the RCR but the dispersion of the battalions and intended participant rank also reduced the potential participant pool. Regarding the intended ranks, it is important to note that since mentorship is formally linked to leadership as a long-term endeavour, junior leaders, including junior NCOs and junior officers below the rank of captain, were purposefully excluded from the potential participant pool. Junior leaders are often focused on direct leadership styles centered on ensuring performance in challenging circumstances related to well-being in combat. Junior leaders may experience elements of mentorship beyond authoritative leadership, but receipt and emulation of concern for career development and psychosocial aspects of

mentorship normally start at the rank of sergeant for NCOs and captain for junior officers. In short, junior leaders who would gain the most from mentorship, often lack substantial experience with mentorship as it is often confused with short-term, performance-oriented, skills coaching. Finally, in addition to the participants who volunteered for data collection in interviews and the FG, an inquiry team (In Tm) was also used to support data collection activities.

Concerning the In Tm, the team included facilitators and interviewers who were sought out by myself and administrative collaborators who were recommended by the battalion chains of command. The team's purpose was, for the interviewers and facilitators, to assist with data collection while the administrative assistants were meant to help with location preparation. As COVID-19 restrictions precluded data collection to the virtual space, this latter function was reduced to forwarding the names of potential volunteers and guarding their anonymity in the spirit of research ethics. All In Tm members involved in the study were given introductory information on the research by way of the information letter at Appendix B and, once confirmed as volunteers, their consent to participate was also sought via a letter of agreement at Appendix C. The team consisted of rank-appropriate, currently serving RCR leaders (master warrant officers and captains) that volunteered to assist with data gathering of the intended participant groups. Additionally, the facilitators and interviewers were persons both serving (Sr NCO and officer) and non-serving (retired military and civilian) who agreed to assist with data collection. These persons were recruited as trusted agents, had a positive mindset aligned with learning experience, were willing to help, and as Pigeau and McCann (2002) assert, had credibility within the groups they represent. As the battalion chains of command were informed of the intended scope and aim of the research, they subsequently identified serving members who volunteered to

help as part of the In Tm. These In Tm support members consequently carried the confidence of the unit leaders and therefore the RCR writ large. Thus, by way of reporting, the In Tm members helped to inform, educate, assist with organizational learning, and through their position, carried the weight of credibility in organizing data collection efforts. While the In Tm supporters helped identify and virtually gather participants, the interviewers and facilitators were used to support assessing questionnaire validity and the conduct of data collection. Although the input of the In Tm was not included in the collected data, their understanding of the research methodology and proposed methods was key to the attainment of the data.

Study Conduct

The study started with communication to potential participants in the form of an information letter (see Appendix B) and concluded with the delivery of findings, recommendations, and presentations to the regiment, which are intended outcomes. In order to ensure that the objective of the research was understood, a summary of the study and its intended aims was communicated to the RCR hierarchy, the RCR Association, In Tm members, participants, and the CAF ethical body – the Social Science Research Review Board (SSRRB) – that is responsible for ethical research oversight. Once the overview was given and sponsorship was assured through the regimental leadership, efforts turned to recruiting the In Tm and potential participants for data collection. As the regiment is spread across the country in various locations, In Tm members were vital to enabling an understanding of the research and to help shepherd participants towards contact with myself as the principal researcher. It should be noted that due to limitations with the CAF Defence Wide Area Network (DWAN) system, arranging for communications between potential participants and researchers was limited. However, a

fortuitous advantage to the COVID-19 situation was that the CAF adopted Microsoft Teams for wide-spread use as a communications platform. This made virtual communication and recording with volunteer participants, In Tm members, and facilitators easier to accomplish.

Beyond research ethics approval required by the CAF SSRRB and Royal Roads University (RRU) Ethics Review Boards, In Tm members were recruited as enablers which highlighted their responsibilities to safeguard data collection privacy. They also played a significant azimuth function by acting as sounding boards for data gathering methods. In particular, the team members were helpful in confirming or apprising sample question validity for both the interviews and the FG.

Following confirmation of the In Tm members and facilitators, I sought enrollment of voluntary participants via both the chain of command and confirmatory email to verify their willingness to help with the research. Very importantly, during confirmation of their willingness to participate, I also took the opportunity to iterate that two of the key aims of the research was to affect organizational learning and positive change. I anticipated that the In Tm would also assist with participant recruitment by recommending members through what Saldana and Omasta (2017) refer to as “snowball sampling” (p. 97). This sampling method essentially boils down to trusted individuals within the organization recommending other trusted individuals for data collection. Using this method thereby seeks to attain or maintain an aspect of credibility within the group. However, this sampling method did not occur. Instead, when informed of the study and its aims, participants volunteered of their own accord. It should be noted that the command team leads within the three regular force battalions enthusiastically endorsed the research and encouraged members of the battalions to volunteer and participate if they were interested. This is

a good harbinger of the organizational change that was deemed important and is discussed in greater detail in later chapters. Before moving on it is worthwhile to note how each method unfolded.

To start data collection, interviews were conducted from a cross-section of potential volunteer participants in the ranks of sergeant to lieutenant-colonel. The interviews were conducted by two interviewees and the principal researcher who were all familiar with the Royal Roads University (RRU) Master of Arts in Leadership program. The interviews were semi-structured and started with a confirmatory introduction of the research, participant consent, and listed questions, which guided the interviews. As participation was voluntary and there was the potential for instances of power-over, interviewers were paired with interviewees in ways that mitigated potential risk. For example, interviewers were paired with interviewees who were of the same or greater rank to lessen a chance of researcher power over interviewees. Additionally, as anonymity was an important aspect of the interview method, the expectation of confidentiality was reiterated for interviewers, interviewees, facilitators, and In Tm members who helped arrange the activities. Additionally, the interviews were conducted on a one-on-one basis free of power-over structures, such as rank and uniforms. In fact, although interviews were conducted via Microsoft Teams, no video was purposefully used to reduce the risk of recording or interview failure due to limited bandwidth. The interviews were, however, recorded. In preparation for the interview, participants were given an invitation to participate (see Appendix D) and were expected to complete an interview participation consent form at Appendix E. Having completed both Appendices D and E, the interviews were then conducted based on the questions given in

Appendix F. Once the interviews were complete, a focus group (FG) was convened to complete the data collection.

As the second data collection method, an FG was held with a total of six participants mixed from the ranks of senior NCOs and officer and led by a civilian, ex-service facilitator. As the FG was intended to generate dialogue between participants, questions regarding mentorship were semi-structured and intended to be open-ended and guiding. It was imperative that participant discussion be encouraged from a leadership experience standpoint, as personal leadership and storytelling was meant to afford a modicum of real-life authenticity rather than theoretical understanding of baseline leadership. Additionally, giving participants voice was also quite important to mitigate against the potential for power-over occurrences – especially as Senge (2006) notes that hierarchies which are culturally institutionalized are at risk of stifling voice. In an FG setting the risk is even greater with what the author refers to as defensive routines or “entrenched habits we use to protect ourselves from the embarrassment and threat that will come with exposing our thinking” (Senge, 2006, p. 232). This divide was mitigated against by allowing each person a chance to speak and express their experiences, which in the neutral setting was communicated as being as valid as the next person’s. The facilitator also guided the discussion away from defensiveness by questioning participants in a way that sought greater understanding rather than a person’s position. Additionally, the FG was conducted in a rank-neutral manner, with participants using first names instead of traditional rank and surname identifiers. Like interview participants, FG participants were given an invitation to participate in Appendix G and completed the consent to participate form at given in Appendix H. Once both

were completed, the focus group assembled and unfolded, guided by the questions given at Appendix I.

Data Analysis and Validity

Qualitative data collection was sequenced with interviews leading followed, in turn, by the focus group. The sequenced approach was intentional in order to gather interview results, analyze them and code them for theming. The data analysis focused on what Byrne (2017) describes as narrative, content, and thematic analyses to define the collected information. This helped articulate meaning in order to achieve understanding of the data and data credibility aligned with what Jick (1979) referred to as results congruence. The sequencing of the FG as the second collection method was aimed at confirming themes that arose from the interviews to achieve convergence or non-convergence of results, which ultimately affords credibility beyond organizational membership (Jick, 1979, p. 608). That is to say that there was no guarantee that the data gained from FG participants would reflect the same thematic results that were gleaned from the interviews. There were thematic differences around mentorship experiences by non-RCR members who participated in the FG, but there was also reinforcement of several key concepts like desire and support for cultural change.

The FG narrative analysis focused on participant stories and interwoven dialogue around participant experiences with mentorship relative to leadership. The analysis hinged on transcription, coding, and theming (Rabiee, 2004), as well as what Byrne (2017) referred to as content definition. This identification and coding of FG data was also useful for interview data where thematic analysis helped with cataloging of the information. NVivo coding software was used to achieve organization of data into sub-groupings and themes. Appendix J shows a

numerical breakdown of encoded data. As Byrne (2017) notes, data identification and definition achieved “conceptual development and the indexing of materials...in relation to presentation and argument.” As data quality and methods of analysis were critical, it was prudent to be well-prepared, flexible in collection organization, and to use participants as well as members of the In Tm, to verify data to ensure accuracy of transcription (Greenberg et al., 2000). In this regard, verification of transcribed data was attained by allowing both interviewers, facilitators, and interview participants to review the transcripts for accuracy. It should also be noted that FG participants did not review the FG transcript as confidentiality and data integrity needed to be maintained. Participants were warned that once the FG was complete, their input could not be withdrawn. None of the participants, In Tm members, or facilitators expressed a desire to have their comments or data redacted.

Transcription of data was important, therefore the data had to be properly recorded in order for it to be correctly transcribed. In this regard it was crucial to test recording devices and the software in a setting similar to the one in which the recording occurred (Greenberg et al., 2000). Due to COVID-19 restrictions, however, data collection was not achieved via tape recorder as initially planned, rather it was recorded via MS Teams. Supporting In Tm members helped to conduct trial interviews with interviewers and facilitators in preparation for live data collection with participants. The practices were done to ensure the software and data collection activities worked and flowed well. The rehearsals also highlighted the need for recording backup via alternate devices such as a tape recorder, in the event that the primary recording software failed. Following recording, the data was removed from the recording devices and software within two hours and the raw data was sent to Points West, an external provider, for

transcription. Following the transcription of data, its accuracy was verified by participants and the In Tm. Finally, following validation of data accuracy, analysis of the material achieved triangulation by highlighting data patterns and data similarities occurring in the two methods (Jick, 1979). In this regard, triangulation reinforced validity of the results and will help achieve its credibility among members once presented to the regiment.

To achieve an understanding of the eight hours of raw data, NVivo aided in codifying and theming the information and a total of 26 codes emerged from the 950 data references. From those codes I developed three overarching themes that encompassed them all and gave me azimuth to consider the research questions. The three overarching themes included: mentorship at work, mentorship understanding/ development, and support for mentorship. Based on the number of references, the overarching themes constituted 48%, 30%, and 22% respectively of the total references. Mentorship at work encompassed notions such as mentorship in contrast to and in harmony with leadership, its associated outcomes, its effectiveness and ways to overcome limited resources. Mentorship understanding and development covered ideas such as definitions, characteristics, and opportunity. Lastly, support for mentorship covered concepts of culture, limitations, and training. While FG participants spoke about mentorship at work and support for mentorship, they tended to reference mentorship understanding and development less. On the contrary, the line of interview questioning that specifically focused around understanding of mentorship accounted for greater reference weight over FG results on the theme. Regardless, the data from both collection methods reinforced each other and while there was dialogue around mentorship work and definitions of its foundation, support for mentorship also emerged as a significant theme for participants.

How then to consider the results in relation to the research questions? Before considering the first overarching theme on mentorship at work, it was invaluable to reflect upon the second theme encompassing mentorship understanding and development to reveal what participants understood as mentorship, where they drew their understanding, and how they understood mentorship was to be developed. While there is overlap of sub-questions in relation to this theme, the overarching theme and correlated codes such as “Definitions Mentor and Employment”, as shown in Appendix J, help to address the first two sub-questions: *How is mentorship currently performed in the RCR and what are its aims and what are the mechanisms by which members of the regiment achieve access to effective leaders who act as mentors within the regiment’s strata?*

Secondly, as the middle theme revealed there was some understanding of mentorship concepts, both within the RCR and outside of the regiment, it was also prudent to look at the theme of “Mentorship at Work” and its attendant codes in contemplation of the sub-questions as well. In this regard, while there is overlap among the sub-questions, the data trends toward responses to the first two previous sub-questions as well as the third: *In what way(s) does mentorship help strengthen mentors and mentees against the challenges of engagement, retention, motivation, and connectivity to service life?*

Lastly, while the third overarching theme of “Support for Mentorship” and its codes did not match well with the third sub-question, it did respond to the first two and the fourth question: *How did mentee and mentor pairs in the RCR overcome the barriers to engagement around mentorship?* As the encoded and themed data responded to the sub-questions, it also bore fruit in reference to the primary question, which is answered in the form of findings, conclusions, and

recommendations that are addressed in Chapters 4 and 5. However, before moving on to that information, it is important to note that although encoding and theming the data was crucial, ethical care was also observed.

Ethical Implications

From an ethical perspective, it was imperative to follow the guidelines given in the Tri-Council Policy Statement (TCPS) framework, paying particular attention to respect for persons involved in the study, concern for their welfare, and to ensure that participants were treated fairly and equitably to afford justice (Government of Canada, 2016). During the study it was essential to maintain these core principles to not only keep within the expectations of the TCPS framework, but also the articulated ethics research standards of Royal Roads University and the CAF (DND, 2014; RRU, 2014).

In order to achieve the tenets of the frameworks, a key consideration was the maintenance of participant consent throughout the study. Consent was featured throughout data collection processes and reminders were consistently given that participant involvement – for both contributors and In Tm members – was strictly voluntary. Confirmation of permission was made verbally and in writing via consent and agreement forms that were given prior to participant involvement and reaffirmed just prior to the start of data collection for each person. Keeping participants informed and being transparent with data collection processes and intents was key to achieving trustworthiness and openness. A key element in affording the opportunity for participant trust in the researcher and In Tm was to emphasize participant involvement as voluntary and not as a mandated activity imposed by the hierarchical chains of command. This was especially important to mitigate the risk of power-over circumstances or the risk to

participants and In Tm members posed by organizational politics. Moreover, researcher authenticity was necessary to avoid perceptions that the research was a directed activity, which would be contrary to the ethical spirit of the TCPS (Government of Canada, 2016). In this regard, it was very important to steer clear of potentially disrespecting participants through inattention to their desire to contribute or not contribute. Maintaining respect for individuals is an expectation of the TCPS and also a cornerstone of DND's Defence Ethics Programme (DND, 2019a).

In addition to maintaining respect for participants through consent, it was also critical to look after their physical and mental well-being from a comfort and safety perspective. From a physical health standpoint, the comfort and security of participants was easily achieved due to the requirement for them to remain at home in accordance with COVID-19 restrictions in place at the time. Conversely, mental well-being was also a consideration and the emotional health of participants was also a chief concern. In particular, since mentorship is associated with leadership, it was essential to take care that reliving and communicating experiences may unintentionally resurface strong emotions among participants. To mitigate against this, it was essential to make participants aware of their right to withdraw at any time without stress or fear of consequence. It was also vital to affirm that counselling was available through CAF resources such as mental health clinics and the Member Assistance Program. Moreover, it was also important to verify that the security and confidentiality requirements for participant information and input was upheld as specified in the introductory letter at Appendix B, as well as the participant consent forms at Appendices E and H. To protect participant data it was also necessary to ensure transcription confidentiality was afforded by the Points West transcription

service through the agreement at Appendix K. Also, in assembling the FG it was crucial to ensure that the group was not comprised of direct reports as supervisor-subordinate relationships contained a substantial risk of compromising people's willingness to be open. From an ethical perspective, it was key to allaying fears of repercussion, which would have negatively impacted participant welfare as well as being contrary to departmental policies (DND, 2019b; Government of Canada, 2016).

In addition to participant welfare, justice also needed to be upheld as a core principle. To ensure justice was achieved, it was crucial to remind participants that, although I am a researcher and they are participants, the study aimed to be beneficial to them and the regiment writ large. With this in mind, justice for the participants was afforded by giving them voice as respected service members and including them in matters that concern them and their communities. Finally, in addition to guarding the core principles of the TCPS, it was vital to also uphold the service expectations that members operate within the department's principles and values which underpin its ethical framework. In short, behaviours and actions of serving members continued to be governed by the service code of discipline and rules and regulations that govern their service (DND, 2009, p. 62).

Proposed Outputs

Insider action research was anticipated to produce positive outcomes, which center on learning through first, second, and third-person participatory voices (Coghlan & Brannick, 2014; Klinge, 2015). In addition to learning, meaningful change is viewed as a desired benefit (Coghlan & Brannick, 2007). But what will this mean practically for the RCR? In a climate of shifting Canadian culture and norms, highlighted by the legalization of cannabis use, focus on

the environment, energization of gender and inclusivity concerns, and care for CAF personnel was emphasized. While mentorship occurs in the RCR, a look at its present condition through research would show if it could be improved, and if so, the ways it could be. The results of the study will be presented to the regimental committee to assist regimental stewards in their efforts to refresh enduring links between layers, parts, and generations of the regiment, as pictorially represented in Figure 1. The intent of the research is to peel back the edge of the system to reveal the reality of leadership in the regiment in order to affect efforts that reinforce association, meaning, and ties between its members and the organization. Recent institutional focus on increasing care for service personnel and an effort to improve leadership is an impetus for the regiment's stewards to lead systems change. In this light, not only would increased focus on mentorship positively impact the regiment's future, it would enable its leaders to influence positive change as an institutional outcome. As Beckhard and Harris (2009) affirm, the present condition and future state inform the transition state, which includes "activities and commitments to reach the future state" (p. 687). Consequently, a roadmap of *how* to affect change via updates to RCR, CA, and CAF leadership doctrine, including improved mentorship models, is another potential output of the study (Beckhard & Harris, 2009). The outputs are intended to benefit the RCR to start but they also have the potential to benefit other CAF communities including those of the navy, airforce, and special operations. Likewise, the research will not only benefit the CAF and its systems, it will also have the potential to advance other hierarchical public safety organizations such as police, fire, ambulance, and health services that are similarly steeped in tradition and culture.

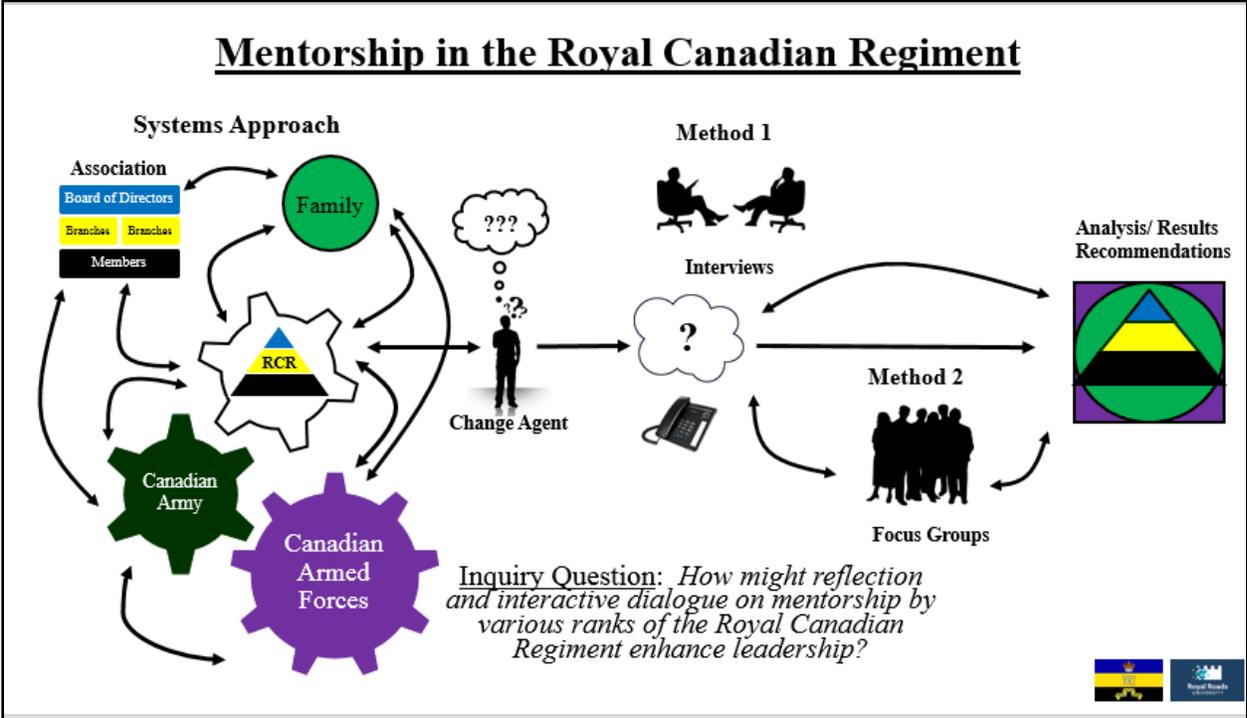
Contribution and Application

As discussed, the RCR is part of broader CA and CAF communities, and, as Stroh (2015) contends, their systems are immersed in complexity that often frustrates problem solvers and change agents. Each of these complex systems have their own sub-cultures and individualities, and yet fall under an umbrella that links them to a general identity. Leadership is part of that character and its impact is inescapable across the services. Yet, despite the fact that mentorship is acknowledged as part of leadership in CAF doctrine, a determined systematic implementation of mentorship is lacking – especially starting at the junior level, arguably most important for future organizational health and leadership development. Thus, a study of mentorship in the RCR will act as a yardstick by which to measure how it is achieved in other parts of the army as well as the other services. Anticipating that the RCR's future toward improved mentorship will be mapped along first, second, and, third-person practices (Chandler & Torbert, 2003), solutions will serve as a potential model for organizational learning and transition. The study outcomes will accordingly, help to provide a foundation to help bridge identified systems gaps (Stroh, 2015). This will be significant if systems change is to be affected, policies transformed, or if, as Bolman and Deal (2017) summarize, the organization is to be reframed. The significance of this is expressed in the CAF's efforts to reimage its culture through, for example, the initiation of the Chief Professional Culture and Conduct (CPCC). In this way not only will the research provide a means of affording closer ties between strata of the RCR, it will strengthen relationships between present and future members of the regiment and add to theoretical conversations surrounding notions of equity, opportunity, character, and evolving systems. More succinctly, the study will help afford self-reflection, reinforce

organizational learning and affiliation, and provide a foundation for increasing meaning for service members. Consequently, and important to the long-term health of the CAF and the CA, improved mentorship will help afford member well-being and engagement in a landscape of global competition for human resources. Ultimately, the study applies to a focus on a return on investment in people that will contribute strengthening Canada's security today and tomorrow.

Over the course of the preceding chapters, I have covered a research interest to investigate leadership practice through mentorship in the RCR with the intent to determine how dialogue surrounding both notions might ultimately improve leadership. I have also highlighted the regiment's place in a system of systems and how bettering one part in synchronization with other parts has the potential to amplify positive change. Additionally, a review of relevant literature was meant to guide the reader onto the objective of contextually understanding the space that overlapping concepts occupy. The last chapter summarized how the study was conducted and how necessary conditions were factored into data collection and its analysis, as well as the anticipated outcomes. Figure 1. is a pictorial illustration of the research, approach orientation, and intended data collection methods.

Figure 1. Pictorial Summary of Thesis Approach



Finally, having laid the groundwork for the participants to answer the questions posed by the study, a look at the findings, conclusions, recommendations, and implications over the next two chapters will illuminate experiences of mentorship in the RCR.

Chapter 4: Findings and Conclusions

This chapter presents findings and conclusions which flowed from the collected data. The analysis resulted in six findings, which identified that despite regimental literature describing mentorship and mentors in the RCR, mentorship work and behaviours were irregular. Additionally, while there was a general sense of positive and negative mentor characteristics, mentorship varieties were not well understood. Participants did, however, recognize the benefits of mentorship and indicated a strong desire to see it increased in the RCR. Finally, there was a recognition that in order for energized mentorship to sustainably occur, a shift towards cultural support must be adopted. The findings that emerged from data analysis are:

1. Knowledge of mentorship in the RCR is limited or non-existent.
2. There is misunderstanding of mentorship in relation to leadership.
3. Desirable mentor characteristics are known; differing types are not.
4. Informal mentoring is variably occurring with variable results.
5. There is a desire for increased mentorship.
6. A workable and sustainable mentorship program requires organizational support.

Following a review of the findings, the chapter will close with conclusions that will segue into recommendations in Chapter 5.

Findings

After transcription of the interview and focus group meetings was completed, the data was analyzed and coded under 26 codes that were further grouped into three broad (nodes) themes: Mentorship at Work, Support for Mentorship, and Mentorship Understanding/Development. Mentorship at Work was thematic of current mentorship practices

experienced by participants while Support for Mentorship was evidentiary of the presence or absence of leadership, organizational, and resource investment to support its practice.

Conversely, Mentorship Understanding/Development was thematic of codes, which identified a variance in mentorship understanding and development efforts. Numerically each of the three themes are inclusive of summary findings with each theme receiving a proportioned number of the total 950 references as follows: Mentorship at Work (458), Mentorship Understanding/Development (371), and Support for Mentorship (121). The first finding reflected variance in participant awareness of the RCR's Regimental Standing Orders (RSOs) and, more specifically, the tenets of regimental mentors as defined in them.

Finding 1: Knowledge of Mentorship in the RCR is Limited or Non-Existent

The RCR RSOs is a publication that “reflects the regiment’s current practices” (RCR, 2017, p. 19). As stated, “Members of the regiment are required to use them to inform and guide all aspects of their regimental service, leading to professional military excellence and for achieving unity and cohesion of effort across the regiment.” Furthermore, the introduction explains that,

Knowledge and adherence to the Regimental Standing Orders enables the regiment to maintain unity of thought and action in respect of regimental customs and traditions while enabling the regiment’s widely dispersed members to exemplify the highest standards of the Canadian military ethos and professionalism. (RCR, 2017, p. 19)

In addition to the RSOs, a regimental aide memoire called a catechism is issued to soldiers badging into the RCR, and to officers during the Regimental Officers’ Indoctrination Course. Consequently, there are regimental publications, which cover a range of topics including

the topic of regimental mentors. The RSOs identify that the mentor system and regimental mentors were created to ensure that members of the regiment stay “connected to the regiment through a geographically based mentor” (RCR, 2017, p. 20). Mentors are appointed for both non-commissioned officers (NCOs) and officers and are responsible for maintaining a link between the regiment and personnel on matters such as career information and postings, personal situations, and disseminating update information from the regiment’s stakeholders to the rank-and-file members.

While, most participants reported they were aware of RSOs, few indicated knowledge of the characterisation of the mentor system and mentors as described in the regimental publication. In fact, most interviewees were unaware of the role of the mentors as formally described. Indeed, despite the interviewees not having a formal definition of mentorship and mentors, all participants reported that no formal mentorship program geared toward personal or career development existed in the RSOs. Three participants indicated that they were unaware of a “formal” mentorship program, while interviewee N001 admitted “I haven’t even read the Regimental Standing Orders. So, that was new to me.” As well, while there was a lack of knowledge of the mentor function in the RSOs, there was also a larger misunderstanding of mentorship in relation to leadership and activities such as coaching, instructing, teaching, advising, and counselling, which often support both.

Finding 2: There is Misunderstanding of Mentorship in Relation to Leadership

It is worthwhile to reiterate the definitions of key concepts to clarify distinctions between leadership, mentorship, and the supporting functions of coaching, advising, teaching, and counselling. While they are all related, and in fact often overlap, unless the work of each is

understood, confusion may result regarding their purpose. In the case of the participants in the study, a misunderstanding of the definitions and functions of each from a Canadian Armed Forces, RCR, and hierarchical perspective has led to the terms being often used synonymously in error.

Leadership in the CAF is defined as “directly or indirectly influencing others, by means of formal authority or personal attributes, to act in accordance with one’s intent or a shared purpose” (DND, 2005a). The focus of the CAF definition includes formal authority to sway a group. Mentorship, on the other hand, can be viewed as a sub-component of leadership and is normally a one-to-one relationship (formal or informal) that involves a reciprocal social exchange between a protégé (a less experienced person) and a more experienced mentor, who is typically senior. Leadership is formal, mentorship may not be. The DND *Mentorship Handbook* defines coaching as “a short-term relationship in which one person (coach) is focused on the development and enhancement of performance, skills, effectiveness, and potential of another person” (DND, 2007). Roupnel et al. (2019) adds that “In contrast with mentors...the coaching approach is more focused on the short or medium term, behaviors to be adopted, and tactical advice” (p. 132). The authors further state, “Mentoring requires more time, since mentors guide mentees in the acquisition of values and vision, not to mention personal, professional, and organizational orientations, all the while allowing mentees to step back from their day-to-day tasks” (p. 134). It is the differences in the aims, engagement length of time, formal authority, and relationship orientation, which set these constructs apart and yet many interview and focus group participants used the terms interchangeably.

Despite the tendency for synonymous use of terms, a number of participants, struggling with the closeness between leadership and mentorship functions, reflected that the two were related but ultimately dissimilar. As focus group Participant P006 noted,

When the topic of leadership and mentorship came up, it kind of made me realize and think a little bit about how sometimes the two get intermingled or sometimes people think that your leader[s]...within your unit automatically need to be your mentors or should be your mentors. And, I don't think that that's the case.

Aside from confusion regarding the meaning behind the umbrella concepts of leadership and mentorship, there was also misunderstanding about the types of mentorship although there was general alignment on the desirable traits of mentors.

Finding 3: Desirable Mentor Characteristics are Known; Differing Types are Not

Corresponding with the differences between overarching concepts of leadership and mentorship, there was also a tendency for participants to mix up aspects of different types of mentorship. For example, there was a general supposition that because participants were in a hierarchical organization where work relationships were formal (supervisor-subordinate based), subordinates were, by default, receiving formal mentorship from their supervisors. As Participant N002 stated, "So, we talked about the battalions, where there's that formalized mentorship. It's just resonant because all the leaders in the battalion are RCR, so it exists." Similarly, Participant C001, in describing the RCR mentor system said one element of it is the "informal mentorship that you get kind of daily from your immediate supervisor, your immediate leader." Key to the occurrence of formal versus informal mentorship received was the relationship of the less

experienced mentee to the more experienced mentor or, in terms of leadership, the relationship of supervisor to subordinate.

Leonardo et al. (2008) mention that leadership is normally a formal relationship that is of a short-term nature and performance oriented while mentorship is traditionally long-term, informal, and based on professional and personal development. On the other hand, if a subordinate received formal mentorship from a supervisor, the subordinate may not be able to separate the two roles. As noted by the authors, “the protégé does not discern any difference in behavior whether the supervisor is acting as the mentor or the leader” (Leonardo et al., 2008). With this in mind, the pervasive supposition by participants that formal mentorship is occurring between formal, performance-focused leaders and their subordinates is understandable.

While there were misperceptions about whether formal or informal mentorship was taking place in the formal workplace, positive mentor characteristics were described as desirable. Characteristics like enthusiastic, interested, and motivated reflected willing engagement (Huybrecht et al., 2011). Additionally, qualities of caring, selflessness, calm, quiet, and approachability reflected attentiveness. Finally, participants noted that being experienced, open-minded, approachable, wise, competent, self-aware, and empathetic garnered feelings of trustworthiness. Conversely, although mentor skills like, active listening, building trust, providing corrective feedback, encouraging, inspiring, and knowing oneself may not always be evident in formal leaders, they were often observed in leaders that provided informal mentorship (Lipscomb & An, 2010).

Finding 4: Informal Mentoring is Variably Occurring With Variable Results

In addition to professional, performance-based leadership, participants also reported receiving informal mentorship both from leaders who were in the RCR and from leaders outside of the regiment. There was confirmation by one member that he had received informal mentorship from a retired senior officer, noting that the nature of the relationship was friendship based, he remarked, “[senior retirees] obviously have a unique perspective and a depth of experience that I have not had. So, I found the mentorship or the conversations that I get from this individual would be classified as informal” (Participant C002). Many participants, while reflecting on relationships with formal supervisors, also mentioned informal mentorship relationships within the regiment between themselves as a less experienced person and a more senior rank, or, between themselves as a seasoned leader and a person junior to themselves. Characteristic of the relationships is that they occurred organically and voluntarily between the mentee and mentor, unlike formal mentorship dyads where a selection and matching process was needed (Weinburg & Lankau, 2011).

In addition to former serving members, participants also reported having informal mentorship relationships with personnel from other units, including Participant C001, who recounted,

Another officer that’s had a big impact on me is actually not a Royal, he’s a Van Doo. He was my CO when I was an instructor, and he had a meaningful impact on my...development within two or three years.

Similarly, in speaking of a former mentor, Participant N001 related,

He was a reservist, so he had that outside perspective. He was outside the regiment but [brought] a new perspective to problems that we were having. I mean, just because he's a reservist doesn't mean he doesn't have things to teach me.

Ultimately, the work of mentorship was achieved through the informal mentor-mentee relationships, which were formed outside of the regiment.

While participants reported that informal mentorship was occurring in the RCR, a negative outcome was also identified relating to the incidence of informal occurrence and the benefits – real or perceived – to the recipients of the relationship over those who lacked the opportunity to benefit from such a relationship. In one instance, Participant C001 related that not only did he not have access to a mentor to help him with career and personal development, the regimental mentor system mal-functioned, which was perceived to disadvantage him for timely loading on a career course. Additionally, he related that some members are advantaged in their careers because they are more rapidly promoted by way of their informal relationship with superior mentors who are in positions of influence within the regiment. Regardless of its validity, a perception of cronyism can have a detrimental effect on the organization and individual well-being. Martin et al. (2002) in identifying potential inequities associated with mentorship assignment, highlight the US Army's continued need to grow future leaders. To mitigate the risk of perceived inequality, they state, "As long as [selection] is done fairly (based on merit), openly, honorably, and with the best interests of the Army at heart, it should not be unhealthy for the profession" (Martin et al., 2002, p. 124). Participant P005's remarks echo the potential harm to individuals if mentorship is not equally accessible,

I've been [in the same rank] for 12...years because I didn't have mentorship when I was junior...to be perfectly honest. I was not a great [subordinate]. I will admit that. But some mentorship would have gone a long way back in the day. (Participant P005)

Finding 5: There is a Desire for Increased Mentorship in the RCR

Accepting that the mentor system defined by the RSOs is primarily focused on reinforcing career management work performed by the regiment's stakeholders, there is uniform agreement that increasing mentorship in the regiment beyond informal occurrences would boost positive outcomes for the RCR. Mentorship is known to have positive outcomes for mentees, mentors, and the organization. Among the benefits identified, "Mentors may gain prestige, a sense of generativity, and internal satisfaction. Protégés may build social networks, develop and learn new career-related skills, and gain promotions, pay raises, and job and career satisfaction" (Leonardo et al., 2008, p. 171). The authors go on to confirm that organizations also benefit by way of increased employee commitment, better retention, and productivity.

In the terms of the RCR, participants believed that increased mentorship in the regiment would similarly help with issues of retention, commitment, a sense of belonging, and value. As Participant N002 validated, "I do think it would help retention...and have better satisfaction – career satisfaction – for those middle ranks, the guys that... you know, maybe they never come back to battalion after their first tour." Participant N001 added that mentorship is motivating and gives people a "sense of belonging...having a mentor or somebody looking out for you 100% is going to motivate you." Participant enthusiasm for increased mentorship was tempered with a realization that there are significant hurdles to achieving that goal.

One such hurdle is affording mentorship to a potentially large audience. For example, Participant N002, explained that the desire exists to afford mentorship both inside and outside of regimental hubs. As he described,

In the battalions...formalized mentorship...is resonant because...the leaders in the battalion are RCR, so it exists. But I would offer that outside the RCR, although we have these mentors across Canada and in the US to cover off all our guys, they're not really in a position to mentor people on their specific job. But I would offer that everyone – like, all leaders in the CAF – should be afforded mentorship, not only in their career but in their current job...and next bound.

The challenge is having resources that support the articulated wish. That said, not everyone wants or needs mentorship and, as the most effective programs are voluntary in nature, the resource bill would likely not be prohibitively extensive. Nonetheless an investment in a program focused on a cultural shift towards mentorship as a supplement to leadership was anticipated to pay dividends.

Finding 6: A Workable and Sustainable Mentorship Program Requires Organizational Support

Initiatives currently exist within the CAF to increase mentorship. Post command senior lieutenant-colonels, for example, are being mentored by retired generals via a pilot program to enhance senior officer development (Participant N002). Both interview and focus group participants perceive the requirement to make mentorship in the RCR available to junior members in order to have the paradigm be culturally accepted. Mentorship research shows that many of the psycho-social well-being benefits associated with mentorship also apply to youth

mentorship (DuBois & Karcher, 2005). Additionally, the idea of generativity supports the passage of traditions and culture associated with the RCR. Generativity “refers to the capacity of adults to care for family, community, and institutions; to preserve and pass on cultural traditions; and to produce products, outcomes, and ideas that will survive the self and become a legacy for future generations” (DuBois & Karcher, 2005, p. 287). Consideration of future generations and an early exposure to mentorship was a common thread among participants. For example, N002 stated,

[we did] some PD and some mentorship on how we lead the next generation of subordinates and whether that next generation is an age demographic, a generation, whether it’s an ethnic demographic or a gender demographic or the whole other gamut of demographics that are increasingly and positively beginning to join the CAF.

Participant C001, similarly stated, “[a needed] attempt to improve the next generation, not just for the short-term goals of them doing good in their jobs now but for the long-term health of not only the regiment but the CAF.”

In addition to a positive change for future generations, participants widely acknowledged anticipated difficulties with increasing a mentorship program. In particular, the person-power required to complete formal mentorship tasks was seen as prohibitive. Chronic personnel shortfalls and ongoing “double hatting” were seen as resource challenges whereby attempts to start a program would be under-resourced, leading to failure. Participants like P004 asserted a requirement for cultural change, stating, “I believe that we should be cultivating a culture of mentorship within the regiment where people feel that they can make those connections and have those conversations within the regiment.” Kochan et al. (2015)

summarized barriers to a successful implementation of a formal mentorship program as “matching processes; mentee attitude toward matching; lack of organizational support; static or closed organizational culture; and organizational or community culture values” (p. 94). Of these, a lack of organizational support by under resourcing or under promotion of a future program by senior leaders was seen as most problematic. Ultimately, grassroots support for the implementation of an enhanced mentorship program aimed at initiating a mentorship culture was highly supported but a cautionary note on program failure due to under resourcing was also sounded.

Conclusions

The findings represent a snapshot of mentorship as experienced by officers and senior non-commissioned officers of the Royal Canadian Regiment who participated in interviews and the focus group. From the findings flow the following conclusions that will be covered:

1. A confusion of terms exists.
2. There is a focus on performance vs well-being.
3. Informal mentorship variably occurs.
4. There are missed targets of value opportunity.
5. A culture of mentorship is missing.

Before moving on to the conclusions, however, it is prudent to reiterate the principal inquiry question and sub-questions to focus on how the findings relate to the organization and prevailing research on the matters of mentorship and leadership.

The principal question is: *How might reflection and interactive dialogue on mentorship by various ranks of the Royal Canadian Regiment enhance leadership?* The attendant sub-

questions are:

1. How is mentorship currently performed in the RCR and what are its aims?
2. What are the mechanisms by which members of the regiment achieve access to effective leaders who act as mentors within the regiment's strata?
3. In what way(s) does mentorship help strengthen mentors and mentees against the challenges of engagement, retention, motivation, and connectivity to service life?
4. How did mentee and mentor pairs in the RCR overcome the barriers to engagement around mentorship

In general, reflection and dialogue on mentorship within the RCR has revealed that there is a misunderstanding of mentorship that is fuelled by the organization's use of the term to assist with administrative career management functions. While participant stories pointed to the fact that mentorship does occur, albeit mostly informally, there was expressed desire for a formal program that would improve member experience through increased attention to the well-being of the regiment's members. In short, investment in a formal mentorship program would strengthen the bond between rank-in-file members and leadership through a cultural shift focussed on well-being in addition to performance.

The findings indicate that participants are dissatisfied with the status quo model of mentorship under the foundation of leadership. Conclusions, which flow from the findings, show a lack of knowledge about mentorship and its relation to leadership. Both a lack of understanding and variability in the incidence of mentorship are adversely impacting the health of the organization. More succinctly, a system that is focused on job performance to the exclusion of psychosocial development is resulting in missed opportunities to develop leaders, reinforce

organizational values, and inspire retention through a sense of worth and belonging. The lack of a formal mentorship program is also leading to missed opportunities to strengthen generational connectivity through positive culture.

Conclusion 1: A Confusion of Terms

Culturally, while leaders in the RCR are in tune with performance-based, task-focused leadership that is aimed at accomplishing missions, there is no regimental system in place to provide an in-depth understanding of mentorship and therefore attempts to employ it effectively are misinformed, unbalanced, or both. From a first principal perspective, misunderstanding of mentorship, leadership, and their associated concepts like coaching, counselling, and advising is understandable. As introduced in Chapter 2, there are well over 40 definitions of mentorship not to mention innumerable definitions of leadership, all of which can be implied to mean the same thing. Base definitions then become important in terms of literary resources such as the Regimental Standing Orders (RSOs), which are meant to provide guidance to members of the regiment.

By using the term mentor to define someone who helps with the clerical work of career management, the RSOs blur what is widely regarded as a critical facet of mentorship – i.e., career development – with that of an administrative function. Notwithstanding participant testimony that the RSOs are not commonly read nor understood, they also contain no mention of supporting references or material to help guide and educate members of the regiment on the concept of mentorship. The definition for the term mentorship, meaning a noun describing a relationship (Webster-Merriam) does not exist in Canadian Armed Forces doctrinal literature. However, although the term mentoring – used synonymously with mentorship – is doctrinally

defined, the terminology is not used in the RSOs.

For the purposes of this study mentorship was previously defined in Chapter 2 and contrasted with the definition of mentoring found in the *Mentoring Handbook* (Lagacé-Roy & Knackstedt, 2007). It is, however, worth noting the definition of mentoring found in the strategic leadership publication, which expresses mentoring as,

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. (DND, 2007, p. 155)

While this definition is somewhat limited, its inclusion in the RSOs would serve to anchor terminology that is aligned with CAF literature. More pressing still, while it is desirable to have CAF supporting material written into RCR’s publications, the definition does fail to account for a widely accepted and important aspect of mentorship – the psychosocial support function. As confirmed in Chapter 2, many authors including Kram (1985), Haggard et al. (2011), and Eller et al. (2014), include psychosocial support, career support, and role-modelling as key elements of mentorship.

Thus, from a larger systems aperture, the RCR – like many other organizations – inside of the CAF, pay very little to no attention to the psychosocial well-being of individuals within their ranks as it pertains to mentorship facets. Part of the reason for this may be due to a lack of understanding of the mentorship paradigm or confusion over the relationship it has to leadership. In this regard, it is worth considering whether every leader is a mentor or doing the work of a mentor and wherein lies the separation between the two functions.

Conclusion 2: Focus on Performance vs Well-being

Leadership training is an essential part of the CAF and army development models, and is included in developmental training, however, beyond institutionally mandated professional military education (PME) received by each member as a requirement of their primary role, there is no formal mentorship development in the RCR. In fact, CAF leadership doctrine often blurs the line between leadership and mentorship with no definitive comparison of the two paradigms to inform how they interrelate beyond the latter being a sub-set of the former. This leads to the supposition that because leadership is taking place, mentorship is as well. While participants report that informal mentorship is occurring, mentorship is not generally observed in RCR culture and is not, by definition, occurring the same way that formal leadership is occurring.

CAF leadership doctrine recognizes the strength of formal leadership that is focused on mission accomplishment and member development by comparing both transactional and transformational leadership as cornerstone archetypes. As stated in *Leadership in the CF: Conceptual Foundations* (DND, 2005a),

Often contrasted with transactional leadership – the economic exchange of skill and labour for a salary, benefits, and other inducements offered to satisfy basic material needs – transformational leadership in its broader sense is about providing a sense of personal meaning, value, and purpose through work or service in a collective undertaking. (p. 69)

The two go hand-in-hand according to doctrine. While transactional leadership is necessary for maintaining discipline and achieving tasks under challenging circumstances, transformational leadership, “simply extends and supplements, rather than replaces, transactional

leadership, but addresses higher-order individual needs” (DND 2007, p. 69). The doctrine goes on to further inform that transformational leadership is “superior leadership” used by high-level or transformational leaders to inspire hope and commitment among followers. According to the same doctrine, mentorship is a subset of leadership and is lumped together with other behaviours such as modelling and coaching, as facilitators of influential leadership (DND, 2007, p. 22). It is under the domain of member well-being that mentorship is considered to be leveraged according to CAF literature. More specifically, in order for leaders to achieve member well-being and commitment, leaders are responsible to “Mentor, educate, and develop subordinates” in addition to treating them fairly and responding to them and their concerns (DND, 2007, p. 48). This again supposes that if transformational, facilitative leadership is taking place, then mentorship – along with coaching and modelling – is occurring (DND, 2005b, p. 22). But what happens if leadership is performance-focused and consequently misses the well-being mark?

Institutionally, with regards to leadership, the CAF is very much focused on performance. Doctrinal documents use wording such as mission, mission success, task-orientation, and performance evaluation to drive home its importance. Here it is worthwhile to refocus on departmental literature that highlights performance focused leadership versus leadership that is not wholly focused on performance alone. Coaching, once again, is a good paradigm that spotlights performance improvement. As stated in the *DND Mentoring Handbook*,

Coaching is a short-term relationship in which one person (*coach*) is focused on the development and enhancement of performance, skills, effectiveness, and potential of another person (*coachee*)...A coach is more job-focused in directing a person to achieve a specific end result. (DND, 2007, p. 5)

In fact, leadership performance is achieved via direct and indirect influence processes that “apply to all levels of leadership—from every junior NCO to the chief of the defence staff. Both direct and indirect kinds of influence are critical to leader effectiveness” (DND, 2005b, p. 24) through two principles. First, the “Direct Influence Principle aims to contribute to CF effectiveness directly, [whereby] leaders develop and capitalize on people’s *capabilities* and take appropriate action to correct or compensate for their *deficiencies*” (DND, 2005b, p. 24). Second, via the “Indirect Influence Principle [that aims] to contribute to CF effectiveness indirectly, leaders consider institutional characteristics and environmental conditions” that enable performance, and neutralize factors that constrain performance (DND, 2005b, p. 24). Moreover, as a force of last resort, a focus on mission success over other considerations like “integration, member well-being and commitment, and external adaptability” is existentially natural (DND, 2005b, p. 25).

Leadership, focused on coaching, for example, is different from mentorship in that although some of their aims may be congruent, the approach is different. A key aspect to their difference is the notion of reciprocity – that is the concept of both parties sharing the benefit of growth, which results from the relationship. In speaking of factors that contribute to successful formal mentorship programs, Ghosh and Reio (2013) highlight the role that reciprocity plays by noting that protégés who know they “are joining a partnership where both parties (i.e., mentor and protégé) are likely to accrue benefits...will be more inclined to develop a reciprocal relationship than a hierarchical one-way connection that is primarily geared towards their career needs” (p. 114). In this regard, although formal leadership is a workplace norm, it is often mistaken for formal mentorship and where a focus on performance is dominant over well-being,

a lack of developmental opportunities – especially, personal ones – can have a negative impact on the health of an organization.

For example, leadership constructs such as Leader-Member Exchange (LMX) theory posit that the delivery of transformational leadership, which is desired for personal development, can be unevenly given by supervisors. As Leonardo, Godshalk and Sosik (2008) note of LMX findings, “in-groups” – those that have better exchanges with the leader – tend to receive disproportionately more transformational leadership that is associated with mentorship whereas “out-groups” are more likely to receive transactional leadership from their supervisors. Furthermore, the authors go on to note that while given supervisor-subordinate dynamics are at play in a formal leadership setting, “The protégé does not discern any difference in behavior whether the supervisor is acting as the mentor or the leader. Hence, the leader's position of formal authority seems to be a prevalent factor in the relationship” (Leonardo et al., 2008, p. 7). Hence, while both in- and out-groups may receive mentorship from sources inside and outside of the regiment by informal chance, a perception may arise that the in-group receives formal mentorship through transformational leadership, while out-groups are more likely to be mentorship disadvantaged through a diminished receipt of transformational leadership.

Correspondingly, it is worthwhile to note a doctrinal warning for leaders focused primarily on performance leadership over well-being – via mentorship – in this case, for example,

Although mission success will almost always take precedence over other considerations, failure to pay sufficient attention to other dimensions of effectiveness can seriously undermine overall performance and may have secondary adverse effects on the image

and reputation of the CF or on public confidence and support. (DND, 2005b, p. 25)

While the LMX theory highlights the fact that parallels often exist between leadership and mentorship, data collection and analysis point to variability in opportunities for mentorship and an overall desire to increase access to it.

Conclusion 3: Informal Mentorship Variably Occurs

Mentorship opportunity is variable within the RCR. Some members – both senior NCO and officers – receive it informally and formal programs and initiatives exist for those who are fortunate or rise in rank through succession planning but for the bulk of participants who desired mentorship, the opportunity was elusive. Mentorship research shows that informal mentorship relationships are thought to work best over formal mentorship programs and formal programs over no mentorship programs (Chao et al., 1992; Roupnel et al., 2019). While participants overwhelmingly supported the idea of increased opportunity for mentorship in the RCR, a formalized program that is not voluntary could have a negative impact. As Chao, Waltz and Gardiner (1992), note

Informal mentorships arise because of a desire on the part of the mentor to help the protégé and a willingness on the part of the protégé to be open to advice and assistance from the mentor. Formal mentorships, on the other hand, entail a degree of pressure where dyads are required to participate due to their positions resulting in decreased motivation on both the mentor and protégé to participate. (p. 621)

This is congruent with Participant P001's recount of a failed mentorship effort where dyad and group mentor relationships were forced without matching, hurried without allowing time for trust to build, and under-resourced in terms of training, understanding, and commitment. Ultimately,

the initiative failed and was counter-productive by adding stress to the lives of participating mentees and mentors.

Although initiating a haphazard, formal mentorship program can do more harm than good, mentorship is encouraged above units at the institutional level and is promoted by institutional doctrine, which states “Institutional leaders have a particular responsibility [because] mentoring, represents a crucial role in knowledge management and distribution; hence it needs to be viewed not only as a responsibility but as an obligation” (DND, 2007, p. 136). Additionally, doctrine is supportive of institutional mentorship aimed at the value of stewardship. The publication relates “Stewards engage in deliberate role modelling, teaching, mentoring and coaching...Coaching and mentoring, however, are not “cronyism,” where members try to attach themselves to “rising stars” in the interest of self-promotion” (DND, 2007, p. 13).

While the intent of stewarding the institution by mentoring junior talent may be purposeful, participant data revealed that perceptions of unreasonable, misunderstood, or privileged mentor sponsorship led to frictions and beliefs in systemic bias, patronage, and unfairness. In a look at the potential negative effects of mentorship in the US Army, Martin et al. (2002) report, “Junior and mid-grade officers generally think the concept is positive, but don’t think they are getting enough of it, and are anxious that they will fall behind their peers who they perceive are being better mentored” (p. 117). Their study also determined that many felt that people who were seeking mentorship were scheming their way into “the good graces of powerful and influential superiors and hence receive special treatment and favors” resulting in negative association with concepts of “exclusivity, unfairness, and cronyism” (p. 118). Ultimately, avoiding misperceptions of conflicts-of-interest relationships is desirable. Moreover, while

participant evidence expressed attention to avoid negative associative values, positive mentorship values and mentor characteristics were revealed in addition to a general desire to see the paradigm expand.

Conclusion 4: Missed Targets of Value Opportunity

The Merriam-Webster dictionary defines a target of opportunity as “a military target on which fire or attack is unplanned and which is attacked upon favorable presentation or unexpected discovery or appearance” (Merriam-Webster, Definition of TARGET OF OPPORTUNITY, n.d.). The RCR has a set of values that are specific to the RCR and articulated in the RSOs. While the profession of these values in the regimental literature is deliberate and intended to remind members of the regiment’s core principles, the opportunity to reinforce those values and higher values through deliberate mentorship, is being missed.

Values are an important part of many organizations, especially those which hold ethics as a central part of their profession (Gabriel, 2007). As highlighted in Chapter 2, Collins (2001) notes that values are an intrinsic part of good organizational leadership, and the application of values as they relate to organizational codes must be seen. Additionally, Kouzes and Posner (2012), in their look at leading well in an organization, assert that personal, organizational, and shared values are central to organizational learning and health. Values are also fundamental to the CAF’s leadership model, its expected effectiveness, and its underlying ethos (DND, 2005b). Since they are essential to organizational identity, values are also key to leadership and mentorship.

For the CAF, values are explicitly tied to effectiveness through leadership, but their potential to reinforce positive culture and character development is often overlooked. Similarly,

good leadership is crucial to the RCR but by not having a defined mentorship program, the organization misses opportunities to reinforce leader development, higher CAF values, and values fundamental to the regiment. Additionally, and perhaps more significantly, the lack of formal mentorship is resulting in missed potential to affect positive leadership shaping that is attentive to member wellbeing and character development. Since values, leadership, and mentorship are related, a look at them from an organizational and relational perspective will be useful.

First, from a Canadian Armed Forces (CAF) and Canadian Army (CA) perspective leadership “may be defined as directly or indirectly influencing others, by means of formal authority or personal attributes, to act in accordance with one’s intent or a shared purpose. This definition is generic and value-neutral” (DND, 2005b, p .3). Nevertheless, the CAF leadership model *is* values-based with the doctrinal leadership publication containing no less than 52 mentions of the word “values” (DND, 2005b). Correspondingly, civic, legal, ethical, and military values are important to the CAF as they are embedded in its ethos, which holds conduct as central to mission success, and member-wellbeing (DND, 2005b, p. 14). However, while leadership in the CAF is doctrinally values-based, it is primarily performance-focused towards mission success with lesser attention paid to wellbeing. More specifically, effective leadership in the CAF is doctrinally believed to center on directing, motivating, and enabling people in mission accomplishment while improving capabilities (DND, 2005b, p. 5). Member-wellbeing, on the other hand, is expected to be a concern of leaders but in a hectic leadership landscape where multi-tasked leaders are focused on performance, it may be overlooked. Mentorship, an essential and often underexploited part of leadership, offers a values-complimentary way to

address soldier welfare while simultaneously growing leadership through character development.

If mentorship is linked to leadership and both are tied to values, then an examination of relevant values is worthwhile. At the national level, Canadian values are often variably defined depending on the source. The Canadian Charter of Rights and Freedoms, for example, defines what is important to Canadians in terms of freedoms, mobility, justice, and equality (Government of Canada, 1999). Academically, the University of Waterloo's Canadian Index of Wellbeing identifies, fairness, diversity, inclusion, equity, health, and safety as primary Canadian values (Reflecting Canadian Values, 2012). Durham Region in Ontario, on the other hand, also counts being polite and an appreciation for hockey as baseline Canadian values (What Are Canadian Values?, 2020). From a governance perspective, the Canadian Government in the 44th Speech from the Throne contends that over the course of the challenges Canadians faced in 2021, the values of compassion, courage, determination, and democracy remained important (Office, 2021). For Canadian soldiers however, the Department of National Defence and the CAF hold the values of loyalty, courage, integrity, stewardship, and excellence, together with their associated behaviours, as paramount to the institution (DND, 2019a; DND 2019b). Similarly, the Canadian Army follows the same departmental values, while the Royal Canadian Regiment, as determined in the Regimental Standing Orders, has its own defined set of values. More specifically, the RCR holds integrity, loyalty, courage, discipline, and selflessness as topmost values for its members to follow in pursuit of professionalism (RCR, 2017, pp. 30-31). Much like higher Army and CAF values, regimental values are more concerned with organizational functioning than individual condition. In this regard, the focus is on how soldiers perform and behave versus what they intrinsically receive from the organization.

Although organizational value sets define performance-based behaviours, the internal well-being of members is not easily measured in terms of behaviours they exhibit in pursuit of organizational effectiveness. Rather, wellbeing is related to the receipt of intangible, psychosocial values that are connected to a person's welfare and development. For example, although the RCR RSOs aim to achieve personal development through familial connectivity, geographical postings, networking opportunities, expectations of self-development, and association with retirees (RCR, 2017, pp. 34-35), these concerns, in of themselves, do not cultivate character. Rather, they address organizational priorities whereas values like trust of leaders and the organization are attentive to individual wellbeing.

Tellingly, during data collection, there was no direct mention of the formalized CAF, Canadian Army, or RCR values made by any of the participants in response to questions on leadership or mentorship. Instead, notions of adaptability, open-mindedness, communication, fairness, authenticity, collaboration, transcendence, transparency, temperance, and humility reflected mentor personality traits desired by participants or positive relationship outcomes, which participants associated with mentorship. That is not to say that formal, performance, and behaviour-based values were considered unimportant, it does, however, reinforce the notion that values associated with individual needs and psychosocial wellbeing are more closely aligned with participant notions of mentorship. In particular, participants identified that their experience with mentorship most often resulted in positive outcomes related to the values of care, concern, trust, transparency, fairness, and belonging that added to their sense of enrichment and development. Beyond missed opportunities to reinforce institutional values and those associated with wellbeing, the chance to enhance leader development is also being overlooked by the

underutilization of mentorship.

Informal mentoring does occur by happenstance in the RCR and across the CAF, however, formal practices to affect mentorship benefits are often lacking. This certainty is reflected in the strategic leadership doctrine, which acknowledges that institutional mentoring is,

One of the most underutilized components in the arsenal for institutional leaders to address effective executive development, outside the structured group-learning format... Through mentoring, the wisdom and experience of institutional leaders is passed to others, facilitating personal and professional growth for those being mentored. (DND, 2007, p. 136)

While, this speaks to leadership development at the executive level, leader development through mentorship could start much earlier, especially if it is linked to foundational and character values. Seijts et al. (2017), assert that “Good leadership is a function of competencies, character, and...commitment” (p. 30). The authors further attest that while competencies are most emphasized in pursuit of leadership, character is often overlooked as an important aspect of its development to the chagrin of organizations. While competencies reflect skill in task completion, character is focused on *how* those competencies are applied or if the competencies even need to be applied at all (Seijts et al., 2017, p.31). Moreover, character is often an indicator of an organization’s performance and yet character development frequently remains a distant second – if at all contemplated – in relation to competency development. Like leadership in general, character can be developed, and this is especially important for the personal and professional growth of future leaders. Fittingly, Seijts et al. (2017) point out that “Character is developed over the course of a lifetime through both formative and transformative experiences

that help individuals to re-examine themselves in a different way” (p. 34). For the RCR, character development is an untapped benefit of formal mentorship that is related to the adoption, consideration, and endorsement of psychosocial values that help promote well-being. Those intangible values are often identified as virtues that surround organizational health.

From a human resources perspective, values like trust are of a particular concern because they are often associated with feelings of happiness, work satisfaction, decreased absenteeism, and the phenomenon of retention (Thompson & Hendriks, 2018). The importance of trust is therefore worth examining because, as an informal value, it was raised by participants as a key driver of well-being and is currently at the heart of institutional problems that are seen as a failure of values-based leadership. From this perspective, it is essential to note that many of the difficulties facing CAF institutional leadership are not competency-based; rather, problems like allegations of sexual misconduct, which have surfaced in the public domain are connected to breaches of trust associated with imperfect character.

Trust can be defined as “assured reliance on the character, ability, strength, or truth of someone or something” (Merriam-Webster, n.d.). CAF foundational doctrine defines trust as “The willingness to accept the decisions or influence of another person based on a belief in that person’s reliability. Any of several characteristics may be important to establishing reliability, including technical competence, loyalty, integrity, courage, and similar qualities” (DND, 2005a, p. 133). Aside from the overlap of values and trust characteristics at the foundational level, CAF institutional leadership doctrine, declares that a break in trust by leaders can be both internally and externally harmful to the CAF. More succinctly,

Leaders, who are representational of the institution and yet fail to uphold formal values

that subordinate ranks are expected to follow, breach the trust of not only personnel in the organization but also trust in the CAF as a national institution. (DND, 2007, p.10)

While trust is clearly internally important to CAF supervisor-subordinate relationships and externally to perceptions of CAF as a national institution; it is not an espoused value. How is it then linked to championed values, what is being missed in the leadership model, and how does it relate to the RCR?

To start, in an analysis of organizational trust conducted by Defence Research and Development Canada (DRDC), defence scientists codified trust into four psychological dimensions: competence, integrity, benevolence, and predictability (Thompson & Hendriks, 2018, p. 2). Competence is associated with skill and ability while predictability is seen to center on behavioural consistency (p. 2). Although both are important to trust, the properties of integrity, i.e., acting in accordance with valued goals and principles, and benevolence, which is associated with care and concern for others (Thompson & Hendriks, 2018, p. 2), are worth further examination as they have been problematic for the RCR. As Participant P005 related,

We have a lot of issues within the regiment bordering around trust and what it boils down to is you get... people like me that [have had the experiences I have had and who] don't trust the regiment so you find... individuals that you learned to develop that trust with.

Participants also underlined that part of the mistrust between members and the regiment stems from the opacity of how promotion decisions and opportunity assignments are made in the RCR. The lived experience of members of the regiment is unquestionably not an isolated phenomenon as the Chief of Defence Staff, General Wayne Eyre, was cited as wanting “to see

the military adopt a more transparent and thorough process for recruitment and promotion, which could extend to giving subordinates input when leaders are chosen” (Boisvert, 2021).

In this light, from an organizational trust perspective “where organizational processes and structures are considered to conform to the *employee’s value system* and to operate in ways that are consistent with its *stated values*, the organization will be deemed to have integrity.” Moreover, where “structures, policies and processes are considered to be in place to be genuinely *responsive to the needs of the employee*, the organization will be deemed to be benevolent, resulting in higher trust (Thompson & Hendriks, 2018, p. 4). While institution and stakeholder adherence to values in the treatment of members seems an obvious way to achieve integrity, the inclusion of supportive values like care and concern that are associated with benevolence would also bolster trust in the institution. Additionally, using mentorship to model the importance of wellbeing values would also serve to shape virtuous qualities of future leaders; an enhanced opportunity for the RCR. More specifically, not only can mentorship be used to bolster important values, it can also serve as a means to develop character.

From a systems perspective, the CAF leadership model is values-based and the five espoused values are performance or competency-focused. On the other hand, trust, among other psychosocial precepts related to welfare, commitment, and good character, is not a specified value. Yet, institutional doctrine points to its importance by highlighting that “Institutional leaders across the CF, from senior NCOs to general and flag officers, are key contributors to the CF-wide commitment and trust that are necessary to facilitate open and transparent systems approaches” (DND, 2007, p. 38). From this perspective, if trust is linked to values as well as personal virtues, then inattention to their development at various levels risks related problems.

Indeed, Seijts et al. (2017), postulate that good leadership is a function of competencies, character, and commitment to “the hard work of leadership” (p. 30). The authors identify 11 virtues like courage, integrity, transcendence, humility, and their associated character elements, as central to good character (p. 31). They further assert that while competencies are often the focus of leadership evolution, character development of leaders is habitually missed resulting in undesirable problems, that could manifest themselves at any strata up to the strategic level. The authors go on to state,

Any character-associated behaviors expressed or enacted by senior leaders, whether good or bad, tend to be watched closely by others, especially those at early stages of their leadership development, as they discern the behaviors that are valued in the organization. (Seijts et al., 2017, p. 36)

Ultimately, leader character can be developed through mentorship and modeling aimed at learning opportunities, teachable moments, and the personal experiences of a leader in responding to challenging situations (p. 36). The strength of mentorship is that it offers a way to capitalize on missed opportunities to reinforce values, strengthen member commitment and trust, and develop future leader character. Much like leadership in general, however, it requires dedicated interest that would also necessitate a shift in culture.

Conclusion 5: A Culture of Mentorship is Missing

Culture is considered an important part of many organizations. Like mentorship and leadership, however, culture has no universal definition and is varied depending on the context, subject, and how it is constructed. For the CAF, the Canadian Army, and indeed the Royal Canadian Regiment, culture is a stated, inherent part of organizational consciousness that is often

related to values and ethos. While the RCR Regimental Standing Orders mention the importance of culture in relation to tradition and timelessness, it is not clearly defined (RCR, 2017, p. 55, p. 328). The Merriam-Webster dictionary, on the other hand, defines culture as “the set of shared attitudes, values, goals, and practices that characterizes an institution or organization” (Definition of CULTURE, n.d.). Indeed, while there is no consensus on a definition, there are prevailing characteristics, which acknowledge that culture is often knowledge-based, embedded in shared societal constructs and experiences, guided by traditions, values, expected behaviours and norms, and, importantly, culture remains fluid. Kochan et al. (2015) also agree that shared meaning and experiences, which transcend generations, are important aspects of culture.

In a 2005 study of the Canadian Army’s culture and climate, it was noted that “culture determines how and why things are done in the organization” and that “symbols and rituals are easy to observe whereas the values and beliefs [that have the strongest influence on member behaviour] are often less visible (Capstick, 2005, p. 70). Additionally, the term “climate” was identified as meaning “how people feel about their organization” and encompassed concepts such as satisfaction [or presumably dissatisfaction] “with leaders, pay, working conditions, and co-workers” (Capstick, 2005, p. 70). Climate was seen to be influenced by the values and beliefs inherent in culture. Most notable, however, was the contention that climate “can result in changes to culture over time” (Capstick, 2005, p. 70). Given the testimony of participants, there is a prevailing climate of dissatisfaction with the concept of mentorship amongst the senior NCO and officer ranks in the RCR, however, there is also a noted desire for it to be culturally endorsed.

From an organizational perspective, the RCR does not currently have a pervasive

culture of mentorship. Returning briefly to my experience as a captain and the genesis of my curiosity on the matter, my perception of general indifference towards mentorship and its outcomes in the regiment was a consequence of cultural rather than individual detachment. Mentorship as a form of personal, professional, and character development is neither clearly defined nor supported in terms of values, norms, experiences, and meaning. Conversely, despite being doctrinally encouraged and yet institutionally underutilized, mentorship was seen as relevant, beneficial, and culturally desirable among participants. Members did, however, also sound a note of caution that if authentic commitment and resources were not devoted by stakeholders, efforts to enhance mentorship – and therefore leadership – would likely fail. Consequently, an important aspect of generating a mentorship culture is the identification of clear aims that will drive corresponding requirements of embedded programs. In this light, Kochan et al.'s (2015) *Cultural Framework for Mentorship*, identifies traditional, transitional, and transformational mentorship frames, which align with outcomes that are relevant to leadership development in the RCR.

The transformational cultural frame, with its focus on networks and group features, is most applicable to programs above the regimental level. On the contrary, the traditional and transitional cultural frames are most suitable for the NCO and officer groups represented by the study participants. The traditional cultural framework's purpose is "to transmit the culture, values, or beliefs of the organization" where the mentor is the teacher and the mentee the learner (Kochan et al., 2015, p. 87). This framework would be suitable for the initial socialization and indoctrination members of regiment and aimed at the development of junior leaders in the RCR. Conversely, the transitional cultural frame lends toward a more collaborative relationship

suitable for seasoned leaders, which fosters mentee growth by helping them to “operate successfully within the organization while still maintaining her or his own cultural identity” (Kochan et al., 2015, p. 87). For these frameworks to succeed, recognition of individual, organizational, and societal challenges to mentorship is important as well as insight into cultural barriers that may hinder their success.

Individually, there are climatic challenges to a culture of mentorship. For example, differences between social, economic, and cultural backgrounds may hinder mentee-mentor bonding (Kochan et al., 2015, p. 88). Additionally, the concept of mentorship may not resonate with all members of an organization. That said, while substantial differences in “matching” may hinder mentoring relationships, differences that promote learning between dissimilar dyads would positively add to larger Canadian Armed Forces efforts to enhance diversity efforts. As Participant N002 surmised,

When you get mentors that are different and have a different perspective than you do, it can be very, very positive. So, as an example...mentors that were neither army nor male [have] a different perspective on some of the challenges in the CAF [and] because I can always get the same white male perspective from a bunch of RCR leaders, I want something different. (Participant N002)

The concept of embracing greater diversity also resonated with members of the regiment who saw the practice of promoting templated leaders as problematic from a development perspective. As Participant C002 stated

I found that most of my interactions with the superiors that I’ve had...has been more about them projecting themselves on me... trying to make me like them...most leaders

in the CAF are trying to make subordinates more like them [rather than] develop who they are.

While individual challenges are certain, organizational problems with initiating a culture of mentorship also corresponded to participant concerns of its genesis in the RCR. Among hinderances identified by Kochan et al. (2015), power differences (especially due to variances in rank), a lack of trust in the relationship and organization, resistance to diversity, and insufficient support for a program were relevant concerns among participants.

Finally, aside from organizational limitations, a shift towards a culture of mentorship may be negatively impacted by greater societal (i.e., CAF or Canadian Army) limitations focused on ensuring equality and organizational norms (like discouraging unit individualism rather than higher level collectivism) over program initiation. In spite of organizational or societal hurdles to a culture of mentorship, members of the RCR recognize the inherent benefits of mentorship, especially its potential to boost leadership within the regiment. Consequently, they are eager to support a climate of change that aligns with a culture of mentorship and the values – especially the psychosocial ones – it supports.

In reviewing the conclusions drawn from the findings, it is clear that mentorship, as a component of leadership in the RCR, is neither well-understood nor well-practiced. This is not surprising considering there are numerous definitions of each term as well as definitions for activities like coaching and advising, which fall under their umbrella. An imbalance also exists between the value associated with performance-focused leadership and the benefits associated with mentorship centered on member well-being. Furthermore, despite the existence of informal mentorship within the regiment, inequity was also reported by participants in terms of access to

mentorship opportunities. Perhaps most illuminating of the findings was that opportunities to align regimental and institutional values through mentorship were being overlooked. Similarly, while mentorship was seen as desirable, participants did not view the RCR as having or nurturing a culture of mentorship. With these conclusions in mind, it is also important to note the scope and limitations of the study.

Scope and Limitations of the Inquiry

Leadership is a pervasive part of many organizations because it involves relationships that serve to “transform ways of seeing, thinking, and acting so that the group may adapt to the various challenges confronting it” (Roupenel et al., 2019, p. 128). Mentorship, is often seen as a subset of leadership, most often happens organically and informally (Chao et al., 1992). While the two are linked, whether or not they are experienced and how they are experienced is subject to variation through a number of factors such as culture, gender, and experience. In this regard, it is important to note that the scope of the study was limited to the RCR, which is one of three regular force infantry units and 51 reserve force units that comprise the infantry corps of the Canadian Army (Canadian Army, 1999). Therefore, due to limited participation, the study would not be reflective of the experience of many members of the CAF.

More specifically, the Canadian Army currently numbers 22,500 regular force and 21,000 reserve personnel, of which approximately 1,500 members serve in the RCR. With a total of 12 participants from the regiment, data contribution is a very small percentage of the greater population of serving members. Consequently, variation would likely occur in data, findings, conclusions, and recommendations regarding mentorship experienced in other units comprising the infantry corps, as well as other trades within the army. Additionally, while much of the

doctrine that drives leadership and culture is written from a pan-Canadian Armed Forces, institutional perspective, sub-cultures within the Canadian Army, RCN, RCAF, and Canadian Special Forces Command may also reflect different results of the mentorship experience across the CAF.

While there were limitations on the study due to participation size and differences due to inter-service culture, limitations on participant rank were also deliberately applied. More specifically, study participants were limited to the rank of sergeant to chief warrant officer for the senior NCO ranks, while for the officers, participation was limited between the rank of captain and lieutenant-colonel. The rank limitations were imposed because junior non-commissioned members (including the ranks of corporal to master-corporal) and junior officers (second lieutenants and lieutenants) are often new to the organization, lightly experienced, the recipients of direct leadership, and are in their first developmental period that is focused on improving nascent competencies (National Defence, 2018). Therefore, they lack the experience and leadership understanding that is most often associated with mentorship and mentorship programs. While junior ranks were intentionally excluded, gender and reserve force input were considered but ultimately not included in the study.

Regarding gender, employment in any trade, including the combat arms, is open to women who join the Canadian Armed Forces (Women in the CAF | Canadian Armed Forces, n.d.). While all trades are open to women, there has been a slow uptake of female enrollment in the CAF, and consequently in the combat arms and the infantry corps. There are women who serve as infantry soldiers and officers in the RCR, however, they are statistically very low in number with a total of seven females in the ranks of sergeant to major within the three regular

force battalions (Captain S. Robinson, personal communication, 3 March 2022), however, none volunteered to participate in the data collection. Similarly, while age, race, and socio-economic background has been linked to variation in mentorship opportunities and experiences, those factors were not addressed in terms of impact on participants in the RCR. Lastly, it was intended to capture the mentorship experience of part-time, reserve force personnel from 4 RCR – the regiment’s reserve battalion located in London, Ontario – however, there were no volunteers from the unit to participate in data collection.

In addition to mentorship gender disparity, it has been determined that persons from different ethnic and cultural backgrounds have different access rates to mentorship and experience mentorship differently than their white majority counterparts. For example, in studying access to mentorship and promotion, Randolph (2018) found that while African Americans comprised 17% of the US Army, they had less access to mentorship and were under selected for promotion from captain to major. The compounded effect was that African Americans only represented 6.7% of the 302 general officers at the end of the promotion stream. While the numbers in Randolph’s (2018) case study were small, they were still statistically relevant. Conversely, the RCR, while not racially homogenous, is comprised of a white majority with a very small number of cultural minorities across the ranks. Like gender, this eliminated a focus on racial and cultural experiences as representative numbers would have been statistically insignificant.

Finally, the COVID-19 pandemic was a limiting factor in that accessibility to personnel and participants was restricted. For example, while members of the 4th Battalion RCR were invited to participate in data collection, no volunteers came forward. While invitations to

participate and the data collection were completed virtually, members of the reserves have limited time and access to electronic enablers. For reservists, face-to-face meetings during work evenings is often the most efficient means of connecting with soldiers. However, governmental, CAF, and Royal Roads University pandemic response policies barred in-person meetings from occurring from ethical, health, and well-being perspectives. Having covered findings, conclusions, and limitations, it is now time to turn our attention to the inquiry's recommendations and implications in Chapter 5.

Chapter 5: Inquiry Implications

Study Recommendations

This chapter aims to provide a stairway approach focused on three recommendations that have resulted from the findings and conclusions in Chapter 4. It is important to note that the recommendations are identified from a macro perspective but have implications for leaders as well as the organization. While organizational implications will be addressed more extensively later in this chapter, implications for individual leadership will also be touched upon in each recommendation for reader consideration.

The first recommendation is that a formal mentorship program be initiated to augment informal mentorship that is occurring organically in the Royal Canadian Regiment. Not only would a formal program be beneficial to leader development, having greater access to mentorship would enhance psychosocial benefits to mentees and mentors while strengthening organizational connectivity. The second recommendation is that since a formal mentorship program would enhance leadership, complimentary professional development activities be incorporated, aimed at growing individual and group leadership competencies. Finally, evidence of a lack of a culture of mentorship in the regiment supports the recommendation that cultural change that embraces mentorship throughout the RCR's strata is needed. Before delving into the specifics of the recommendations, however, it is prudent to restate the inquiry question and its associated sub-questions.

The principal question is: *How might reflection and interactive dialogue on mentorship by various ranks of the Royal Canadian Regiment enhance leadership?* The first two recommendations highlight that dialogue among serving members has raised the issue of variable

development and missed opportunities to enhance leadership. The related sub-questions are also addressed by the recommendations as follows:

1. *How is mentorship currently performed in the RCR and what are its aims?* This too is answered by the recommendation to initiate a formal mentorship program and the steps to achieve this goal.
2. *What are the mechanisms by which members of the regiment achieve access to effective leaders who act as mentors within the regiment's strata?* Again, variability exists between leaders, effective leaders, mentors, and effective mentors. Not all are equal nor similarly defined. Recommendations regarding implementing a formal program as well as leadership training (e.g. character development) identify the bridge between what exists and what can be.
3. *In what way(s) does mentorship help strengthen mentors and mentees against the challenges of engagement, retention, motivation, and connectivity to service life?* Of the sub-questions, this is perhaps the most poignant as it not only speaks to the career benefits of mentorship but also the immaterial feelings such as belonging and care, which soldiers expressed as positive psychosocial outcomes of both informal and formal relationships.
4. *How did mentee and mentor pairs in the RCR overcome the barriers to engagement around mentorship?* As with sub-question 2, mentee/mentor pairs did not overtly seek to overcome barriers to engagement, rather, by nature of their informal relationships, they overcame limitations in a way that supports diversity and cultural transformation.

Recommendation 1: Initiate a Formal Mentorship Program

Generally, the principle and associated sub-questions speak to enhancing leadership through the promise of mentorship. A multi-step approach to achieving the study recommendations is essential, especially as limited personnel, time, financial resources, and competing priorities are real considerations. Creating a formal mentorship mechanism is recommended, and, while instituting a program that responds to the findings and conclusions is no simple task, a relook at fundamentals that underpin the RCR would provide a well-supported pathway to achieving the goal.

CAF leadership doctrine endorses mentorship, and while it is not definitive in how it should be programmed, it is nonetheless supported. Similarly, the idea of mentorship as a developmental and well-being paradigm resonated with participants. Participants also verified that while informal mentorship does occur, there is appetite for increased access to mentorship and its benefits through formalization. As Participant Z001 stated, “mentorship is important at all levels because you’re always moving up to that next level...you’re always depending on that person... you’re going to be doing that person’s job someday.” Indeed, the results of participant interviews and the focus group showed harmonic agreement for increased mentorship among the representative ranks within the regiment. While participants varied in ranks, by volunteering for data collection, they are representative of proactivity that is aligned with what Kouzes and Posner (2012) described as a desire to “change the way things are” (p. 120). The willingness of this group to offer input into positive change is reflective of progressive stair-step actions that can be taken towards achieving formalized mentorship. These efforts include timely confirmation of the desire for increased mentorship from a greater slice of the regiment,

revamping of the Regimental Standing Orders, and training and education initiatives aimed at identifying mentorship aims, requirements, and potential participants.

For the regiment's leadership, an initiative to confirm whether the views of the select participants are representative of the greater group would pay dividends in terms of promoting mutual support. Giving voice to a larger segment of the regiment by seeking their views on mentorship (confirmatory of study data or not) has the potential to build reciprocity between members and the organization. More specifically, listening to others, appreciating their viewpoints, and "being sensitive to what others are going through creates bonds that make it easier to accept one another's guidance and advice. These actions build mutual empathy and understanding, and that in turn builds trust" (Kouzes & Posner, 2012, p. 224). Surveying members of the regiment – both in and outside of the battalions – regarding their desire for increased mentorship and its associated benefits, is an example of a first step that could be broadly yet easily administered. Not only is a survey questionnaire on mentorship a measure for formalizing mentorship; it is a step that would simultaneously raise awareness and build trust.

As previously identified in the findings section of Chapter 4, because the terms mentorship, coaching, leading, teaching, and advising are often used in an erroneously interchangeable manner, confusion and misunderstanding frequently surround their conceptual meaning and intended aims. Additionally, Chapter 4 also identified that values articulated in the Regimental Standing Orders (RSOs), are not fully aligned with greater Canadian Armed Forces (CAF) and Canadian Army (CA) value sets. Having engaged members of the regiment on their view of mentorship, an update of the RSOs focused on definitions of mentorship, leadership, coaching, advising, counselling, and teaching and their relationship would be the next step

toward formalizing mentorship efforts in the RCR. Similarly, defining values that are pertinent to the establishment, its traditions, and culture is another step that capitalizes on opportunities to reinforce higher and regimentally important concepts.

As noted in Chapter 4, although CAF leadership models are values-based, and mentorship is considered an extension of leadership, participants overlooked stated CAF, CA, and RCR values (including loyalty, courage, integrity, stewardship, excellence, discipline, and selflessness) in their assessment of the psychosocial benefits that could be gained by increasing access to it. Therefore, in order to update values that are important to the organization, it would be prudent to amplify Canadian Army and CAF principles, while re-examining expectations surrounding membership in the RCR. In this vein, leaders “must be proactive in involving people in the process of creating shared values. Imagine how much ownership of values there can be when leaders actively engage a wide range of people in their development” (Kouzes & Posner, 2012, p. 66). Moreover, “for values to be truly shared, they must be more than advertised slogans. They must be deeply supported and broadly endorsed beliefs about what’s important to the people who hold them” (p. 66). Beyond refreshing the RSOs through reflection on leadership foundations and articulated values, identifying training and education endeavours for members of the regiment would facilitate a third step towards the development of formalized mentorship in the RCR. Such activities could be used to continue dialogue on the interplay of leadership and mentorship while concurrently identifying potential mentee and mentor volunteers for a program.

A lack of foundational knowledge and understanding can be detrimental in many spheres. A mentorship program that lacks understanding of its aims and responsibilities among

participants and organizers can be a formula for failure. In fact, research points to training given to both mentees and mentors as a factor of success in mentorship programs. In the RCR, study participants generally stated that formal mentorship training was not occurring. Conversely, there was indication that mentorship was conceptually, if only slightly, touched upon during theoretical leadership training at the CA and CAF levels. Practically, efforts at mentorship that lack training, conceptual insight, aims, or structure most often result in counter-productive outcomes. In relating a failed effort to inject mentorship in competency training for junior officers, Participant P001, who was appointed as a mentor, explained,

When they gave us a briefing a couple of days before we started doing the mentoring, there was pretty much no answers or guidance on anything, other than, “Here’s a form you can fill out and if there’s anything important, you need to let the course staff know”.

In this light, not only would mentorship training provide a foundational understanding of its concept to aspiring mentees and mentors, it would also reinforce its importance via organizational investment. In reviewing the impact of training on mentorship Kochan et al. (2015) asserted that training “seemed to be an important element in mentoring success...closely tied to...organizational commitment” (p. 97).

Herein also lies an opportunity for individual leaders to stretch their leadership competencies and those of the junior leaders they are responsible to lead. By promoting, informational material – both doctrinal and external – as low-level training, for example, they would be helping to educate current and future leaders on concepts in preparation for acting on organizational implications. Dovetailing with mentorship training is the second recommendation that the RCR conduct programmed leadership development in a harmonized manner that affords

individual and group development.

Recommendation 2: Conduct Leader and Leadership Development

Leadership is crucial to the business of defence and leading people takes practice by applying knowledge-based theories in an artful way. In fact, it has been argued that leadership is an art and not a science because if it was strictly formula-based, only a resource model would be needed to solve the complexities of resource management and change. Alternatively, since variable discussion on RCR mentorship has opened dialogue on how it can enhance leadership, similar reflection on other elements of leadership and their relationship to the work of leaders would be beneficial to all ranks of the RCR. To wit, increased or augmented efforts to promote leadership and leader development in the RCR is recommended. Development in the form of training can be low-level and focused not only on military leadership but other concepts that may be at odds with established ways of leading. For instance, in his assessment of factors that make marquee companies great, Jim Collins (2001) summarized that in order for those companies to find greatness, they had to “confront the brutal facts.” In particular, it was important for organizations to “create a culture wherein people have a tremendous opportunity to be heard and, ultimately, for the truth to be heard” (Collins, 2001, p. 88). Additionally, the author asserts that charisma or tyranny can be detrimental to a culture where communicating wicked facts in turn leads to the motivation to confront them (Collins, 2001). Such an alternative view to leadership (especially as it discourages strictly hierarchical and bureaucratic approaches) is not found in CAF leadership doctrine and yet coincides with the leadership value of courage. In this light, an attainable leadership professional development model could focus on quarterly activities that cover either theories, personalities, global reviews, or historical/emerging trends. While these

activities seek to develop leadership from an interactive, social, organizational perspective, individual skill and competency development is also recommended to be added to professional development efforts (Roupnel et al., 2019).

Although the CAF has doctrine that surrounds the concept of leadership as a values-based paradigm, and variably identifies leader character and characteristics as linkages to values, there is no prescribed method of assessing and improving character for junior and senior ranks up to the level of lieutenant-colonel. For the most part, character development is left to process and chance, normally through arduous experience, with little to no insight into meaning or improvement. As concluded in Chapter 4, the RCR (among most army units, in my opinion) is missing opportunities to develop the character of its leaders. Seijts et al. (2017) promote the concept of leadership as an endeavour centered around the triumvirate parts of competency, character, and commitment to leading. While the RCR produces competent leaders, having its leaders complete a character assessment exercise (using a tool such as the leader character insight assessment model) would help individuals understand their baseline character dimensions, character elements, and how to improve them (Seijts et al., 2017). As the authors note, having a baseline character score “promotes personal reflection on ways to improve or strengthen behavioral patterns. Reflection is required to truly learn from challenges otherwise these challenges are just arduous experiences” (Seijts et al., 2017, p. 35). Having a baseline character assessment also reinforces potential points of behavioral interest between mentors and mentees in a mentorship relationship. A very important aspect to this recommended enterprise is to have the assessment applied as a part of regimental efforts to professionally develop leaders.

In addition to far-reaching leadership training within the regiment, individual leaders

could also initiate training that is focused on stretching their individual skills. While training individual leaders via education was advocated in Recommendation #2, in preparation for collective training activities, leaders could conduct introspection activities that bolster efforts aimed at group improvement. For example, in looking at solutions to systems problems, Peter Senge (2006) promotes the notion of personal mastery as a key aspect of systems change. In this regard, self-reflection and mindfulness exercises are easily accomplished and consistent with the concept of attaining personal mastery. Leading by example to achieve self-proficient leadership will pay dividends in promoting growth towards a culture of mentorship aimed at tomorrow's leaders.

Recommendation 3: Promote a Culture of Mentorship

As noted in the findings of Chapter 4, access to mentorship was limited and when taken together with the variability in its delivery, there is a conclusive lack of a culture of mentorship in the RCR. That is not to say that mentorship is unappreciated or disregarded, in fact, participants roundly supported the concept and desired its increase. Within the RCR's structural system, however, its place and benefits are not well-defined and therefore its use to leverage career development, personal development, and psychosocial well-being is overlooked. While implementing formal mentorship and leadership development is achievable through small steps, so is a shift in culture aimed at changing the system. Based on the findings and as Senge (2006) points out, an ability to see and understand underlying frameworks rather than simply viewing activities that correspond to scale, tempo, and time are key to leveraging enduring systems change. In this case desired change toward a culture of mentorship is meant to positively impact leadership in the regiment in a way that supports the system.

Today's CAF recognizes the importance of culture and having systems in place that positively reinforce core values is reflected by the initiation of the Professional Conduct Culture Command. In fact, the chief of defence staff's (CDS) directive to assign a chief of professional conduct and culture (CPCC) recognized that diversity, inclusion, and equity must be culturally fostered to alleviate problems of misconduct, which invariably intersect with aspects of leadership (National Defence, 2021). Relevant to the dialogue of leveraging mentorship to enhance leadership is the CDS' implementing guidance that states "We must improve leader character and align our behaviours, attitudes, and beliefs with our ethical principles and core values" (National Defence, 2021). While this points to the importance of culture and its relationship to leadership at the institutional level, its relevance to the RCR also confirms that the two constructs are interrelated in a systemic way that is not confined to horizontally or vertically separated planes. Additionally, for the individual leader, it means self-reflection on personal character is a necessary step towards leadership consciousness that builds personal mastery; which is necessary to affect change (Senge, 2006). At the strategic level, the initiation of the CPCC is evidence of organizational support that is required to affect cultural change at the CAF level and mirrors the support requirements to improve leadership through mentorship in the RCR.

Organizational support is reflective of a culture of organizational investment. In terms of things that facilitate a culture of mentorship, Kochan et al. (2015, p. 96) identified attention to training, mentee/mentor matching, and a focus on mentees as important from a person perspective. On the other hand, the authors also recognized organizational culture and commitment as being critical to a program's success, noting that when organizational culture

embraced and valued mentorship, it flourished (p. 97). Moreover, they assert that “the degree to which the leadership in an organization was committed to the purposes of the mentoring program seemed directly related to the ability of the program to succeed” (p. 97). Therefore, for the RCR, evidence of commitment to mentorship by the regiment’s stakeholders is critical to supporting a change in culture towards a culture of mentorship. In the case of the regiment’s stakeholders, support for a culture of mentorship could start by communicating a shared vision through the chain of command that acknowledges the intent to formalize a program, its importance, its benefits, its relationship to higher institutional efforts, and its aims. Additional commitment to a culture of mentorship can be demonstrated through outreach to partners like the RCR Association and other infantry regiments to provide a network of creative support.

Regarding mentorship from diverse sources in support of a culture of mentorship, participants acknowledged that mentorship is a phenomenon that transcends dissimilar organizations. Participant P006, for example, stated, “you don’t need to look directly within your organization. I think that that relationship can be found and built elsewhere.” Similarly, Participant P004 envisioned, “perhaps there’s some opportunity to have a mentorship program within our trade but outside of our regiment where we can connect with the PPCLI or the Van Doos...to provide that experience...without [internal] conflict of interest.” Participant C002, on the other hand, raised the point that retirees also have much to offer. In speaking of a retired, informal mentor, he reflected, “I’ve actually found [the relationship] very valuable because it’s a different perspective and it’s someone who has nothing to gain from the system. They’re not a superior to me. They’re not invested in the chain of command.” While Kochan et al. (2015) note that matching mentees and mentors from dissimilar backgrounds can be problematic, they also

note that mentee/mentor flexibility, training, and openness to cultural differences helps facilitate mentorship success and increased cultural awareness. Not only would partnering an RCR mentorship program with other army organizations and associations reflect organizational commitment; it would also add to CAF-level efforts to foster a culture that is accepting of diversity.

In addition to reaching out to external organizations to partner in a formal mentorship program, regimental stakeholders must also consider a metrics plan and an individual or group of individuals who can champion the program and the network of potential mentees and mentors. As Sobowale (2016) points out, a program should include a system to report progress on a cyclical basis. This would be an azimuth check to validate aims, communications, matching, training, guidelines, congruence with higher level goals, and cultural alignment. Conversely, the program champion, would ensure that organizational support in the form of prominence, encouragement, and funding was maintained. As Kochan et al. (2015) uphold, having a program that is adequately staffed with caring, committed people as well as “a person or people who monitored the mentoring relationships and outcomes appeared to be one of the most important facilitative elements in the...program” (p. 97). Finally, while enthusiasm and authentic support of a mentorship program is key, funding to create low-level activities, such as coffee meetings or attendance at sporting functions where mentors and mentees could bond, network, and strengthen the community should be considered to incentivize the program. From an individual leader perspective, self-reflection for people who would make good mentors – from an attention to well-being versus performance perspective – would help with ongoing organizational efforts to affect change. Additionally, open discussion with subordinates and superior leaders about who

might benefit from mentorship would help shape ongoing, positive dialogue through the ranks of the regiment. Such endeavours would help spur the program when taken together with the other introductory steps.

In summation, as a fighting unit of the Canadian Army, the RCR and its leaders are incessantly busy honing their competency skills. The leadership required to keep those performance-focused abilities current while tending to the development and well-being needs of the regiment's members is a daunting challenge. To help meet this challenge, formalization of a mentorship program aimed at boosting development and well-being is a recommendation that can be achieved through incremental steps. Similarly, recommendations to institute leadership development and a culture of mentorship can be realised through a measured approach to each. Appendix L depicts a potential framework for the implementation of the recommendations. Ultimately, the intent of the regiment's stakeholders to endorse, action, or hold back on recommendations will have implications for the organization and its members.

Organizational Implications

The study recommendations are meant to be stepping-stone actions for the RCR stakeholders to take in order to affect positive change that enhances leadership. Enabling the recommendations, postponing them, or discounting them can have varying implications for the organization. For example, the research was conducted in a way that aimed to contextualize the experiences of members of the RCR to provide meaning. It is worth noting that participant experiences were gathered through a combination of individual interviews and a focus group conducted virtually by the inquiry team. The experiential meaning of participants, in turn, is acting as a catalyst for continued dialogue between stakeholders and the rank and file, which

supports team learning. A second-order implication is that organizational learning can be more broadly affected from a systems perspective. More specifically, by actioning study recommendations, efforts of the regiment's stakeholders would illuminate a potential path toward leadership enhancement for other CA and CAF organizations to follow. Additionally, the study aims to be an agent for change by allowing qualitative first- and second-person (researcher and soldier) voices to be heard within a unit of the armed forces. It also gives a chance for the objectivity seeking third-person research voice to be heard (Chandler & Torbet, 2003). Finally, timely action, resource commitment, and outreach by the regiment's stakeholders, would pay dividends towards initiating a change in culture that embraces mentorship.

Finding Meaning

This study aims to highlight, among several things, that the Royal Canadian Regiment, its lineage, mission, and people are inter-related parts of a larger system. The regiment is a system of systems within the CAF and CA systems. Consequently, complexity is at the heart of understanding the role it plays in shaping the lives of soldiers, their development, and the security of Canada. When systemic problems arise, there is a natural tendency to focus on episodic or symptomatic solutions rather than addressing root causes. This is often because long-term answers are veiled in complexity, which like a double feedback loop only offers short-term respite (Senge, 2006, pp. 108-109). For instance, there is recent evidence that the Canadian Armed Forces is experiencing a crisis of leadership that has revealed itself at the upper echelons. Yet, "fixing" an issue of that magnitude requires more than a singular solution such as conducting additional awareness training. Rather, solutions to complex problems often require understanding that starts with revelation and an authentic appreciation of experience. In the case

of the RCR, myself and study participants have peeled back a system edge to answer how discourse on mentorship might, through shared inquisitiveness, lead to better leadership. A key aspect to the research is providing contextual meaning, i.e., “the social meaning people attribute to their experiences, circumstances, and situations” (Hesse-Biber, 2017, p. 4). As an inside action researcher, my efforts lay as a catalyst to help participants find meaning that supports what Senge (2006) referred to as team and organizational learning. Ultimately, initiating dialogue through the voices of varied ranks helped foster a sense that they were “colleagues in mutual quest for deeper insight and clarity” (Senge, 2006, p. 228).

Growing Voices

In this light, the research offers the stakeholders an opportunity to breathe life into the regimental community through the promotion of first- and second-person leadership practices that converge with their corresponding voices. Moreover, in addition to nurturing the regiment’s internal leadership efforts, pursuing the recommendations would give organizational leaders the opportunity to lead the army in a way that helps to promote broader cultural and values-revision efforts that are currently underway in the CAF. In this way, the opportunities for third-person practice would not only benefit armed forces systems; adopting the recommendations would also allow for positive impact on broader public security communities. For example, aside from groups within the CAF, other public safety organizations such as police and fire services that share similar organizational characteristics and cultures could benefit from the research. As Chandler and Torbert (2003) contend, “Third-person action research can be conducted with many third persons, where the practitioners researched are also the researchers and where analysis and new actions occur in a relatively decentralized way” (p. 145).

It is also important, at this point, to re-emphasize the importance of ontological perspectives and their attendant epistemologies and methodologies. In traditional, hierarchical, rules-based organizations like the RCR and the Canadian Army, the positivist approach is most reassuring as it aligns with the norms of expert versus layperson approaches to reality making. Conversely, while the critical epistemological perspective focuses on how power is imbued in knowledge-building, the “interpretive perspective views the researcher and research participants as co-creators in the knowledge-building process,” with an emphasis on the participant perspective (p. 7). Together with my insider action research methodology, this study aimed to use the interpretive standpoint as a means to empower members of the RCR as co-creators of leadership and mentorship knowledge. This last point of empowerment goes against the grain of traditional hierarchical power but exposes the possibilities for other approaches or emancipatory conversations that have the potential to build cohesion and leadership practices.

For example, while insider action research is the methodology of choice for this study, appreciative inquiry (AI) with its 4-D model of discovery focused on grounded observation, vision towards an ideal, collaborative dialogue, and collective experimentation aimed at discovering future possibilities is another methodology that could be followed by similar organizations seeking organizational learning (Bushe, 2012). As Bushe (2012) related, AI is a model used to define exuberant organizational experiences that energized participants and allowed conversations – albeit they positively focused – on institutional challenges. The author also concludes that the power of AI is avoiding dogmatism and model molds in favour of ongoing conversation amongst practitioners and researchers (p. 12). Much like the importance of ongoing dialogue in AI is important, there are implications for the RCR in terms of a measured

approach to implementing a formal mentorship program.

Finally, it is worthwhile to pause here and consider the co-creation of knowledge. As previously mentioned, action research aims to address a problem in addition to adding to research. As Coghlan and Brannick (2014), contend, one of the key criticisms of action research is that it simply tells a story without adding to emergent theory or knowledge (p. 171). In the case of this research, participants acquired general knowledge about mentorship through participation in dialogue but also co-produced knowledge about mentorship in their regiment. For example, through the data collection methods, both the participants and myself learned that despite the lack of an evident, formal mentorship program within the unit, informal mentorship does occur. Additionally, the importance of mentorship to the participants, as revealed through their experiences and stories, supports established theories that attribute its benefits to mentee, mentor, and organizational wellbeing. Lastly, in relation to emergent theory, there is evidence that within the regiment and higher systems, organizational care – achieved through expanded access to mentorship – is important and should be further investigated. There is promise, in this regard, to add to the three voices of practice from an action research perspective.

Family Isn't Built in a Day

In addition to the three voices of practice, it is also important for the regimental stakeholders to understand that there are implications for increased cohesion as members of the regiment seek greater connection within the organization. Their want is based around a desire for increased understanding of how to navigate internal and external organizational cultures and their associated complexities. This is poignant, especially for officers who are more frequently posted away from the direct connectivity associated with employment in the battalions. In this

light, affording ongoing mentorship while outside of the battalions would offer a means of maintaining developmental guidance in spite of separation. The desire of participants for greater connectivity beyond their immediate employment corresponds with the RCR's notion of regimental family as a cornerstone of organizational culture.

Instituting a mentorship program would, for example, give members continued access to growth that supports well-being and performance-based leadership development. In this light, a sense of belonging is an important part of psychosocial benefits of mentorship that was brought up by participants. Being part of an organization that cares for its members increases connectivity, especially with leadership role-modeling that is often associated with mentorship in a familial setting (Kouzes & Posner, 2012). According to the RSOs, the RCR is an organization that prides itself on being representational of a family (RCR, 2017, p. 25). Introducing formal mentorship would reinforce the link to family and higher institutional aspirations to transform towards a culture of inclusivity.

Change, however, is rarely easy and not always welcomed. A focus on incremental implementation that affords the organizational leaders a graduated path has implications for likelihood of program success. Beckhard and Harris (1987) assert that complex systems change involves four facets: goal setting based on an envisioned state or goal; analysing the present situation; identifying the transition process; and planning for the transition. Key to success is inclusivity of groups and people in the transitionary process with focuses on participant goal setting, reporting, and shared strategies. Moreover, it is important for program actors to understand that change is complex and the introduction of formal mentorship with its various aspects will undoubtedly be a non-linear affair. As Burns (2015) contends, "complicated change

processes are those where multiple linear relationships each have an impact on outcomes.” In the case of the RCR, the regimental sponsors acknowledge higher level attempts to better leadership through mentorship and the inherent limitations of implementing a stable, reinforcing program. Therefore, the implication for the regiment is that efforts and positive mentorship outcomes must rely on external and varied support, which come with increased complexity. Nonetheless, complexity can be managed through a graduated approach that builds towards what Jim Collins (2001) defined as fly-wheel momentum achieved through small inputs or wins.

Building Cultural Momentum

Aside from emphasizing the concept of the regiment as a family, opportunity also exists for RCR gatekeepers to form junior leaders into well-developed senior leaders who are not only competent at their calling but also able to lead with well-developed character in a fly-wheel momentum of leader development (Collins, 2001). This involves changing the status quo. In this case, seizing the initiative as Kouzes and Posner (2012) note, involves moving away from old solutions (i.e. happenstance informal mentorship) towards innovative ones (i.e. formal mentorship). A key factor in the development of such an undertaking, however, is adherence to a creative, incremental approach aimed at achieving small wins that lead to bigger ones. Rather than applying speed and audacity that often characterize fast-paced offensive operations, the stakeholders must instead “see change as starting small, using pilot projects, and gaining momentum” toward a distant vision (Kouzes & Posner, 2012, p. 188). This not only keeps efforts to achieve the recommendations manageable; it supports a culture of mentorship and its attendant concerns.

Finally, crafting a culture of mentorship has implications with regards to efforts that

support mentorship. Participants and stakeholder representatives alike sounded a cautionary note that failure to commit appropriate resources and care to a nascent mentorship effort would lead to failure. Success starts with support from the top but this is not always easy. On the one hand, Kochan et al. (2015) note that potential barriers may exist where traditional, organizational leaders allow the status quo to be maintained because they are comfortable with it and see no need for change. On the other hand, the authors contend that well-educated leadership may understand the benefits of a formal program and seek to pursue its implementation. Ultimately, possible actions like holding cultural awareness workshops and training would pull together the RCR community in seizing the initiative. In addition to organizational endorsement, other factors such as program flexibility, outlook of participants, the openness of mentees and mentors to cultural differences, adequate funding, and staffing care should be considered in a measured approach to program genesis (Kochan et al., 2015). Of these, staffing is very much key, as the right person to champion the cause on behalf of all strata in the RCR will be a force-multiplier in its initiation. As the authors note, while program support may be extensive, “the importance of a single person [i.e. a champion] who monitors and facilitates relationships is something not often discussed” (Kochan et al., 2015, p. 97). Lastly, as leadership in the CAF, the CA, and the RCR are values-based, organizational values and those of its members positively impact the success of mentorship endeavours. “Values that embraced mentoring served to enhance the process and program” (Kochan et al., 2015, p. 97). While positive impacts are certainly desirable, a note of caution sounded by participants also has potential implications for an organizational mentorship program.

Caution on More of the Same

Research shows that mentorship programs have their benefits, however, there are some aspects of mentorship that can have negative outcomes if not correctly addressed. In addition to mismatching mentors and mentees, as well as poor mentor and mentee selection, there is also a risk that a program not done correctly may promote the perception of status quo enhancement. That is to say, a program that reinforces bias, uneven opportunity, misunderstanding, a lack of organizational and stakeholder support as well as under resourcing has the potential to project a continuation of a flawed system rather than an effort focused on mentorship amelioration. As Kochan et al. (2015) point out in their Cultural Framework for Mentoring, inattention to factors that lead to organizational, societal, and cultural hinderances can cause program failure or ineffectiveness. Additionally, there is risk when mentorship aims to simply replicate leaders or their paths. As Paolozzi (2013) notes, “Mentoring is not simply providing a navigational chart for clear waters in a similar career path. [As a developmental tool] it involves the courage to speak forthrightly and provide the mentee guidance *and* correction” (p. 7). This agrees with the views of interview participants who also underscored that the risk of initiating a program that reinforces opportunity preference (real or perceived) needs to be avoided. As Martin et. al (2003) noted in their study of negative aspects associated with mentorship in the US Army, “Many related emotionally that the word “mentoring” has negative baggage, such as exclusivity, unfairness, cronyism, etc.—connotations that run counter to good leadership and the Army values of fairness and equality” (p. 118). Therefore, the implication for the organization is that a mentorship program needs to be accessible, fair, and trustworthy to avoid an assessment it supports counter-values.

In closing, the initiation of a formal mentorship program has implications for any organization; potential benefits weighed against potential pitfalls. For the RCR, a mentorship program would validate the meaning of leadership development experienced by senior non-commissioned officers and commissioned officers within the regiment's ranks. There are implications that a program within its ranks would give greater voice to its members while concurrently affording appreciative inquiry in other units in the systems that define the CA and CAF. This, in turn, has the potential to expand understanding, learning, and practice in other communities outside of the military. With a community focus, mentorship initiated by organizational leaders also has the potential to increase the bonds and ties members' experience within the regimental and CAF families. To conclude, the genesis of formal mentorship has the potential to transform leaders, the RCR, and the greater defence institution that is key to the security of Canada and its people.

Implications for Future Inquiry

As the RCR is a system of similar systems – i.e. military organizations – within a larger system, a look at how the study's conclusions, recommendations, and organizational implications illuminate further areas of potential study is merited. For example, on a larger scale, the Canadian Army is comprised of different units that have different functions and traditions. As there are differences between units, it would be worthwhile to investigate how mentorship is achieved in other combat arms units, like the engineers or artillery, and how it is achieved in non-combat arms units like medical units. With this in mind, it is worthwhile to note that research on mentorship in health and educational services fields is much more prevalent than research on military mentorship. In addition to the potential to research mentorship variation

among units in the army, opportunities to research the work of mentorship in other organizations exists.

Since the CAF seeks to change various aspects of organizational culture, a study of how mentorship could be used to better leadership in the other branches of the service i.e. the Royal Canadian Navy, the Royal Canadian Airforce, and the Canadian Special Operations Force could also be beneficial. Moreover, there are cultural variances between army units and although they are not vast, differences between units become more pronounced when comparing army, navy, airforce, and special operations forces. Therefore, as their functions and culture vary, an effective approach to mentorship may also look different for units under each element. Added to the scope of study are reserve units, which are also steeped in long-standing tradition, variable culture, and organizational character. As previously mentioned, while I aimed to include reservists from 4 RCR in this study, the experiences of reservists remain largely unaccounted for and, as with the regular force, there is a standing presumption that one mentorship approach fits all units.

Finally, and not insignificantly, as the institutional leaders of the CAF strive to affect cultural change within the organization, a look at the impact of mentorship practices in consideration of ethnic culture may be fruitful in revealing how members from varying ethnic backgrounds experience leadership and mentorship in the service. As literature on mentorship demonstrates, the relationship between leaders, mentors, and those they care for can be impacted by variances in gender, age, ethnicity, economic background, status (rank) and education. Of these factors, ethnicity may stand to best help higher-level leaders understand and contextualize member experiences and outlook from a cultural diversity perspective. This is important now and

will be in the future as the ethnic background and face of Canada, the Canadian Armed Forces, and other public safety organizations across the country continue to evolve.

Thesis Summary and Conclusion

Over the last five chapters we have navigated leadership and mentorship and the relationship of both in the Royal Canadian Regiment – one of Canada’s most storied fighting units. At the core of the RCR are people and people who, for their commitment to Canada and Canadians, deserve nothing better than fantastic leaders and leadership. Clearly, the RCR has both and based on the palpable experiences of its members more can be done. Leadership is an artform and most artists, practice for countless hours to be good at their craft. Mentorship too, takes practice – even for those who have a natural aptitude, a learning curve still exists. Formal mentorship has the potential to elevate leadership practices and, given the appropriate resources and care, the potential to form or reinforce community connections within hierarchical organizations. Underpinning the path to leveraging its benefits are efforts at organizational revitalization.

We have seen that mentorship often involves elements of career development that centers on connections, understanding the system you’re a part of, having a voice to speak on one’s behalf, and opportunities at competency improvement. We have also seen that a critical part of mentorship (and therefore leadership) is the psychosocial function that affords personal connectivity over a long-term period and leads to greater senses of value, belonging, care, and trust between individuals and organizations to which they belong. In addition to helping build trust, mentorship offers an underlying promise of promoting diversity by including external resources to help achieve developmental growth of RCR leaders. Finally, positive role-modelling, although sometimes considered a third and outside component of mentorship models,

cannot be overlooked in terms of acculturation and valuation within organizations – especially traditional ones.

For the RCR a refresh of the values held dear by the organization, in line with higher organizational values and – very importantly – the values of its members would set the baseline for values-based approach to leadership. Efforts at including the voices of the regiment's strata, from the most junior to the most senior ranks, will serve to bond members of the regiment with its larger family. Additionally, a revamp of the Regimental Standing Orders to bring clarity, relevance, and dialogue to leadership would be helpful to guide members of the regiment as they develop both personally and in their career. To go along with professional development, leadership training can be leveraged – not just to achieve professional competence but to improve personal character development, leadership understanding, and leadership practice through self-reflection. Leadership training also has the potential to bring leaders out of their comfort zone, to consider, for example, their own experience with mentorship and who they see as good mentors or whether they would consider becoming a mentor.

From the perspective of mentorship, it is important to remember that, like leadership, mentorship *is* occurring and there are good mentors who are currently performing the function very well. Positive growth in this practice will not only reinforce the CAF's efforts to achieve better leadership and greater cultural inclusivity, it will help reinforce the ties that bind its members together over a long period of time. In this regard, and as we conclude, it is valuable to revisit the work of mentorship and the story of Telemachus.

We know that informal mentorship happens, occurs mainly as a result of happenstance, and is beneficial for both mentors and protégés. If, conversely, we consider Odysseus' initiative

to have Mentor engage his son as a sage influence, it is apparent that the relationship was not only successful as a standard that reinforces the concept of mentorship; it was an example, of the potential for success that formal mentorship holds. In this fabled story, the connection between mentee and mentor did not happen organically or by happenstance. Rather, the relationship between Telemachus and Mentor was purposeful and paternally devised to assure the principles of care and development. Mentorship is not for everyone. Not all persons want or need mentors but for those who are seeking its benefits, given the opportunity, its impact can have a positive, everlasting effect. For the RCR, increased mentorship offers the opportunity for stakeholders to lead the institution, invest in tomorrow's leaders through meaningful development and engagement, and a chance to strengthen connections within the greater security community. To end, mentorship would help bolster security for Canadians and as the RCR motto states – Pro Patria (for country).

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Appendix A: Mentorship Benefits

A Model of the Consequences of Mentoring in a Learning Organization (Klinge, 2015, p. 161).

Mentor benefits	Mentee or protégé benefits	Organization benefits and outcomes
Learning partner Knowledge Skill enhancement Cognitive rejuvenation Feedback Expanded awareness of environment Creativity Sense of purpose and fulfillment	Knowledge Skill enhancement Supportive feedback Assimilation into the culture Sense of cohesion, responsibility, and integrity Awareness of political environment Sense of power and confidence Creativity Leadership development Higher earnings Personal values clarification Professional values clarification Advancement of underrepresented groups Increased job satisfaction Greater influence in the organization	Improved job performance Productivity Cost-effectiveness Improved recruitment Talent pool development Career and life planning Career satisfaction Increased organizational communication and understanding Increased trust Maintaining motivation Improved strategic planning Creativity Employee enthusiasm Collaboration

Appendix B: Introductory Letter

Mentorship in the Royal Canadian Regiment (RCR)

My name is Chris Nobrega, and this research project is part of the requirement for a Master of Arts in Leadership degree program at Royal Roads University. My credentials with Royal Roads University can be established by contacting Royal Roads University, School of Leadership.

Purpose of the Study and Sponsoring Organization

The purpose of my research project is to understand how mentorship is achieved in the RCR. The research objectives focus on assessing mentorship models at work in the regiment at various rank levels across the four battalions. The research questions center on how connection between members and the regiment and ultimately the Canadian Armed Forces (CAF) can be improved through mentorship. Related questions aim to understand if there are any impediments to engagement and whether there are differences in experiences based on rank, age, and gender. The RCR is a component of the Canadian Army and the CAF and, as higher formations seek to improve the experience of service members through initiatives such as *The Journey*, it is in the interest of the regiment and its family members to refine practices that add to the greater effort.

Your participation and how information will be collected

The research will consist of initial interviews that will be followed by a focus group. Interviews will again be conducted virtually and will sample from the various ranks within the regiment from sergeant to lieutenant-colonel. Interviews are also expected to last no more than one hour. The anticipated questions include questions on what people have experienced in terms of mentorship practices within the regiment. Additionally, questions will be aimed at understanding the relationship between mentorship experiences and resultant participant sense of community. The focus group will be focused on a mix of senior 6-10 Sr NCO, junior and senior officer ranks and will take approximately one hour to complete. Both methods of data collection will rely on volunteers to participate and both focus group and interview participants will be randomly chosen among volunteers.

Benefits and risks to participation

Risks: While there are evident benefits to individuals, the regiment, and the army, the study is not without risk. The experiences of participants will serve as frank reminders of past experiences during the careers of participants. In fact, while positive experiences will likely be recounted, data collection may also elicit emotions that are negative, disruptive, or may re-open damaging occurrences with a career. Consequently, participation is completely voluntary, withdrawal is a right at any time, and counselling services will be available for persons wishing to use them.

Finally, confidentiality will be of the utmost importance, especially as the risk of power-over is high in a traditionally hierarchical organization like the RCR. If a research participant chooses to withdraw from an interview at any time up to, during, or following their interview, their data will be removed from the study. The data collected from the interviews and focus group will be coded and collated, however, individual data cannot be removed from the focus group if a participant chooses to withdraw. It is worthwhile to note that participation in any of the data collection methods will be kept confidential and participants will be assigned a four-number ID code that will allow their identities to

remain private. This will also ensure that comments cannot be directly linked to individuals. Raw data will be kept confidential and will be destroyed two years after completion of the project.

Benefits: As you may be aware, the regiment currently has a mentorship program that is listed in the Regimental Standing Orders. Additionally, mentorship is often spoken of in the CAF and is a part of leadership doctrine, however, it is variably defined and conducted across the forces and the Canadian Army. A study of mentorship in the RCR aims to benefit members of the regiment past, current, and future. The study aims to empower participants to positively affect their future and the future of those yet to join the ranks of the regiment. It will provide individuals with increased knowledge of mentorship and how it can be leveraged to improve experiences of leaders and followers. Moreover, if the experiences of members can be improved, their job satisfaction and external concerns, such as family happiness will benefit. Consequently, at the end of the research, the collected data and analysis will help to form understanding and recommendations that the regiment and, leaders like yourself, can use as the basis for improving the experience of service members. Ultimately, a strengthened family and regiment will benefit the security of Canada well into the future.

Inquiry team

I have recruited some members of the regiment – one from each of the battalions – to assist me in coordinating data collection. For example, they will help with the coordination of volunteers, interviews, and the focus group. Additionally, members of this team will assist in assembling persons on my behalf and will help me to ensure that data collection is framed correctly. These persons will not be part of the data collection per se but they will assist me in ensuring questions used in the methods are correctly worded and relevant. They will be privy to the content questions; however, their role is strictly supportive.

In addition to serving members of the regiment, I have also elicited the help of facilitators, who are either civilians or retired from the CAF to help me with the conduct of the interviews and focus group. These members are not in any way connected as serving members of the regiment, are experienced in facilitation, and are versed in mentorship and leadership research. Consequently, these team members add an unbiased yet educated strength to the data collection. Additionally, I intend to use a transcriptionist to transcribe audio material. This person will come from a professional service and will have no connection to the RCR or the research being conducted.

Real or perceived conflict of interest

In addition to risks and benefits, there may also be conflicts of interest, which I will strive to mitigate. First of all, it is important to note that my role is both that of researcher and member of the regiment. I have been in contact with the regimental stewards, who have authorized this study with the RCR as the organizational partner, and, as a result, there may be a perception of a conflict of interest. The perception may be that due of my involvement with the regiment's upper hierarchy, recommendations or changes, may represent a conflict. I disclose this information here so that you can make a fully informed decision on whether or not to participate in this study.

Confidentiality, security of data, and retention period

I will work to protect your privacy throughout this study. All information I collect will be maintained in confidence with hard copies (e.g., consent forms) stored in a locked filing cabinet in my home office. Electronic data (such as transcripts or audio files) will be stored on a password protected computer on my home computer. Information will be recorded in audio and hand-written format and,

where appropriate, summarized, in anonymous format, in the body of the final report. At no time will any specific comments be attributed to any individual unless specific agreement has been obtained beforehand. All documentation will be kept strictly confidential. All original data will be destroyed two years after completion of the project. Please note that due to the nature of the focus group method, it is not possible to keep identities of the participants anonymous from the researcher, facilitator, or other participants. Participants are asked to respect the confidential nature of the research by not sharing names or identifying comments outside of the group. Data will be stored on Canadian servers and transcriptionists will, by formal agreement, agree to maintain confidentiality and destroy the data once their services are complete.

Sharing results

In addition to submitting my final report to Royal Roads University in partial fulfillment for a Master of Arts in Leadership, I will also be sharing my research findings with the RCR Regimental Senate, including the command teams from each of the battalions and the RCR Association. Following completion of the study a presentation will be given to the Senate and then made available to members of the regiment for dissemination via online resources.

Procedure for withdrawing from the study

Please be aware that you are not required to participate and, should you choose to participate, your participation would be entirely voluntary. If you choose to withdraw, any data collected during the interviews will be deleted. Focus group participants can also withdraw at any time during the focus group, but because their data will be collated with other participant data, it cannot be removed.

You are not required to participate in this research project. Your decision to not participate will also be maintained in confidence. Your choice will not affect our employee/ employer relationship or your status in any way.

By signing the consent form, you indicate that you have read and understand the information above and give your free and informed consent to participate in this project.

Please keep a copy of this information letter for your records.

Sincerely,

Chris Nobrega

Appendix C: Inquiry Team Member Letter of Agreement

In partial fulfillment of the requirement for a Master of Arts in Leadership Degree at Royal Roads University, Chris Nobrega (the student) will be conducting an inquiry research study at Petawawa, London, and Kingston to understand how mentorship is conducted in the RCR in order to build on its application with a view to increasing engagement of members across the regimental family. The student's credentials with Royal Roads University can be established by contacting Royal Roads University, School of Leadership.

Inquiry team member role description

As a volunteer inquiry team member assisting the student with this project, your role may include one or more of the following: providing advice on the relevance and wording of questions and letters of invitation to invited participants, supporting the logistics of data-gathering, including assisting with the arrangement of interviews or focus groups and taking summary notes of focus groups. Finally, you may be asked to review presentation products to assist the student with disseminating the research results. In the course of this activity, you may be privy to confidential inquiry data.

Confidentiality of inquiry data

In compliance with the Royal Roads University Research Ethics Policy, under which this inquiry project is being conducted, and the Department of National Defence's DAOD 5048 on Social Science Research, all personal identifiers and any other confidential information generated or accessed by an inquiry team member will only be used in the performance of the functions of this project, and must not be disclosed to anyone other than persons authorized to receive it, both during the inquiry period and beyond it. Recorded information in all formats is covered by this agreement. Personal identifiers include participant names, contact information, personally identifying turns of phrase or comments, and any other personally identifying information.

Bridging student's potential or actual ethical conflict

The Inquiry Team may be asked to take on third party responsibilities to: send out invitations to potential participants, receive letters/emails of interest in participation from potential participants, communicate participant requests based on criteria you and the student will have worked out previously, formalize the logistics for the data-gathering method, including contacting the participants about the time, location, and social media platform of the interview or focus group, assist with the conduct of the focus groups (usually comprised of no more than 12 persons) using the protocol and questions worked out previously with the student, and produce written summaries of the focus groups ensuring participant personal identifiers are removed when the transcripts are completed.

Personal information will be collected, recorded, corrected, accessed, altered, used, disclosed, retained, secured, and destroyed as directed by the research ethics requirements of Royal Roads University and the Department of National Defence, under direction of the Royal Roads academic supervisor.

Inquiry team members who are uncertain whether any information they may wish to share about the project they are working on is personal or confidential will verify this with Chris Nobrega, the student.

Statement of Informed Consent:

I have read and understand this agreement.

Name (Please Print)

Signature

Date:

Appendix D: Invitation to Participate in a Research Interview

Dear Royal Canadian,

My name is Chris Nobrega. I am a serving member of the Royal Canadian Regiment. I am currently completing a capstone project in partial fulfillment of the requirement for completion of my Master of Arts in Leadership, at Royal Roads University. This project has been approved by the Regimental Senate through the Regimental Colonel, and I have been given permission to contact potential participants for this purpose.

The purpose of this inquiry is to explore how the RCR achieves mentorship as a function of leadership with a view to improving engagement of members within the regiment and the Canadian Armed Forces. The goal of this research is to generate findings that inform recommendations to the regiment that enable development of leaders at all levels of the RCR so that they are able to build upon the efforts of the Canadian Armed Forces to successfully implement connectivity aspects of *The Journey*. The project will explore what senior NCOs, junior officers, and senior leaders of the regiment believe are required competencies, where these groups see mentorship competencies being exemplified, what gaps exist in competency development opportunities, and what the RCR can do to support the development of these competencies.

Your name was chosen as a prospective participant because you are an experienced leader in the RCR. This is a formal invitation to participate in a one-on-one interview. The interview will take approximately 30-60 minutes and may be held virtually during regular or after business hours. If you would like to participate, my team and I will work with you to accommodate your schedule as much as possible.

The attached document (Appendix B) contains further information about the study and will enable you to make a fully informed decision on whether or not you wish to participate. Please review this information before responding.

You are not required to participate in this research project. If you do choose to participate, you are free to withdraw any time without prejudice. If you do not wish to participate, simply inform your battalion point of contact. Your choice will not affect our relationship or your employment status in any way. If you are interested in participating in an interview, please respond to this email by 28 June 2021. In addition, if you choose to participate, please fill out and sign the Consent Form (Appendix E), which follows and return it to myself or the designated Inquiry Team member (battalion point of contact) that has communicated this invitation to you.

Please feel free to contact me or the designated Inquiry Team member at any time should you have additional questions regarding the project and its outcomes.

Sincerely,
Chris Nobrega

Appendix E: Consent Form for Participation in a Interview

By signing this form, you agree that you are over the age of 19 and have read the information letter for this study. Your signature states that you are giving your voluntary and informed consent to participate in this project and have data you contribute used in the final report. Your signature also confirms your consent to allow the audio recording of the interview.

I consent to quotations and excerpts expressed by me through the interview be included in this study, provided that my identity is not disclosed

I commit to respect the confidential nature of the interview by not sharing identifying information of this interview

Name: (Please Print): _____

Signed: _____

Date: _____

Note: Following the completion of the research study, participants will be invited to participate in a meeting where I will present my findings and draft recommendations. You will have an opportunity to provide feedback and give input into the prioritizing of the recommendations. Following their review, it will be presented to the Regimental Executive Committee and released to the regiment writ large.

Additionally, raw data from the research will be kept on file by myself as Principal Investigator for a period of one year in order to access it for confirmation of themes, quotes and results. Following this period, it will be destroyed.

Appendix F: Interview Questions

In the context of advancing engagement through mentorship within the RCR, the following questions were asked of participants:

1. The RCR has a mentorship program that is stated in the Regimental Standing Orders (RSOs). Describe your experience with mentorship as described in the RSOs? – Note: order and question changed in relation to question #2 as listed in the proposal.
2. Could you share a story of a point in time when you had an opportunity to be formally or informally mentored in the RCR? What happened, and what did you learn from this experience?
3. Understanding your experiences with mentorship within the RCR, what are your thoughts on the relevance or importance of mentorship outside of the regiment (through other units or through training)?
4. When you think of mentorship, and people you consider to be mentors or have mentored you, what characteristics come to mind?
5. Why do you think that mentorship is an essential part of leadership?
6. If you have been a mentor in the past, what type of mentorship training did you receive to help you be an effective in your role?
7. When thinking of career development, describe how would prioritize the application of mentorship from most important to least important? Why?
8. When you think about leaders, leadership development, and CAF attempts to be more caring for members who have served the armed forces, what are some ways that an increased focus in mentorship can add to those efforts? What are your experiences?
9. Considering mentorship as a component of leadership, are there times when it is not necessary?
10. What are your thoughts on the effects – positive and negative – that mentorship potentially has on people's motivation and sense of belonging?
11. Is there anything else you would like to say about mentoring in the CAF and RCR that I

have not asked you?

Appendix G: Invitation to Participate in a Focus Group

Dear Royal Canadian,

My name is Chris Nobrega. I am a serving member of the Royal Canadian Regiment. I am currently completing a capstone project in partial fulfillment of the requirement for completion of my Master of Arts in Leadership, at Royal Roads University. This project has been approved by the Regimental Senate through the Regimental Colonel, and I have been given permission to contact potential participants for this purpose.

The purpose of this inquiry is to explore how the RCR achieves mentorship as a function of leadership with a view to improving engagement of members within the regiment and the Canadian Armed Forces. The goal of this research is to generate findings that inform recommendations to the regiment that enable development of leaders at all levels of the RCR so that they are able to build upon the efforts of the Canadian Armed Forces to successfully implement connectivity aspects of *The Journey*. The project will explore what senior NCOs, junior officers, and senior leaders of the regiment believe are required competencies, where these groups see mentorship competencies being exemplified, what gaps exist in competency development opportunities, and what the RCR can do to support the development of these competencies.

Your name was chosen as a prospective participant because you are an experienced leader in the RCR. This is a formal invitation to participate in a focus group. The focus group will take approximately 45-60 minutes and will be conducted virtually. Due to the small size of the group, I would like to schedule a date and time that accommodates the participation of all volunteers. Your participation will provide important and valuable insight into this research.

The attached document contains further information about the study and will enable you to make a fully informed decision on whether or not you wish to participate. Please review this information before responding. In addition, if you choose to participate, please fill out and sign the Consent Form, which follows and return it to myself or a designated Inquiry Team member.

You are not required to participate in this research project. If you do choose to participate, you are free to withdraw any time without prejudice. If you choose to withdraw during or after completion of the focus group, the data you contributed will already be amalgamated with other participant data and it cannot be removed. No names will ever be attributed to any comments recorded or transcribed and it would be difficult, if not impossible, to attribute data to any participant. If you do not wish to participate, simply do not reply to this request. Your choice will not affect our relationship or your employment status in any way. If you are interested in participating in a focus group, please respond to this email by {DEADLINE DATE}. Based on the focus group volunteers, I will synchronize the most suitable time for each group to meet.

Please feel free to contact me or the designated Inquiry Team member at any time should you have additional questions regarding the project and its outcomes.

Sincerely,
Chris Nobrega

Appendix H: Consent Form to Participate in a Focus Group

By signing this form, you agree that you are over the age of 19 and have read the information letter for this study. Your signature states that you are giving your voluntary and informed consent to participate in this project and have data you contribute used in the final report.

Please note that you are not required to participate in this research project. If you do choose to participate, you are free to withdraw any time without prejudice. If you choose to withdraw during or after completion of the focus group, the data you contributed will already be amalgamated with other participant data it cannot be removed. No names will ever be attributed to any comments recorded or transcribed and it would be difficult, if not impossible, to attribute data to any participant. Your signature also confirms your consent to allow the audio recording of the interview.

I consent to quotations and excerpts expressed by me through the focus group be included in this study, provided that my identity is not disclosed

I commit to respect the confidential nature of the focus group by not sharing identifying information about the other participants

Name: (Please Print): _____

Signed: _____

Date: _____

Note: Following the completion of the research study, participants will be invited to participate in a meeting where I will present my findings and draft recommendations. You will have an opportunity to provide feedback and give input into the prioritizing of the recommendations. Following their review, it will be presented to the Regimental Executive Committee and released to the regiment writ large.

Additionally, raw data from the research will be kept on file by myself as Principal Investigator for a period of one year in order to access it for confirmation of themes, quotes and results. Following this period, it will be destroyed.

Appendix I: Focus Group Questions1. Experience.

- What is it that you understand when we talk about mentoring? What does mentoring mean to you?
- Would anybody here be willing to share how mentorship is defined in you Regimental Standing Orders?

2. Formality.

- Any comments on the role of RCR mentors as assisting the Regimental Colonel and Regimental Chief Warrant Officer with career management?
- Can you share with us how you are currently experiencing mentorship in the RCR?

3. Variance.

- What should mentoring look like for senior NCOs and senior officers? What does each group need and what should it look like?
- Why is mentoring not happening or only happening infrequently? What should be done

4. Significance.

- Does mentoring really matter in the end? Why or why not?

Appendix J: NVivo Data Themes

NVivo Data Coding - Combined Data

Serial	Theme/ Code Name	Description	Files	References
1	Leadership vs Mentorship Function	Leadership does not always involve mentorship - comparing prof dev or PME and pers dev	7	132
2	Outcomes Positive or Negative	Learning what is the driver, what should it look like or how does it currently look	7	105
3	Definitions Mentor and Employment	Misunderstood definitions of concepts	7	84
4	Mentor Characteristics	Desirable or undesirable characteristics	7	83
5	Relationships	Underlying interaction between mentors and mentees	7	63
6	Cultural Change	Underlying desire to see a positive change	7	54
7	Different Regiment or Culture	Lack of org support, investment, chain of cmd, promotion, commitment or resources	7	40
8	Organizational Limitations or Support	Level of training for either the mentor or mentee	6	38
9	Mentorship Training	Mentorship prgms not associated with the RCR	7	36
10	Professional Dev vs Personal Dev	Difference between personal development vs pro dev (pro mil education, skills trg, performance incr)	5	36
11	Effective or Ineffectiveness	Indications that the current system is or isn't working	5	35
12	Psycho-social Well-being Aspect	There may be uneven access to mentorship opportunities - lack of a program or informal mentorship	7	30
13	RSOs and RCR Mentors	Related to instances of naturally occurring mentorship	4	26
14	Opportunity	Where mentorship offers opportunity to be inclusive and focus on the well-being versus performance	5	24
15	Informal Mentorship	Enduring relationship and when is it appropriate to be initiated	6	23
16	Career Management	Items that enable career management to occur	4	21
17	Timelines	There are times when it is not needed and this may be a sub-component of the Leader-Mentor dyad	6	18
18	Mentorship Knowledge	Not reviewed - concept is vague	6	16
19	Formal Mentorship	Related to formal supervisor as a mentor or a formal program	6	16
20	Secondary Task and Ratio	Mentorship as a secondary task vs primary focus and unrealistic ratio - cannot mentor several	5	16
21	Mentorship is Unnecessary	Characteristics of organizational mentors and their employment	5	15
22	Perspective - Opinion	Personal expression of an idea and/or opinion on leadership	4	12
23	RSO Knowledge	Review of what mentorship means in the Regimental Standing Orders	5	8
24	Interaction Frequency	Length of frequency occurrences	5	8
25	Progression	Helping hand or patronage?	4	8
26	Gender and Culture Perspectives	Altn perspectives	2	3
	Total			950

Overarching Themes	Reference Totals
Mentorship at Work	457
Mentorship Understanding/ Development	287
Support for Mentorship	206

Appendix K: Confidentiality Agreement

This form may be used for individuals hired to conduct specific research tasks, e.g., recording or editing image or sound data, transcribing, interpreting, translating, entering data, destroying data.

Project title - Mentorship in the Royal Canadian Regiment (RCR)

I, _____, as the _____ (job description, e.g., interpreter/ transcriptionist) agree to:

- 1. Keep all the research information shared with me confidential by not discussing or sharing the research information in any form or format (e.g., disks, tapes, transcripts) with anyone other than the *Researcher*.
- 2. Keep all research information in any form or format (e.g., disks, tapes, transcripts) secure while it is in my possession.
- 3. Work from a temporary folder on the C: drive of my computer until the transcription is completed and then received by the research team. Data should be deleted after confirmation of receipt of transcripts or upon completion of the project. Each transcript will be emailed as completed to the Pilot Project Supervisor using password protection.
- 4. after consulting with the *Researcher*, erase or destroy all research information in any form or format regarding this research project that is not returnable to the *Researcher* (e.g., information stored on computer hard drive).
- 5. Ensure that names or other obvious identifying information are removed from all transcripts and replaced with transcription codes.
- 6. Not communicate with anyone, except a member of the research team by any means verbal, written, or electronic about the moderator, focus group participants or the contents of the tapes/transcripts.
- 7. Contact a member of the research team if a personal need to talk about the data arises.

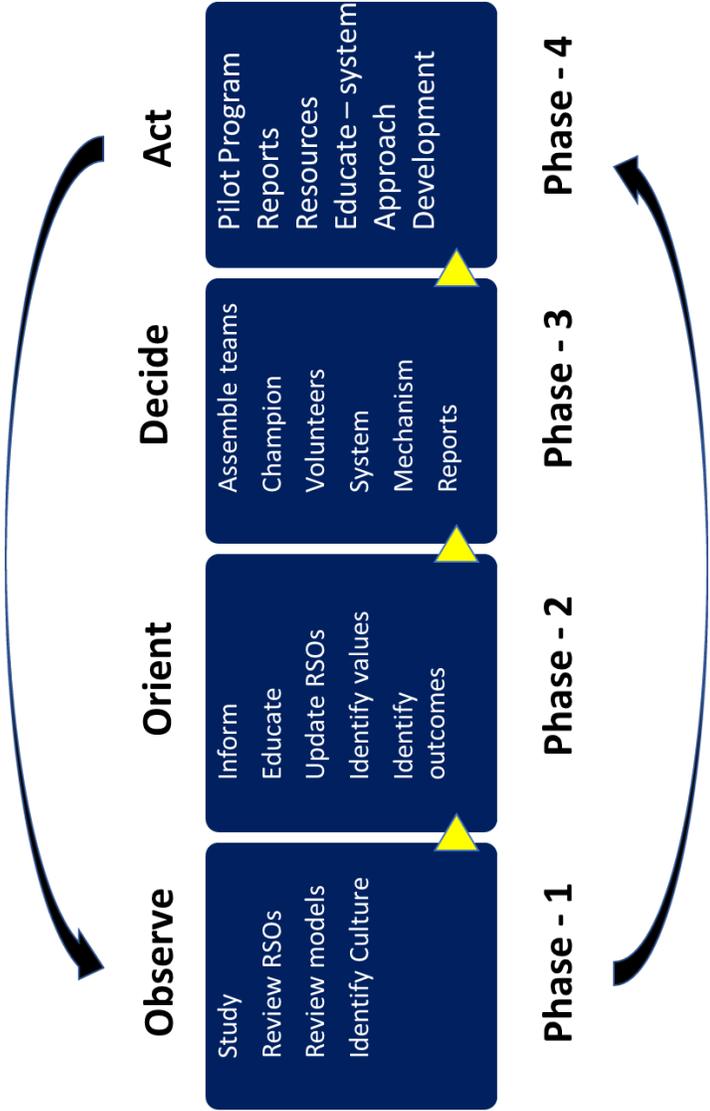
(Print Name) (Signature) (Date)

Researcher

Chris Nobrega
(Print Name) (Signature) (Date)

The plan for this study has been reviewed for its adherence to ethical guidelines and approved by Royal Roads University.

Appendix L: Mentorship Program Initiation Framework



Recommendations:

1. Initiate a Formal Mentorship Program
2. Conduct Leader and Leadership Development
3. Promote a Culture of Mentorship